



Medium Term Unit Planning

PE – Gymnastics – Partner and group balances

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. Explore different types of partner and group balances, recapping on prior knowledge.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> Hold shapes that are strong, fluent and expressive. 	<p>Share the three different types of balancing skills that we are going to explore in this unit: partner balance with no contact; partner balance with contact but not weight bearing; and partner balance to include weight bearing. Show some diagrams of different balances – can children identify which would fit into each category? With a partner, children to explore some partner balances with no contact, and with contact but no weight bearing. Remind children of points and patches from previous work lower down the school, and whether they are matching or mirroring. Pairs to consider appropriate movements to get into and out of balances.</p>
<p>2. Experiment with weight bearing balances, considering partner compatibility and safety.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> Hold shapes that are strong, fluent and expressive. 	<p>Discuss the safety aspects with performing balances that include weight bearing. Look at some examples together, and have a go (see Chris Quigley CD for examples) Children to work with partners of a similar height. Are some easier than others? Why? Is there any advice that pairs can share that will make the balances easier? Pairs to join to make fours. Explore group balances, again considering entrances and exits.</p>
<p>3. Working together to create sequences with balances incorporated.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> Practise and refine the gymnastic techniques Hold shapes that are strong, fluent and expressive. 	<p>Look at some photographs from balances that groups created last year. What makes them successful? Working in groups of 4, children to begin to put together a sequences that includes 4 partner or group balances, that are achievable for all members of the group. Remind children of the movements that we looked at during our prior unit. Can any of these movements be incorporated?</p>



Medium Term Unit Planning

PE – Gymnastics – Partner and group balances

<p>4. Working to refine, and provide feedback with regards to areas for improvement.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Practise and refine the gymnastic techniques • Hold shapes that are strong, fluent and expressive. • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). 	<p>Continue to work on creating group sequences. Peer review sessions with other groups, considering areas for improvement as well as areas of strength.</p>
<p>5. Perform with confidence and feedback on the performance of others.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Hold shapes that are strong, fluent and expressive. • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). 	<p>Sequence sharing. Devise a scoring system for groups to use whilst watching others, focusing on balances in terms of strength, confidence and safety, as well as fluidity and teamwork within the rest of the sequences. Groups to watch and score each other's performances. Feedback provided throughout.</p>