# Year 4 - Gymnastics - Lesson 5/6 - Sequence & Performance

## Learning objective:
- Perform actions, balances, body shapes and agilities with control (All)
- Plan and perform a sequences that include changes of speed and level, clear shapes and quality of movement (Most)
- Watch, describe and suggest possible improvements to others' performances; suggest improvements to their own performance. (Some)

## Lesson Structure

<table>
<thead>
<tr>
<th>Introduction/ warm-up (Connection and Activation)</th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
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| **Warm Up: Follow the Leader** – (See page 36 of the Gymnastics INSET booklet.) | 10 Minutes | **Support:**
- Recap patch/point. Gymnastic shapes, flight and rotations. **Extend:**
- Children must perform actions in sync. Leader counts down from 3, 2, 1, Go. On go children must perform action in sync. |

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<tr>
<th>Main (Development/ Application)</th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
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| **Mats out – rocking like a ball whilst waiting.** | 25 Minutes | **Support:**
- Provide partner cards and visual aids to help pupils plan their sequence
- Write requirements on the board for pupils to refer to when planning their sequence. **Extend:**
- Depending on class and time sequence can include a bench or table.
- Discuss what a good performance is; write suggestions on the board for pupils to refer to when providing feedback. |

**Introduction, Development & Application Task:**

Create a sequence in pairs or small groups:

Sequence must include:
- Six different actions using one of the following themes
- Leading and following
- Meeting and parting
- Side by side

Must include a change of level and change of direction. Allow time to explore different actions & how they can work together.
**Performance:**

**Pair and Share** - Perform work to another group, those watching can provide feedback what they can do to improve their sequence. Allow time for groups to act on feedback. Performance could be filmed and then assessed by all.

– Encourage children to think critical about their performance in order to improve quality & learning.

<table>
<thead>
<tr>
<th>15 Minutes</th>
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<tbody>
<tr>
<td>• <strong>Lesson 5</strong> should focus on the planning, exploration &amp; initial practicing of different actions within a sequence. A mini performance at the end to introduce the assessment of others is useful.</td>
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<tr>
<td>• <strong>Lesson 6</strong> should have a split focus on improving the performance of the sequence then performing and self-evaluating it.</td>
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**Plenary**

- Refresh learning objectives
- **Questions:** **Self Evaluation** - *Did you mirror or match your actions? Can you describe what you did? What theme did you and your partner use? What do you think worked well about your performance? How could you change your performance to make it better?*