



YEAR 3

Gymnastics

Lesson 5

Learning Objective

To be able to transition smoothly into and out of balances.

Success Criteria

- I can balance showing good control and stillness.
- I can select movements that flow into each other.
- I use a greater number of my own ideas for movements in response to a task.

Handy Hints

Choose actions that are on the same or similar level to move into and out of balances smoothly.

Equipment

- Mats x 15

10 Mins

Warm Up and Introduction

Put the mats out:

Pupils will need one mat between two.

Teacher note: please see guidelines on safely moving apparatus.

Points and patches:

Ask the pupils to travel around the teaching area, weaving in and out of the mats. When the teacher calls a number, pupils perform a balance on any mat, with that number of body parts touching the floor. In between balances ask the pupils to suggest a different method of travelling that the class could use.

[Ask the pupils to hold their balances for five seconds.](#)

Make this harder by specifying which patches or points you would like them to use to balance e.g patch, back.

30 Mins

Skill Development

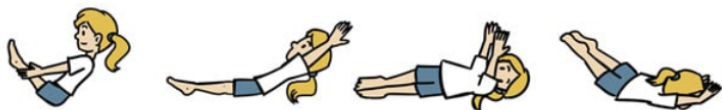
Moving out of balances:

Pupils work two to a mat. Ask the pupils to perform a V shape balance on their bottom. Ask the pupils which actions they think would link with moving out of this balance? E.g. would a jump link with it? Why not?



Ask them to explore each of the following. Find a way of:

- (A) Rolling out of the balance. Discuss which type of rolls would link smoothly with this balance e.g. a straight roll or a rock forwards to crouched tuck position into a forwards roll. *Encourage the pupils to move slowly and with control from one action to the next.*



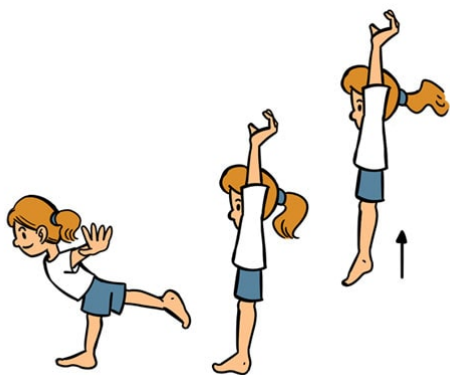
- (B) Changing shape to move out of the balance e.g. lying back into a dish shape, a straight shape or a star shape, or sitting up into a pike shape or straddle shape.

Make this harder by asking the pupils to explore any other method of travelling out of the balance.



- C Repeat the activity using a balance on one foot. Ask the pupils to explore their own actions to move out of this balance. Share and demonstrate good ideas.

Discuss how the level of the balance will affect which action they use to travel out of their balance so that their movements flow.



Moving into a balance:

Ask the pupils to perform their own balance. Ask them to explore each of the following. Find a way of:

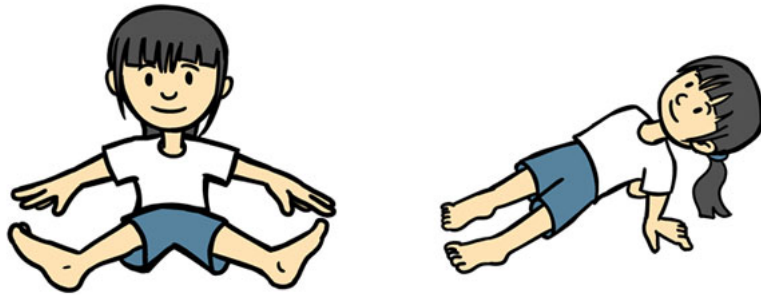
- **Rolling into the balance.**

Consider which type of rolls would link smoothly with your balance e.g. a barrel roll or forward roll.



- **Changing shape to move into the balance** e.g. moving from a pike shape or straddle shape.

Count to five when in both the balance and the shape.



- **Travelling into the balance.** E.g. use a sliding or spinning action to get into the balance.

Linking balances:

With a partner, ask the pupils to choose three balances. Ask the pupils to consider which actions to select to link their three balances together so that their sequence flows. They need to complete the same actions as one another.

Teacher note: this is also known as matching.

Show quality and control in your movements by taking your time for each transition.

Demonstrate clear extension when in shapes that require it and good posture throughout.

Discuss and share ideas with your partner before agreeing on the balances and actions to include.

Make this easier by selecting two balances to link together.

Performing sequences:

Invite the pupils to perform. Ask the audience to provide feedback on whether they thought that the performances flowed. Were they able to see linking actions that helped the sequence to be performed smoothly? Did they match their partner's actions?

Encourage the pupils to be supportive of their classmates and be mindful of this when structuring their feedback.

5 Mins

Plenary

Ask the pupils what they needed to think about to help their sequences flow smoothly?

Which actions linked with which balances and why?

Teacher note: using similar or the same level of action and balance or the same shape and balance.

Ask the pupils what matching means.