

Year 4 - Gymnastic Lesson 2 - Page 1

We are learning to synchronise a sequence with a partner.



Warm-up - Bounce Around

- This activity will be about bouncing. Students will start by bouncing the lowest they can with both of their feet in one spot, then gradually bounce higher to the highest they can in that one spot.
- Students will then go the opposite by bouncing from the highest that they can reach to bouncing the very lowest that they can.
- Students can begin bouncing around with more space rather than in one spot. They can bounce the highest that they can or the lowest that they can, or anything that is in between, then encourage them to decrease or increase the height of their bounces as they move around with their space.

Activity 1 - Explore actions in pin/straight/tuck position

- Once students' heart rates begin to go up, allow them to actively rest by sitting down and stretching their legs by doing circles with their feet, clockwise and then anticlockwise, 5 times on each side
- Students will repeat the balances from lesson 1 (the tuck, the straight and the star shape); however, with those balances, they will work on what actions they can do using each of those balances rather than just changing their balances in a sequence, as they did in lesson 1 and see what it is like travelling in those balances, so, for example, sitting on your bottom and spinning.
- Students can speak to their peers to see what others have thought of and try to come up with as many as possible.

Year 4 - Gymnastic Lesson 2 - Page 2

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Activity 2 - Link 3 actions showing the different shape

- Students will now work together and brainstorm different travelling directions to prepare for their next activity and try to be as creative as possible. This could be straight direction, going backwards, curved or a zigzag. These ideas can then be written down on a whiteboard.
- Students will now take these ideas and attempt to do these different directions and movements with the three balances (the hook, the straight and the star shape) and make them into a sequence to see if they can do this.
- Students will see if they can do the sequence and how they can change directions each time they repeat their sequence.

Activity 3 - Pair up and synchronise

- Once students have come up with different directions as they do their sequence of balances, they can perform it for their whole class, a few of their peers, or their partner.
- By performing it, students can see what other students have come up with and how creative they have been. Still, students need to be able to offer any feedback which will allow them to focus and observe each movement in their peers' sequences, look at the quality of their presentation, and judge from what they have seen.
- Once students get feedback, they must try and now take that feedback and implement whatever they may need to improve on to make their presentation the best that they can.