

Curriculum area	Topic	Year	Session Number	Skill
Gymnastics	Gymnastics	5/6	#1	Balances using different body parts

#### Equipment

- Mats
- Cones

#### Learning Objective

- To perform advanced balances showing strength and control
- To be able to perform balances on different parts of the body

#### Success Criteria

- I can hold a shoulder or frog balance with control for 5 seconds
- I can enter and exit the balance safely
- I can show strong body tension throughout

#### Key words

- Control
- Technique

#### 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

##### Shoulder stand practice

Get the class split into small groups of around 2-3 per mat. The children will take it in turns to practice a shoulder stand, one at a time on the mat. The partners in the group who are waiting for their turn can help those completing the balance by instructing them on their technique and how they may look to improve their technique.

Shoulder stand technique:

>Start in a sitting position with legs together and outstretched in front

- >Rock/roll backwards onto the back and then to the shoulders, bringing your legs into the air
- >The arms should begin flat on the floor and as you bring your legs up, place them onto your lower back/hips to give extra stability.
- >We want to see the legs straight in the air, with toes pointed towards the ceiling.
- >Hold the position for 3 seconds before releasing

Some children will be able to roll straight onto their shoulders and hold the position for 3 seconds. Others may take a while and may need to steadily increase the percentage of their back that they can lift up with each attempt. They may end up with their shoulders and the top of their back on the floor, with only their lower back raised, which is fine as long as they can hold the pose for 3 seconds.

Progression:

- >Can the children perform a shoulder roll, into a rock and roll to stand.
- >Once they can perform the rock and roll to stand, can they perform an arabesque and hold for 5 seconds.

### **Extension work**

#### **Frog balance**

If the children can successfully perform the shoulder roll, get them to perform a frog balance, on the mat. Again, take it in turns with their partners, who may still be working on the shoulder roll. If they are on this extension work, they may be able to offer additional help to their partners still working on the shoulder roll. The frog balance is:

- >Crouch down and place your hands on the mat in front, ensuring they are secure.
- >Rest the inside of your knees on your elbows
- >Tip forward lifting your feet off the floor, pointing the toes out.
- >Hold the position for 3 seconds.

Again, keep the children practicing this technique until they can hold the position for 3 seconds

### **Game**

#### **Balance Routine**

We want the class to come up with their own individual balance routine, made up of at least 4 moves. Bring the class in and come up with as many examples of different balances they know and write them on a whiteboard. Some examples may include:

- >Shoulder stand
- >Frog balance
- >Arabesque
- >Front/back/side support
- >Dish and arch
- >Different point balances using different body parts including knees, elbows, feet, hands and more.

Allow the children time to practice their routine one at a time on their mat (if they are sharing). We also want to see their partner critique their routine, and potentially offer some advice on changes to technique or things they may want to add in to ensure their routine flows.

You may want to showcase some examples at the end.

### **Teaching points**

- When completing the shoulder roll and frog balance, taking your time, ensuring that the technique is correct, is crucial. Any balance that is rushed through will not hold.
- When completing the balance routine, we want to see good creativity in coming up with their own balances. They need to ensure that the routine flows and that they are not changing their body shape or position between balances, without using a gymnastic move to position themselves correctly e.g. if they want to get from an arabesque into a frog balance, rather than just kneeling down, they may complete a forwards roll on to their knees before attempting the frog balance.

### Key Questions

- When performing the shoulder stand, how can we stabilise our back in position?
- How can ensure we are performing the frog balance with good control?
- How can we ensure our routine flows from move to move?

### 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 by looking for improvements
- Showing creativity in coming up with their own balances as part of a routine