

# Gymnastics Lesson for PE - Equipment (ball) skills

**Aim of session:** Learn how to Roll and Bounce a ball with control.

## Lesson information

**Duration:** 45 minutes

**Age range:** 6-7 years

**No. of players:** Varies

**Session plan number:** 9

**Assessment area colour codes:**

Physical literacy; Cognitive Thinking; Wellness; Engagement.

**Primary learning outcome:**

To show control when performing basic movements.

**Secondary learning outcome:**

To work with a partner to create a sequence.

**Keywords:**

Roll, receive, bounce, catch.

**Resources:**



Lesson plan



Video



A large indoor space, one medium sized ball between two.

## 1 Warm up activity

10 mins

Key questions

In pairs with one child behind the other. The child at the front holds the ball and runs around the room continually leading their partner into different spaces. When the whistle is blown the child at the front must pass the ball to the child behind (either over the head, round the waist, under the legs) and then run behind their partner to become the follower.

As the warm up progresses blow the whistle more frequently and encourage leaders to choose other ways of travelling on their feet e.g. stepping, leaping, spinning.

Can you pass the ball to your partner and keep it under control?

## 2 Main activity

30 mins

Key questions

Use the ball movies to demonstrate different techniques and ideas to the class and then allow children to have a practice.

### Activity 1

Rolling a ball along the body. Taking it in turns with their partner, sitting on the floor with straight legs, place the ball on the ankles; slowly lift the legs, allowing the ball to roll towards the hips.

### Activity 2

With the ball in one hand, bend the knees, roll the ball along the floor to a partner, as in bowling; swinging the arm forward and low, slowly releasing the ball (ball roll movie).

How slowly can you make the ball roll?

Can you keep control of the ball?

### 3 Main activity (continued)

#### Key questions

#### Activity 3

Bounce the ball to a partner. (ball bounce movie). Then try and have a go at bouncing the ball at different heights standing, crouching, kneeling, bounce the ball with the left hand, right hand, both hands, alternate hands.

#### Activity 4

Taking it in turns with a partner, make the ball bounce high and perform a jump with a shape whilst the ball is in the air.

#### Activity 5

With a partner, children create a short sequence with the ball using the ideas from the different activities above. Children to be providing their partner with feedback on how to improve their moves. Incorporate other actions into the sequence, such as, steps, shapes and balances. Choose children to demonstrate.

Which height is easiest/ hardest to maintain control with your partner?

Can you create a sequence with your partner?

How have you decided which move to do at the beginning/end?

Which other actions and movements have you included?

### 4 Cool down

 5 mins

#### Key questions

In pairs with one child behind the other. The child at the front passes the ball around their waist and walks around the room continually leading their partner into different spaces.

When the whistle is blown the child at the front has to pass the ball to the child behind (either over the head, round the waist, under the legs) and then run behind their partner for them to then have a go at passing it around their body.

#### Teacher notes and review

**Assessment area colour codes:**  
Physical literacy; Cognitive Thinking; Wellness; Engagement.