

Curriculum area	Topic	Year	Session Number	Skill
Gymnastics	Gymnastics	5/6	#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 roll's session previously (shoulder and backwards roll)

We can also add in a small vault with a crash mat. The children will stand on the crash mat and crouch down to perform a forward roll onto the crash mat.

Station 2 – Vault and jumps station

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

>Medium sized vault with a spring board. Ask the children to bounce on the springboard and onto the vault before performing a jump.

>Bench attached to a large vault. The bench will be on a slope, so ask the children to be on their stomachs and to pull themselves up the slope to the top. This is a mixture of strength and balance.

When at the top of the vault, perform a jump off.

Progression

>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 – Partner balance station

Set up mats across the space, making sure there are spaces in between, so that pairs are not too close to one another. They will then perform a variety of partner balances with a partner. Display the photos of the partner balances for them to use.

Station 4 – Partner 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 with a partner and make sure that each move flows from one move to the next, whilst synchronising with their partner. 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.

Progressions

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

>Can they move from one side of the frame to the other without touching the floor or bottom of 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 performing rolls, ensure they are using the correct technique, getting into the correct positions in order to perform the rolls
- 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.
- When working with a partner, we want to see good team work and communication between them in order to be successful

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:

- Developing control and balance through gymnastics
- Comparing performance to previous attempts, looking for improvements to their personal best

Social and environmental skills:

- Developing problem solving skills through trying to improve their work
- Developing good communication skills
- Developing team work and collaboration skills
- Showing and developing resilience in their work
- Showing encouragement and compassion to others in their group