

Gymnastics Lesson for PE - Equipment skills

Aim of session: Learn how to roll and bounce a ball with control.

Lesson information

Duration: 45 minutes

Age range: 8-9 years

No. of players: Varies

Session plan number: 9

Assessment area colour codes:

Physical literacy; Cognitive Thinking; Wellness; Engagement.

Primary learning outcome:

To work with control and precision when using equipment.

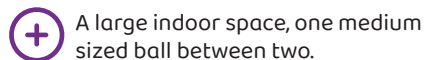
Secondary learning outcome:

To enjoy participating in Gymnastics.

Keywords:

Roll, receive, bounce, catch.

Resources:



1 Warm up activity

10 mins

Key questions

In pairs with one child behind the other. The child at the front travels around the room and finds a way of controlling the ball without holding it (e.g. balancing it on a hand, dribbling, bouncing, rotating it around the waist) whilst continually leading their partner into different spaces.

When the whistle is blown the child at the front must pass the ball to the child behind (either over the head, round the waist, under the legs) and then run behind their partner to become the follower. As the warm up progresses blow the whistle more frequently and encourage leaders to choose different ways to control the ball.

Can you keep control of the ball?

Can you pass the ball with control?

2 Main activity

30 mins

Key questions

Throughout the lesson use the movies and choose children to demonstrate these different techniques to the class and then allow time for children to practice each one and provide feedback to each other.

Activity 1

Take it in turns to stand with outstretched arms, hold the ball with the hands, roll the ball along both arms towards the chest and back down to the hands.

Activity 2

With the ball in one hand, bend the knees, roll the ball along the floor to a partner swinging the arm forward and low, slowly releasing the ball (ball roll movie).

Activity 3

Whilst the ball is rolling, run, step or leap to the side of the ball trying to overtake the ball and kneel to collect it.

How slowly can you make the ball roll?

Does the ball travel in the desired direction?

3 Main activity (continued)

Key questions

Activity 4

Bounce the ball to a partner, with one hand and with two hands (ball bounce movie).

Activity 5

Take it in turns to bounce the ball while performing the stork balance (stork ball bounce movie).

Activity 6

Bouncing the ball to the side of the body while performing the cat leap (cat leap ball bounce movie).

Activity 7

With a partner create a short sequence of activity with the ball. Can children use travelling skills to link the actions with a ball? Incorporate other actions into the sequence, such as, steps, rolls, leaps etc.

Does the ball bounce where you want it to?

Do you enjoy using equipment in a Gymnastics lesson?

Do you enjoy creating routines with equipment?

Do you enjoy working with a partner in Gymnastics?

4 Cool down

 5 mins

Key questions

In pairs with one child behind the other. The child at the front passes the ball around their waist and walks around the room continually leading their partner into different spaces.

When the whistle is blown the child at the front passes the ball to the child behind (either over the head, round the waist, under the legs) and then walks behind their partner for them to then have a go at passing it around their body.

Teacher notes and review

Assessment area colour codes:
Physical literacy; Cognitive Thinking; Wellness; Engagement.