

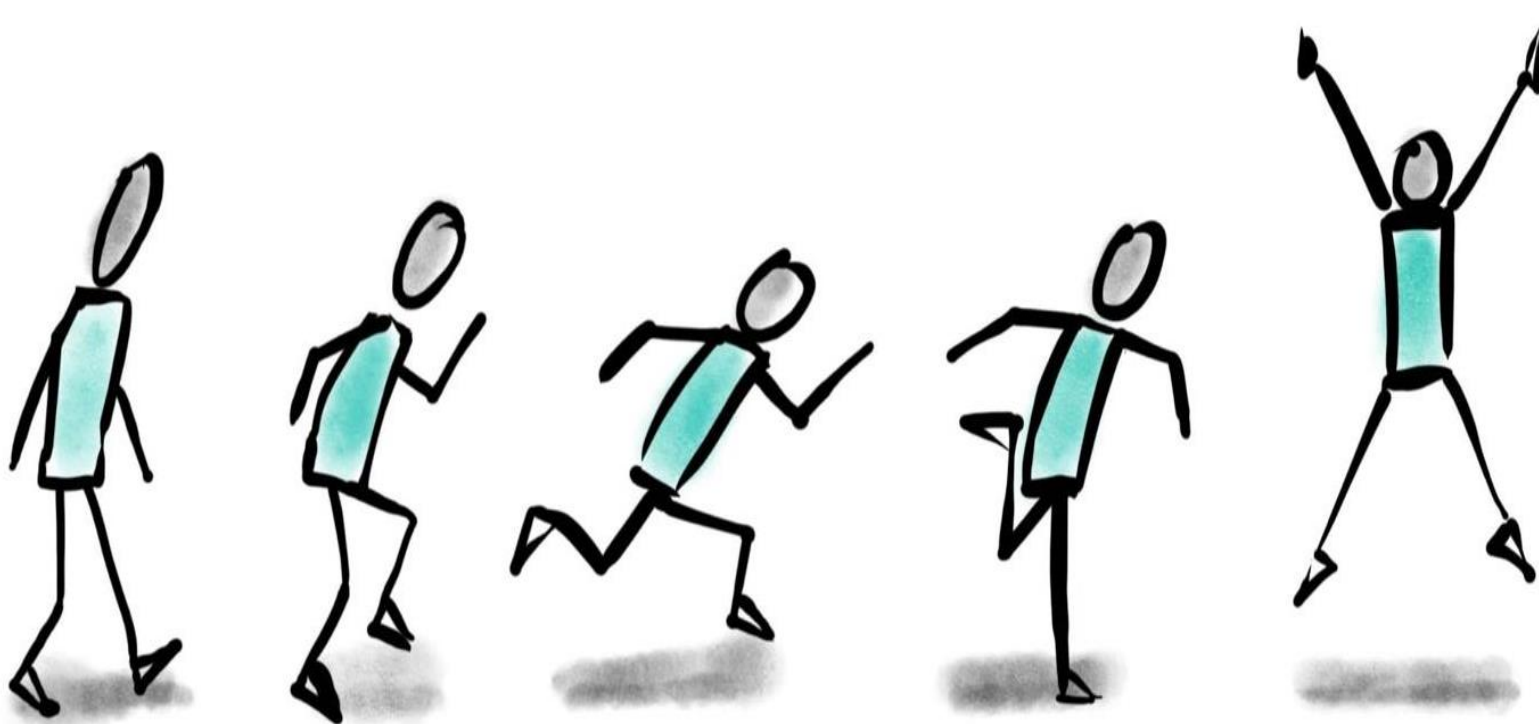
Topic	Gymnastics	Year	4	Theme	Lesson 1 of 6 - Introduction
Learning Objectives	<ol style="list-style-type: none"> <li>1. Perform skills more accurately and consistently.</li> <li>2. Devise and perform a gymnastic sequence, showing a clear beginning, middle, and end.</li> </ol>				

Literacy Keywords	Travelling, Key Shapes, Technique, Balance, Explore, Experiment	Citizenship	<ul style="list-style-type: none"> <li>• Develop self confidence</li> <li>• Develop own experiences and ideas</li> </ul>
Risk Assessment	<ul style="list-style-type: none"> <li>• Suitable clothing and footwear worn by participants</li> <li>• Equipment suitable for participants</li> <li>• Safety information highlighted to participants</li> <li>• Equipment safe and checked</li> <li>• Area safe and checked - any hazards removed</li> </ul>	Equipment	<ul style="list-style-type: none"> <li>• Mats</li> </ul>

Teacher Notes	<ul style="list-style-type: none"> <li>• This is the first lesson in the Gymnastics Unit of Work.</li> <li>• The intention of the lesson is to introduce the children to the new topic. It gives them the opportunity to experience the topic and explore the skills they will be learning and developing in the unit.</li> <li>• The main activity within the lesson incorporates many of the skills that will be covered in the unit. The activity in this lesson gives you the opportunity to make an initial assessment of your class.</li> <li>• By observing the children, you can make a judgement on their current ability and plan your teaching for the rest of the unit accordingly.</li> <li>• All apparatus must be checked, set-up correctly and be safe for use. The children must be taught/reminded of the safety rules when using all apparatus and ensure they follow them at all times.</li> <li>• The children should only perform actions they are confident with and know how to perform with the correct technique in a safe environment.</li> </ul>
Knowledge Checks	<ul style="list-style-type: none"> <li>• Throughout this plan you will see '<b>Knowledge Checks</b>' to help you ensure the pupils are acquiring the intended knowledge as the lesson progresses. The two types of knowledge to focus on in PE are...</li> <li>• <b>DECLARATIVE KNOWLEDGE:</b> Factual knowledge concerning movement, rules, tactics, strategies, health and participation (best practiced through spoken or written observations of a practical demonstration).</li> <li>• <b>PROCEDURAL KNOWLEDGE:</b> Knowing how to apply declarative facts (best practiced through demonstration or participation).</li> </ul>




Warm Up	Movement Development	Duration: 10 mins	Teaching Points
<ul style="list-style-type: none"><li>• Ask all children to spread out and find a space to stand in.</li><li>• Ask the children to move on the spot in different ways - walk, jog, run, high knees, heel flicks, star jumps.</li></ul>			<ul style="list-style-type: none"><li>• Perform the actions with good quality</li><li>• Aim to increase heart rate</li><li>• Build up speed of exercises gradually</li></ul>
<b>To make activity easier</b>			
<ul style="list-style-type: none"><li>• Give the children marker spots to put into a space and stand on to have a go at the activities</li></ul>			

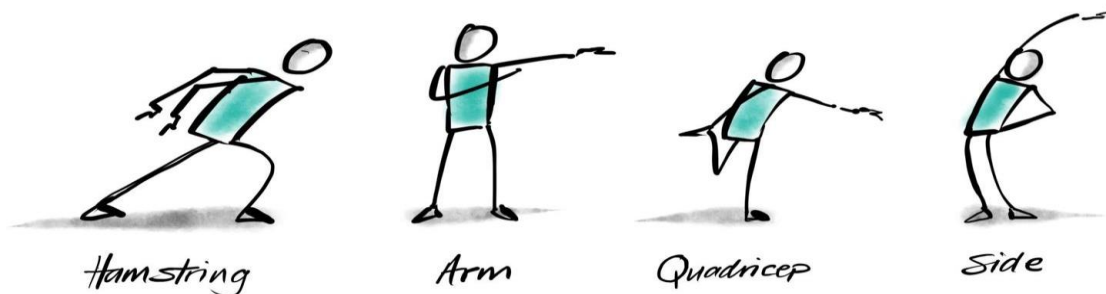


Skill Development	How to Land	Duration: 10 mins	Teaching Points
<ul style="list-style-type: none"> <li>• Ask the children to find a space to work in.</li> <li>• Ask the children to perform a small jump in their space and land with the following technique:               <ul style="list-style-type: none"> <li>• Land with feet together</li> <li>• Land on the balls of the feet, then press heels into the floor</li> <li>• Head facing forwards</li> <li>• Knees slightly bent - up to 90 degrees</li> <li>• Back straight</li> <li>• Arms straight in front of body - this encourages good posture</li> <li>• Hold the landing position (see diagram) for 3 - 5 seconds before standing up</li> <li>• Ask the children to keep practicing their landing technique</li> <li>• Progression:                   <ul style="list-style-type: none"> <li>• Children work in pairs to check each other's landings.</li> <li>• One child performs their landing for their partner who must watch and give feedback about the landing.</li> </ul> </li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• Check that all the children can perform a landing correctly before moving onto further activities.</li> <li>• Explain that it is important to land properly to reduce the risk of injury.</li> <li>• Ensure the children understand and perform each of the steps to land safely.</li> </ul>
<b>To make activity harder</b>			
<ul style="list-style-type: none"> <li>• Introduce the steps more quickly</li> </ul>			
<b>To make activity easier</b>			
<ul style="list-style-type: none"> <li>• Introduce the steps gradually</li> </ul>			
<b>Knowledge Check</b>			
<ul style="list-style-type: none"> <li>• <b>PROCEDURAL KNOWLEDGE:</b> Ask some children to demonstrate the activity/skill.</li> <li>• <b>DECLARATIVE KNOWLEDGE:</b> Ask other children to describe what is required to perform the task with success.</li> </ul>			



Game	Landings	Duration: 25 mins	Teaching Points
<ul style="list-style-type: none"> <li>The children work in pairs – give each pair a bench (share with other if required), hurdles, and cones.</li> <li>The children will then plan and put together a jumping routine using the equipment using their imagination.</li> <li>Pairs must be able to perform the jumps and movements at the same time, showing good control and coordination, along with the correct landing techniques.</li> <li>Allow the children to show their ideas.</li> <li>Groups will then move around and perform the jump routines that other children have put together.</li> <li>Add in shapes and balances between jumps.</li> </ul>			<ul style="list-style-type: none"> <li>Introduction / Reintroduction to gymnastics</li> <li>Explain the task and what the children need to do then let the children explore the activity for themselves</li> <li>Let the children have a go at the activity</li> <li>What skills do you need to use? Ask the children to think about this as they perform the task</li> <li>Experiment with different ideas and skills</li> <li>Provide advice and guidance if necessary</li> <li>Observe the children performing the task - are they able to perform it successfully?</li> <li>What areas do you need to focus your teaching on in the rest of the unit?</li> <li><b>SAFETY POINT:</b> Ensure the children are competent to perform the necessary actions/skills. Limit the actions that can be performed where necessary</li> <li><b>SAFETY POINT:</b> Ensure any apparatus is set out correctly and safely and the children know the rules for using it.</li> </ul>
<b>Knowledge Check</b>			
<ul style="list-style-type: none"> <li><b>PROCEDURAL KNOWLEDGE:</b> Ask some children to demonstrate the activity/skill.</li> <li><b>DECLARATIVE KNOWLEDGE:</b> Ask other children to describe what is required to perform the task with success.</li> </ul>			

Cool Down	Static Stretching – Teacher Led	Duration: 5 mins	Teaching Points
	<ul style="list-style-type: none"> <li>• Ask the children to stand in a semi-circle around the teacher.</li> <li>• Show the children a stretch they have to copy.</li> <li>• Start at the top of the body and work all the way down the body stretching the major body parts.</li> </ul>		<ul style="list-style-type: none"> <li>• Hold for 10-12 seconds</li> <li>• Hold still</li> <li>• Don't bounce</li> <li>• Watch and copy</li> <li>• Where can you feel the stretch?</li> </ul>



Plenary / Knowledge Check	
What skills did you use when performing the tasks today?	<ul style="list-style-type: none"> <li>• Encourage the children to think of what they did to complete the task(s)</li> </ul>
What did you do well today?	<ul style="list-style-type: none"> <li>• Encourage the children to think of what they have done well when completing the task(s)</li> </ul>

Evaluation
<p>How did the children get on with the activities today?</p> <ul style="list-style-type: none"> <li>- Most had a good go and completed the activity with some success - continue with this unit as planned</li> <li>- Most found the activity too difficult - consider following the year 3 unit of work for this topic</li> <li>- Most found the activity too easy - consider following the year 5 unit of work for this topic.</li> </ul>