

LESSON PLAN: GYMNASTICS: YEAR 4: WEEK 4

LESSON OBJECTIVE: To attempt a variety of partner balances exploring counter tension and counter balance techniques.

WARM UP (10 MINS)

Windy weather game: Pupils jog around in between mats. Every time the teacher shouts out "windy", pupils have to go to their nearest mat and perform a jump with a quarter turn. Every time the teacher shouts out "very windy" they perform a jump with a half turn, and when the teacher shouts out "tornado", pupils have to attempt a jump with a full turn. If anyone stumbles on their landing or falls over, they are out.

MAIN LESSON (20 MINS)

Explain what counter balance and counter tension is, (counter balance is when pupils push their weight onto a partner to maintain a still position. Counter tension is when pupils pull their weight away from each other to help maintain a still position). Ask pupils to work with a partner. Give pupils a task card with images of different partner balances, ranging in difficulty. Ask pupils to attempt the balances starting from the 'easy' balances first. Test pupil's knowledge by asking them whether they are using counter balance or counter tension. All pupils should attempt to hold the balance for 3 seconds.

Develop: Ask pupils to explore different ways to balance with their partner and see if they can create a new balance. Highlight good examples.

GAME/COMPETITION (15 MINS)

With their partners, ask pupils to link 3 ways of travelling, 2 shapes, 2 jumps and 1 counter balance and 1 counter tension partner balance together to create a sequence. Tell pupils you are looking for good control and a smooth transition from each skill.

EQUIPMENT

- Mats

KEYWORDS

- Counter balance
- Counter tension
- Control
- Body tension

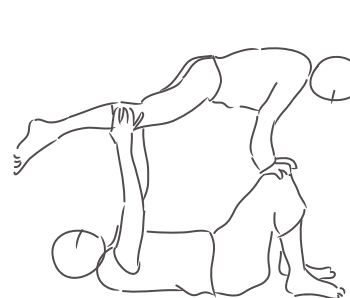
DIFFERENTIATION

LESS ABLE

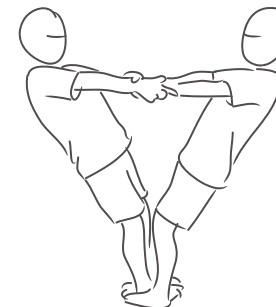
- Ask less able pupils to use balances that use large body parts to give them a larger base of support.

MORE ABLE

- See if they can take away one point of contact from their partner when balancing. E.g. lifting a leg from the floor, or let go of one hand.



Counter balance



Counter tension

ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform partner balances to a high ability?
	5	Can they perform partner balances with a certain degree of control?
	4	Can they perform some of the partner balances with very little control?
Tactics, Rules & Teamwork	6	Works with their partner & demonstrates knowledge & understanding of how to balance using counter balance and counter tension.
	5	Can work with a partner & understands how to balance with a partner.
	4	Starts communicating with a partner.
Show & Link	6	Can they link: the different skills and techniques required to perform a partner balance in a sequence.?
	5	Can they show and link: the skills required to perform a partner balance with control?
	4	Can they show a partner balance.
Describe Ways to Improve	6	Are able to describe and improve performance.
	5	Are able to describe performance.
	4	Are able to see differences in performance against a simple model.
Fitness & Health	6	Shows a solid understanding of why physical activity has health benefits.
	5	Has some knowledge of why physical activity has health benefits.
	4	Has little knowledge of why physical activity has health benefits.