

Gymnastics Landscapes and Cityscapes: Farmer's Fields

Australian Curriculum

Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025).

Create and participate in games with and without equipment (ACPMP027).

Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029).

Aim:

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities in the context of 'using basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

I can move and balance with agility and coordination.

Resources/Equipment:

[Lesson Pack](#)

Access to the Hall, mats, beanbags.

Preparation:

[Aims Poster](#), [Differentiation Cards](#), [Question Cards](#), [Editable Non-Participation Sheets](#) – as required.

Success Criteria:

I can successfully complete three types of rolls.

I can roll from one roll into another.

I can make a shape and hold it to give my movements a clear finish.











Key Words:















Egg roll, log roll, teddy bear roll, finish, sequence.

Prior Learning:

The children will have had some practice setting out and using basic gymnastic apparatus and rolling in Year One.

Learning Sequence

	Warm-Up: Sheep, Farmers and Wolves: Three children are farmers and three are wolves, the rest are sheep. The sheep run about the room and if tagged by a wolf they lay down on their backs with their arms and legs in the air. If a farmer rolls them over, they can rejoin the game.	
	The Countryside: Look at the photographs in the Lesson Presentation . Ask What shapes can you see? What do you think it would feel like to roll over those fields and mountains?	
	Rolling Hills: Ask Can you make your bodies into hill and mountain shapes? Children travel around in different ways. When you say 'Hill', children make their body into a hilly shape. Look out for children making curled round shapes, tall thin shapes and tall curved shapes. Ask Can you put your hands on the ground and bring your feet in close to your hands, sticking your bottom up in the air? Can you curl up to make a small hill shape? Can you stretch up tall to make a high mountain shape? Pick out good examples to demonstrate and let them have another go. Shapes like these can be used to help children come into a forward roll and handstand later on in the unit.	
	Setting out the Gymnastic Apparatus: Organise children in groups to place mats around the space. Teaching Points: - Four children lift a mat with two on each long side. - Say 'one, two, three lift' and lift together. - Say 'one, two three lower' and lower together. Point the equipment in the direction they want to go and never lift over another person. Ask Are you lifting correctly and altogether? Is your pathway clear? Please refer to Adult Guidance .	
	Skill: Log Roll: Ask Can you roll in a long thin shape as if you are rolling down a slope? Give tips for doing a log roll. Teaching Points: <ul style="list-style-type: none"> Make sure that you have a clear space to roll into. Lie on your back on the floor in a straight line with your legs stretched out together and your arms stretched out over your head. Keep your body tight. After rolling, come up to standing quickly and stretch your hands over your head for a clear finish. Refer to Lesson Presentation video clip . Children practise the skills. Pick children to demonstrate and they try again. Encourage children to stand and stretch up high to finish after doing a roll.	

	<p>Skill: Curled Sideways Roll or Egg Roll: Ask <i>Can you roll sideways and keep your body curled up as if you are rolling through a valley?</i> Give tips for doing an egg roll. Teaching Points:</p> <ul style="list-style-type: none"> • Make sure that you have a clear space to roll into. • Curl up on your side on the floor with your knees and chin tucked in. • Hold your body tight. • Roll over onto your side then your front keeping the tension in your body. • Come up to standing quickly and stretch up tall. <p>Refer to Lesson Presentation video clip. Children practise the skills. Pick children to demonstrate and they try again. Encourage children to stand and stretch up high to finish after doing a roll.</p>	
	<p>Skill: Teddy Bear Roll: Ask <i>Can you roll in a wide shape as if you are snow tumbling over mountains?</i> Give tips for doing a teddy bear roll. Teaching Points:</p> <ul style="list-style-type: none"> • Make sure that you have a clear space to roll into. • Sit with your legs open wide and straight and hold onto them with your hands. • Pull one leg and arm up towards your head and roll onto your shoulder. • Roll across your back and onto the other shoulder until the other leg rises up. • Come back to a seated position with wide legs, having completed a 180° turn. • Remember to keep your legs straight the whole time. • After rolling, come up to standing quickly and stretch your hands over your head for a clear finish. <p>Refer to Lesson Presentation video clip. Children practise the skills. Pick children to demonstrate and they try again. Encourage children to stand and stretch up high to finish after doing a roll.</p>	
	<p>Move It: Children practise the rolls they have learnt and link them with the hilly shapes they made to make a sequence of two or three movements. They move from one roll into another, make a shape and hold it. Ask <i>Can you link your roll with a hilly shape and hold it? Can you start in an egg roll on your back, move into a log roll as you turn over onto your stomach and back to an egg roll as you roll onto your back again? Can you give your movements a clear finish?</i> Refer to Lesson Presentation. Pick out good examples to demonstrate and let them try again.</p> <div>  <p>Differentiation Cards support children working towards rolling or developing a movement sequence of rolls.</p> </div> <div>  <p>Differentiation Cards extend children to try harder rolls and more complicated movement sequences.</p> </div>	
	<p>Evaluate: Children think about the skills they have learnt and practised. Ask <i>What skills have you learnt today? Can you describe your movement sequence?</i></p>	
	<p>Putting Away the Gymnastic Apparatus: In groups organise the children to put the mats away.</p>	
	<p>Cool-Down: Countryside Relaxation: Children lie on the floor and close their eyes if comfortable with that. They imagine that they are lying in a field full of long grass. There is a blue sky above them. It is warm and there is a gentle breeze. They can hear the birds singing in trees and leaves gently rustling. There is a small stream nearby and they hear the water gently gurgling by. Children put their hands on their stomachs and take a long deep breath into their stomachs and feel their hands rising. They slowly let it out again. They do this three more times.</p> <p>Plenary: We have been exercising through gymnastics. Exercise helps to keep us healthy. <i>What other things can we do to help us stay healthy?</i></p>	

Extra Time

In pairs children play human croquet. One child makes a hilly shape with their body and the other child stands a few steps away and aims a beanbag underneath them. They swap over. How many can they score in one minute?