

Year 4 Gymnastics Unit 1 Lesson 1

Learning Intentions

1. Compose and perform a sequence of 6 elements
2. Use compositional ideas including changes in speed & direction
3. Teach your sequence to a partner

Skill Development: Changes in speeds of actions, e.g. roll

Success Criteria

1. I can create a sequence containing 6 elements
2. I can use changes of speed in the sequence
3. I can use changes of direction in the sequence

National Curriculum Links

To Perform using a change of speed and direction

Literacy and Numeracy Links

Literacy: To efficiently communicate with a partner

Numeracy: To be able to adapt speed according to the action being performed

Starter Activity

Traffic Lights

Red: SLOW Amber: MEDIUM Green: Fast Stop: FREEZE Children move around the area using a variety of travelling actions. The teacher will give one of the listed commands, e.g. RED children will move around slowly. Each time a new command is given children must change speed accordingly.

Extension: Place mats out, and each time a pupil encounters a 'free' mat they perform a roll of choice at the corresponding speed.

Skill Development

Changes in speed/direction

TASK: Working with partners on the mat experiment with changing direction firstly though jumps for example guide pupils through:

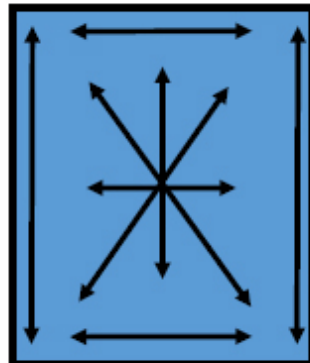
Forwards 3 x jump right (sideways) 3x jump backwards 3x jump left (sideways 3x). Vary the jumps and ask pupils to choose their own jumping pathways

Extension: Again in pairs can they perform the following actions showing clear changes in direction and link the actions together smoothly and continuously

1. Dolly Roll to front support/back support CIRCLES
2. Dish/arch roll (log roll) SIDEWAYS
3. Over shoulder roll to feet BACKWARDS

TASK: Changing speed

- Dolly Roll Start slowly rolling side, to back to seated, attempt to join rolls together to complete a circle
- Over shoulder Roll Start slow and control speed of rock, supporting with hands to push over
- Run and star jump speed of run will improve the height of jump NB must still be controlled
- Explore your own ways of using a change of speed to help the performance of different actions



Teaching Points

Changes in speed/direction

1. Speed should be used to aid performance
2. Control must be maintained even when moving quickly
3. Some actions are better swiftly performed and others more slowly
4. Change of direction improves the aesthetical appearance
5. When working in groups moving in multiple directions makes the performance interesting to watch

Key Questions

1. Can you identify at least two changes of speed?
2. What other compositional ideas can you identify?
3. Have you used any different compositional ideas in your sequence?
4. How can we improve our own and others performance?

Assessment For Learning

TASK: Create a sequence which contains up to 6 elements using the floor space and mats. The sequence should contain a variety of actions including shapes, travel and turns. Teach your sequence to a partner and learn your partner's sequence.

Challenge: Make a longer sequence or include compositional ideas, e.g. changes in height and speed.

Development: Use fewer actions in sequence or copy partner one action at a time.