

# ***PE LKS2 Unit 14***

## ***Gymnastic activities 3***

### **Lesson 5**

### **Sequences on apparatus**



# Lesson 5 Sequences on apparatus ⌚ 35-40 mins

## Learning objectives

### Children should learn:

- to consolidate and improve the quality of their body shapes and balances, and transfer these onto apparatus;
- to improve their ability to select appropriate actions and use simple compositional ideas to create sequences on apparatus;
- to recognise and describe the short-term effects of exercise on the body during different activities;
- to know the importance of suppleness and strength;
- to describe and evaluate the effectiveness and quality of a performance;
- to recognise how their own performance has improved.

## Success criteria

### Children:

- explore combinations of floor, mats and apparatus and find different ways of using shapes and balances on different levels;
- show control, accuracy and fluency of movement when performing actions individually or with a partner;
- work well on their own and contribute to pair sequences on apparatus;
- understand the importance of warming up and identify when their body is warm, stretched and ready for gymnastic activity;
- understand that strength and suppleness are important parts of fitness;
- explain the differences between two performances, identify similar elements and comment on their quality;
- understand what is involved in the process of improving a performance.

## National Curriculum Attainment Targets:

### Pupils should be taught to:

- develop flexibility, strength, technique, control and balance through gymnastic activities.


## Vocabulary

apparatus, balance, body shape, combinations, contrasting, copying, mirroring, performance, sequence, strength, suppleness, travel

## Resources

- benches
- mats
- tables

## Warm-up

 5-10 mins

- Ask the children to jog in a space for a minute in order to warm up. Now ask them to get out the mats and spread them randomly around the room.
- Explain that you are going to play a game of 'crocodiles and alligators'. Organise the children into pairs and ask them to decide in their pair who is going to be the crocodile and who is going to be the alligator. Explain that you would like them to travel around the room in any method they choose (e.g. skipping, jogging, side stepping, hopping). When you shout 'Amazon', the crocodiles must jump onto the mats and perform a balance for a count of five. When you shout 'Everglades', the alligators must jump onto the mats and perform a balance for a count of five.
- Now introduce two new commands: when you call 'hunter's coming', the children must curl up into a tight ball, as if they were hiding; when you call 'hunter's gone', all the children jump up as high as they can and start travelling around the room again.
- After the game, ask the children the following questions:

### Key questions

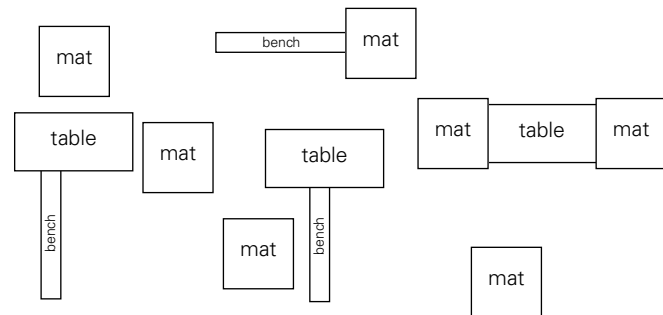
*How did this activity affect your breathing and heart rate?*

*Why did they change? (Because you were jogging and doing physical exercise.)*

- Discuss the importance of improving suppleness and strength for gymnastic activities.

## Apparatus work

 25 mins



**Apparatus set-up ideas**

- Ask groups of children to get out the benches and tables. (See Carrying apparatus safely sheet.)
- Organise the children into small groups and give them an area to work in, either with mats, benches or tables. Remind each group of the work done on shapes and balancing on different body parts in previous lessons. Explain that you would like them to explore creating shapes and balancing on the different pieces of apparatus. Ask them to use their imagination!
- After a few minutes, give each group a number and ask the children to find how many different balances they can make on this number of body parts. Do this for a few minutes and then rotate the groups around so that they all have the opportunity to experience the different apparatus and performing at different levels.
- Remind them to make their balances look clear and neat by pointing their toes and fingers. Praise the children for their efforts.
- Tell the children to stop and sit in their groups. Ask one or two children from each of the groups to show the rest of the class some of the balances and they have come up with.
- Now ask the children to put together a sequence on apparatus of two or three balances and/or shapes that they like. Again remind them they should be pointing their toes and fingers to make their shape look neat and they should hold each balance for a count of five. Do this for approximately four minutes.

- Sit the children down again and choose three or four to demonstrate their sequences. Ask those watching to say what is successful about each performance and point out good quality shapes, pointed toes and fingers and clear balances. Ask the children if they think that their shapes, balances and sequences have improved since Lesson 1. How has the quality of their work improved?

## Extension

### 10-20 mins

- If you have time and wish to develop this lesson further, you could do the following extension work. Ask the children to create a short sequence (individually) on the apparatus. It should include two different shapes and two balances.
- Then organise the children into pairs and ask them to combine their sequences. Suggest that they include mirroring and contrasting shapes. They could copy each other's movements between shapes. They should be able to sustain each shape for at least a count of five.
- Ask some pairs to perform their sequences and ask those watching to comment on the quality.

### Key questions

*Does the performance meet the requirements of the task?*

*How have children used the apparatus differently?*

## Cool-down

### 5 mins

- Travel in different ways over the apparatus
- Travel with a partner over apparatus (see warm-ups) before putting apparatus away
- Tell the children to freeze and sit in their groups. Instruct each group to put their equipment away when you tell them.
- When all the apparatus has been put away, ask the children to jog around the room in different directions. Tell the children that they must be careful not to bump into anyone else. Ask the children to freeze, turn and jog again in a different direction. Repeat for a couple of minutes.
- Now ask the children to just walk around the room and explain that this time when you ask them to freeze, they should all stand still. Then ask the children to curl down low, put their hands around their ankles and tuck their heads between their knees. Ask them to slowly uncurl so that they stand up straight on the balls of their feet with their arms above their heads. They should stretch up as high as possible. They should try to maintain this balance with control.
- Ask the children to relax and shake their arms and legs and then rest.

