



## YEAR 4

# Gymnastics

## Lesson 1

### Learning Objective

To develop individual and partner balances.

### Success Criteria

- I can safely perform balances individually and with a partner.
- I understand how body tension can improve the control and quality of my movements.

### Handy Hints

Strong body tension will help you to hold balances with increased control.

## Equipment

- Mats x 15
- Partner Balances Document
- Safety in partner and group balances Document

10 Mins

## Warm Up and Introduction

### Put the mats out:

Pupils need one mat between two.

Teacher note: please see guidelines in resource bank on safely moving apparatus

### Traffic lights:

Ask the pupils to stand in a space off the mats. Pupils respond to the following instructions:

- Green - jog around weaving in and out of the mats.  
*Soft knees and landing. Should not be able to hear them.*
- Amber - pencil jump on the spot.  
*Pointed toes and soft landing.*
- Red - hold a 5 second balance.  
*Make it interesting by using different body parts to balance on and different levels.*
- Zebra crossing - make a dish shape on a mat.  
*Hands and feet together off the mat.*



- Car - sit in a tuck shape.



**30 Mins**

## **Skill Development**

### **Body tension:**

Discuss the key teaching points that make a good and interesting balance.

Hold your balance for 5 seconds.

Create an interesting shape.

Show extension of body parts.

Strong body tension.

So that pupils can experience the feeling of creating body tension they practise the following.

#### **A** Leg tension activity:

In pairs, one pupil sits in a pike position, the other pupil tries to push their partner's legs apart by holding onto their calves. The pupil sitting in pike must squeeze their legs to try to prevent this from happening. 5 seconds and then change over.

Pupils sit in a straddle position and partner has to try to push their legs together. The pupil sitting in straddle squeezes their muscles to try to prevent this from happening. 5 seconds then change over.

Squeeze your muscles to stay strong and balanced in the shape.

#### **B** Arm tension activity:

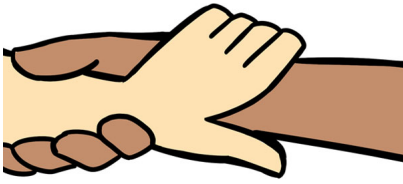
One pupil stands in a T shape with their arms out wide while their partner tries to push their arms back down towards the body.

Teacher note: explain to the pupils that when they are squeezing their muscles they are using body tension, which they must also use when balancing so that they have strong shapes.

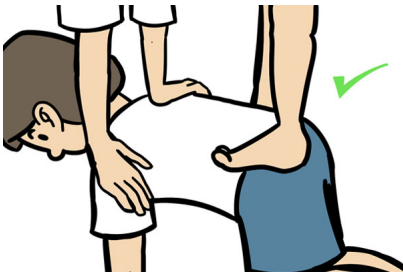
### **Safety of partner balances:**

Discuss the safety of partner balances and the importance of having good body tension when supporting/or being supported by a partner.

- A Show pupils a wrist grip. Explain this grip will give them the most support when holding hands/arms.



- B Pupils should only stand on their partner where there is a base for support underneath e.g. if one pupil was on their hands and knees the other pupil could not stand in the middle of their back but they could stand on their shoulders or on their hips.



- C Do not jump on or off someone else.

### Partner balances:

Ask the pupils to explore and create partner balances. [Discuss what you are going to do before attempting the balance.](#)

[Move slowly into and out of the balance.](#)

Make this easier by giving the pupils the resource cards 'Partner Balances' to help with ideas.

### Sequence building:

Ask the pupils to create a short sequence that includes two partner balances and one individual balance.

[Use body tension to hold strong shapes.](#)

[Hold each balance for 5 seconds.](#)

[Make the balances look interesting by using different levels \(high, medium and low\) and different body parts to balance on.](#)

Make this harder by linking the balances together using travelling actions such as rolls, jumps and turns.

**Performance:**

Invite the pupils to perform with half the class watching and half performing. Rotate to allow the other half to perform.

Talk to the pupils about the importance of being respectful whilst watching others perform. To sit still and quietly and clap at the end.

Question the pupils on what they liked about the performances, what they think they could do to improve.

Encourage the pupils to use gymnastic terminology to help structure their feedback e.g. use of levels, body tension, shapes etc.

**5 Mins**

**Plenary**

Ask the pupils the impact body tension has on the quality of a balance. What else makes a quality balance?

Can they recall the key safety points of partner balances.