



YEAR 2

Gymnastics

Lesson 1

Learning Objective

To perform gymnastic shapes and link them together.

Success Criteria

- Be as still as a statue.
- Hold each shape for 5 seconds.

Whole Child Objectives

Social: To teach a partner my sequence.

Emotional: To be confident to share my ideas.

Thinking: To choose shapes that link well together to create a short sequence.

Equipment

- Mats x 15
- Basic Shapes Document

10 Mins Warm up and introduction

Teacher note: ask the pupils to remove their shoes and socks when participating in lessons.

Put the mats out:

Pupils need one mat between two.

Teacher note: see guidelines on safely moving apparatus.

Travelling:

Pupils travel in between the gaps in the mats in the following ways:

- jogging
- jumping
- hopping

For safety, pupils are only allowed to travel between the mats, not on them.

Encourage quality and control in their movements, quiet feet and soft knees.

30 Mins Skill Development

Shapes:

Pupils sit two to a mat. Teach the pupils the following gymnastics shapes.

Teacher to show with the pupils copying or show the pupils the resource card 'Basic Shapes' for pupils to copy.

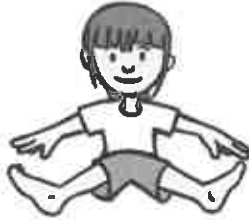
Encourage strong clear shapes with good posture and extension. Squeeze your muscles to help with balance and control.

Make this harder by testing the pupils on the shapes learnt. Call out a shape and ask the pupils to perform it without showing them.

star



straddle



pike



straight



tuck



back support



Traffic lights:

For safety, pupils are only allowed to jog between the mats, not on them. Pupils begin standing in a space and respond to the following instructions:

- green - jog around the teaching area
- amber - straight jump on the spot
Soft knees, arms straight and raised.
- red - hold a balance for 5 seconds
- zebra crossing - lay on a mat in a straight shape
- railway crossing - create a star shape
- speed bump - jump two footed
- car park - sit in a tuck shape

Ask the pupils to show a different balance each time. Encourage them to use different levels or body parts to balance on. Make this easier by gradually adding in the instructions.

Copying a sequence:

Working on a mat, pupils link the following three shapes into a sequence. Straight, into back support, into pike variation. Ask the pupils to notice how the sequence flowed as the shapes linked nicely together, there were no messy movements between them.

Invite some pupils to share their sequence.

Hold each shape for 5 seconds so that people can see them clearly. Extend your toes and fingers in the shapes.

Make this harder by lifting one leg in the back support.



Building a sequence:

A Ask the pupils to link their own three shapes together. Demonstrate interesting ideas.

Encourage the pupils to choose shapes that easily flow into one another.

Make this harder by asking the pupils to link their three shapes, then can they repeat them in reverse order.

B Working with the pupil on their mat, ask the pupils to teach each other their sequence.

Talk to your partner to decide on who is going to go first. Give your partner time to copy you as you teach your sequence.

Make this harder by asking the pupils to add a travelling action into their sequence such as a roll, jump or skip.

Make this harder by asking the pupils to link both of their sequences together to create a sequence with six actions.

5 **Plenary**

Ask the pupils to close their eyes. The teacher then calls a shape and pupils make that shape keeping their eyes closed. Once all pupils have made the shape, they open their eyes to see if they are correct.

What did they have to do with their bodies to be able to hold the shapes? How did they create sequences that flowed?