

Curriculum area	Topic	Year	Session Number	Skill
Gymnastics	Gymnastics	5/6	#5	Pair Routine

Equipment

- Mats
- Benches
- Cones

Learning Objective

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

Success Criteria

- I can link skills together, mirroring the actions of a partner
- I can perform my sequence with a partner without stopping
- I can start and finish with a clear shape

Key words

- Sequence
- Routine
- Flow

Preparation Ideas/Warm Up

Follow The Leader

Class to move around the area in any way that they want. This can be through running, jumping, hopping or skipping. Allow them to be creative with their movements.

The player at the front is the leader and therefore decides on the type of movement. The player behind needs to be keeping up with their partner, performing the same type of movement as their partner.

Skill Development

The children are going to be working in groups of 2 for this activity. Each group is set the task of coming up with a routine that consists of 8-10 gymnastics moves that include at least one travel, jump, balance and roll with their partner.

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, using benches for dips/straddles across a bench	Balances Arabesque, point balances, front/back support, dish arch, shoulder stands and frog balances
Rolls Forward, backwards, teddy bear, shoulder	Jumps Tuck, star, half turn, full turn, straddle. We can also use a bench/vault for this

Remember that they are working with a partner, so they need to be performing the same or similar moves to each other, ensuring they are synchronised in their movements.

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 groups 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.
- We are working with a partner, so ensure that our moves are synchronised and mirror each other. They can perform different moves within their routine, but it needs to be similar e.g. we can't have 1 doing a tuck jump whilst the other does a roll. They both need to be doing a type of roll or jump at the same time, although if they are at different ability levels they can perform different types of that move.
- When performing a static balance, the children need to hold the balance for at least 3 seconds.

Key Questions

- What do we mean by the term synchronised?
- 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 and jumping in isolation and combination
- Develop control, balance and technique through gymnastics
- Performing a routine using a range of movement
- Comparing their performance and showing improvements throughout the session

Social and environmental skills:

- Developing resilience through trying to improve and perfect their routine
- Displaying creativity through coming up with a routine.
- Developing and showing leadership skills
- Developing team work and collaboration skills
- Developing good communication skills