



YEAR 6

## Gymnastics

Lesson 7

### Learning Objective

To develop group balances and sequence work.

### Success Criteria

- I can combine and perform gymnastic actions, shapes and balances with control and fluency
- I can create and perform sequences taking using compositional devices to improve the quality
- I can lead a small group through a short warm-up routine

### Handy Hints

Communicate with your group how to safely enter and exit the balance.

## Equipment

- Mats x 15
- Down Dog Group Balance Document
- Group balances Document
- Safety in partner and group balances Document
- Stretches for Gymnastics Document

**10 Mins**

## Warm Up and Introduction

### Put the mats out:

Pupils need two mats between four.

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

### Jog, jump, hold:

Pupils stand in their own safe space in the hall. They complete the following teacher instructions:

- **Jog:** Jog around the area avoiding the apparatus.  
Jog with soft bent knees.
- **Jump forward:** Two footed broad jumps.  
Land on toes then heels.
- **Jump backward:** Jump backwards landing in a squat position.  
Look over your shoulder to ensure your landing area is clear.
- **Hold:** Hold a front support.  
Squeeze your stomach muscles and hold a straight position.

### Stretches:

In groups of four on two mats. Ask the pupils to work through some stretches with their group.

Work within your limits, to a point where you feel comfortable and maintain the quality of the stretch.

30 Mins

## Skill Development

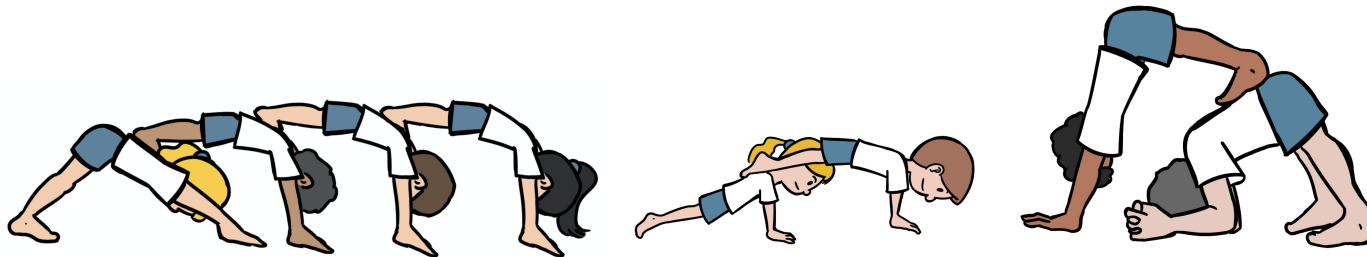
### Communicating activity:

Show the pupils a picture of the 'Down Dog Balance' resource card. Ask them to discuss how they think they could get into and out of this balance. Give them time to practise and share ideas with the class.

Ensure that the pupils discuss and plan what they are going to do before going into the group balance.

Use body tension for stability.

Make this easier by completing the activity in pairs first.



### Experiment with group balances:

- A Discuss the safety of completing balances with a group.

Teacher note: see guidelines on safety in group balances.

- B In groups of four, pupils experiment with group balances. Once pupils have had time to explore invite some groups to share their ideas.

Use a variety of levels and shapes.

Use body tension to maintain controlled balances.

Hold balances for 5 seconds.

Make this easier for pupils by showing them the resource card 'Group Balances' for ideas.

**Create a sequence:**

Ask groups to select three group balances to link together. They will need to decide on an order for the balances and consider what travelling actions they could use to link them together. Travelling actions could include a roll, spin, jump, hop, slide.

Make the sequence interesting by using different levels, pathways and directions.

Use a starting and finishing position.

Hold each balance for 5 seconds.

Decide how to safely enter and exit the balances with a smooth transition.

Make this easier by selecting two balances to link together.

**End performance:**

Pupils perform their sequence to the class. The class then provide feedback on the performances. Ask the audience to consider if the performers are using strong balances with good body tension. Can they comment on the transitions used between the balances?

Encourage the pupils to use gymnastic terminology to help structure their feedback e.g. starting and finishing position, actions, levels, shapes, travelling actions.

**5 Mins**

**Plenary**

Ask the pupils to describe two key safety points when creating group balances.

Ask them to reflect on how they made the balances interesting?