

**Resources:**

Blackboard and chalk (or similar); pencils and paper; Resources Gym 14 and 21: TOP card: Rolling - progressive activities

**Lesson 9****Year 5**

| Learning Objectives   | Suggested Series of Activities  | Points to Note   |
|---|---|--|
| <p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> <li>■ to move 'out of' balances into different 'finishing positions'</li> <li>■ to combine two different balances and 'finishing positions' with travelling actions</li> </ul>  | <p><b>Warm up</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To bunny jump trying to remain still for a moment when hips are above the shoulders</li> <li>■ Standing, to repeatedly move slowly from crouched to straight leg position</li> <li>■ In small groups, to lead a vigorous activity</li> </ul> <p>Discuss with the group the appropriateness of the activities chosen</p>   | <ul style="list-style-type: none"> <li>■ ask the children which muscles are being used in each activity</li> <li>■ reinforce the importance of strength and how it can affect performance</li> </ul>                     |
| <p>Selecting and Applying</p> <ul style="list-style-type: none"> <li>■ to explore, select and link different balances and 'finishing positions' with travelling actions</li> <li>■ to select and include appropriate variations in their sequence</li> </ul> <p>Improving and Evaluating</p> <ul style="list-style-type: none"> <li>■ to teach an idea to a partner/small group</li> <li>■ to assess their own performance and work to improve it</li> <li>■ to record their sequence</li> <li>■ (to interpret another's record)</li> </ul> | <p><b>Development</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To find ways of moving 'out of' a balance on two hands and one knee into different 'finishing positions' Repeat from, in turn balances on seat; one foot; knees (see Resource Gym 21)</li> </ul> <p>To observe others, describe what they are doing and try to copy some of the examples</p> <ul style="list-style-type: none"> <li>■ To select their own balance and explore moving 'out of' it in different ways</li> <li>■ To teach one of their ideas to a partner or small group</li> </ul>  | <ul style="list-style-type: none"> <li>■ keep reminding the children of the different shapes they can use in their balances</li> <li>■ write key words on the blackboard</li> </ul>                                      |
| <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> <li>■ that strength can affect gymnastic performance</li> <li>■ that different muscles work harder in different activities</li> </ul>   | <p><b>Composition</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To link two different balances and ways of moving out of them into two different 'finishing positions' i.e. four balances and four 'finishing positions' Highlight that the sequence is very much on the spot If they can introduce travelling at some point to link the balances; where and what travelling actions</li> </ul> <p>Ask the children what variations they might need to include to make the sequence better</p> <ul style="list-style-type: none"> <li>■ To practise and refine their sequence Talk to individual children about what they think they need to do to improve the quality of their sequence</li> <li>■ To record their sequence or elements of it using words, diagrams and/or simple symbols (see Resource Gym 14)</li> <li>■ To perform a last 'perfect presentation' i.e. still starting position, all starting together and, when finished, remaining still until they are told to 'Rest'</li> </ul> | <ul style="list-style-type: none"> <li>■ list the variations they could incorporate into their sequence on the blackboard</li> <li>■ children could be asked to perform a sequence recorded by an other child</li> </ul> |
|   | <p><b>Cool down and concluding activity</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To slowly lower and lift the head several times</li> <li>■ To walk on a big circular pathway</li> <li>■ To tell you some of the 'finishing positions' they used</li> </ul>  | <ul style="list-style-type: none"> <li>■ highlight that the neck can be stretched forward and back and from side to side but should not be rotated</li> </ul>  |