# Year 3 Gymnastics - Balance

**Learning objective:**
1. Perform actions, balances, body shapes and agilities with control, with and without a partner demonstrating creativity
2. To develop their own ideas
3. To describe similarities and differences in others’ performances

## Lesson Structure

<table>
<thead>
<tr>
<th><strong>Introduction/ warm up (Connection and Activation)</strong></th>
<th><strong>With timings</strong></th>
<th><strong>Differentiation (Extension/Support)</strong></th>
</tr>
</thead>
</table>
| **Puzzle game** - Class move around the hall using different movement variations. Freeze on teacher’s command. Teacher calls out a body part (big or small) that students need to balance on. Can be one part of multiple parts. | 5/10min | Extend:  
- Change to shouting a number, that equals the amount of body parts that should be touching the floor  
- Children can use each other to make this number e.g. 6! = 3 for each partner/ 4 with one partner and 2 for the other |

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| **Introduction Task:** Discuss points and patches, Similar to the warm up can you develop a point balance? Can you develop a patch balance? | 2mins | Extend:  
- Use paper/laminated examples of balances children can copy or try with challenges on.  
- Extending time that balance is held still, give targets. |
| **Progress**  
- With your partner can you develop a balance with your points touching?  
- With your partner can you develop a balance with your patches touching? | 5mins | Support:  
- Use paper/laminated examples of balances children can copy or try. |
| **Partner Balancing**  
*Demo the table balance (on hands and knees) and discuss where to balance safely on your partner.*  
You must always stand on weight bearing areas, ie the shoulder and hips, never on back as there is nothing to support underneath.  
Explore different ways you can balance on your partner when they are in the table position.  
**Progress**  
- Explore further partner balances (use examples from visual aids on the Moving Matters website).  
- Set up a series of equipment stations using benches, low tables e.t.c.  
Can you transfer and perform the balances you have created onto the equipment?  
**Performance** – Choose your favorite balances you have invented and perform to the class.  
**Cool Down:** Moving around the equipment on tip toes, stretching up & down, rotating arms & neck. | 10min | Extend:  
- Task can be repeated to incorporate a piece of low level equipment ie a bench, table, beam.  
- Time that balance is held for give children differentiated targets. |
| **Plenary** | |  
- Refresh learning objectives  
- Questions: How could you improve your performance? What recommendations would you give your partner to improve? |

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