



YEAR 3

Gymnastics

Lesson 2

Learning Objective

To be able to match a partner in a sequence.

Success Criteria

- I can adapt sequences to suit different types of apparatus.
- I can move in unison with a partner.
- I complete actions with increasing balance and control.

Handy Hints

Move at the same time and in the same direction.

Use different levels and body parts to make your sequence look interesting.

Equipment

- Mats x 15
- Stretches for Gymnastics Document

Optional:

- Agility table
- Agility trestle
- Benches

10 Mins

Warm Up and Introduction

Put the mats out:

Pupils need one mat between two.

Teacher note: please see guidelines on safely moving apparatus.

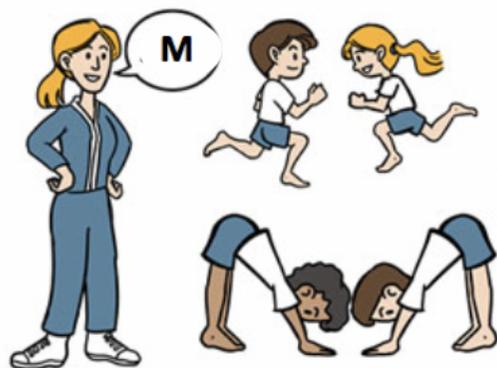
Letters:

Ask the pupils to work in pairs. They travel around the teaching area together. The first travelling movement is skipping. The teacher calls out a letter and pupils make that shape with their partner.

Ask the pupils to suggest a different method of travelling in between each round e.g. slide, spin, jump, crawl and hop.

Hold the shape still once you have created it.

Move around sensibly and safely being mindful of others.



30 Mins

Skill Development

Methods of travelling, high, medium, low:

Discuss with the pupils how they travelled in the warm up e.g. slide, spin, jump, step or crawl.

With a partner, pupils decide on three methods of travelling. These must include travelling at a low, medium and high level. Ask the pupils to complete their travelling sequence, matching each other and moving in unison.

Teacher note: unison is performing the same action, at the same time and moving in the same direction.

Encourage quality and control in their movements.

Make this harder by asking the pupils to use different body part to travel on for each travelling movement.

Put the apparatus out:

Pupils will need the use of one piece of apparatus between two e.g. agility tables, benches, agility trestles, low beams etc.

Teacher note: please see guidelines on safely moving apparatus.

Linking travelling and balancing using apparatus:

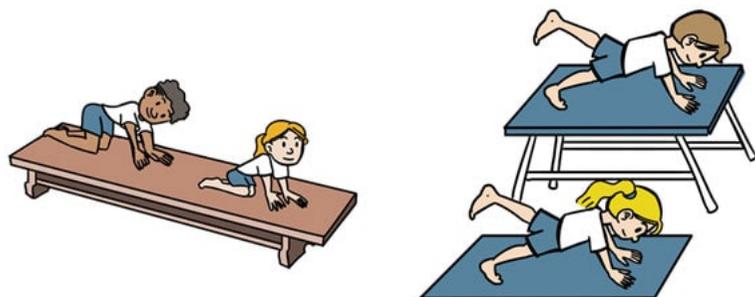
Ask the pupils to link together their three travelling movements with two balances. They can choose the order of their sequence but must still match each other.

Ask the pupils to incorporate their piece of apparatus e.g. one pupil begins their travelling movement half way along a bench and the other pupil begins at the end of the bench or one pupil balances on the agility table and the other pupil balances on the mat.

Choose balances that will help to make the sequence flow e.g. a low travelling movement to a low balance or, a high travelling movement to a shape jump.

Include a starting and finishing position.

Make this easier by giving the pupils a mat instead of apparatus.



Performing the sequence:

Invite pupils to perform. Remind the audience to be respectful of the those performing. They need to sit still, watch and clap at the end of the performance.

Ask the pupils observing to provide feedback at the end of the performance. Were pupils matching each other throughout their sequence? Was there anything that pupils could improve on?

Congratulate the pupils on having the confidence to perform.

Ask the audience to use gymnastic terminology to structure their feedback e.g. levels, shapes, body tension.

5 Mins

Plenary

Ask the pupils how to structure a gymnastics sequence.

Teacher note: a gymnastic sequence should include a starting position, actions and a finishing position.

Ask the pupils why they think it is important to behave in a respectful way when watching others. Recognise the importance of being respectful of other pupil's work, observing in order to provide feedback and learning by observing others.