

Curriculum area	Topic	Year	Session Number	Skill
Gymnastics	Gymnastics	3/4	#5	Routine session

### Equipment

- Mats
- Cones
- Benches

### Learning Objective

- To link gymnastics skills together into a short sequence
- To perform a routine with control

### Success Criteria

- I can link skills together
- I can perform my sequence without stopping
- I can start and finish with a clear shape

### Key words

- Sequence
- Routine
- Flow

### Preparation Ideas/Warm Up

#### Andy's Coming

Moving around the area in different ways and speeds (running, walking, skipping etc...). When Andy comes into the room (just announce this) the children must lie on the floor like toys while "Andy" patrols the room looking for moving toys. If you move, you do 5 star jumps increasing each time you are seen to be moving

### Skill Development

The children are going to be working in groups of 2-3 per group for this activity. Each group is set the task of coming up with a routine that consists of 8+ gymnastics moves that include at least one travel, jump, balance and roll

It is important that the children understand that the routine must be able to flow from one move to the next without them having to change their direction or body shape e.g. if you are facing backwards and need to be facing forwards for your next move, can you add in a shoulder roll or a half turn jump in order for you to be facing forwards, rather than just turning around

Before we begin, get the children together and as a class, using a large whiteboard, come up with different moves from each of the four segments. Example written below

#### Travels

Hop, skip, run, gymnasts walk, cartwheel

#### Balances

Arabesque, 1 point balance, 2 point balance, 3 point balance, front/back support, dish arch

Rolls Forward, backwards, log, teddy bear, shoulder	Jumps Tuck, star, half turn, full turn, straddle
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Keep those moves on the whiteboard and ask the children to go away in their group, with a whiteboard and pen each and write down a routine they would like to complete. Remember that they must make sure that their routine flows from one move to the next without breaking their stride or body shape.

Get the children to practice this in their areas that they are sharing with their partner. To begin with, they may need to structure the routine where they complete 3-4 skills, then look back at their whiteboard to continue with their routine. They will need to memorise the routine as they are practicing and hopefully get to a point in the session, where they don't need their whiteboard to remember their routine

Progression:

>Allow them to be creative with their routine and add in more moves, only if they can perform them and execute them correctly with control.

>Allow them to add in pieces of equipment e.g. hula hoops, balls and cones to make their routine more difficult

If you have access to ICT e.g. Ipads etc, get the children to video each other's routines and look back on their routine. Can we make any improvements to our routine e.g. changing certain moves, making sure that the routine flows etc.

### Creative Application

#### Routine Show

Can we now get some of the children to demonstrate and perform their routines to the rest of the class

We want the rest of the class to critique the routine by giving 1 positive and 1 area to improve for the performed routines.

### Teaching points

- The routine must flow from one move to the next. Make sure that if the children need to change body shape or position, that they complete a gymnastic move to do so
- The children should display control throughout their routine. Ensure that they are taking their time with each move, performing each move correctly with good technique and are not rushing through their routine
- When performing a static balance, the children need to hold the balance for at least 3 seconds.
- When landing a jump, they need to land with bent knees and still before performing their next move

### Key Questions

- What do we mean by the term improve?
- What do we mean by the term flow when performing a routine?
- How can we ensure we have control throughout our routine?

**National curriculum links:**

- Use running & jumping in isolation and combination
- Developing control and balance through gymnastics
- Performing a routine using a range of movement
- Comparing their performance and showing improvements throughout the session
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**Social and environmental skills:**

- Developing resilience through trying to improve and perfect their routine
- Displaying creativity through coming up with their own routines
- Being compassionate and considerate as others are performing and improving their routine
- Showing encouragement and being kind to others