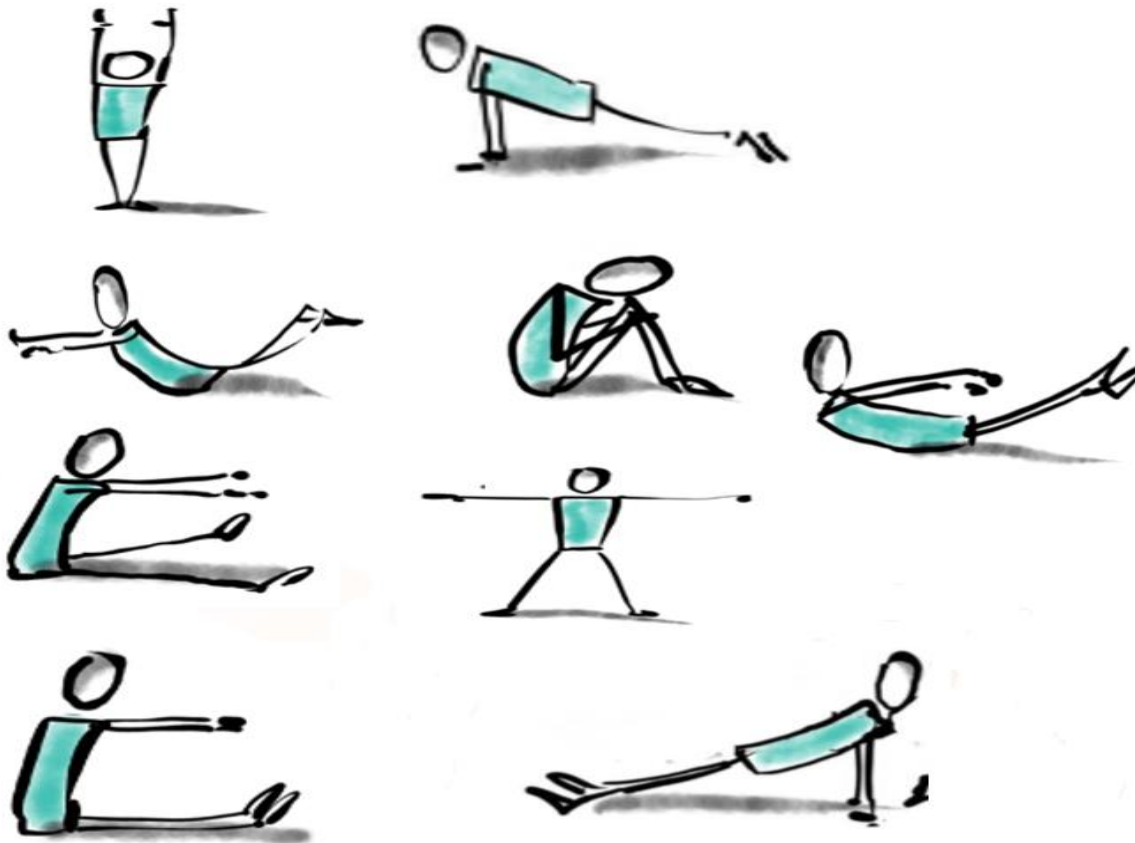


overview:

- This lesson focusses on Balances in Gymnastics.
- By the end of this lesson, your child should have added Balances to their Gymnastics Routine.

how to play:

- Recap on the Key-Shapes from yesterday by calling out a Key-Shape for the children to act out.
- If more than 1 child, make a competition on who can get into the Key-Shape the quickest.



Please consider individual pupil requirements and carry out a risk assessment of facilities and equipment before your lesson.

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how to play:

- Read out and practice the balances below.
- These balances will be added to your child's routine.



Arabesque

- Standing in a straight position, slowly lift one leg off the ground behind the body.
- Lean slightly forward as leg is raised.



Knee Balance

- Starting on both, lean back slightly and stretch arms out for balance.
- Lift one leg in the air and try to keep it as straight as possible.

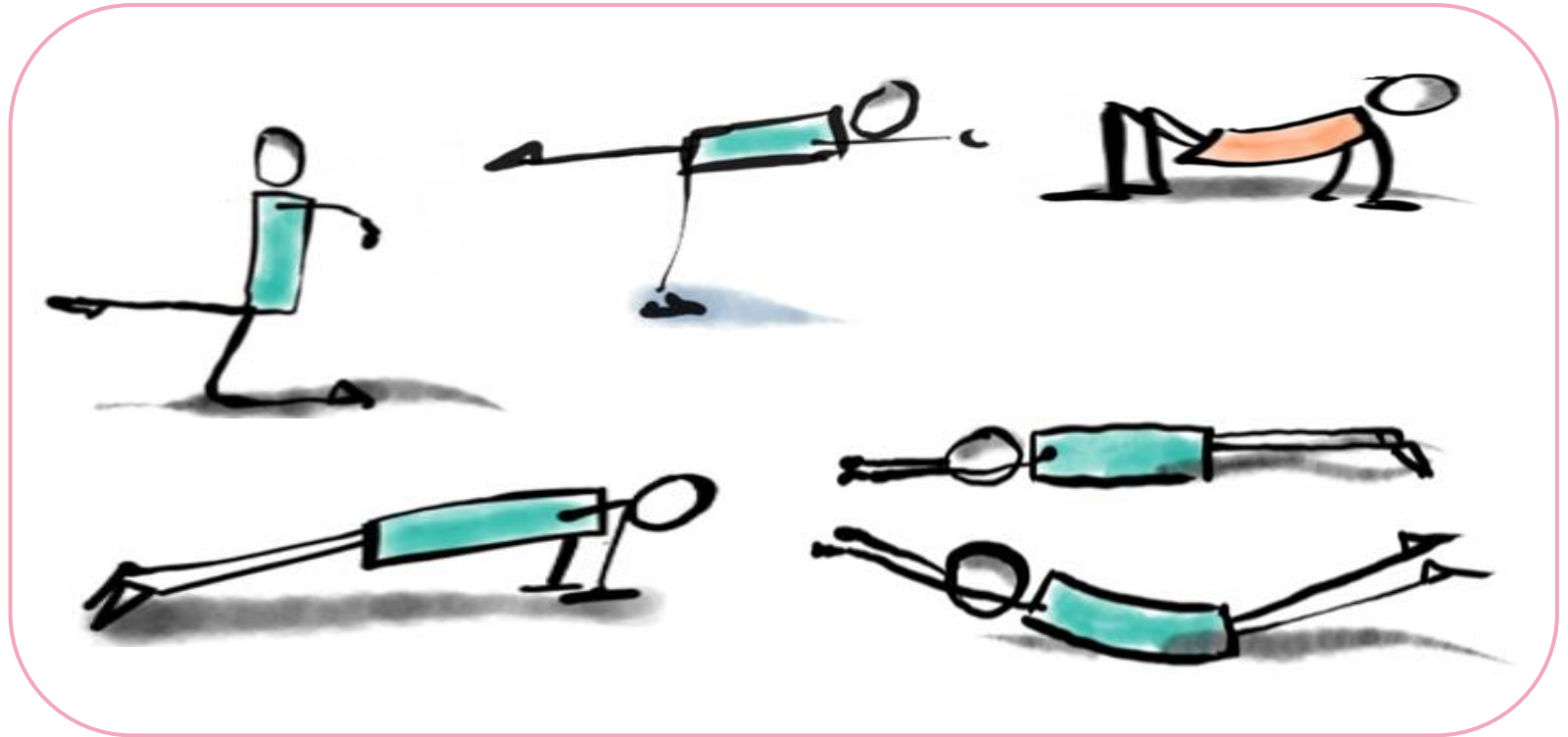


Crab

- Sitting on the bottom with knees bent and feet flat on the floor, lift the bottom off the floor and raise the stomach so it points to the ceiling.

how to set up:

- Create a safe space in your home by moving chairs and tables to the side.



how to play:

- Ask an adult/helper to call out a balance.
- You must perform that balance and hold for 4 seconds.
- Repeat this, changing the balance each time.
- **Progression:** instead of calling out the different balances, call out different points of contact e.g. hands, feet, back.

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Knee Support

- One child lays flat on their back with arms placed down by the side of their body.
- Keeping legs and feet together the child bends their knees bringing feet closer to the body.
- The other child stands a couple of steps away from their feet facing away from their partner.
- Placing arms straight on the floor with fingers facing forwards place one leg straight behind the body to rest the top of their foot on their partner's knee.
- When balanced bring the other leg up straight to place the top of the foot on their partners other knee, creating a front support position.
- Hold the balance for three seconds. Swap positions.



Straddle Support

- One child sits on the floor.
- Keeping the back upright, head forward, legs straight and feet wide apart to create a straddle shape.
- Place arms on the floor to help balance.
- Their partner should stand a couple of steps behind them and facing away from them.
- Placing arms straight on the floor with fingers facing forwards place one leg straight behind the body to rest the top of their foot on their partners shoulder.
- When balanced bring the other leg up straight to place the top of the foot on their partners other shoulder, creating a front support position.
- Hold the balance for three seconds. Swap positions.

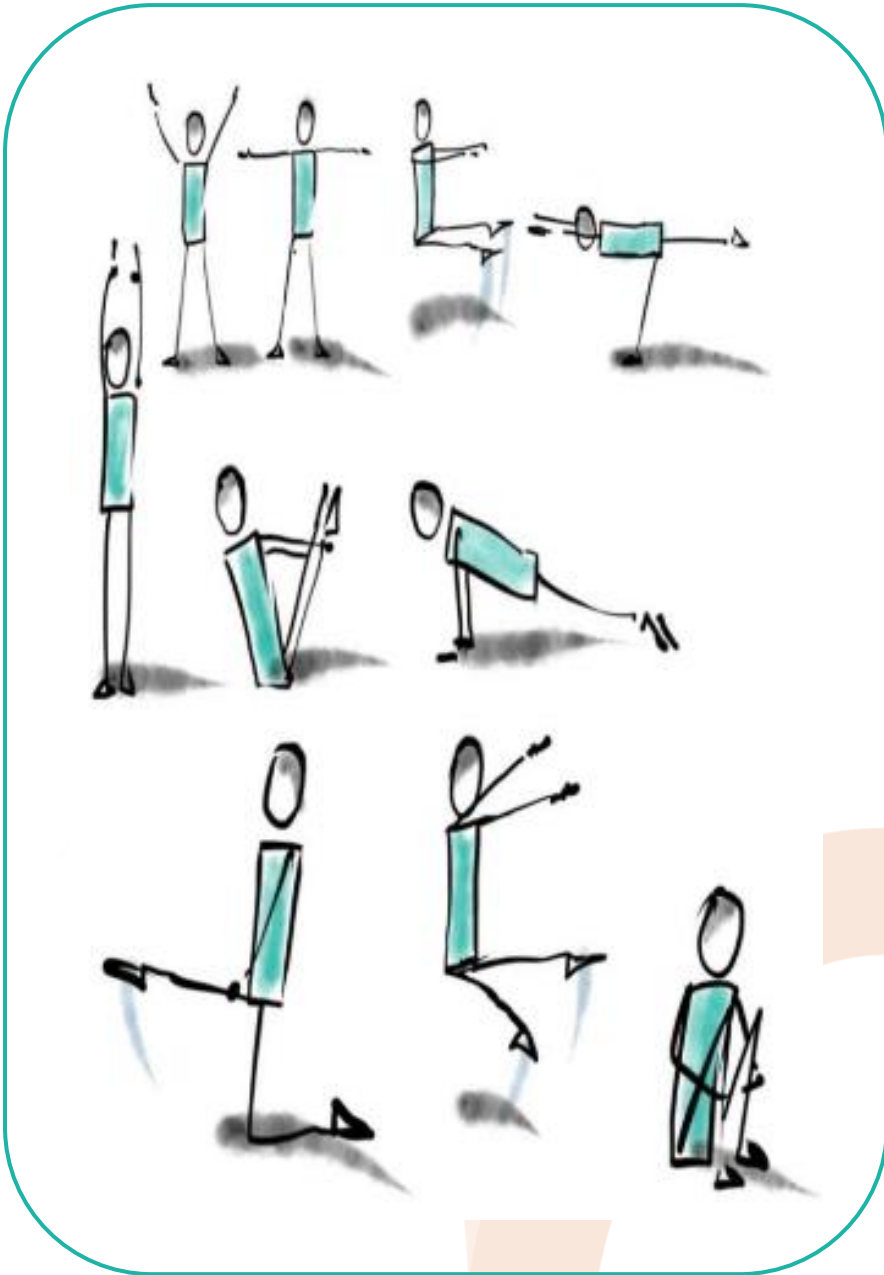


T-Bridge

- One child positions themselves on their hands and knees with fingers facing forwards, hands, and knees shoulder width apart.
- Keeping the back strong and straight in line with the bottom and shoulders.
- Their partner stands a couple of steps away from the side of the child facing away from them.
- Placing the arms straight on the floor with the fingers facing forwards place one leg straight behind the body to rest the top of their foot on their partner's lower back.
- When balanced bring the other leg up straight and place it on their partners lower back next to the leg already there, creating a front support position.

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make a routine:

- Add balances to yesterday's Key-Shapes routine.
- Link shapes and balances together using smooth transitions.
- Hold all Shapes and Balances for 4 seconds.
- **Example Routine:**
 - Start Position = 'Straight'
 - 2 steps forward then into an 'Arabesque'
 - Fall forward into a 'Tuck'
 - Roll into a 'Dish'
 - Lift into a 'Crab'
 - Stand up and finish with a 'Star'
- *Can you perform your routine to music?*
- *Can you create a routine with a partner and include Partner Balances?*

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