



YEAR 5

Gymnastics

Lesson 5

Learning Objective

To be able to perform progressions of inverted movements.

Success Criteria

- I can attempt progressions of inverted skills, taking weight on my hands.
- I can use strength and flexibility to improve the quality the skills I complete.

Handy Hints

Use body tension to improve the control and quality of your movements.

Equipment

- Benches x 4
- Mats x 15
- Bridge Video
- Bridge Document
- Cartwheel Video
- Shoulder stand Video
- Shoulder Stand Document

Optional:

- Base stations

10 Mins

Warm Up and Introduction

Put the mats out:

Pupils need one mat between two.

Teacher note: see guidelines in the resource bank on safely moving apparatus.

Foxes and rabbits.

Select three pupils to be the foxes. They travel around using their hands and feet. Other pupils are the rabbits who bunny hop around. If caught by a fox, they must hold a front support position until another rabbit jumps over their ankles.

When in a front support squeeze your abdominal muscles to keep a strong straight shape with your shoulders over your hands.



Inverted movements:

Tell the pupils that an inverted movement is an action where your hips go above your head. Ask the pupils if they can give you an example of an inverted movement.

Teacher note: shoulder stand, handstand, headstand, cartwheel, bridge.

30 Mins

Skill Development

Shoulder stand:

Gather all the pupils around a central mat. Use a pupil to demonstrate a shoulder stand or show the pupils the video resource. Give the pupils time to practise on their mats.

Curl your torso and bring your knees in toward your face.

Lift your hips up toward the ceiling.

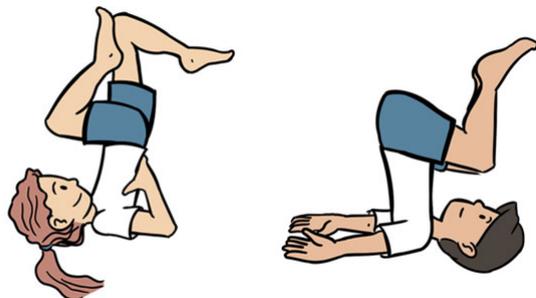
Bend your elbows and keep them on the ground, placing your hands on your lower back with your fingertips pointing up toward the ceiling.



One pupil working at a time. Ask the pupils to help provide feedback to each other using the teaching points given.

Get into and out of the shoulder stand slowly and with control. Hold the shoulder stand for 5 seconds.

Make this harder by creating different shapes with their legs e.g. straddle, split, triangle with feet together.



Bridge:

Gather the pupils around a central mat to demonstrate a bridge.

Progression 1:

Lie on your back with your palms and the soles of your feet on the floor.

Push your hips up and check that your knees stay in line with your hips.

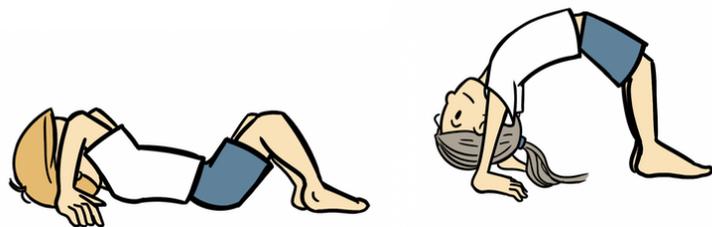


Progression 2:

Lie on your back, place your hands on the floor by your shoulders, fingertips pointing towards your shoulders.

Place the soles of your feet flat on the floor.

Push your hips up and extend your arms.



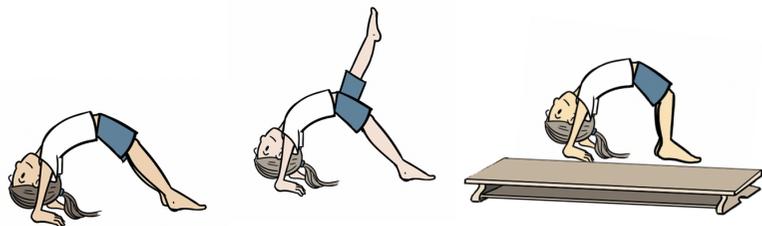
Give the pupils time to practise. Ask the pupils to help each other using the teaching points given.

Make this harder by straightening your legs and placing your feet together.

Push the weight into your shoulders to hold the position.

Can they lift one leg?

Can they do it on a bench?



Cartwheel:

Gather the pupils around a central mat and use a pupil to demonstrate a cartwheel or show the pupils the video resource.

Pattern for cartwheel is foot, hand, hand, foot, foot.

Begin in a straight shape facing forwards, before moving into a lunge position.

Finish facing where you have come from moving back through the lunge position before standing up straight.

Lift your hips high in the air and extend legs.



A Pupils start in their own space and practise bunny hopping around the teaching area.

Take weight on hands so that hips can be high, bring your feet towards your hands.

Move your hands and then your feet.

- (B) Pupils bunny hop on their mat moving from side to side.

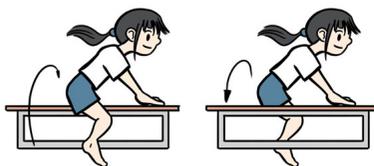
Move your hands and then your feet.

Try to increase your time in the air by taking your weight on your hands.

- (C) Place four benches around the hall. Ask the pupils to bunny hop over and along a bench.

Place your hands either side of the bench.

Keep your feet together.



Gradually lift your hips and legs higher each time.

- (D) If pupils are comfortable with the previous activities they can practise a cartwheel along their mat.

Use the pattern foot, hand, hand, foot, foot

Ensure you are a safe distance from others when they are performing actions.

Make this harder by cartwheeling along the top of the bench.

Teacher note: base stations can also be used on the floor, beginning in a curved line with pupils placing feet and hands on the dots in the pattern. As the pupils improve, straighten out the line of dots so that pupils have to lift their hips higher.



5 Mins

Plenary

Ask the pupils what feedback were they given that helped them to improve?

Ask the pupils to identify the muscles that they felt working in the different inverted movements. Encourage the pupils to recognise that gymnastic activities help them to develop both flexibility and strength.