

Year 4 - Gymnastic Lesson 1 - Page 1

We are learning to explore and combine balances and shapes with travelling.



Warm-up - Bounce Around

- This activity will be about bouncing. Students will start by bouncing the lowest that they can with both of their feet in one spot, then gradually jump higher to the highest that they can in that one spot.
- Students will then go the opposite by bouncing from the highest that they can reach to bouncing the very lowest that they can.
- Students can begin bouncing around with more space rather than in one spot. They can jump the highest that they can or the lowest that they can, or anything that is in between, then encourage them to decrease or increase the height of their bounces as they move around with their space.
- Once students' heart rates begin to go up, allow them to actively rest by sitting down and stretching their legs clockwise and then anticlockwise, 5 times on each side.

Activity 1 - Balance explore (tuck/straight/star shapes)

- Students will show which parts of their body they can use to balance and will be allowed to show this to everyone.
- Students will return to a few basic balances they learned in previous years and will be tested on how much they remember and if they can demonstrate those balances and show everyone.
- By remembering the different balances they have learned, they will be able to identify and describe each balance that their peers do and will be able to discuss any balances that may need improving.
- The main aim of this activity will be for students to choose a balance that will either be on their feet or not on their feet. They will perform it three times, each time with a different shape than they have done in the previous years.

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Activity 2 - Travel-balance-travel-balance-travel-balance

- Students will now balance and travel together. They will independently think about one way of travelling and how they can fit that into their three balances.
- The pattern of this will be, doing a balance, then a travel, balance, then travel again and end with a balance.
- Students must try and practice until they can make it as pleasant and sharp as possible, such as making sure they are still when they balance and keeping their head and toes pointed straight.

Activity 3 - Perform to a partner.

- Once students are satisfied with their balance and travel sequence, they will now perform it to their partner or their peers.
- Students must observe and pay attention as there may be any improvements that need to be made. They must give back critical feedback, which will help others improve and implement the feedback given.
- Students should have a few more minutes of extra time in the end to think about those improvements and be able to implement them into their sequence.