

Learning objective: • To identify and practise body shapes and balances.

Learning outcomes: • Perform new gymnastic moves with control and accuracy.
• Recap on linking moves and understand how they will be used in developing sequences.

Prior learning: • Gymnastic shapes from Year 4.

Vocabulary: • Star, dish, arch.

Equipment: • Images of star, dish and arch gymnastic shapes and their key features. Mats.

Warm-up:

Touch jog

The children jog around in a space marked with a clear boundary. Call 'Touch left!' – the children touch the floor with their left hand. Call 'Touch right!' – the children touch the floor with their right hand. Call 'Touch both!' – the children touch the floor with both hands. Repeat, mixing the order of the commands. Occasionally call 'Change direction!' to add variety.

Skills learning and development:

Share images of star, dish and arch gymnastic shapes. What are the similarities and differences between the three shapes?

Model each of the shapes and explain their key features, and describe the key features of each balance listed below. Ask: *Are any of these shapes a balance? If so, which?* After modelling one shape, provide time for the children to practise holding the balance before moving on to the next one.

Provide instant feedback to ensure that the balances are accurate and of a high quality. Video or photograph the children if this helps. Select children to model good technique.

Star – lying on the back, extend the arms and legs so that they are straight and point the toes.

Dish – lying on the back, extend the arms and legs so that they are straight, then lift head, arms and legs off the floor and point the toes.

Arch – lying on the front, extend the arms and legs so that they are straight, then lift the head, arms and legs off the floor and point the toes.

Can any of these shapes be performed on different parts of the body? Experiment with a partner.

Discuss and recap on the linking moves developed last year.

Application and practice:

The children create a repeating pattern of shapes and balances, incorporating the three moves practised earlier in the lesson: star, dish and arch. Can they recall and use the balances taught in Year 4?

Reflect and review:

Ask half of the children to share their shape sequences. Ask:

- *Do those watching see the shapes that we practised at the beginning of the session?*
- *What made the shapes successful?*
- *How could we improve them further? (E.g. Was their back straight? Were their toes pointed? How could they improve the position of their arms?)*

Support

The children only use the shapes that have been taught. They may need reminding of the linking moves from last year.

Extend

Ask the children how they might change the level but still represent the key elements of these balances, e.g. how might the balances be formed when standing up?



Unit
3

Gym sequences

Lesson 2

Year 5 • Champions

Learning objective: • To identify and practise symmetrical and asymmetrical body shapes.

Learning outcomes: • Learn how to work co-operatively with a partner to produce a sequence.
• Learn how to link moves together with fluency and good body tension.

Prior learning: • Symmetry and asymmetry, introduced in Year 4.

Vocabulary: • Symmetrical, asymmetrical, balance, shape, sequence.

Equipment: • Foam dice with pictures of the gymnastic shapes on, numbered dice, mats and benches or table tops.

Warm-up:

Roll a foam dice with pictures of gymnastic shapes on – star, tuck, straddle, pike, dish, arch – and an ordinary large numbered dice. Roll both the dice and the children perform the action shown the corresponding number of times, e.g. five star jumps.

Skills learning and development:

With a partner, the children see how many symmetrical and asymmetrical balances and shapes they can devise together.

Share ideas. If necessary, discuss and explain the symmetry and asymmetry. In gymnastics, symmetrical means a balance where both sides of the body are the same. Asymmetrical means a balance where the sides of the body are not the same.

The children explore whether any of their balances and shapes can be transferred or adapted using a bench. This means that they will be changing their levels. Allow time for them to explore and then share.

Discuss the success criteria for these shapes and balances.

Application and practice:

The children create a short sequence including symmetrical and asymmetrical shapes at varying levels, including floor balances and standing balances. To give focus, limit the children to three shapes and three balances plus linking moves to ensure that the sequence flows. Provide instant feedback to ensure they are forming high quality shape balances with a focus on straight, extended limbs and toes and fingers pointed in the right direction.

Reflect and review:

The children share their sequence of balances with a partner. Use the success criteria for balances to inform feedback, identifying two positives and a target to work towards in the following lessons.

Support

Reduce the number of moves to be included in the sequence.

Extend

Explore appealing movements that can be used to add interest when moving from a high-level balance to a low-level balance.



Unit
3

Gym sequences

Lesson 3

Year 5 • Champions

- Learning objectives:**
- To use and refine the following skills: flexibility, strength, balance, power and mental focus.
 - To develop skills for movement, including rolling, bridging and dynamic movement.

- Learning outcomes:**
- Learn how to work co-operatively with a partner to produce a sequence.
 - Learn how to link moves together with fluency and good body tension.

- Prior learning:**
- Linking movements, shapes and balances from Year 4 and Lessons 1 and 2.

- Vocabulary:**
- Balance, sequence, points of balance, level, direction, rotation, dynamic movement, rolling, bridging.

- Equipment:**
- Mats.

Warm-up:

The children move around the room in a variety of ways, led by an adult. Call out onomatopoeic words and the children respond with an action, balance or jump that matches that word.

Skills learning and development:

With a partner, the children review the target their partner set for them at the end of the previous lesson, as well as the feedback and success criteria for balances.

Challenge the children to explore different ways of moving on all fours. Ask: *How might we travel on all fours with our tummy facing upwards?* Introduce bridging.

In order to include this in a sequence, the children explore ways in which they can move into and out of this position. Share ideas.

They develop a short sequence that has a shape, a four-point mode of travel and a jump.

Look at how the children jump; share and discuss different methods. Types of jump to be encouraged are tuck, straight and star.

Application and practice:

The children refine their symmetrical and asymmetrical balance sequences and include movements that involve travelling on all fours.

Reflect and review:

Which linking moves do you want to improve?

Support

Devise a simple sequence in a small space.

Extend

Add a change of direction in the sequence when entering or exiting a balance.



Unit
3

Gym sequences

Lesson 4

Year 5 • Champions

Learning objective: • To use counterbalances and incorporate them into a sequence of movements.

Learning outcomes: • Learn new counterbalance skills with a partner.
• Include counterbalance skills in a short sequence.
• Understand the value of posture and body tension when performing.

Prior learning: • Shapes, balance, linking moves, bridge, dish and arch.

Vocabulary: • Counterbalance, tension, pull, push, extend.

Equipment: • Music, mats and images of counterbalances.

Warm-up:

The children travel around in different ways to music. When the music stops, they use their bodies to make the shape of a letter that is called out. This can be done individually or in groups of three or four.

Skills learning and development:

Recap the meaning of the term 'counterbalances' from Year 4. A counterbalance is when a weight balances another weight.

Invite the children to model a counterbalance standing up.

Choose two of the children to model the following counterbalances and allow the children time to practise each balance before learning about the next one.

Counterbalance 1: Pairs kneel side by side. Using a wrist-to-wrist grip, they hold on to their partner while extending their arm. They use each other's body weight to balance.

Counterbalance 2: Child A sits on the mat with their legs tucked underneath. Child B stands on their thighs, facing away from them. Using a wrist-to-wrist grip, they hold on to each other. Child B leans forward and child A leans back until their arms are extended and their body weights are used to balance.

Counterbalance 3: Child A sits on the mat with legs tucked underneath. Child B stands on their thighs, facing away from them. They both extend one hand to grip in the middle, lean backwards and extend their remaining arm straight into the arm.

Ask: What can we do to help us to balance?

Application and practice:

The children work with a partner to create a sequence of counterbalances which are linked by engaging movement patterns. Remind the children of all the shapes, balances, symmetry, asymmetry and linking moves they have already learned.

Reflect and review:

In pairs, discuss something you learned today, how you felt about today and think of a question you have about today's lesson.

Support

Give the children a set pattern of moves that they can develop, e.g. balance, symmetry, jump, skip, counterbalance, travelling bridge.

Extend

Add interest to sequences by varying the points of balance, e.g. a patch (a wide base, such as a back), or a point (a small base, such as one foot).



Unit
3

Gym sequences

Lesson 5

Year 5 • Champions

Learning objective: • To perform movements in canon and in unison.

Learning outcomes: • Complete a sequence of balances and moves at the same time as a partner, in unison.
• Complete a sequence of balances and moves before or after a partner, in canon.

Prior learning: • Understanding the meaning of canon and unison (Dynamic dance unit).

Vocabulary: • Canon, unison, balance, sequence, moves, techniques.

Equipment: • Whiteboard and mats.

Warm-up:**Musical balances**

The children move around to the music. When it stops they get into a balance and hold it until the music restarts. Each time the music stops, the children must go into a balance on a different part of the body (e.g. small, like hands and feet, and then large, like legs and shoulders).

Skills learning and development:

Recap the meaning of the terms 'canon' and 'unison' (see Dynamic dance, Unit 2, Lesson 4).

Share the following sequence:

Seated straddle, straight shape, standing dish, star shape, seated pike and tuck on back.

Pairs practise performing the sequence, first in canon and then in unison. Write the sequence on a whiteboard to help them remember. Use children to model the sequence if desired.

Invite a few pairs to share their sequence. Ask remaining children if canon or unison is used. Ask: *What was successful?* How could they further improve their sequence of balances when completing it in unison or canon?

Application and practice:

The children construct a sequence of six moves, using ideas generated from previous lessons. They perform different parts of the sequence in unison and canon.

Challenge them to use engaging movements between the balances. Ask: *How might they perform these in canon and/or unison?*

Invite half the class to perform their sequences. The rest of the class identify when the sequences are performed in canon or unison. Ask: *How do you know? What was successful? How could they further improve the way they perform the sequence in unison and/or canon?*

Reflect and review:

Swap over so that the remaining children have an opportunity to perform their balances and receive the same feedback.

Support

Reduce the number of moves or give the children moves to include in their sequence.

Extend

Increase the number of moves to be included in the sequence. Add music or ideas from topic work to add focus.



Unit
3

Gym sequences

Lesson 6

Year 5 • Champions

Learning objective: • To perform and evaluate own and others' sequences.

Learning outcomes: • Make up longer sequences and perform them with fluency and clarity of movement.
• Develop the skill of critique, including the ability to identify strengths and areas for improvement.

Prior learning: • Skills learned in Lessons 1 to 5.

Vocabulary:

- Balances, movements, sequences, symmetrical, asymmetrical, canon, unison, counterbalances, rolls, twists, bridging, and dynamic movement and evaluate (critique).

Equipment:

- Whiteboard, mats.

Champions resources:

- Movement/shape cards, evaluation sheet.

Warm-up:

The children move around the room, initially walking and then travelling in different ways. Three or four children tag the others. When they are tagged they should go into front support (press-up position) or back support (hands and feet on the ground with the tummy facing up). When they are touched by another player they are set free.

Skills learning and development:

The children create a longer sequence which can incorporate some or all elements of sequences which were created in previous weeks. The children can use a bench or box top in their sequence. The sequence should include:

- symmetry and asymmetry involving linking movements
- counterbalance sequences
- canon and unison elements.

Share ideas about what effective balance sequences need to be or do, (e.g. extended limbs must be straight; include symmetrical and asymmetrical balances; have interesting linking movements; include balances

with different surface areas and a variety of points of balance; use examples of unison and canon movements; use counterbalances). Display these on a whiteboard for the children to refer to throughout.

Application and practice:

The children are given time to rehearse sequences. They should perform their individual sequence before moving to find their partner to rehearse the paired sequences.

The children need to explore ways to link the sequences together.

When the children are ready to complete their final performance, invite half of the group to become the audience and half to become the performers. Provide the audience with an evaluation page detailing the success criteria discussed earlier in the lesson and are written on the whiteboard. The children in the audience should choose one individual to observe, so that they can concentrate on providing high quality feedback.

They watch the performances and provide feedback linked to the success criteria. Swap over so that all the children have the opportunity to perform and be part of the audience.

Reflect and review:

Share your personal strengths and areas for growth. How might you be successful in developing these areas?

Support / Extend

The children decide their own level of difficulty by the selection of their moves.

