

GYMNASTICS LESSON 3

YR 4

Learning Intention: How can you perform matching and mirroring balances?

Year 4

I can perform a matching and mirroring balance in a sequence with some control

I can perform a matching and mirroring balance in a sequence with control and precision

I can perform complex matching and mirroring balances in a sequence with control, precision and fluency

EQUIPMENT:

Resource cards
spots
mats
benches
apparatus

Note: This may take more than one lesson.

Warm up: Traffic lights

Children to find a space and listen to the teacher's instructions
If the teacher shows:

Green cone = Skip around like a gymnast.

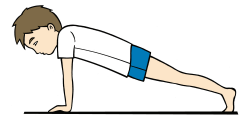
Red cone = Children freeze and perform a balance they know.

Yellow cone = Front support position.

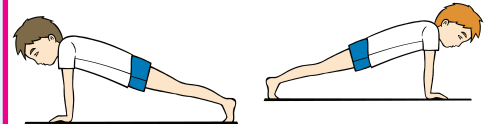
Extension: Children to move around in a Front Support.
Arms move body around: feet stay in the middle.
Children can do this in pairs – Around the clock.

Progress check of
balances.

Front support



Around the clock



Starter Activity: Children in pairs teaching each other a shape.

Shapes: Rocket shape, Star shape, Straddle, Tuck, Dish Shape, Saucer, Squat shape, Pike shape, Front Support, Back Support, Japana.

Activity 1: Remembering Balances

1. Teacher/More able child to demonstrate the arabesque (aeroplane balance). See resource card.

Key teaching points for balances:

- Get into balance position.
- Focus on a spot/area in front of you.
- Hold the balance to the count of three.

Activity 2: Paired Balances

Children to work with a partner of similar ability. Give each pair a Balance worksheet.

- Children to take it in turns to teach each other a Balance.
- Teacher to go through the worksheet, to ensure all children understand each Balance.

Challenge: To show some of their own balances that they know.

Activity 3: Matching and Mirroring

Q & A. What would a matching balance look like?

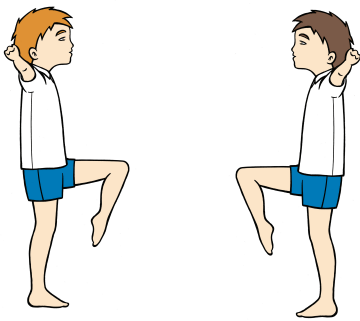
1. Children to work with their partner and show some matching balances.

Q & A. What would a mirrored balance look like?

2. Children to work with their partner and show some mirrored balances.

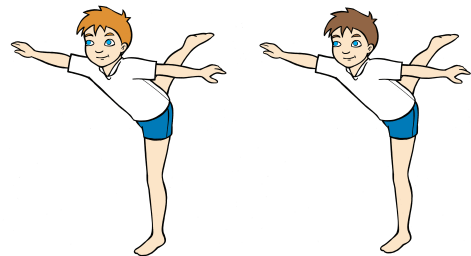
Make it harder to show more complex balances

How can you move **fluently** into and out of the balances?



Mirrored balances
Imagine looking into a mirror

Matching balance: e.g. same arms and legs



Activity 4: Sequence Fun

Sequences on mats:

1. Children to make up a short sequence in pairs.
2. Five **elements** – three Balances, one Roll, one Jump.
3. Children to show a matching and a mirroring Balance in sequence

Elements:

Roll
Jump
Balance
Shape

Challenge: Sequence on apparatus

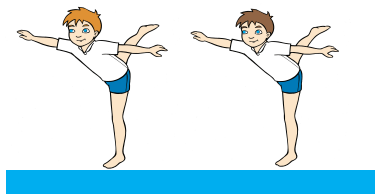
1. Set out six stations: e.g. six benches and mats. Children to work in pairs.
2. Five **elements** – three Balances, one Roll, one Jump.
3. Children to show a matching and a mirroring Balance in sequence

Make it harder: To add more complex Balances, Rolls, Jumps to their sequence.




Q & A. The key points on balances. What type of balances did they use?

Children to perform to another group or the rest of the class. Children observing to give feedback on sequences.

Note: You could add music to their performance.



Sequence to show:

-  Control
-  5 Elements
-  Show **Fluency**

Cool Down: Children to move around the room slowly – can they show three stretches that they know?

Plenary: Ask the children what were the key points of a balance?
What types of balances did they perform?
How did they show fluency in their sequences?