

Learning Intention: To perform a variety of Point and Patch balances and link them with rolls to create a sequence.

Year 5

I can perform a Point and Patch balance sequence with some body tension and control
 I can perform a Point and Patch balance sequence with body tension, control and some fluency
 I can perform a Point and Patch balance sequence with good body tension, control and fluency

Year 6

I can perform a Point and Patch balance sequence with body tension and some control
 I can perform a Point and Patch balance sequence with body tension, control and fluency
 I can perform a Point and Patch balance sequence with good body tension, precision, control and fluency

EQUIPMENT:

Resource cards,
spots,
mats, throw-down
hands, feet.

Warm up: Lead a Partner (Partner A and B)

Q & A children which warm-up activities could increase their heart rates? E.g. skipping, hopping, jumping. **More Able** to point toes when moving.

Partner A - Leads a Pulse Raiser.

Partner B - Leads stretches using gymnastic shapes - **Less Able:** to use Shapes Resource card.

Q & A children – how do they know their heart rates have increased? How can you check this? E.g. they can put their hand on their heart or find their pulse.

Starter: In pairs to explore and practice as many balances as they can. Children to show what they think a **Point Balance** is. Children to show what they think a **Patch Balance** is.
Progress check.

Important when balancing, hold position for three seconds.

Activity 1: Points and Patch Balances (Main Activity)

1. Teacher to Q & A what do children think a Point Balance is? Point Balance is where you use small body parts such as feet, hands, head or knees.
2. Children in pairs to have a go at performing some Point Balances from the resource card. Teacher can choose some pairs to perform to the rest of the group.
More Able: Headstand, Y- balance.
3. Teacher to Q & A what do the children think a Patch Balance is? Patch Balance is where you use large body parts such as leg, bottom, back or stomach.
4. Children in pairs to have a go at performing some Patch balances. Teacher can choose some pairs to perform to the rest of the group.

AFL:

See Resource Cards.

Point Balance



Patch Balance



Activity 2: Sequence Fun

AFL:

Children can video their sequences to help analyse and improve performance.

Year 5:

Children to work in pairs and make up a **Points and Patch** sequence using the floor and mats.

1. Children to perform two Point Balances and two Patch Balances.
2. Can they link their balances together using Rolls and Leaps.
More Able: To link advance skills when travelling in and out of balances.
Less Able: To use the work sheet.

3. Children to perform to another group or the rest of the class – children observing to watch and analyse performance and give feedback on sequence. Teacher to Q & A key points of their sequence.

Year 6:

- a) Children to perform the points and patch sequences as above with changes in level and speed and/or work to in unison or canon?
- b) Children to work in larger groups and think of formations when performing.
- c) Add a bench to their sequence.
- d) To perform some paired balances – see resource card.

Key words:

Sequence, **Start, middle, Finish**
 control, fluency, body tension,
 level, speed, direction, formations,
 unison, canon.

Note: This can take longer than one lesson.

Activity 4: Backwards Roll (optional)

While group is practising their sequences, the teacher can invite the children who have not had a chance to perform a Backwards Roll to a mat. See Backwards Roll resource card.

Teacher get a **More Able** child to demonstrate to the rest of the class how to perform a Backwards Roll.

More Able: Backwards Roll to Straddle.

Cool Down: Children to work in pairs to show some of their own stretches.

Plenary: Feed back to partner and discuss what you have done well.
 How could you improve your performance?