



# Year 3 Day 2



## Learning Objectives:

1. To travel imaginative across apparatus.
2. To use gymnastic shapes and individual skills in a sequence.
3. To be able to move on and off apparatus safely.

Time/equipment	Activity
N/A	Prior to the start of the lesson lay out the apparatus as shown on the resource sheet entitled 'Year 3 Apparatus Layout'
(0-5 mins) 4 rows of mats, bench and table on each.	Warm - Up - Choose a warm up that can be done around the apparatus from the 'Warm Up Activities' resource card.
(5-15 mins) 4 rows of mats, bench and table on each.	Children get into ability pairs and sit on the mats (placed at the end of the rows of apparatus - see Year 3 Apparatus Layout). Teacher leads revision of gymnastic shapes and individual balances learnt yesterday (pacey).
(15-25 mins) 4 rows of mats, bench and table on each.	Children put in adjacent rows to their partner so that they will be on the equipment at the same time, so there will be four rows in total (2 pairs). Explain to the children that today they will be using some gymnastic apparatus and that it is important they do this safely. Go over rules of using apparatus: <ul style="list-style-type: none"><li>* One child only on a piece of apparatus at a time.</li><li>* Only jump off apparatus on to a mat.</li><li>* When jumping ensure squashy landings (demonstrate bent knees!)</li><li>* Come straight off apparatus as soon as you are asked.</li><li>* Only do on the apparatus what you feel happy doing.</li></ul> It may be sensible to have any children who find gym difficult in the same group. Children given the opportunity to practise getting on the apparatus and jumping off with a squashy landing. Teacher to teach children different ways they can jump off eg. Straight jump, Tuck jump, Star jump, Straddle jump, Pike jump. Teacher to identify a confident child to demonstrate.
(25-35 mins) 4 rows of mats, bench and table on each.	Teacher to recap the use of symmetry in their sequences from last lesson and refer to the Year 3 Gymnastic Challenge. Explain how the children will be using symmetry in their sequences. Discuss which balances will be appropriate to try on apparatus. Children given time to explore with their partners how they can incorporate the apparatus with their balances. Each time a pair leaves the apparatus and lands on the first mat, the next pair can start. Teacher must continue to emphasise quality of gymnastic movement eg: pointed toes and stop children briefly every now and again to point out really good examples of this.
(35-45 mins) 4 rows of mats, bench and table	It would now be good to give all the children a chance to show their sequences. The first child in the queue at each station performs their sequence first (so 2 pairs in total are performing) whilst the others watch.
(45-55 mins) 4 rows of mats, bench and table on each.	Children work closely with their partner to consider, practise and note down (using sugar paper or planning books) which balances they intend to include in their final sequence. Throughout the lesson teacher identifies groups performing particularly well, with good timing and draws this to attention of the rest of the class.

