

Curriculum area	Topic	Year	Session Number	Skill
Gymnastics	Gymnastics	3/4	#1	Static & dynamic balances

Equipment

- Mats
- Cones
- Benches

Learning Objective

- To be able to maintain our balance using a wide range of body parts and apparatus
- To understand the terms static and dynamic balances

Success Criteria

- I can hold a balance for at least 5 seconds
- I can transition between balances with control
- I can show good posture and body tension

Key words

- Static
- Dynamic
- Control

Preparation Ideas/Warm Up

Body Part Balances

Children to find a space in the playing area. When the teacher says go, the move around in a number of different ways around the playing area. This could be jumping, hopping, skipping, running, doing a gymnasts walk etc.

When the teacher shouts a number, the children must balance, using the number of body parts called e.g. 1 – they could balance on one foot, 2 – they could balance using one hand and one foot. Allow the children to be creative in what body parts they use when balancing.

Progression:

>Give the children a bean bag or cone to balance on a part of their body as they are moving around the area. Can they keep it balanced as they move and how do they have to change the way they move to keep the piece of equipment balanced.

Skill Development

Static and dynamic balances

Explain to the children what we mean by the two terms static and dynamic balances

>Static balance – When we are still and balancing e.g. a front support

>Dynamic balance – When we are moving a balancing e.g. walking across a bench

Static balance – Arabesque

- >Start with feet together and arms outstretched to the side for balance.
- >Take one step forward on weaker foot and then take another step forward with your strong foot, planting the foot
- >Lean forward to create a T shape, keeping your arms outstretched for balance. We want to lean forward as far as possible but making sure that we maintain our balance. If we lean too far, we will lose our balance. Hold for a minimum of 5 seconds

Get the children into a space in the playing area. Make sure they have enough space around them and are not crowding around each other.

Allow the children to practice this and see how far they can lean whilst maintaining their balance. This is all about control and taking your time. Make sure they children aren't rushing into their movement and that they understand that when we do a static balance, maintaining stillness is important.

Progression:

- >Give the children a piece of equipment e.g. a bean bag or cone and place it on their heads. Can they keep the equipment balanced whilst completing the arabesque

Extension work:

Get the children into pairs. One person performs the arabesque and holds their balance whilst the other partner in the group balances cones on their body (a bit like buckaroo). How many cones can be placed on their body without falling off?

Dynamic balances – Bench work

Get the children into groups of 4-5. Ability levels will determine what type of bench work will be completed.

Flip the bench upside down so they are balancing along the narrow beam. Ensure the equipment is safe to do this as some benches can wobble when placed upside down. Ask the children to firstly just try to walk across the bench, maintaining their balance throughout before stepping onto a mat placed at the end. For those who struggle, get someone to walk alongside them to hold their hand to keep their balance. Alternatively, get them to walk across the bench the correct way around and progress from there.

Progression:

- >Bench upside down and ask the children to complete dips. This is where you dip the foot just below the beam and back round with each step. Can they do this whilst balancing the equipment on their head
- >Bench upside down and ask the children to place a bean bag/cone on their head and ask them to complete a walk across without the equipment dropping

Game

Balance Combinations

Get the children to combine the static and dynamic balances together in a small routine. They can have the bench either way, and ask them to combine a dynamic balance (walking across the bench) with a static balance in the middle of the bench.

Progression:

>Get the children to then perform a body part balance once they step off the bench onto the mat.

Teaching points

- Control is key when balancing. Children should be concentrating on their balances showing good focus
- When moving across benches, have arms out to balance – acting as stabilisers
- Make sure we are always looking forward as we move forward. We should not be looking down at our feet

Key Questions

- What is the difference between a static and dynamic balance?
- Can you give me an example of both?
- When moving across a bench, how can we maintain our balance?

National curriculum links:

- Developing control and balance through gymnastics
- Comparing their performance against previous attempts, looking for improvements to their personal best

Social and environmental skills:

- Developing confidence in the session
- Showing and developing resilience if they fall from a bench or cannot hold a balance
- Showing creativity in coming up with their own balances