



Gymnastics Year 3- Lesson 1



Learning Objectives:

L.O 1 – To develop pupils knowledge of gymnastics balances.

L.O 2 – To develop pupils ability to hold a balance.

Challenge 1 – Pupils will be able to hold themselves in a balance showing control (3-4 seconds)

Challenge 2 – Pupils will be able to hold a balance showing balance and extension (5-6 seconds)

Challenge 3 – Pupils can create routines containing balances with control and extension AND fluency from one balance to the other

Numeracy in P.E! -



Literacy in P.E! -



Inspiration in P.E! -



SoW Milestone Focus: 2 (Demonstrate changes of direction, speed & level in competitive environments or during performances). 4 (Moves in a fluent and expressive manner). 5 (Plan, perform and repeat sequences of movements in a group).

Lesson Plan:

1. **Warm – Up – Crab Tick:** Pick 8 pupils to sit 5-6 metres away from class and to put on a bib. On the first blow of the whistle the pupils wearing bibs must attempt to tap other pupils on the shoulder, ALL PUPILS IN A CRAB POSITION.

Perform stretches then repeat the game with the same pupils chasing. Ensures 'cardio' whilst also placing weights on hands.

2. **Skill intro – 3 & 4 Point Balances:** Inform the pupils there are 5 types of balances (1 point, 2 point, 3 point, 4 point and patch) and to succeed you have to impress the judges. Split hall into 3 rows of mats (L/A, exp progress & M/A).

Use Gymnastic 3 Point balance resource sheet and instruct pupils to all start on Level 1. 8 seconds to pick then **START** ready to perform balance. Quickest + Quietest row into **START** wins a point.

Row 3 (More able) hold balances for 9 seconds, Row 2 7 seconds, Row 1 5 seconds.

3. **Mini-plenary – Modelling:** Pick a pupil with extended limbs and control and use Q & A to establish judges prefer straight legs and pointed toes! Can you do this?

4. **Skill progression – 4 Point Balances 'The Climb':** Use resource sheet, if pupils perform 2 balances on a level well they move up a level (up the mountain). The first row to the top of the mountain is the winner! 8 secs to pick then **START!**

5. **Performance – Must pick three (3 & 4 Point) Balances and create routine:** Give pupils time to create their own routine, once complete Row 1 performs to Rows 2 & 3 and so on until all have performed. *M/A pupils guided to select balances higher up the mountain, L/A pupils hold balances for less time.*



Ask pupils to watch their peers and think of words to describe these movements.



Gymnastics Year 3- Lesson 1



Gymnastics Balances

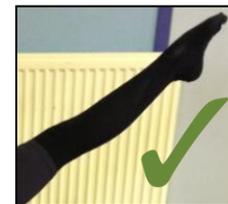
1 – 4 point indicates the points of contact with the mat. i.e – 3 Point balance = 2 arms, 1 leg.

A patch balance is one that involves the trunk of the body.



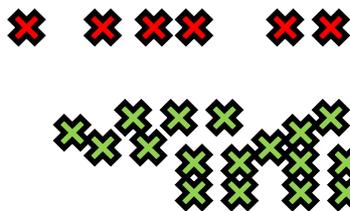
Extension

Pupils should strive to ensure all the limbs appear as straight as possible. Pupils who can hold their Legs/arms in these positions will need moderate core strength.



1. Warm-up:

6 pupils selected. Put on bibs and sit in front of the class. At the sound of the whistle, pupils play crab tick.



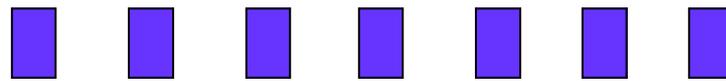
L/A pupils allowed to move occasionally with 'trunk' on floor

2 & 4. Skill intro/progression – 4 Point Balance:

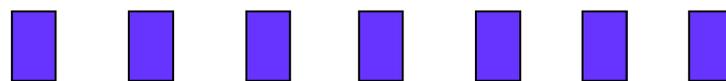
Pupils start on L1 of the mountain and Progress upwards As they show Development. Aim for 1 resource sheet pre mat



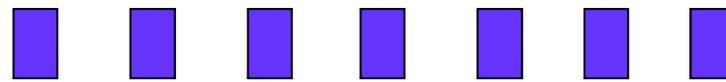
M/A hold for 9 seconds



Hold for 7 seconds



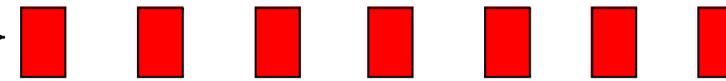
L/A hold for 5 seconds



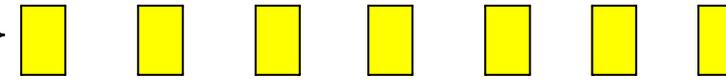
5. Performance

Pupils are allocated time to choose 3 balances in order to create a routine. *Guide more able pupils to select balances from the top of the 'mountain'.*
M/A hold each balance for 9 seconds, L/A for 5

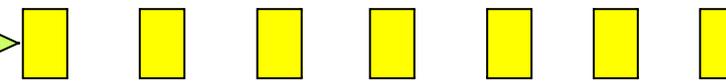
Perform!



Observe



Observe





Gymnastics Year 3- Lesson 2



Learning Objectives:

L.O 1 – To develop pupils knowledge of gymnastics balances.

L.O 2 – To develop pupils ability to hold a balance.

Challenge 1 – Pupils will be able to hold themselves in a balance showing control (3-4 seconds)

Challenge 2 – Pupils will be able to hold a balance showing balance and extension (5-6 seconds)

Challenge 3 – Pupils can create routines containing balances with control and extension AND fluency from one balance to the other

Numeracy in P.E! -



Literacy in P.E! -



Inspiration in P.E! -



SoW Milestone Focus: 2 (Demonstrate changes of direction, speed & level in competitive environments or during performances). 4 (Moves in a fluent and expressive manner). 5 (Plan, perform and repeat sequences of movements in a group).



The worlds oldest active gymnast is Johanna Quaas, who is 86 years old
You can watch her here! <http://www.youtube.com/watch?v=sRX39WY4rgQ>



Lesson Plan:

1. Warm – Up – Crab Tick: Pick 8 pupils to sit 5-6 metres away from class and to put on a bib. On the first blow of the whistle the pupils wearing bibs must attempt to tap other pupils on the shoulder, ALL PUPILS IN A CRAB POSITION.

Perform stretches then repeat the game with the same pupils chasing. Ensures 'cardio' whilst also placing weights on hands.

2. Skill intro – 1 Point Balances 'The Climb': Split hall into 3 rows of mats (L/A, exp progress & M/A).

Use Gymnastic 3 Point balance resource sheet and instruct pupils to all start on Level 1. 8 seconds to pick then START ready to perform balance.

Quickest + Quietest row into START wins a point.

Row 3 (More able) hold balances for 9 seconds, Row 2 7 seconds, Row 1 5 seconds.

3. Mini-plenary – Modelling: Pick a pupil with extended limbs and control and use Q & A to establish judges prefer straight legs and pointed toes! Can you do this?



4. Skill intro – 2 Point Balances 'The Climb': Use resource sheet, if pupils perform 2 balances on a level well they move up a level (up the mountain).

The first row to the top of the mountain is the winner! 8 secs to pick then START!

5. Performance – 4 Point Balances in a routine: Give pupils time to create their own routine, once complete Row 1 performs to Rows 2 & 3 and so on until all have performed. ***M/A pupils guided to select balances higher up the mountain, L/A pupils hold balances for less time.***



Gymnastics Year 3- Lesson 2



Gymnastics Balances

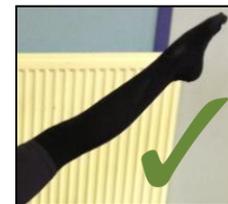
1 – 4 point indicates the points of contact with the mat. i.e – 3 Point balance = 2 arms, 1 leg.

A patch balance is one that involves the trunk of the body.



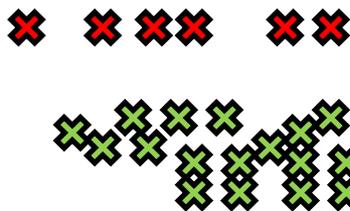
Extension

Pupils should strive to ensure all the limbs appear as straight as possible. Pupils who can hold their Legs/arms in these positions will need moderate core strength.



1. Warm-up:

6 pupils selected. Put on bibs and sit in front of the class. At the sound of the whistle, pupils play crab tick.



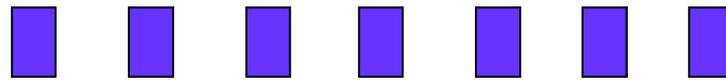
L/A pupils allowed to move occasionally with 'trunk' on floor

2 & 4. Skill intro/progression – 1 & 2 Point Balances:

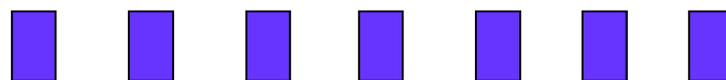
Pupils start on L1 of the mountain and Progress upwards As they show Development. Aim for 1 resource sheet pre mat



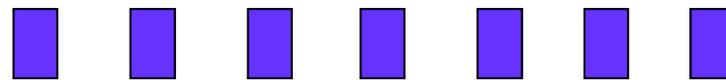
M/A hold for 9 seconds



Hold for 7 seconds



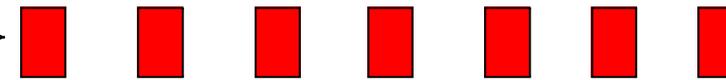
L/A hold for 5 seconds



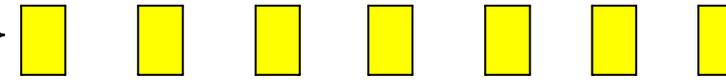
5. Performance

Pupils are allocated time to choose 3 balances in order to create a routine. *Guide more able pupils to select balances from the top of the 'mountain'.* M/A hold each balance for 9 seconds, L/A for 5

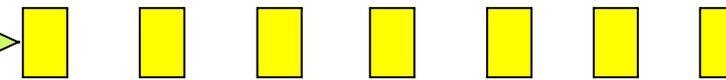
Perform!



Observe



Observe





Gymnastics Year 3- Lesson 3



Learning Objectives:

L.O 1 – To develop pupils ability to hold a balance.

L. O 2 – To develop pupils ability to travel in a variety of ways

Challenge 1 – Pupils will be able to hold themselves in a balance showing control (3-4 seconds)

Challenge 2 – Pupils will be able to hold a balance showing balance and extension (5-6 seconds)

Challenge 3 – Pupils can create routines containing balances with control and extension AND fluency using both balances and a variety of ways of travelling

Numeracy in P.E! -



Literacy in P.E! -



Inspiration in P.E! -



SoW Milestone Focus: 2 (Demonstrate changes of direction, speed & level in competitive environments or during performances). 4 (Moves in a fluent and expressive manner). 5 (Plan, perform and repeat sequences of movements in a group).



To be able to hold patch balances
with control you need to have a really strong core!



Lesson Plan:

1. Warm – Up – Crab Tick: Pick 8 pupils to sit 5-6 metres away from class and to put on a bib. On the first blow of the whistle the pupils wearing bibs must attempt to tap other pupils on the shoulder, ALL PUPILS IN A CRAB POSITION.

Perform stretches then repeat the game with the same pupils chasing. Ensures 'cardio' whilst also placing weights on hands.

2. Skill intro – Patch Balances 'The Climb': Use resource sheet, if pupils perform 2 balances on a level well they move up a level (up the mountain). The first row to the top of the mountain is the winner! 8 secs to pick then START!

3. Mini-plenary – Modelling: Pick a pupil with extended limbs and control and use Q & A to establish judges prefer straight legs and pointed toes! Can you do this?

4. Skill intro – Ways of Travelling: Split class into 3 groups by ability (+, ., -). Each group lines up single file and attempts the way of travelling on their station. Allow pupils 2 attempts then rotate each group around stations. Position yourself on the most complex way of travelling and look across at other stations.



When pupils are waiting for their turn ask them to take on the role of a judge. They must score pupils out of ten in their head (M/A pupils to use decimal places).

5. Performance – Balances & Travelling into a routine: Give pupils time to create their own routine, once complete Row 1 performs to Rows 2 & 3 and so on until all have performed. M/A pupils guided to select balances higher up the mountain, L/A pupils hold balances for less time.



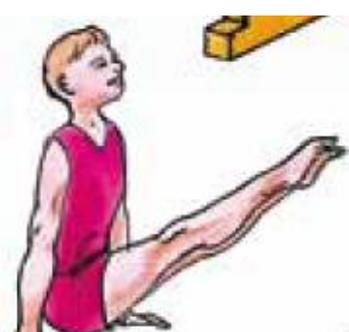
Gymnastics Year 3- Lesson 3



Gymnastics Balances

1 – 4 point indicates the points of contact with the mat. i.e – 3 Point balance = 2 arms, 1 leg.

A patch balance is one that involves the trunk of the body.



Extension

Pupils should strive to ensure all the limbs appear as straight as possible.

Pupils who can hold their Legs/arms in these positions will need moderate core strength.



1. Warm-up:

8 pupils selected. Put on bibs and sit in front of the class. At the sound of the whistle, pupils play crab tick.



L/A pupils allowed to move occasionally with 'trunk' on floor

2. Skill intro/progression – Patch

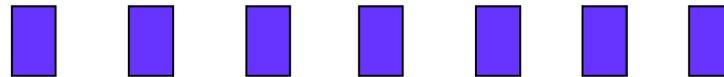
Pupils start on L1 of the mountain and Progress upwards

As they show development. Aim for 1 resource sheet pre mat

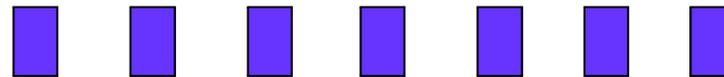
M/A hold for 9 seconds



Hold for 7 seconds



L/A hold for 5 seconds



4. Skill intro/progression – Ways of travelling

Keep pupils working with peers of a similar ability. Once station has been completed Rotate so pupils can learn a new way of travelling

Group 1 +



Group 2 .



Group 3 -





Gymnastics Year 3- Lesson 4



Learning Objectives:

L.O 1 – To develop pupils ability to hold a balance.

L. O 2 – To develop pupils ability to travel in a variety of ways

Challenge 1 – Pupils will be able to hold themselves in a balance showing control (3-4 seconds)

Challenge 2 – Pupils will be able to hold a balance showing balance and extension (5-6 seconds)

Challenge 3 – Pupils can create routines containing balances with control and extension AND fluency using both balances and a variety of ways of travelling

Numeracy in P.E! -



Literacy in P.E! -



Inspiration in P.E! -



SoW Milestone Focus: 2 (Demonstrate changes of direction, speed & level in competitive environments or during performances). 4 (Moves in a fluent and expressive manner). 5 (Plan, perform and repeat sequences of movements in a group).



The longest handstand held on a balance beam is 25 seconds!



Lesson Plan:

1. Warm – Up – Crab Tick: Pick 8 pupils to sit 5-6 metres away from class and to put on a bib. On the first blow of the whistle the pupils wearing bibs must attempt to tap other pupils on the shoulder, ALL PUPILS IN A CRAB POSITION.

Perform stretches then repeat the game with the same pupils chasing. Ensures 'cardio' whilst also placing weights on hands.

2. Skill intro – Ways of Travelling: Split class into 3 groups by ability (+, ., -). Each group lines up single file and attempts the way of travelling on their station. Allow pupils 2 attempts then rotate each group around stations. Position yourself on the most complex way of travelling and look across at other stations.



When pupils are waiting for there turn ask them to take on the role of a judge. They must score pupils out of ten in their head (M/A pupils to use decimal places.

3. Using the apparatus: Organise class by the amount of apparatus and staff available. Benches and box tops. For an introductory lesson such as this a member of staff is required for each box top used. On all apparatus ensure pupils walk both sides before/after mount/dismount.

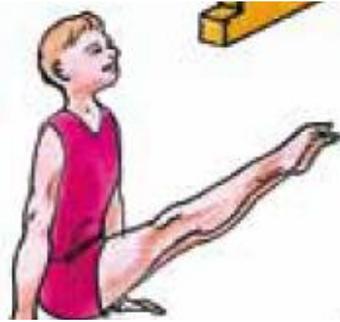


Gymnastics Year 3- Lesson 4



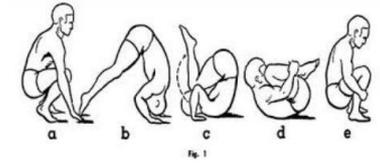
Gymnastics Balances

1 – 4 point indicates the points of contact with the mat. i.e – 3 Point balance = 2 arms, 1 leg.
A patch balance is one that involves the trunk of the body.



Gymnastics – Ways of Travelling

Activity specific terminology for 'moving'.
This might be a jump or roll.
Movements should be smooth as possible, if possible with limbs Extended where possible.



1. Warm-up:

8 pupils selected. Put on bibs and sit in front of the class. At the sound of the whistle, pupils play crab tick.



L/A pupils allowed to move occasionally with 'trunk' on floor

2. Skill intro/progression – Ways of travelling

Keep pupils working with peers of a similar ability. Once station has been completed Rotate so pupils can learn a new way of travelling

Group 1 +



Group 2 .



Group 3 -



3. Skill intro & progression – Apparatus

L/A pupils walk forwards, balance on bench.

M/A pupils work towards balance on box top. Squat and tuck jump dismounts.



Mat



Bench



Box top



Gymnastics Year 3- Lesson 5



Learning Objectives:

L.O 1 – To develop pupils ability to hold a balance.

L. O 2 – To develop pupils ability to travel in a variety of ways

Challenge 1 – Pupils will be able to hold themselves in a balance showing control (3-4 seconds)

Challenge 2 – Pupils will be able to hold a balance showing balance and extension (5-6 seconds)

Challenge 3 – Pupils can create routines containing balances with control and extension AND fluency using both balances and a variety of ways of travelling

Numeracy in P.E! -



Literacy in P.E! -



Inspiration in P.E! -



SoW Milestone Focus: 2 (Demonstrate changes of direction, speed & level in competitive environments or during performances). 4 (Moves in a fluent and expressive manner). 5 (Plan, perform and repeat sequences of movements in a group).



The longest handstand held on a balance beam is 25 seconds!

Try that on a bench!!!



Lesson Plan:

1. Warm – Up – Crab Tick: Pick 8 pupils to sit 5-6 metres away from class and to put on a bib. On the first blow of the whistle the pupils wearing bibs must attempt to tap other pupils on the shoulder, ALL PUPILS IN A CRAB POSITION.

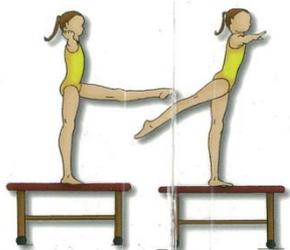
Perform stretches then repeat the game with the same pupils chasing. Ensures 'cardio' whilst also placing weights on hands.

2. Using the apparatus: Organise class by the amount of apparatus and staff available. Benches and box tops. For an introductory lesson such as this a member of staff is required for each box top used. On all apparatus ensure pupils walk both sides before/after mount/dismount.

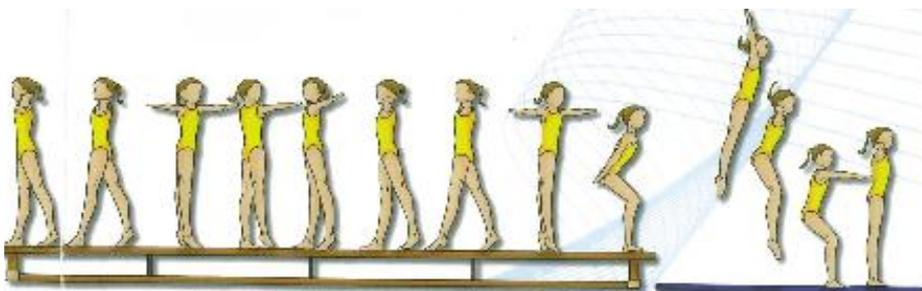
3. Mirror & Match – Creating a routine: Explain to the children the difference between 'mirror' & 'match'. To mirror each other balances children need to imagine a line of symmetry & ensure each balance is symmetrical. 'Match' means the children copy each other's balances exactly regardless of which they are facing. I.e – 3 Point balance – both with right leg in the air. Let the children have a play with both, then set them a challenge of creating a paired routine. The children must pick if they want to 'mirror' or 'match'. They then must create a routine containing 4 balances! ***Push your M/A children by asking them to include 2 of each in their routine***



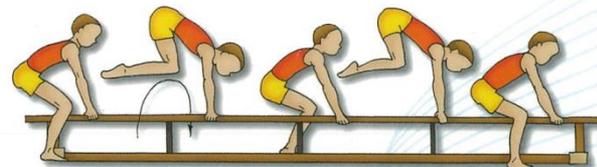
Gymnastics Year 3- Lesson 5



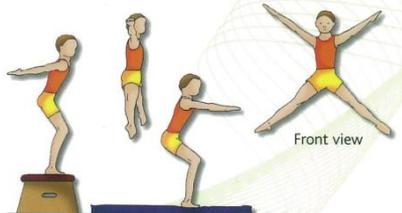
1 foot balance on bench or box top



Walk backwards along a bench and full turn in the middle



Bunny jumps over a bench side-to-side



From box top – star jump to safe landing

Front view



Squat on box top and stretch jump off

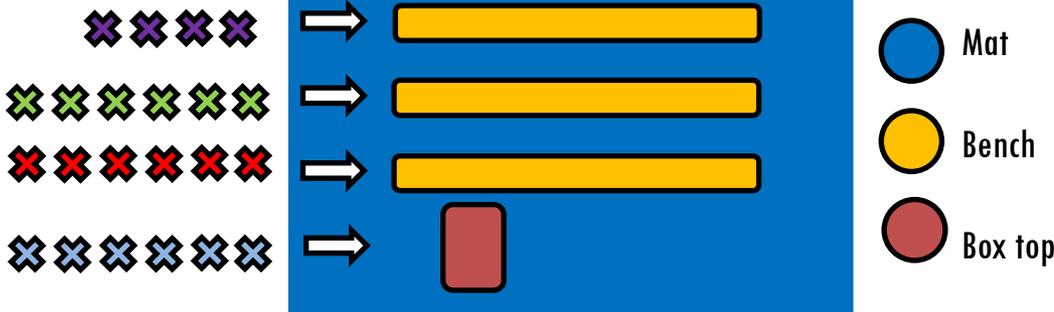


Squat on box top and tuck jump off

2. Skill intro & progression – Apparatus

L/A pupils walk forwards, balance on bench.

M/A pupils work towards balance on box top, Squat and tuck jump dismounts.



3. Mirror & Match – Creating a routine

The children must pick if they want to 'mirror' or 'match'. They then must create a routine containing 4 balances!

Push your M/A children by asking them to include 2 of each in their routine



or





Gymnastics Year 3- Lesson 6



Learning Objectives:

L. O 1 – To develop pupils ability to travel in a variety of ways

L. O 2 – To develop children's knowledge of Mirror/Match & Canon & Unison

Challenge 1 – Pupils will be able to hold a balance showing balance and extension (5-6 seconds)

Challenge 2 – Pupils can create routines containing balances with control and extension AND fluency using both balances and a variety of ways of travelling

Challenge 3 – Pupils create routines in small groups containing a multitude of different gymnastic factors

Numeracy in P.E! -



Literacy in P.E! -



Inspiration in P.E! -



SoW Milestone Focus: 2 (Demonstrate changes of direction, speed & level in competitive environments or during performances). 4 (Moves in a fluent and expressive manner). 5 (Plan, perform and repeat sequences of movements in a group).



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Lesson Plan:

1. Warm – Up – Crab Tick: Pick 8 pupils to sit 5-6 metres away from class and to put on a bib. On the first blow of the whistle the pupils wearing bibs must attempt to tap other pupils on the shoulder, ALL PUPILS IN A CRAB POSITION.

Perform stretches then repeat the game with the same pupils chasing. Ensures 'cardio' whilst also placing weights on hands.

2. Mirror & Match – Creating a routine: Explain to the children the difference between 'mirror' & 'match'. To mirror each other balances children need to imagine a line of symmetry & ensure each balance is symmetrical. 'Match' means the children copy each other's balances exactly regardless of which they are facing. I.e – 3 Point balance – both with right leg in the air. Let the children have a play with both, then set them a challenge of creating a paired routine. The children must pick if they want to 'mirror' or 'match'. They then must create a routine containing 4 balances! ***Push your M/A children by asking them to include 2 of each in their routine***

3. Canon & Unison – Move the 'pairs' into smaller of groups of 4. Explain to them the difference between unison and canon timing, once the children understand this principle ask them to add a canon element into a routine as a small group with your guidance!

4. Performance – Each group performs their routines to the others!!



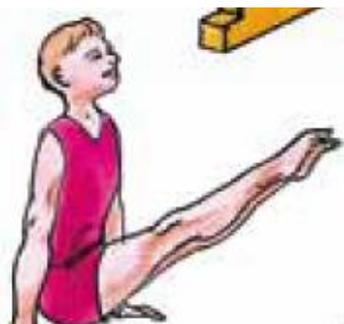
Gymnastics Year 3- Lesson 6



Gymnastics Balances

1 – 4 point indicates the points of contact with the mat. i.e – 3 Point balance = 2 arms, 1 leg.

A patch balance is one that involves the trunk of the body.



Teaching Points – Canon & Unison timing

Canon timing refers to where children move one after the other.

For Unison timing – everyone moves at the same time.



1. Warm-up:

8 pupils selected. Put on bibs and sit in front of the class. At the sound of the whistle, pupils play crab tick.



L/A pupils allowed to move occasionally with 'trunk' on floor

2. Mirror & Match – Creating a routine

The children must pick if they want to 'mirror' or 'match'. They then must create a routine containing 4 balances!

Push your M/A children by asking them to include 2 of each in their routine



or



3. Canon & Unison – Creating a routine

Split the class into groups of 4.

Groups to create a routine, involving balances & travelling, mirror & match and canon & unison.

They then perform it to the other groups!

