



Learning Objective: Perform a Forward Roll and Finish Sitting in a Tuck

National Curriculum Links:

- Master basic movements including running, jumping, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.

Assessment Criteria:

Emerging – Pupils can forward roll to sit with support or down a slope.

Expected – Pupils can forward roll to sit in a tuck shape on a flat mat.

Exceeding – Pupils can forward roll to stand with knees and feet together.



Equipment:

- Gymnastics Mat (2 pupils per mat).
- Lesson 5 PowerPoint video resource.
- Wedge/slope.
- Beanbags.



Lesson Safety:

- Be aware of noise level and speed during warm up.
- All rolls to be performed on mats.
- Only one pupil to be performing a roll on a mat at any given time, partner to be standing to the side.
- Ensure heads do not touch the floor and remains in during all rolls.



Physical Preparations / Pre-requisites:

Stretch Shape, Tuck Shape, rocking in a Ball, Egg roll, Supported Sit Ups.

Key Vocabulary:

Forward roll, stretch, tuck, movement, tension, extension, control, strength, co-ordination.

Warm Up – All Aboard (Aerobic Game with Actions) Refer to Warm Up Sheet

Pupils are to listen to instructions imagining they are aboard a ship and acting out the actions that are relevant.

Ensure you remind pupils about moving safely around the mats when warming up and using their eyes to move into space and control their speed.

Q – How has the warmup prepared your body to work hard in your lesson? How do you know your body is ready?

Lead pupils in flexibility: arm circles forward and backward, pike stand, straddle stand, butterfly. L /Pike sit, and straddle sit and stretch in these positions. Mobility of ankles and wrists. (Refer to the stretching sheet). Name the muscles you are stretching to pupils.

Q – Can you reach further in your stretches? Are your legs straighter?

Description of Activity

Activity 1 – Rocking Backwards and Forwards in a Tucked Position

Ask pupils to sit on their bottom in a tucked position at the front of their mats (2 pupils on a mat facing forward and a space between them).

Explain to pupils that to perform a forward roll, we need to be able to stay tight in our tuck shape when rolling, and that we are going to test our tightness by rocking forwards and backwards in a ball.

Demonstrate rocking in a ball to pupils and then allow pupils to have a go. Aim for 10 rocks in a ball, starting from tuck sit on their bottom, and rocking to their shoulders and back to their bottom. Encourage children to squeeze their core hard when rocking forward.

Progress this activity by Rocking backwards and forwards to stand. Encourage pupils to stand up on their third rock forwards.

Allow pupils to practice and use demonstrations with peer analysis.

What was good? What could be improved?

Teaching Points / Differentiation

Rock in a Ball

Knees into chest. Hands on shins. Chin on chest. Squeeze core.



Easier – Arms stretched out in front.



Harder – Beanbags between knees and feet.

Rock in a Ball to Stand

Reach forward with arms and shoulder. Push off legs, knees and feet together.



Easier – Push hands off floor to aid.



Harder – Beanbag in knees and feet.

Description of Activity

Activity 2 – Forward Roll to Tuck Shape

Gather all pupils around the wedge mat / slope. Explain to pupils that the slope will make the roll easier, and we are going to explain and demonstrate the full forward roll on the slope. Use a HA pupil to help you demonstrate the roll.

Ask the HA pupil to listen to your voice and follow your step-by-step instructions as they demonstrate the forward roll so all the other pupils can see and hear the correct teaching points.

Check pupils understand:

Q – Where does your chin go? What is not allowed to hit the floor? What do you lift in the air to start the roll?

Ensure pupils understand that their head should not be hitting the floor. If it does, they must stop, come to the slope, and practise the roll on the slope / support from the teacher. Note – pupils head will touch the floor if they do not lift their bottom to initiate the roll.

Ask pupils to go back to their mats and practise the roll across their mat. Explain to pupils that if they feel nervous, they can start on the slope straight away to make it easier. Or if their head hits the floor, they must come to the slope to practise. Once pupils can perform the roll on the slope, they can go back to the flat mat.

Challenge pupils who are successful to stand up at the end of their roll or perform the roll with beanbags in their knees and feet.

*Ensure children work one at a time on their mat, the other child will become a mini teacher. Ask the mini teacher to give their partner feedback during the roll.

Teaching Points / Differentiation

Forward Roll

Stretch up tall.
Crouch down, bottom on feet, hands flat on floor.
Chin on chest.
Lift bottom in the air and push off legs.
Stay tucked.
Finish on bottom and feet in tight tuck shape.



Easier: Down an incline / with support from teacher.



Harder: Forward roll to stand.

To stand:

When finishing the roll, stay tucked, reach arms and shoulders forward and push off legs to stand.



Extra Challenge: Perform to stand with beanbags in knees and feet.

Description of Activity

Throughout the lesson, use pupil demonstrations to show good quality work and peer assessment to check pupils understanding of the forward roll.

Q - What did they do well with their knees and feet in the roll. What could we encourage them to do at the end of the roll?

What happened to their head in the roll? What can they do to stop this?

Teaching Points / Differentiation

Plenary – Rock that Shape

Pupils are to take their places at the front of their mats sitting in a tucked position, on your command they must begin rocking in a ball. The aim is to perform as many rocks backwards and forwards as they can continuously counting each successful rock each time. At the end of a designated time stop the activity and ask pupils how many rocks they performed.

Repeat the game, but this time, ask pupils to rock in a straddle position.
Then repeat in pike position.

Allow demonstrations of quality continuous rocking where a tight, tensioned shape is maintained throughout.

Q - Can you name some important teaching points that helps you to remember how to perform a forward roll?