

# Year 3 Day 1

## Learning Objectives:

1. To explore gymnastic shapes and individual skills.
2. To work with a partner to create a short sequence.

Time/equipment	Activity
(0-5 mins)	Choose a warm up from the 'Warm Up Activities' resource sheet. There is also a 'Top to Toe' stretch sheet.
(5-10 mins) 1 mat between 2 spaced around the hall	Recap gymnastic shapes from KS1 planning and play the shape game. See 'Shape Resource' cards for; straight, star, tuck, straddle and pike. Now play the Shape Game! Call out one shape at a time and the children quickly get into that shape. Teacher models by joining in. After you have been through all five shapes a couple of times each, tell the children they have completed 'level one' and are now going to have to respond even quicker. Repeat the game by calling out the names of each shape quicker.
(10-20 mins) 1 mat between 2 spaced around the hall	Now bring the children's attention to the 'Show Mat'. The teacher now demonstrates (or uses an able child to demonstrate) the dish and arch shapes (see Individual Skills resource sheets). Attention should be drawn to the main teaching points (see Individual Skills resource sheets). Explain to the children that when they practice in pairs one child should be the 'gymnast' and actually perform the skill, while the other child is the 'coach' and reinforces the key teaching points. Then they swap over. After a couple of minutes of practising the teacher stops the class. Ask the children to label themselves 'A' and 'B'. All 'As' perform the dish hold whilst the teacher counts for them to hold for 5, then 'As' perform the arch hold whilst the teacher counts for them to hold for 5. The teacher should use this as an assessment opportunity and also to quietly correct individuals on technique. Now repeat with 'Bs' having a go at first the dish, then the arch hold.
(20-30 mins) 1 mat between 2 spaced around the hall.	Teacher to bring the children's attention back to the 'Show Mat'. Now teach children the 'Front Support' and the 'Back Support' position. Again, use an able child to demonstrate whilst you reinforce teaching points. These can be found on the Individual Skills resource sheets. Repeat the process as with dish/arch, giving children a chance to practice the skills and then show as 'Bs' and then 'As'.
(30-35 mins) 1 mat between 2 spaced around the hall.	Again, bring pairs back to focus on the 'Show Mat', but this time explain that you are going to teach them one skill at a time as these have more teaching points to remember. Explain to children that if they finish the skill you are teaching them, they can go back and practise the shapes and individual skills that you have already learnt today. Teach children the 'Shoulder Stand' using an able child to demonstrate and the Individual Skills resource cards for teaching points and then allow children time to practice. Then As/Bs show the skill whilst the teacher counts for them to hold it for the count of 5.
(35-40 mins)	Repeat the process from above, but for the 'Bridge'. See Individual Skills resource card.
(40-50 mins) 1 mat between 2 spaced around the hall.	Again, bring the children back to focus on the 'Show Mat' and explain to them that to make a sequence we need to be able to link these moves together fluently. Choose a child to work with you to show how two of the individual moves can be linked together eg. Moving from a shoulder stand, coming down into a tuck shape. Partners should work together to mirror each other. Make sure this is made clear by the demonstration. Children given time to practice their mini sequences. Extension: Able children should be encouraged to make their sequences slightly longer and to add a straight shape to start and finish their sequence.
(50-55 mins) 1 mat between 2 spaced around the hall.	Half class now show their sequences at a time to finish. The teacher should note any children who have linked their moves really fluently and these couple of pairs could demonstrate to the whole class again at the end of the lesson.

