

Gymnastics: Under the Sea: Balancing

Aim:

To develop balance, agility and co-ordination when balancing on different parts of the body.

To perform and improve upon balances on different parts of the body.

Resources/Equipment:

Prior to going into the hall, set up the space as suggested on the [Area Plan: Individual Balances](#).

Mats; agility tables; benches; ladder; box top; wall bars.

Preparation:

[Lesson Pack](#); [Balance Cards](#); [Area Plan: Individual Balances](#); [Adult Guidance](#); [Warm-Up and Cool-Down Activity Cards](#); [Editable Non-Participation Sheets](#) – as required.

Success Criteria:

I can create different shapes with my body and hold them still.

I can evaluate the work of others and give appropriate feedback.

I understand how to improve the quality of my balances.

I can compose and perform a sequence on apparatus.

Key Questions:

What different gymnastic skills can you think of? Can you think of some rolls and jumps that you might have practised before? What is a balance? Which part of your body did you balance on? Can you balance on a different part of your body? What is an anchor used for? What can you do with your other leg to create an interesting shape? What can you do with your arms? What makes a quality balance? Was your partner still? Did your partner stretch their body? Did your partner stay in their balance for a few seconds? What have you learnt about quality balances? Did you perform quality balances today?

Key/New Words:

Balance, skills, quality, stretch, still, control, evaluate, feedback.

Prior Learning:

















Children will have experience of creating simple, controlled balances. Refer to the [Progression in Gymnastics Adult Guidance](#) resource for prior learning from the previous year(s).

Let's Get Ready





	Under the Sea: Slide 5: Use the Lesson Presentation to introduce this unit. Explain that the unit will be based on some of the items and creatures found under the sea. Explain how each lesson in the unit will give the children chance to practise a different gymnastic skill. What different gymnastics skills can you think of? Give the children time to discuss their ideas with a talk partner.	
	Gymnastic Skills: Slide 6: Use the Lesson Presentation to discuss some of the skills that the children will be practising, including travelling, jumping, rolling, balancing. Can you think of some rolls and jumps that you might have practised before?	

Let's Get Moving

	Warm-Up: Pirate Party: Slide 8: Refer to the Pirate Party activity from the Warm-Up and Cool-Down Activity Cards . Tell the children to travel around the room and listen for instructions. Encourage them to travel in a different way each time. Call out instructions. Climb the rigging: Move your arms and legs as if you are climbing a tall ladder. Wash the deck: Crouch down and pretend to wash the floor. Shark attack: Lie on the floor with one arm in the air. Rats on board: Sit on the floor, hugging your knees with your feet off the floor. Land ahoy: Put one hand above your eyes, as if you have spotted land. Use the other arm to point towards the land.	
	Balancing: Slide 9: Mats: Use the Lesson Presentation to explain that this first lesson of the unit will focus on the skill of balancing. What is a balance? Give the children a few minutes to explore some different balances and then pick out some good examples to show to the rest of the class. Which part of your body did you balance on? Can you balance on a different part of your body?	
	Anchors: Slide 10: Mats: Discuss the picture of an anchor shown on the Lesson Presentation . What is an anchor used for? Give the children time to try some anchor balances standing on one leg. What could you do with your other leg to create an interesting shape for your balance? What could you do with your arms? Ask the children to choose one of their anchor balances to use later in the lesson.	
	Use a bench or agility table as support to help when trying to balance on one leg.	
	Encourage the children to hold their balances in a controlled a manner as possible.	

	<p>Rocks: Slide 11: Mats: Use the Lesson Presentation to talk about how rocks have a large base which keeps them stable at the bottom of the sea. Show the examples of large body parts on the Lesson Presentation and give the children time to try some rock balances. Ask the children to choose one of their rock balances to use later in the lesson.</p> <p> Use the Balance Card to suggest balances for children to try.</p> <p> Encourage children to try balances on their shoulders or side, rather than tummy/back/bottom balances that they may have practised previously.</p>	
	<p>Shells: Slide 12: Mats: Use the Lesson Presentation to talk about shell balances. The children can choose whether to balance on their hands and feet, or on their knees (with hands on the floor to support). Give the children time to try some shell balances and ask them to choose one that they would like to use later in the lesson.</p> <p> Use the Balance Cards to suggest suitable balances for children to try.</p> <p> Challenge children to try a balance on one knee or on one foot and hand.</p>	
	<p>Improve and Develop: Slide 13: Mats: Split the class evenly into two groups. Explain that one group will start on the apparatus while the other work on improving their balances before swapping over.</p>	
	<p>Improve It: Slide 14: Mats: Half of the class work on improving their balances while the other half begin on the apparatus as outlined below. Use the Lesson Presentation to discuss the different types of balance that the children have practised. Explain that they will be showing their three chosen balances to a partner after they have tried to improve the quality of each one. What makes a quality balance?</p> <p>Then, discuss the points that the children need to remember for a good balance. Give them some time to show their three balances to a partner and ask them to feed back against the success criteria. Was your partner still? Did your partner stretch their body? Did your partner stay in position for a few seconds?</p>	
	<p>On to Apparatus: Slide 15: Apparatus: Work with one half of the class on the apparatus while the other half improve their balances with a partner. See the Area Plan: Individual Balances for a suggested layout. Use the Lesson Presentation to explain how the children are going to create a short sequence of three balances. They will link the balances together with travelling movements. Give the children time to practise their sequences and then perform them, half the group performing while the other half watch. Ask the audience to watch carefully for examples of good balances which are still, stretched and stay in position.</p> <p>Once finished, swap the groups around so that all children get the opportunity to use the apparatus.</p> <p>Please refer to the Adult Guidance prior to this activity.</p>	
	<p>Cool-Down: Sea Creature Stretch: Slide 16: Use the Lesson Presentation and Warm-Up and Cool-Down Activity Cards to introduce this activity. Ask the children to:</p> <ul style="list-style-type: none"> lie on their back and stretch their body in the shape of a starfish; lie on their tummy and make their body long and thin like a dolphin; get on to their hands and feet or knees and feet and arch their back like a humpback whale; curl their body like a sea urchin. 	




Let's Review

	<p>Quality Balances: Slide 18: What have you learnt today about quality balances? Use the Lesson Presentation to recap the important points for good balances. Emphasise the keywords still, stretch and stay.</p>	
	<p>Star Rating: Slide 19: Use the Lesson Presentation to discuss self-evaluation with the children. Did you perform quality balances today? Ask the children to give themselves a score out of five for their anchor, rock and shell balances.</p>	

Extratime

Ask the children to teach their apparatus sequence to a partner and then perform it as 'follow the leader'. Can you perform your sequence on different apparatus? Would you need to change your sequence? If so, how and why?

Assessment

All 	Can copy balances on a range of body parts.	Children:
	Can say what is good about a partner's performance.	Children:
Most 	Can create their own shapes on a range of body parts and hold balances still.	Children:
	Can identify which part of a performance may need to be improved.	Children:
Some 	Can demonstrate interesting and controlled balances on a range of body parts.	Children:
	Can describe what changes need to be made to improve a performance.	Children: