

Unit
3

Groovy gymnastics

Lesson 1

Year 2 • Champions

Learning objective: • To remember and repeat simple gymnastic actions with control.

Learning outcome: • Learn to perform balances and movements, and combine them into a routine.

Prior learning: • Shapes and travelling moves from Year 1.

Vocabulary: • Balance, tension.

Equipment: • Dice with shapes attached.

Champions resources: • Champions movie: *cool core*.

Warm-up:

The children skip around the playing area, changing direction. Ask different children to roll the dice and everyone performs the shape that is on the dice.

Change the way of travelling (e.g. hopping or galloping). Use animals as a stimulus (e.g. hop like a hare, gallop like a horse).

Skills learning and development:

The children move around the room and, at 'Point!', the children must touch the floor with three small parts of their body, choosing elbows, knees, hands and feet. The class share good shapes, which may involve balances. The children try some of the balances that they may not have done before.

The children move around again but, this time, call out "Patch!" Now they must touch the floor with a large part of their body (e.g. stomach, back, shoulders). Share shapes as a class again. Encourage the children to try some of the shapes they have not thought of.

Teach safe front and back support: Front support – press-up position, which should have the tummy tucked in with a flat body shape, and with the bottom down.

Back support – tummy to the ceiling, again keeping the body nice and flat.

As a challenge, ask the children: *Can you take away a point so that you have three points of contact?* They try to hold the balance for three seconds.

Recap on shapes from Year 1 – ask the children to travel around the room. Call out names of shapes (or show a picture of a shape) and the children make the shape with their body, holding it three seconds. Ensure that they perform the shape at different levels – sitting, lying, standing (e.g. tuck, pike, straddle, straight, star). Ask the children to model good shapes.

Application and practice:

The children link together three shapes with two balances on different parts of the body, in the sequence shape–balance–shape–balance–shape. It is important for the moves to flow smoothly into one another. Hold the balance for at least three seconds before moving again.

Recap on start and finish positions.

When the children have made a routine, recap and practise then repeat it. Ensure the routine is exactly the same the second time round, as children tend to want to change it each time. Some of them may need to draw the routine so they don't forget it.

Reflect and review:

Half the class watch the other half perform the routines, then swap over. While watching, the audience see if the routines have included everything they need to.

Support

Advise on the balance and encourage the same shape to be repeated.

Extend

Balance on fewer body parts or include a roll and a travel.



Unit
3

Groovy gymnastics

Lesson 2

Year 2 • Champions

Learning objective: • To balance on isolated parts of the body using the floor and hold balance.

Learning outcome: • Link balances with other travelling moves, moving smoothly into and out of the balances.

Prior learning: • Travel, points and patches (Year 1 and Lesson 1).

Vocabulary: • Points, patches.

Equipment: • Mats.

Warm-up:**Animal island**

The children pretend they are on an island with lots of animals. *Can they travel around the island like a jumping rabbit, slimy snake, leaping gazelle, galloping horse or rolling bear?*

Skills learning and development:

Develop the warm-up by repeating the same travelling actions until 'Point' or 'Patch' is called. The children then perform a balance on a point (a small body part like feet, hands or knees) or patch (a large body part like legs, arms or shoulders). Ensure they do something different each time. Concentrate on moving smoothly into a balance and holding it for at least three seconds.

The children should demonstrate good body tension. Choose some of the children to model good practice.

In pairs, discuss some balances that the children can do together (e.g. side by side, in front and behind, or mirroring and matching their partner). Allow the children practice time to explore different balances with their partner.

Encourage the children to share ideas.

Application and practice:

With their partner, the children make a short sequence which includes a minimum of three balances using points and patches, two travelling moves and one roll. Again, emphasise the importance of flow, tension, start and finish positions.

If time allows, share sequences by half the class performing with half watching, as in Lesson 1.

Reflect and review:

Was it more or less challenging to work with a partner?

Did working with a partner allow you to do different types of balance?

Support

The children simply copy each other.

Extend

The children could include more moves.



Unit
3

Groovy gymnastics

Lesson 3

Year 2 • Champions

Learning objective: • To develop a range of gymnastic moves, particularly balancing.

Learning outcome: • Safely use benches and mats to develop sequences.

Prior learning: • Travelling, balancing on points and patches, rolling and shapes (Lessons 1 and 2).

Vocabulary: • Shoulder stand.

Equipment: • Mats and benches.

Warm-up:**Tag**

The children play tag. When they are caught, they go into a shoulder stand. They are set free when another player touches them. After a while, change the catchers.

Skills learning and development:

Using benches and mats, the children explore the different types of balances that they can do. They try both pair and individual balances.

Share ideas then allow the children time to practise moves that they have observed and not tried themselves.

The children travel around the room. When they come to a mat, they must roll; when they come to a spot, they must balance; and when they come to a bench, they either travel over or along it and finish with a shape. In between, the children decide how they move to a different place (e.g. roll, slide, hop, jump, skip).

Application and practice:

Repeat the journey, with the children changing anything they didn't like and concentrating on tension and flow. Tell them to think about how they are moving into and out of their balance.

Reflect and review:

Walk around the room and think of something that you have done well and something you need to improve on today.

Support

The children write or draw the moves they want to do before starting the routine, and only go on a short journey.

Extend

Include more complex moves and balances.



Unit
3

Groovy gymnastics

Lesson 4

Year 2 • Champions

Learning objective: • To link together a number of gymnastic actions into a sequence.

Learning outcomes: • Work with a partner to create a sequence of gymnastic actions.
• Use benches and mats to explore balances on different levels.

Prior learning: • Shapes, travelling and balance.

Vocabulary: • Balance.

Equipment: • Benches and mats.

Warm-up:**Tag**

The children play tag. When the children are caught they go into front or back support (balance on their hands and feet, either with their stomach facing downwards – front support – or facing the ceiling – back support). They can only move when they have been touched again by another player.

Skills learning and development:

The children work with a partner. After discussing a starting shape, they start at different sides of the room and move towards each other using shapes when travelling and balances for moments of stillness.

When the children meet each other, they develop a balance as a pair and then move away from each other so that they finish in the other person's starting position.

The children can perform the same moves but at different levels, one on a bench and one on the floor or a mat. They must finish with a different shape to the one they started with.

Application and practice:

The children practise and perfect the sequence so that moves are in time. This means the children need to watch each other throughout.

If time allows, share sequences by half the class performing with half watching, as in previous lessons.

Reflect and review:

Discuss with your partner what you can do to improve the quality of your balances.

Support

Perform the same actions and count each time there are moments of stillness, to ensure both partners move at the same time.

Extend

Increase the difficulty of the moves (e.g. by using cartwheels and forward rolls).



Unit
3**Groovy gymnastics****Lesson 5****Year 2 • Champions**

Learning objective: • To explore ways of travelling around on large apparatus.

Learning outcome: • Safely move around the equipment, using knowledge from previous weeks.

Prior learning: • Shapes, travelling and balance.

Vocabulary: • Apparatus.

Equipment: • All apparatus and equipment available, flat markers, lively music.

Champions resources: • Shape cards.

Warm-up:

Ask the whole class to move around to music. When the music stops, hold a straight shape or a tuck shape or a star shape or a straddle shape.

Skills learning and development:

Remind the children how to safely get out mats and benches. Adults put out the large equipment.

Explore

The children are explorers in new surroundings and have 15 minutes to explore all the equipment. Set out the key points about moving from one piece of equipment to another – no walking, do not queue – if

someone is on a piece of equipment move towards another that is free. Use the mats, floor and spots for balances.

Observe and choose the children to model good moves and actions. Note if any of the children perform a balance on the apparatus.

Application and practice:

The children all start in different places with their body in a straight shape and move around the equipment while music is playing. When the music stops they must move smoothly into a balance and hold it for at least three seconds.

Reflect and review:

Discuss with a partner which are your favourite pieces of equipment and why.

Support

Reduce the distance travelled.

Extend

The children self-challenge by including complex moves in their sequence.



Unit
3

Groovy gymnastics

Lesson 6

Year 2 • Champions

Learning objective: • To choose and use a variety of gymnastic actions to make a sequence.

Learning outcomes: • Mirror and match a partner.
• Share equipment.

Prior learning: • Travelling, shapes, rolls, and balance (Lessons 1 to 5).

Vocabulary: • Balance, apparatus.

Equipment: • Whiteboard, large apparatus, mats, spots and benches.

Champions resources: • Shape cards.

Warm-up:**Numbers game**

Ask the children to move around the whole room, changing their action when the following numbers are called:

1. Skip
2. Sit down
3. Make any shape
4. Slide along the floor.

Ensure all children know the required moves. Vary the time between calling out the different numbers. *What has happened to your heart rate? Put your hand on your heart. Can you feel what is happening?*

Skills learning and development:

The children explore the equipment, as they did in Lesson 5. Demonstrate flow and variety of travelling actions to get from one piece of equipment to another. Encourage them to use all of the equipment.

With a partner, the children try out ways of mirroring

and matching in a shape (e.g. tuck, straddle, straight, pike and star). Tell them that if you mirror someone, you are facing them and move the same way, as if looking in a mirror (opposite) and, if you match someone, you do exactly the same movement with the same side of the body. Ask the children to model mirroring and matching.

The children link together four moves that they can mirror and match with their partner. They choose a piece of equipment or apparatus to work on. Ask the children to share ideas.

Application and practice:

Develop the sequence so that the children move away to other equipment from the piece that they started on. They should use all the gymnastic skills they have learned so far. Ask the children what these skills are. Write them on the whiteboard.

They need to keep the sequence short, with quality of moves being key, and tension and flow being important.

Reflect and review:

Which parts of this unit have you enjoyed the most?

Which areas do you think you still need to work on?

Support

Use simple shapes and moves with limited amount of travel.

Extend

Offer a choice of difficulty of move. Travel to more equipment.

