## Year 6 - Gymnastics – Lesson 3 – Flight

**Learning objective:**
(all) Perform different shapes in the air/ understand how to carry and set up a box  
(most) Be able to jump onto a box  
(some) Understand the importance of the landing position and how to perform a correct and safe landing

### 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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| Travel in space, jump over corners of the mat, in and out of hoops, over hurdles and cones. Perform different take off patterns i.e. 2-2, 2-1, 1-2, 1-1  
**Stretches** – focus on legs and knee and ankle joints. 5-10 mins Does your body feel different to when you started the lesson?  
Ask children what stretches they know. Pick children to lead a stretch for the class. | 10 Minutes | Support:  
- Place rotation visual aids around the area.  
- Ask children showing good practice to demo  
Extend:  
- Ask children to 360 spin over the hoop.  
- Attempt more difficult rotations on the mats (cartwheel, round off, backwards roll)  
- In pairs Ask children to perform rotations in sync/unison. (count each other down; “3,2,1 Jump!”) |

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<tr>
<th>Main (Development/ Application)</th>
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| **Setting up mats:** Hold corners, everyone faces the same direction i.e. point your nose, no one travels backwards, lift with legs 1,2,3 lift, 1,2,3 lower. 2 children per mat to carry it, place mats so that the face the same direction in the space.  
**Introduction Task:** Perform static shape jumps on mats - straight, tuck, star, straddle, pike, 90, 180, 360 – See Visual Aids on website for examples. | 15 Minutes | Support:  
- Use visual aids as examples for children like a checklist  
Extend:  
- Allow children to combine jumps, make patterns/sequences and challenge your partner to copy you without a mistake. |
**Development - Stations**

- Set up stations around the hall (made up of small boxes/tables/benches and one higher apparatus with teacher support) - children climb/jump up and jump off all moving and jumping off in the same direction, give pupils 4 mins on each station then rotate around.
- Spring board station - Run up, take off from 1 foot in front of board, land 2 feet on the edge of the board, star jump in the air, land, walk forwards off the mat (see pictures). Higher Box station (Teacher Supported)

**Progress - Jump off must be a shape jump.**

- Discuss - Run up, reach hands onto box, jump feet onto box (squat on), stand up, walk forward to end of box, teacher count 123 jump, pupil perform straight jump and land on mat, walk forwards of the mat.
- Add the springboard before a (teacher supported) higher box

**Explore & Create**

Allow the children to move from area to area. Put a few extra mats out for extra rolls, rotations, balances and actions that children can put in a sequence. Ask children to create a sequence including 3 stations/areas, with different ways of travelling in between each.

**Support:**

- Less confident on low apparatus, supported by TA
- Put resource cards by the stations to remind children of key teaching points.

**Extend:**

- Introduce higher level shape jump e.g. pike, straddle and rotated jumps.
- Station examples below;
Plenary

- Refresh learning objectives
- Questions: What tips did you use today? What did you improve? What are you proud of completing today?