

Year 5 - Autumn 1: Indoor PE

Sport: Gymnastics (apparatus)

Week	Learning Objective	Whole Class Teaching	Activity	Plenary / Notes
Lesson 1	To use different body parts to make balance shapes.	<p>Jewellery and safety check.</p> <p>Warm up – aerobic warm up via jogging and jumping exercises.</p> <p>Muscular warm up: via stretching and CT/ pupil modelling. Chn. to discuss and identify muscles stretching and why / counter action.</p> <p>Chn. to look at different body parts and identify some that could be used to balance on.</p> <p>Chn. given 3 minutes to experiment in a group.</p> <p>CT to select examples to demonstrate. Class identify body parts.</p>	<p>Chn. to work in groups of three and come up with three different balances using different body parts.</p> <p>CT to warn of safety issues about balancing on neck / head / hands. CT to ask chn. to consider others and safety issues.</p> <p>Chn. to be able to identify body parts being used.</p> <p>Groups to create a mini routine of balances to perform to class.</p>	<p>Group performances.</p> <p>Improvements / fluidity / presentation and effort.</p>
Lesson 2	To perform symmetrical and asymmetrical balances with a partner.	<p>Jewellery and safety check.</p> <p>Warm up – aerobic warm up via jogging and jumping exercises. Muscular warm up: via stretching and CT/ pupil modelling. Chn. to discuss and identify muscles stretching and why / counter action.</p> <p>Review of previous lesson on balances). What have we learned about balances? What do you remember about posture / extension etc?</p>	<p>What does symmetrical mean?</p> <p>Chn. to identify symmetrical and asymmetrical balances from a selection given.</p> <p>Feedback and chn model.</p> <p>CT checks chn. with a similar sized partner.</p> <p>How can you change a balance symmetrical / asymmetrical if they weren't before?</p> <p>Chn. to consider how they can experiment with balances with partner.</p>	<p>Mini -Plenary: CT checks understanding of symmetrical and asymmetrical.</p>

		CT select two students to demonstrate a balance. Chn. look for good and bad elements of the balance. CT differentiating questioning. CT encouraging chn. to use correct vocabulary.	Can you create your own balance?	
Lesson 3	To develop style and precision in rolling as a form of travel	Aerobic warm-up / Stretch and safety check. FUNS card 1 more able to continue with CT. DVD to model correct positioning and timing. CT will show clip of gymnast. Scores given for difficulty but also precision and accuracy and presentation.	Chn to roll sideways. – CT to pick 2 models. Bent legs – not pointed toes etc. Good model. Straddle roll / forward roll (with support or cheese wedge). Chn to feed back. Small group for CT work rolling.	
Lesson 4	To link travel and balancing skills.	Aerobic warm-up / Stretch and safety check. FUNS card 3 – static balancing. Review of travel methods in gymnastics. How can we travel on various parts of the body? Why would we want to? Speed, height etc. Work with small group to come up with examples of travel. Chn to observe each other and feedback.	Chn to select 5 balances of varying heights and travel between them. Chn to consider the height of the balance and the travel – looks good. Presentation in gymnastics. Walking is travel but needs to look good. Running - not really in small space.	Present to other pair.
Lesson 5	Balance on apparatus	Aerobic warm-up / Stretch and safety check.	Chn to work in a carousel through apparatus and refine balancing skills in more challenging situations. Eg - beam	Eg. of good presentation.

		CT to ask chn what is required to create a balance in gymnastics? – 3 seconds still. Is rolling a balance? Why?		
Lesson 6	To create a sequence of travel and balance skills	Aerobic warm-up / Stretch and safety check. What have we learnt so far about balancing / travelling? Why is it important to ensure moves in gymnastics look good? Ever walking needs to be done well.	Chn to work in pairs to develop a sequence of balance skills and travel links. More able to balance in more developed ways. Chn to balance with partner (pair balance from list).	Model of travel forms (different heights).
Lesson 7	To refine and perform a sequence	Aerobic warm-up / Stretch and safety check. CT to remind chn of task. Chn to refine skills – considering elements height/speed/symmetrical etc.	Chn to perform to class. Chn to feed back to each other using correct vocabulary.	Evaluation of learning.