

Curriculum area	Topic	Year	Session Number	Skill
Gymnastics	Gymnastics	5/6	#4	Partner Balance

Equipment

- Mats
- Cones
- Images of partner balances

Learning Objective

- To create balances with a partner safely, with control and stability
- To communicate and cooperate effectively

Success Criteria

- I can work safely with a partner
- I can hold a partner balance for 5 seconds
- I can communicate to improve our balance

Key words

- Counter balance
- Center of balance
- Team work

Preparation Ideas/Warm Up

Small Sequence Work

Children to come up with a small (3-4 step) routine with a partner on their own mat. The routine must include:

- >1 balance
- >1 roll
- >1 jump

An example could be:

- >Start in a tuck shape, into a shoulder stand
- >Return to tuck shape and perform a shoulder roll to stand
- >Half turn jump, landing with bent knees. Come back to stand and finish with an arabesque

Skill Development

Teamwork to stand challenge

Class to be split into pairs and asked to sit on a mat, back-to-back. Get the pairs to hook arms and the task is simple. Stand up without leaving the shape. The arms must remain hooked at all times.

Counter balancing with a partner

Keep the class in the same pairs and give them a letter or number each (1 & 2 or A & B).

Each partner will take it in turns to come up and have a look at the image of the counter balance. They

become the lead partner of that balance.

They will then need to return to their partner and use good communication to explain the shape to their partner. The pair are then given time to practice the shape, with the lead partner taking control of how the pair perform the shape. If they need to, they can return to look at the shape.

After a few minutes of practice, the image is revealed and the pair will look to improve their balance. The pairs who can perform each balance the best will be asked to demonstrate to the rest of the class (images above)

Creative Application

Extension Work

Pairs to come up with their own counter balance, making sure they are both in a shape. Allow groups to demonstrate to the rest of the class, with the best balances needing to be replicated by the other groups.

Teaching points

- When performing the team work to stand challenge, we need to see the children working together, communicating effectively with each other in order to stand up. They need to push against each other's backs, ensuring they move from sitting, to their knees and to their feet at the same time. If they don't, they won't be able to perform the move.
- When performing counter balances, we want the children to understand where they center of balance is for each counter balance. When teams are performing demonstrations, ask the class where they think the center of balance is and why? The center of the balance will allow the pair to hold their shape. If the center is unbalanced, in terms of weight on either side, the balance will fail.
- The pairs need to use good communication and team work throughout the counter balance work. The lead partner needs to use clear instructions when explaining the balance to their partner, ensuring they take control of where each player will be placed. If they need to return to the image to take a second look, they can.

Key Questions

- Where is the center of balance for each counter balance being performed?
- Why is it important that the weight in the center is balanced when performing the counter balance?
- Why is communication key when performing the counter balances?

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 team work and collaboration skills
- Developing good communication skills
- Showing creativity in their work
- Showing and developing leadership skills

- Showing resilience in their work