



YEAR 5

## Gymnastics

Lesson 6

### Learning Objective

To be able to perform progressions of a handstand.

### Success Criteria

- I can create and perform a sequence individually.
- I can perform gymnastic actions with increasing control and fluency.
- I can use strength and flexibility to improve the quality of a performance.

### Handy Hints

Keep strong body tension throughout.

## Equipment

- Mats x 15
- Handstand Video
- Taking Weight on Hands Document

**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.

### Leaders:

Pupils work in pairs on one mat. One pupil begins as the leader and leads both themselves and their partner through a series of exercises of their choice. They select three actions to complete then change roles.

Instructions could include:

- Jumping on the spot
- High knees
- Heel flicks
- Star jumps
- Jogging on the spot
- Hold a front support

Make this easier by having these ideas displayed.

30 Mins

## Skill Development

### Taking weight on hands:

Give the pupils the resource card 'Taking Weight on Hands'. In pairs, pupils explore ways of using each other to perform front support positions, taking weight on their hands.

Move into and out of the activities slowly and with control.

Use your stomach muscles to hold a strong shape.

### Scorpion walk:

In pairs at one mat. Pupils stand one behind the other and practise a scorpion walk across the mat.

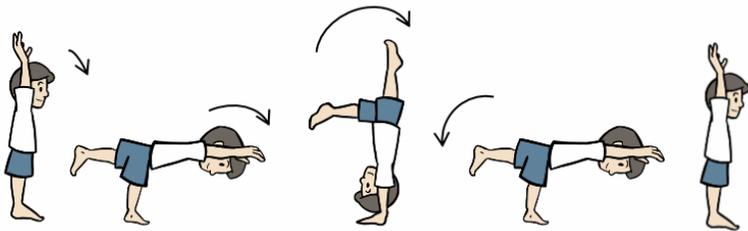
From standing with arms raised, step through a lunge shape to a partial handstand (one leg vertical, one horizontal). Immediately step down with the raised foot close to the hands, then reach the hands forward and repeat.

Travel the length of the mat in this way.

Squeeze the raised leg and extend your foot.

Make this easier by bunny hopping across the mat, trying to get their hips in line with their hands.

Teacher note: ensure pupils are a safe distance away from their partner when performing this.



### Step to legs together:

Pupils stand one behind the other and practise a step through a lunge shape to a momentary handstand. Step down with control.

Scorpion walk and try to lift the standing leg up to meet the other.

Hands should be placed quietly on the floor, not slammed.

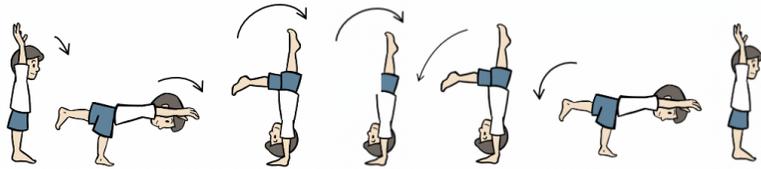
Ears are hidden between arms throughout the skill.

Eyes must be looking at hands.

The upper leg should remain straight throughout the skill. The lower (pushing) leg should be as straight as possible whilst in the air.

Make this easier by walking your feet up a padded wall into a handstand shape.

*Teacher note: ensure pupils are a safe distance away from their partner when performing this.*



### Sequence building:

In pairs, ask the pupils to create a sequence that includes two rolls and at least two inverted movements. Can they link these four actions together with travelling movements? Inverted movements could include a handstand, cartwheel, bridge and a shoulder stand, or progressions of these.

Encourage the pupils to think about their transition movements to ensure their sequence flows.

Use changes in level, direction and shape in the sequence.

Include a starting and finishing position.

Make this harder by including a piece of apparatus or specifying a set number of actions that must be included

**5 Mins**

## **Plenary**

Invite some pupils to perform their sequence. Ask the audience to provide feedback on what they really liked about the performance and why? How could the performance be improved further?

Encourage the audience to use gymnastic terminology to help structure their feedback e.g. starting and finishing position, actions, levels, shapes, travelling actions.