

GYMNASTICS LESSON 3

YR 3

Learning Intention: How can you perform a variety of Point and Patch balances and link them into a sequence?

EQUIPMENT:
Resource cards,
spots,
mats, throw-down
hands/feet

Year 3

I can perform a Point and Patch balance sequence with some body tension and control

I can perform a Point and Patch balance sequence with body tension, control and some fluency

I can perform a Point and Patch balance sequence with good body tension, control and fluency

Warm up: Lead a Partner (Partner A and B)

Q & A Children - Which warm-up activities could increase their heart rates? E.g. skipping, hopping, jumping. **Make it harder:** to point toes when moving.

Partner A - Leads a Pulse Raiser - jogging, jumping, hopping

Partner B - Leads stretches using gymnastic shapes - **Make it easier:** to use Shapes Resource card.

Starter: In pairs to explore and practice as many balances as they can. Children to show what they think a **Point Balance** is. Children to show what they think a **Patch Balance** is.

Progress check.

Important when balancing, hold position for three seconds.

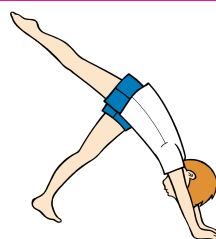
Activity 1: Points and Patch Balances (Main Activity)

1. Teacher to Q & A - What do children think a Point Balance is? Point Balance is when you use small body parts such as feet, hands, head or knees.
2. Children in pairs to have a go at performing some Point Balances from the resource card. Teacher can choose some pairs to perform to the rest of the group.
Make it harder: Headstand, Y- balance.
3. Teacher to Q & A - What do the children think a Patch Balance is? Patch Balance is when you use large body parts such as leg, bottom, back or stomach.
4. Children in pairs to have a go at performing some Patch balances. Teacher can choose some pairs to perform to the rest of the group.

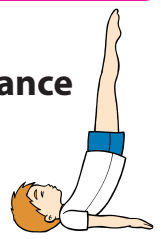
AFL:

See Resource Cards.

Point Balance



Patch Balance



Activity 2: Sequence Fun

AFL:

Children can video their sequences to help analyse and improve performance.

Children to work in pairs and **create** a **Point and Patch** sequence using the floor and mats.

1. Children to perform **two Point Balances** and two **Patch Balances**.
2. Can they link their balances together using jumps, rolls and **travelling** moves.

Make it harder: To link advance skills when travelling in and out of balances.

Make it easier: To use the work sheet.

3. Children to perform to another group or the rest of the class – Children observing to watch and analyse performance and give feedback on sequence. Teacher to Q & A key points of their sequence.

Challenge:

- a) Children to perform the points and patch sequences as above with changes in level and/or work to in unison?

Unison: at the same time

Note: This can take longer than one lesson.

Key words:

Sequence, **Start**, **middle**, **Finish**
control, fluency, body tension,
level, unison.

Cool Down: Children to work in pairs to show some of their own stretches.

Plenary: Feed back to partner and discuss what you have done well.
How could you improve your performance?