

Year: 6	Lesson: 1/6	Time: 40 - 50 mins	No. of children: Any
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>* understand what to include in a gymnastic warm up;</li> <li>* perform a set, 8 phrase gymnastic sequence;</li> <li>* recognise the muscles used to maintain a straight, tight body shape.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>* I know what to include in a warm up for gymnastics;</li> <li>* I can perform a set, 8 phrase gymnastic sequence;</li> <li>* I know which muscles are used when I hold a good balance with a straight body shape.</li> </ul> <p><b>Literacy:</b> Understand and use a variety of ways to criticise constructively and respond to criticism.</p> <p><b>Numeracy:</b> Understanding shape and symmetry; rotation, angles and degrees.</p> <p><b>Resources:</b> Music [which has a beat of 8], e.g. <i><b>You Tube</b></i> - <u>'A Song for Guy' by Elton John</u> or <u>Music by Ariana Grande</u>, mats.</p> <p>Activity cards - <u>Continuous Relay</u>. <u>Set Floor Sequence to Music</u>. <u>Log Lift</u>. Video - <u>Circle (Teddy Bear) Roll</u></p> <p><b>In the classroom:</b> view: <u>Circle (Teddy Bear) Roll</u></p>			
<b>Teaching Activities</b>		<b>Teaching Points/Management &amp; Organisation</b>	
<p><b>Warm up [10 mins]</b></p> <p><b>1. The Continuous Relay</b> - Introduce the <u>Continuous Relay</u> .</p> <ol style="list-style-type: none"> <li>a. Organise teams of 6 to 8.</li> <li>b. Teams should be lined down the length of the hall and equally spaced.</li> <li>c. 'Talk' one group through the relay, then use them to demonstrate.</li> <li>d. Walk through it first until everyone understands what they have to do.</li> </ol>			

- e. Perform at a quicker pace, travelling in different ways.
- f. No overtaking, always follow the person in front of you right to the back of the line.

## **2. Rock and Roll**

- a. This activity is preferably done on mats.
- b. Lie on your back, hands on thighs.
- c. Rock forwards and backwards until you hear the command 'Roll!'
- d. Swing your arms above your head and roll over to continue rocking on your tummy.
- e. Each time you hear 'Roll,' make the change.
- f. Children should adopt a rounded shape to keep their shoulders and feet off the floor the whole time, especially as they roll over.
- g. Keep the rock going all the time with fast rollovers.

## **Floor work [25- 30 mins]**

### **3. Circle Roll**

- a. Organise pairs, perform the Circle (Teddy Bear) Roll

### **4. In pairs.**

- a. One performs the roll, the other counts it to 4.
- b. Swap over.
- c. Put together 2 consecutive rolls to the count of 8.

### **5. Set floor sequence.**

- a. In pairs, look at the Set Floor Sequence to Music then try it.
- b. To begin, copy the movements without the music.

### **6. Name the skills whilst clapping the beat.**

- a. One performs the sequence, the other names the skills being performed whilst clapping the beat.
- b. Show them how the sequence can fit to a 8 x 4 beat phrase.
- c. Practise and refine.
- d. Take it in turns to perform/clap the beat.

e. Help your partner by talking the skills through at the same time as clapping the the beat.

### 7. Demonstrations

- a. Share examples of accurate phrasing and quality performance.
- b. Observers should criticise constructively.
- c. Use subject-specific vocabulary.

### Cool down [5 mins]

### 8. Log Lift

- a. In pairs, **A** lies on back, **B** lifts partner by the feet - **A** keeps a straight, tight body.
- b. Swap roles.
- c. Correct lifting technique must be revisited.
- d. Bend the legs and use them to power their lifting effort.
- e. Keep arms straight and do not bend the back.
- f. Partners being lifted should keep their bodies as *'stiff as logs.'*



Activity card - Log Lift

### 9. Ask them to feel which muscles are working hardest to help them keep in the log shape.

- a. The body tension required should be similar to that required in some of the skills just practised.
- b. Talk to them about the importance of cooling down - it settles the mind and the body and avoids muscle stiffness.

10. Talk about the challenge of working to a beat and the challenge of fitting their floor sequence to music in Lesson 2.