

**Lesson Objective**

To balance upon small parts and be able to vary the shape and height of the balances

Lesson 1/6

**Equipment Needed**

Cones, markers, hoops, bean bags.

**Success Criteria**

Children can:

- Vary the types of balances they can perform
- Know which small parts of the body can take weights and show high and low balanced positions
- Use different small body parts in combination to create a variety of shapes

**Warm Up**

Bean Game:

Children move around and wait for the shout of Runner Bean/Jumping Bean/Chile Bean/Jellybean/String Bean/Broad Bean/baked bean/beans on toast/baby bean/butter bean. Here they move around in a specific way depending on what is called by teacher. Jumping Bean = Children Jump Around.

**Main Activity**

**Small Body Parts:** Hands and Feet.

**Shapes:** Straight, Tucked, Star.

**Main Activity:**

Using movements from the Warm Up, children are asked to make small and large shapes using a variety of different body parts.

Children should be able to change shape of the balance or movement under control.

To practice this, children will be given a bean bag to balance on a variety of different body parts to help them keep control of the balance/movement.

**Short Routine:**

Children are now asked to put together a short routine using the traveling moves they have practiced throughout the lesson and may add a few other moves that they remember from previous gymnastics lessons.

When performing to the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.

**Routine:** Travel – Balance – Travel.

**Cooldown**

Recap and Discuss Success Criteria.

<b>Lesson Objective</b>	To balance upon large body parts and be able to vary the shape of the balances	<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"><li>• Vary the types of balances they can perform</li><li>• Know which large parts of the body they can balance on and create different shapes</li><li>• Vary shapes of balances under control</li></ul>	
<b>Warm Up</b>	<p><b>Floor Is Lava:</b></p> <p>Warm Up moving around mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stretching as a group starting from low working way up then body. When coach says 'Floor is Lava' children must step on to a mat in groups of 2,3,4 or 5. Repeat. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.</p>	
<b>Main Activity</b>	<p><b>Large Body Parts:</b> Back, Bottom, Stomach.</p> <p><b>Shapes:</b> Straight, Tucked, Star.</p> <p><b>Points To Remember:</b></p> <ul style="list-style-type: none"><li>• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance</li><li>• Control – Children must enter and exit balances with control</li><li>• Hold each balance for 3-4 seconds</li></ul> <p>Explain what a balance is and go through some simple ones with the children. Allow them two minutes to experiment. What balances can they come up with?</p> <p>Children move around the hall and when coach says stop, stop on one part of body, increase to two... Coach led.</p> <p>Ask the children to balance on small body parts showing control and good body tension and no wobbling, arms stretched.</p> <p><i>MAKE SURE THEY CAN HOLD THEIR BALANCE FOR AT LEAST 5 SECONDS.</i></p> <p>Children take turns to perform the shoulder patch balances partner watching and giving them advice, and seeing if they are under control. Children should be able to twist around whilst in the air and be able to land safely.</p> <p><b>Short Routine:</b></p> <p>Children are now asked to put together a short routine of 4-5 moves with a partner containing balances (point &amp; patch) and rolls with jumps, leaps, and twists to link them all together. When performing in the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p> <p><b>Routine:</b> Travel – Balance – Roll – Balance – Travel.</p>	
<b>Cooldown</b>	Recap and discuss Success Criteria.	

<b>Lesson Objective</b>	To balance upon small and large body parts and can move between different balances under control	<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"><li>• Know the difference between small and large body parts</li><li>• Perform a range of individual balances</li></ul>	
<b>Warm Up</b>	General Warm Up moving around mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stretching as a group starting from low working way up then body.	
<b>Main Activity</b>	<p><b>Shapes:</b> Straight, Tucked, Star.</p> <p><b>Large Body Parts:</b> Back, Bottom, Stomach.</p> <p><b>Small Body Parts:</b> Hands and Feet.</p> <p><b>Points To Remember:</b></p> <ul style="list-style-type: none"><li>• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance</li><li>• Control – Children must enter and exit balances with control</li><li>• Hold each balance for 3-4 seconds</li></ul> <p>Explain what a balance is and go through some simple ones with the children. Allow them two minutes to experiment. What balances can they come up with?</p> <p>Children move around the hall and when coach says stop, stop on one part of body, increase to two... Coach led.</p> <p>Ask the children to balance on small body parts showing control and good body tension and no wobbling, arms stretched.</p> <p><i>MAKE SURE THEY CAN HOLD THEIR BALANCE FOR AT LEAST 5 SECONDS.</i></p> <p>Children take turns to perform the shoulder patch balances partner watching and giving them advice, and seeing if they are under control. Children should be able to twist around whilst in the air and be able to land safely.</p> <p><b>Short Routine:</b></p> <p>Children are now asked to put together a short routine of 4-5 moves with a partner containing balances (point &amp; patch) and rolls with jumps, leaps, and twists to link them all together. When performing in the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p> <p><b>Routine:</b> Travel – Balance – Roll – Balance – Travel.</p>	
<b>Cooldown</b>	Recap and discuss Success Criteria.	

<b>Lesson Objective</b>	To introduce a variety of sideways rolls using curled and stretched shapes	<b>Lesson 4/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"><li>• Roll safely and under control in a variety of different ways</li><li>• Show rolling sideways in curled and stretched shapes</li></ul>	
<b>Warm Up</b>	Ask children to move around the mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stretching as a group starting from low working way up then body. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
<b>Main Activity</b>	<p><b>Points To Remember:</b></p> <ul style="list-style-type: none"><li>• Body Tension – With all movements, children must show body tension. Fingers and toes pointed with core muscles working to maintain balance</li><li>• Control – Children must enter and exit balances with control</li><li>• Hold each balance for 3-4 seconds</li></ul> <p>Recap last week's lesson on rolls and discuss what the balances from week one could be used prior and after to a roll.</p> <p><b>Tucked Roll</b> – Children curl up into a little ball. Children roll from kneeling across the back; back to the kneeling position, using the elbows to assist the rolling action – <b>Balances using small body parts.</b></p> <p><b>Straight Roll</b> – Lie flat on a mat with your arms stretched straight over your head and feet stretched away from your body. Roll to the left or right, completing a full rotation of the body. Keep your ankles and feet together. Squeeze your tummy, leg and bum muscles together. Complete a number of rotations one after the other – <b>Balances using large body parts.</b></p> <p><b>Short Routine:</b></p> <p>Children are now asked to put together a short routine using the traveling moves they have practiced throughout the lesson and may add a few other moves that they remember from previous gymnastics lessons.</p> <p>When performing to the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p> <p><b>Routine:</b> Travel – Balance – Roll – Balance – Travel.</p>	
<b>Cooldown</b>	Recap and Discuss Success Criteria	

<b>Lesson Objective</b>	To demonstrate wide, thin, tall, and curled body shapes when rolling	<b>Lesson 5/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"><li>• Show a variety of shapes whilst being under control</li><li>• Travel on small parts of the body and show different shapes</li><li>• Perform a range of rolls (Log and Egg)</li></ul>	
<b>Warm Up</b>	Ask children to move around the mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stretching as a group starting from low working way up then body. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
<b>Main Activity</b>	<p><b>Points To Remember:</b></p> <ul style="list-style-type: none"><li>• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance</li><li>• Control – Children must enter and exit balances with control</li><li>• Hold each balance for 3–4 seconds</li></ul> <p>Recap last week's lesson on rolls and discuss what the balances from week one could be used prior and after to a roll.</p> <p><b>Short Routine:</b></p> <p>Children are now asked to put together a short routine using the travelling moves they have practiced throughout the lesson and may add a few other moves that they remember from previous gymnastics lessons. When performing to the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p> <p><b>Routine:</b> Travel – Balance – Roll – Balance – Travel.</p>	
<b>Cooldown</b>	Recap and Discuss Success Criteria.	

<b>Lesson Objective</b>	To link together 2 – 3 movements including small and large balances and rolls in a variety of shapes	<b>Lesson 6/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"><li>• Start to link together different moves</li><li>• Show what they have remembered throughout the term and can show this through a short routine/sequence</li></ul>	
<b>Warm Up</b>	<p>Coach says:</p> <p>Warm Up moving around mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stretching as a group starting from low working way up then body. Children to follow the teacher instructions whilst travelling across the floor. Actions to be carried out, jump, reach high and low and bridge.</p>	
<b>Main Activity</b>	<p><b>Sequences/Routines:</b></p> <p>Children to choose two balances and one roll from the Unit of Work, two travelling skills, travel away from the balance using one of the travelling or jumps.</p> <p><b>PROGRESSION:</b> Challenge children to add a jump to the beginning and end of the sequence, a balance and two additional travel actions must be used to link the jumps to the balances, to create a 2-3 action sequence (Balance – Roll – Balance).</p> <p>Children are now asked to put together a short routine of 2-3 moves with a partner containing balances (point &amp; patch) and rolls with jumps, leaps, and twist to link them all together.</p> <p>When performing in the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p> <p><b>Shapes:</b> Straight, Tucked, Star.</p> <p><b>Large Body Parts:</b> Back, Bottom, Stomach.</p> <p><b>Small Body Parts:</b> Hands and Feet.</p> <p><b>Points To Remember:</b></p> <ul style="list-style-type: none"><li>• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance</li><li>• Control – Children must enter and exit balances with control</li><li>• Hold each balance for 3-4 seconds</li></ul>	
<b>Cooldown</b>	Recap Unit of Work.	