



YEAR 3

Gymnastics

Lesson 1

Learning Objective

To be able to create interesting point and patch balances.

Success Criteria

- I can choose actions that flow well into one another.
- I can use a number of my own ideas for movements in response to a task.
- I show good control when balancing.

Handy Hints

Hold your balance for five seconds.

Make your balances interesting by using different levels and body parts to balance on.

Equipment

- Mats x 15
- Basic Shapes Document
- Point and Patch Balances Document

10 Mins

Warm Up and Introduction

Put the mats out:

Pupils need one mat between two.

Teacher note: Please see guidelines on safely moving apparatus.

Body parts:

Pupils jog around the area avoiding the mats and each other. On the teacher's command 'hands' pupils must touch their hands to a mat.

Repeat with different body parts e.g. stomach, elbow, knees.

Move with control and ensure the pupils stop safely before touching the mat.

Shapes:

Recap on the basic gymnastics shapes.

Teacher to show with pupils copying, or show the pupils the resource card 'Basic Shapes' and ask the pupils to copy.

Encourage strong, clear shapes with pointed toes and straight fingers.

30 Mins

Skill Development

What makes a good balance?

Ask the pupils to discuss the criteria for a successful balance.

Hold the balance for 5 seconds.

Create strong body tension and extension.

Show creativity with interesting shapes and use of different levels.

Body tension:

Discuss what body tension means. *Teacher note: tensing all of your muscles to hold a shape.*

Pupils work in pairs. One pupil lies on their back with their knees pulled up to their chest and their arms folded across their body. They try to stay in this position. Their partner has 10 seconds to try to 'unfold' them by pushing their legs out towards the floor.

Strong body tension will help you to keep the shape.



Points and patches:

Tell the pupils that a point balance is a balance on a small body part and a patch balance is on a large body part.

Can the pupils give examples of either? Show the pupils the resource card attached for ideas.

Points are small body parts (hands, feet, knees and elbows).

Patches are large body parts (stomach, back, bottom).

A 4, 3, 2, 1: Ask the pupils to experiment with point balances. Can they create a point balance with four points touching the floor? Repeat with three, two and one point.

Emphasise strong body tension and holding the balances for 5 seconds.

B Patches: Ask the pupils to create three different balances using three different patches.

What can pupils identify about the level of their balance when using patches?

Teacher note: patch balances are usually low level balances.

Improve the quality of your balances by considering what the rest of your body is doing in each balance. Where is your head looking, are your elbows bent or straight, which direction are your knees facing etc.

Listen and create:

The teacher calls out different points and patches and the pupils create a balance using them.

A Specifically say which body parts to use e.g. two hands and one foot, stomach, bottom, one knee and two hands etc.

Create balances that you can hold with control for 5 seconds.

B Call 'two points' or 'one patch and two points' or 'three points'. Demonstrate creative ideas.

Use strong postures and quality in your shapes.

Make this harder by pairing pupils together and only allowing them to use the points and patches called between them.

Creating a sequence:

In pairs, pupils must select two point balances and two patch balances and link them together. They will need a starting and finishing position. Ask the pupils to consider how they are going to link their balances together. They could use jumps, rolls, spins etc. to get from one balance to the next.

Encourage the pupils to use different levels in their balances to make the sequence look interesting.

Consider which balances link well, flow from one to the next.

Make this harder by giving the pupils an extra mat to work with. Ask the pupils to create their balances using a different space on their mat for each. Pupils will need to use travelling actions to link their balances together.

5 Mins

Plenary

Ask the pupils to describe to their partner what body tension is. Ask them to talk to their partner about why they think body tension is important when balancing. Invite the pupils to share what they have discussed with the class?

Ask the pupils to identify what makes a good balance.