

Lesson 2	Subject: Gymnastics	Year: 7	Group:	Total No.:	M:	F:
	Lesson: Rolling NCPE Location <small>1.3b; 2.1a; 2.1b; 2.2c; 2.2 a; 2.2b; 2.2c; 2.2d; 2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3.b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f; 4g</small>	Ability:	Period:	SEN:		
		Duration:	w/c			

Objectives: To know and understand the definition of a roll. To know that rolls and turns rotate around a given axes, and the names of the axes used in each of the 3 rolls covered. (Sagittal & Transverse). To be able to accurately replicate and perform a technically correct forward, log and circle roll showing good body tension.

Activity	Description	Objectives	✓	Teaching Points	Evaluation / Performance	Differentiation and Creativity
Student Warm Up	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.		- listen to and follow instructions of those leading the warm-up	Observe pupils performances	① Ask students how they could make warm up easy / harder / intense
Student Stretches	Students arranged in a circle. Students lead through series of stretches	To understand the importance of stretching at the start of the session. To be able to demonstrate stretches relevant to Gymnastics		- Hold stretches for 8 seconds. - No bouncing.	Q & A on benefits of stretching and their warm ups	⬆ Get pupils to incorporate stretching with Objects that are to be used within the lesson
Rolling - forward - Log - circle	- Discussion of the 3 axis/planes. - demonstrate with the use of students the 3 axis that we rotate around.	To know that rolls and turns rotate around a given axes, and the names of the axes used in each of the 3 rolls covered. (Sagittal & Transverse)		- Pupils observe the demonstrations - Axis of Rotation = an imaginary line about which the body rotates or spins. Frontal = "CARTWHEEL" Sagittal = "FORWARD ROLL" Transverse = "LOG ROLL"	Observe performances, skills and techniques Ask pupils for feedback and analysis	- Discuss how performers can use varying skills
	- Individuals work on teacher led progressions for log, circle and forward roll.	To know and understand the definition of a roll. To be able to accurately replicate and perform a technically correct forward, log and circle roll showing good body tension.		<u>Log</u> - Keep the whole body in a straight line. - Arms and legs should be straight with fingers and toes pointed. - Squeeze the head between the arms. <u>Circle</u> - Hold the same body shape and posture throughout - legs straight in straddle position, sat up with back straight. - Hold the back of the knees.	M/C -Evaluate pupils knowledge and understanding from answers M/C - Discuss and listen to strategies that are used to incorporate complex skills and routines	- Teacher and student observation of rolls - PEER EVALUATION OF ROLLS AND TECHNIQUES ✎ - Discuss how performers can use varying skills
	- Students explore ways of travelling across and over the mats using each of these rolls and the stepping movements covered earlier.	To be able to use these rolls to travel across and over the mats. To know and understand the definition of a roll.		- Roll back onto right shoulder; roll across to left shoulder, swinging legs overhead. <u>Forward</u> - Head tucked to chest. - Keep feet together and close to bum when standing. - Reach forward with hands. snap legs straight. - Chin to chest, hands on floor, and push with legs. - Contact onto the floor is made with the back of the shoulders. Not the neck	M/C - Analyse strength and weaknesses in performances	
Sequences	- Individual sequence incorporating each of the 3 rolls.	To be able to link the 3 rolls to form a short individual sequence. To be able to accurately		- Look for body tension. - Look for rotations around each of the 3 axes.	Observe performances, skills and techniques	- Observe performances ⬆ Must incorporate a correct start/finish within the sequence

	- Performance of sequences.	replicate and perform work in front of an audience. To be able to observe and offer positive feedback to performers.			Pupils highlight weaknesses and good points	- Listen to feedback and praise - Q&A about rotation, axes and movements
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Informed Choices and Lifestyle	Discuss how we become and stay healthy Discuss the positive effects of a balanced diet for a Gymnast Discuss the benefits of a pre match and post match meal in Gymnastics. Describe what should be included in a Gymnast pre and post match meals
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Equipment	Mats	Crash Mats	Spring board	Peer evaluation sheet
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ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning
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Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology
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HEALTH AND SAFETY THROUGHOUT THIS LESSON

- Ensure that all jewellery is removed before the lesson. – **STUDENTS** are to be made aware that there are at times, others working within their workspace.
- Emphasise the fact that rolling on the head is poor and unsafe – **SET** the circuit up so as the teacher can see all stations at the same time.
- Make sure students are capable of taking off and landing safely. - Students made aware the landing mats (crash mats) will not prevent accidents caused by landing unsafely or attempting something that they have been told not to, i.e. somersault. - All equipment is to be checked before it is used.