






















Gymnastics: Animals – Fantastic Frogs

Aim: To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. In the context of 'identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals'	Resources: Lesson Pack Access to the Hall Mats Benches Agility tables Hoops Skipping Ropes Beanbags Hurdles	Preparation: Differentiation Cards – as required Question Cards – as required Editable Non-Participation Sheets – as required Gymnastic Apparatus Suggested Area Plan 2 – as required
Success Criteria: I can jump into a thin shape. I can jump into a wide shape. I can jump into a small curled shape. I can travel, jump and hold a shape.		Key/New Words: Tuck jump, straight jump, jumping jacks, sequence.

Prior Learning:	Children will have had some practise jumping safely in the previous lessons.
------------------------	--

Learning Sequence

	Warm-Up: Choose one of the Warm-Up Cards that focus on aerobic exercise to warm the children up ready for exercise. Ask 'How can we warm ourselves up ready for exercise?'	
	Watch: Watch a video clip of frogs jumping. 'What shapes did they make when they jumped?'	
	Fantastic Frogs: Children move about the room hopping, bouncing and jumping like frogs. Ask 'What different shapes can they make when they jump?' Pick out examples of children jumping and making, long, wide and curled shapes.	
	Skill: Straight Jump: Ask 'Can you jump high and make a long thin shape?' Give tips doing a straight jump. Teaching Points: Stand with your feet hip-distance apart. Jump from two feet, bend your knees and raise your arms over your head to help you lift off the ground. Keep your body very straight. Land on the balls of both feet, bending your ankles, knees and hips to absorb the shock. Refer to Lesson Presentation video clip .	
	Skill: Jumping Jacks: Ask 'Can you jump and make a wide shape?' Give tips for doing a star jump. Teaching Points: Stand with your feet hip-distance apart. Jump from two feet, bend your knees and use your arms to help you lift off the ground. Spread your arms and your legs wide and land on the balls of both feet, bending your ankles, knees and hips to absorb the shock. Bring the feet back together to land. Refer to Lesson Presentation video clip .	
	Skill: Tuck Jump: Ask 'Can you jump and make a small curled shape?' Give tips for doing a tuck jump. Teaching Points: Stand with your feet a small distance apart. Jump from two feet, bending your knees and pushing off. Bring the knees up towards your chest as you jump, keeping your head up. Use your arms by bringing them over your head as you jump and out in front at shoulder height as you land. Bring your legs back down to land, bending your ankles, knees and hips and landing on the balls of your feet. Refer to Lesson Presentation video clip . Children practise skills. Children to demonstrate and try again.	
	Setting out the Apparatus: Remind the children of the skills they practised for lifting and setting out the equipment. Ask 'Can you remember where your groups piece of equipment goes?' Organise children to work in groups and set out the equipment using the same layout. Refer to Gymnastic Apparatus Suggested Area Plan 2 .	
	The Frog and the Fly: Children will put the practised jumps into a sequence, working in pairs. One will act out 'the frog', where they will focus on moving across the equipment in sequence, using the straight and star jumps. The other partner will move across the floor at different speeds and levels, finishing with the tuck jump. Children to swap over once completed. Look for children using the jump techniques developed in the skills showcase as well as those making obvious contrast between the different levels and speeds.	
	Use the Differentiation Cards to provide support so all children can access the activity.	
	Extend children with the additional challenge on the Differentiation Cards .	

	Children perform a movement sequence with their partner. Ask 'What did your partner do well?'	
	Choose a Cool-Down Card that focuses on stretching.	

Extratime

Children complete the Woodland Obstacle Course. Use the [Woodland Obstacle Course Area Plan](#).