### Year 6 - Gymnastics - Lesson 4 - Travelling

**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

<table>
<thead>
<tr>
<th>Lesson Structure</th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
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</thead>
</table>
| **Introduction/ warm-up (Connection and Activation)** | 10 Minutes | Support:  
  - Demonstrate ways of travelling  
  - Ask children showing good practice to demo and show resource cards |
| **Star Jump Game** | 15 Minutes | Extend:  
  - Change forfeit to burpees/squat jumps/lunges. |
| **Discuss** – How does a gymnast travel? Can you turn a balance into a travel? i.e. arabesque. Leg extended out behind you with arms straight facing outwards. Swing leg forward with pointed toes and step forward, repeat. Can we travel at different levels? i.e. Across the floor, crouching and standing tall.  
Ask pupils to start travelling around the space like a gymnast. Staying away from others with regular changes of direction. When you freeze the game, a child holding a controlled balance in the best space chooses someone to do 10 star jumps. | |  
| **Main (Development/ Application)** | |  
**Setting up stations:** put children into 4 groups and set up 4 stations for groups to rotate between.  
1. Benches leading to boxes/ low apparatus (travel across and jump.)  
2. Matted area with spots/hoops/hurdles scattered – Children link balances, jumps and rotations incorporating travel. (individual balances)  
3. Matted area with benches (children pair up and attempt to mirror movements)  
4. Higher apparatus/volt with bench attached (this will ALWAYS be monitored by the teacher) (travel, balance on volt then jump with shape.) | |  
| Support:  
  - Use lots of examples of movements that children can copy/replicate (see visual aids)  
  - Discuss levels when travelling. Can you change levels each time you change your movement? |  
| Extend:  
  - Allow children to combine jumps, make patterns/sequences and challenge your partner to copy you without a mistake. |  

[www.moving-matters.org](http://www.moving-matters.org)
Progress –
- Allow children further time on each station. Ask children to create a small movement sequence with their partner for each area (give differentiated criteria e.g. 2 ways of travelling, 2 different shapes when jumping).
- Ask children to plan how they are going to travel from area to area when the teacher changes the stations.

Discuss - timing and pace (can you match your partner’s?), can you use a combination of fast and slow movements?

Progress –
- Allow children to explore and move freely between stations.
- Ask pairs to demonstrate their progress to another pair and give marks out of 5.

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<th>Activity</th>
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<tbody>
<tr>
<td>15 Min</td>
<td>Support:</td>
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<tr>
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<td>- Less confident on low apparatus, supported by TA</td>
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<td>- Put resource cards by the stations to remind children of key teaching points.</td>
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<td>10 Min</td>
<td>Extend:</td>
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<td>- Allow confident children to demonstrate their sequence to the class.</td>
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<td>- Station ideas below. (attach benches to apparatus for travel.)</td>
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Support:
- Less confident on low apparatus, supported by TA
- Put resource cards by the stations to remind children of key teaching points.

Extend:
- Allow confident children to demonstrate their sequence to the class.
- Station ideas below. (attach benches to apparatus for travel.)
Plenary

- Refresh learning objectives
- Questions: What new ways did you travel today? How did you challenge yourself whilst travelling or moving in an area? How did you move on the gymnastic frame/benches/mats?