

Curriculum area	Topic	Year	Session Number	Skill
Gymnastics	Gymnastics	3/4	#6	Stations & making improvements

### Equipment

- Mats
- Cones
- Benches
- Vaults

### Learning Objective

- To practice and improve previously learnt skills
- To identify strengths and areas to improve

### Success Criteria

- I can improve a skill through practice
- I can say what I did well
- I can attempt a more challenging version of a skill

### Key words

- Improve
- Practice
- Technique

### Preparation Ideas/Warm Up

#### Germes & Medicine

Choose 3 taggers, they are the germs. Choose 3 releasers, they are the medicine. The germs move around the area trying to tag as many people as possible. If you are tagged, stand still with your hand in the air. The 3 medicines need to release anyone who has been tagged by the germs by giving a hi5.

#### Handing out equipment

Get the children in their groups to help set out some of the equipment for today's session. This will include putting mats out, benches and vaults and making sure they are placing them safely and securely in the areas set out. You may need to ensure each is in the correct place before starting the main activity

### Skill Development

#### Station work

Children will be split into even groups. Try to have children of similar ability levels together when working at the stations. Split the time evenly between the number of stations set up. We are looking for the children to continuously improve during the session at all stations.

#### Station 1 – Rolls station

Set up a few mats (one for each member of the group) and allow them to practice different types of rolls on the mats. They can also look to combine different types of rolls in a small routine, the same as

the end of the rolls session previously

### **Station 2 – Vault and jumps station**

Set up a station with a variety of different vaults and benches. Set up a:

>Bench flipped upside down with a small vault. Get the children to balance across the bench and perform a jump at the end. For lower ability groups put the bench normally and ask them to balance a piece of equipment on themselves

>Bench attached to a medium sized vault. Ask the children to balance up the slope and onto the vault, where they perform a balance on top and then jump off

Progress this station the way we did in the jump and vault session previously. Allow the children to be creative with their jumps. You may want to add a third vault that is higher again for high ability groups and add in a crash mat to land on.

### **Station 3 – Balance station**

Set up 2-3 benches that are flipped upside down for the children to walk across. Also set up an area for the children to practice their arabesque. Add in progressions for each skill the same as in the balance session previously. Children working in pairs to balance equipment on each other whilst performing the arabesque and dips and the arabesque to be performed on the flipped benches.

### **Station 4 – Routine station**

Set up a large area of mats for the children of this group to work in. They must come up with and improve on a routine consisting on 8-10 moves which include travels, rolls, jumps and balances and make sure that each move flows from one move to the next. Allow the children to be creative in what moves they choose and as in the routine session, make sure that the routine has a rhythm and flow to it.

### **ADDITIONAL Station 5 – Gymnastics climbing frame**

This will depend on whether your school has access to a wall climbing frame. If you do, place mats underneath the climbing frame so that all areas around are covered. Allow the children to climb and explore on the wall frame, making sure they are staying safe throughout. You can, if you want to, set a limit on how high they can climb in the session. I would also ensure that the children do not climb over the top of one another when using this piece of apparatus, but allow them to explore climbing up and through.

Progression:

>Can they move from one side of the frame to the other without touching the floor or bottom of the apparatus.

>Can they balance from different parts of the apparatus and perform different types of balances using the apparatus

### **Creative Application**

### **Teaching points**

- The children should be displaying control through every station they perform on. They should be taking their time and ensuring they are using good technique
- When balancing, keeping their arms out for balance and ensuring they are stepping with one foot in front of the other
- When jumping, ensuring they bend their knees, swing their arms, land with bent knees and still
- When performing on a climbing frame, ensure there are mats spread out below and that the children are not performing above/below another person.

### Key Questions

- What do we mean by the term control?
- How can we show control at each station?
- What do we mean by improving?
- How can we show improvements throughout the session?
- Can you name me a safety rule at each station?

### National curriculum links:

- Use running & jumping in isolation and combination
- Developing control and balance through gymnastics

### Social and environmental skills:

- Developing problem solving skills through trying to improve their work
- Showing and developing resilience in their work
- Listening to instructions and following them – safety rules
- Showing encouragement and compassion to others in their group