

PE UKS2 Unit 28


Gymnastic activities 6

Lesson 2

Flight



Lesson 2 Flight

 **40-45 mins**

Learning objectives

Children should learn:

- to develop basic methods of flight;
- to understand the principles behind effective jumping and build sequences that include this skill;
- to understand why warming up is important;
- to understand why exercise is good for health and fitness;
- to evaluate their own and others' work;
- to suggest ways of making improvements.

Success criteria

Children:

- experiment with methods of jumping and landing;
- practise and refine their take-off and landing techniques;
- know how to warm up for gymnastic activity;
- understand how gymnastic activity helps their overall health;
- watch performances and use criteria to make judgements and suggest improvements.

National Curriculum Attainment targets

Pupils should be taught to:

- continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements;
- develop flexibility, strength, technique, control and balance through gymnastics;
- perform using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.


Vocabulary

balance, control, fitness, flight, jump, landing, linking movements, muscles, sequence, stretch, suppleness, take-off, travel

Resources

- **Interactive CD Image Gallery: page 13, Stretches**
- **Interactive resource:** Jumping

Warm-up

 **5-10 mins**

- Ask the children to find a space. Explain to the children that they are going to walk around the room in different directions, taking big strides. They must point their toes on each stride.

- Explain that you are going to tell them different methods of travel as they move. For example, at a high level this could be walking on tiptoes, at a medium level this could be side stepping or spinning around and at a low level this could be crouched jumping like a frog or log rolling.
- As the children move around the room in different directions, ask them to change their method of travel every 15–20 seconds. Remind them to keep in a space and not bump into anyone else.
- Tell the children to stop and stand still. Ask them to curl down low, with their hands round their ankles and heads tucked between their knees. Ask them to uncurl slowly and stand up straight on the balls of their feet with their arms above their heads.

- Ask the following questions:

Key questions ?

What do you notice about your body when you exercise? (changes in breathing, pulse rate, temperature)

Why is the warm-up important? (prepares the body for exercise, stretches muscles, mobilises joints)

Why is gymnastic activity good for fitness? (helps develop strong muscles, promotes suppleness)

Floorwork

30 mins

- Explain to the children that the aim of the lesson is to begin to develop basic methods of flight. Explain to them what flight means in the context of gymnastics: it is the method of travelling through the air across an area or over apparatus, or moving onto and off of a piece of apparatus.
- To begin with, ask the children to move around the room, trying to find different ways of jumping as a method of travel. Allow them two or three minutes to find as many different ways as they can.
- Ask the children to stop and stand still. Explain that you are looking for five basic ways in which they can travel by jumping. Select five or six children to demonstrate the ways that they have discovered.
- Explain that the five particular ways you were looking for are as follows (some of these may have been used by the children in their demonstrations):
 - starting on two feet and landing on two feet;
 - starting on one foot and landing on two feet;
 - starting on two feet and landing on one foot;
 - starting on one foot and landing on the same foot;
 - starting on one foot and landing on the opposite foot.
- Demonstrate each of these to the children as you explain them.
- Now ask the children to move around the room, practising these five different methods of jumping and landing. Remind them to jump into a space.
- Allow a few minutes for this and then ask the children to stop and stand still. Ask the children what they were doing with their bodies when taking off, for example, did they use their arms as well as their legs? Did they push off with bent legs? Did they land with bent legs? How do their arms help them with their jumping and landing?
- The children should respond with answers that mention using their arms to propel themselves forwards on their jumps, bending their legs on take-off to help push themselves into their jump, bending their legs when landing to cushion their impact with the floor, and using their arms to help them balance when landing.
- Ask the children to start moving around the room again, but this time when they take off and land, they must not use their arms at all. Do this for about 60 seconds.
- Ask the children to stop and stand still. Ask:

Key questions ?

How did it feel not being able to use your arms?

- Explain to the children that this time they can use their arms but they are not allowed to bend their legs on take-off. Do this for about 60 seconds.
- Ask the children to stop and stand still. Ask:

Key questions ?

How did it feel not being able to bend your legs?

- Tell the children that they can now use their arms and legs to help them jump. Do this for another 60 seconds.
- Ask the children to stop and stand still. Ask them if they found that they performed the jumps better when they were able to use their

whole body and why they think this was. Expect answers such as: they were able to get a good take-off and landing by being able to bend their legs, and they were able to balance the jump by using their arms.

- Explain to the children that you would like them to build a sequence of the five jumps that they have just been doing and that you would like them to link the jumps together with five different methods of travelling.
- Allow the children five minutes to build their sequence and then ask them to stop and sit where they are.
- Pick children to demonstrate their sequence. After each performance, ask the class for feedback on the quality of their movements. Were they neat and tidy in their take-off and landing? Did they link their jumps together well with different methods of travelling? Talk about what everyone can do to improve the quality of their movements.
- Ask the children to practise their sequences again, this time thinking about their take-off and landing techniques and how they can use clear and controlled actions to perform their jumps.

Cool-down

5 mins

- Ask the children to stop and stand still.
- Organise the children into groups of four. Explain that they are going to cool down with a follow-the-leader style of exercise.
- The person leading the group will travel in a method of their choice and the rest of the group must copy them. When you call 'change', the child at the back of the group runs to the front and they become the leader. They can change the method of travel.
- Repeat the activity so that each child gets two goes at being the leader.
- Now ask the children to just walk around the room. Tell them to stop and stand still in a space.
- Teach the children how to stretch their legs by bending the front knee forward and keeping the back leg straight. They should feel a stretch in the back leg. Change over so that both legs are stretched. Then do hamstring stretches by bending and leaning back on the back leg and making the front leg straight. Flex and point the foot and then change legs.
- Stretch the arms up high above the head and then shake the arms and legs and rest.