



# Gymnastics



# We are learning:

- To work safely when learning a skill.
- To be confident to perform in front of others.
- To identify what makes a good balance and use this to help me improve.

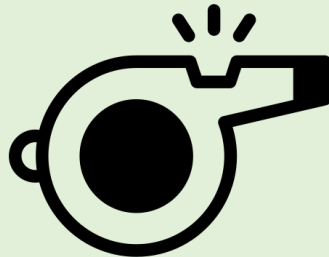
Strong body tension will help you to hold balances with increased control!

# Expectations

- Move around the hall safely



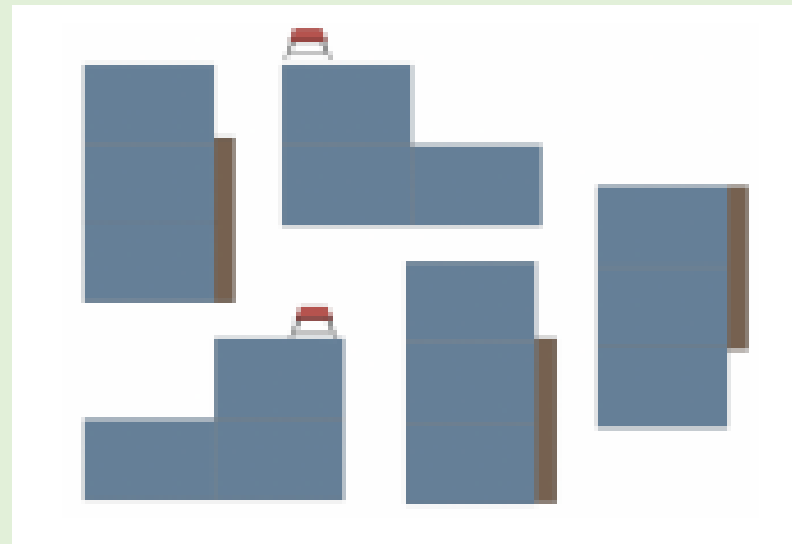
- When you hear the whistle stop straight away and listen



# Apparatus



We are going to create 5 stations with 3 mats and 1 piece of apparatus.



Get ready to demonstrate these shapes in the hall!

Now we are going to walk to the hall in our pairs like champions



# Can you name any gymnastic shapes that you learnt in year 3?



## tuck

- knees together
- back straight
- roll shoulders down away from ears



## front support

- shoulders over hands
- head looks straight down
- body stays in a straight line



## straddle

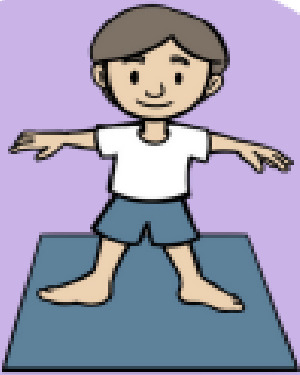
- arms and legs extended
- arms stay shoulder height in line with legs



## back support

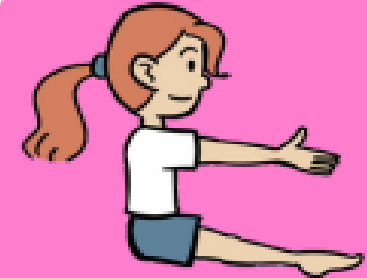
- hips lifted
- hands face feet
- toes aim to touch the ground

# Can you name any gymnastic shapes that you learnt in year 3?



## star

- arms in line with shoulders
- hands extended

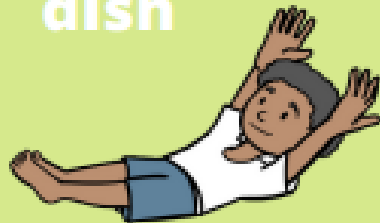


## pike

- arms in line with shoulders
- legs together
- toes pointed

- legs together
- arms and legs straight and lifted off the ground

## dish



## arch



- legs together
- arms and legs straight and lifted off the ground

Q: Do you know what matching and contrasting actions are?

*Learning from Y3:*

***matching:*** performing the same action.

***contrasting:*** performing the same action with contrasting shapes e.g. one person performing a straight balance in a narrow shape whilst another performs a straddle balance in a wide shape.



## Traffic lights

**Green** – jog, weaving in and out of the mats.

**Amber** – straight jump

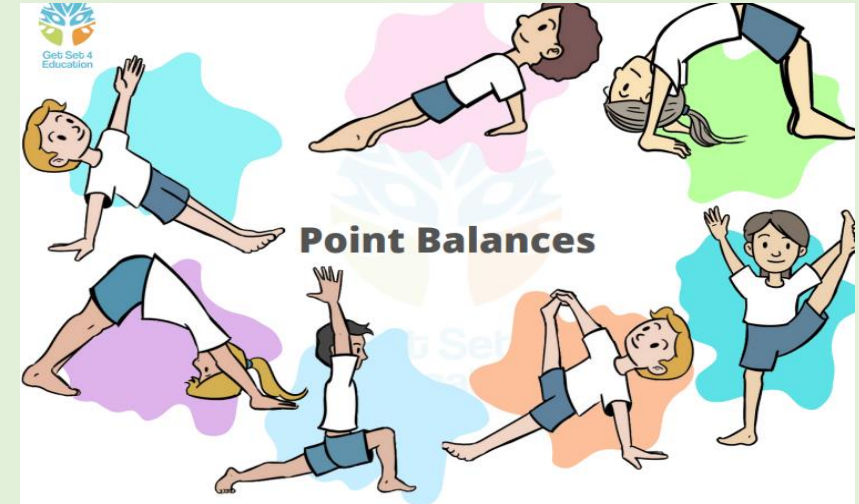
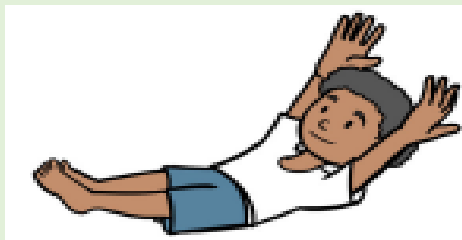
**Red point** – point balance (5 seconds)

*A balance that uses small body parts e.g. elbows, knees, hands, feet.*

**Red patch** – patch balance (5 seconds)

*A balance that uses big body parts e.g. back, bottom, stomach, chest.*

**Zebra crossing** – make a dish shape on the mat



# Dynamic Stretching

Why do we need to warm up?



1. Prevent injury by warming up the muscles
2. Heart beats faster and pumps more blood (oxygen) around the body

# Skill development

Balances are one of the key skills in gymnastics.

- Individual matching and contrasting balances
- Hold each balance for 5 seconds
- Take turns to use the apparatus and do not jump off the apparatus
- Focus on something still and use body tension to control the balance
- Differ levels and shapes

# Sequence

With your partner, choose 1 matching balance and 1 contrasting balance to put into a sequence.

For each balance one pupil must be in contact with their piece of apparatus.

Consider using **different levels, point and patch body parts** to make the balances look interesting. Use **body tension** and **hold the balances** for 5 seconds.

# Partner Balances

What are the safety considerations for our partner balances?

Where would the safest place be to perform partner balances?

Consider entering and exiting the balance.

Choose 2 partner balances to add to your sequence.

How can you make it look interesting?



Get Set 4  
Education

# Partner Balances

Challenge level 1





# Partner Balances

Challenge level 1



# Partner Balances

Challenge level 2





# Partner Balances

Challenge level 2



# Partner Balances

Challenge level 3



## Sequence building

2 x partner balances and 2 individual balances

- Start and end position
- Flow of sequence

# Performance

Be respectful





## Gym terminology:

- Body tension
- Wrist grip
- Flow
- Extend
- Levels
- Shapes
- Contrast
- Match

What did you like?  
How can they improve?

# Plenary

**Complete the sentences to your partner:**

In gymnastics balances are\_\_\_\_\_

To create a good balance in gymnastics I need to \_\_\_\_\_

To create a safe partner balance I need to \_\_\_\_\_