



EduTrend Contents

W4C · INDIVIDUAL SPORTS · PRIMARY

Balance and Sequence

Create a short gymnastics sequence

Ages 8–11

Level: Developing

60 minutes

Pairs and threes · up to
30

Activity 02

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 02 · AT A GLANCE

Balance and Sequence

Pupils explore balancing on points and patches, learn why a wide base and low centre of mass make balances easier, and practise travelling and a safe roll. In pairs they create a sequence of balance, travel and roll with a clear start and finish.

Learning outcomes

By the end of the session pupils can:

- hold balances on points and patches with control;
- explain what makes a balance stable;
- link movements smoothly into a sequence;
- perform with good body tension and shape.

KEY WORDS

balance · point · patch · centre of mass · base · tension · sequence · roll · travel

CURRICULUM LINKS

PE: gymnastics. Science: forces and balance. Maths: shape and symmetry.

1

WARM UP

Raise, mobilise,
prepare

2

LEARN

Technique focus

3

PRACTISE

Drills and
repetition

4

MEASURE

Time, distance,
score

5

REFLECT

What improved?

6

COOL DOWN

Recover and
review

Equipment

- Gym mats
- Low benches or boxes if available
- Balance challenge cards
- Worksheets 1, 2 and 3

Before the session

- Lay out mats with space between.
- Check mats and apparatus are stable.
- Prepare balance cards.
- Plan safe rolls to teach.

SAFETY

Bare feet on mats; no jewellery. Only one pupil on a mat at a time for rolls. Teach safe rolls; no headstands without teaching.

ACTIVITY 02 · SESSION PLAN

Step by step

Ask pupils to hold every balance for a silent count of three: control comes before difficulty.

Time	What happens	Say or ask
0–10 min Warm-up	Travelling on feet and hands, stretches for wrists and ankles.	<i>"Can you move quietly?"</i>
10–25 min Balances	Explore balances on points and patches from cards.	<i>"Which balance is most stable? Why?"</i>
25–35 min Travel and roll	Practise travelling actions and a pencil or egg roll.	<i>"How do you keep your body tight?"</i>
35–50 min Sequence	Pairs link balance, travel, roll, balance with start and finish.	<i>"Is the link smooth?"</i>
50–60 min Perform	Show sequences; peers give one star and one wish.	<i>"Where was the best control?"</i>

CHALLENGE CARD (print or copy onto the board)

Create and perform a sequence with two balances, a travel and a roll, holding each balance for three seconds with good body tension.

ACTIVITY 02 · FACILITATOR NOTES

The sport science in brief

A balance is stable when the centre of mass is over the base of support. A wide base and a low centre of mass make balancing easier; a small base, such as one foot, makes it harder. Gymnasts call small contact areas points and large areas patches.

Body tension means keeping muscles tight so the body holds its shape. Gymnasts link movements into sequences with smooth transitions, clear starts and finishes, and changes of level, direction and speed. Controlled, well-shaped movements score highly in gymnastics.

Common ideas to listen for

- “Hard balances are always better.” Control and shape matter most.
- “Balancing is only about strength.” Base and centre of mass matter too.
- “Sequences are just moves in a row.” Links and flow are part of the skill.

Adapting the activity

Support

Choose balances on patches and a sideways roll.

Stretch

Add a partner counter-balance and a change of level.

WORKSHEET 1

Balance explorer

Name: _____

Class: _____ Date: _____

Record your balances.

Balances

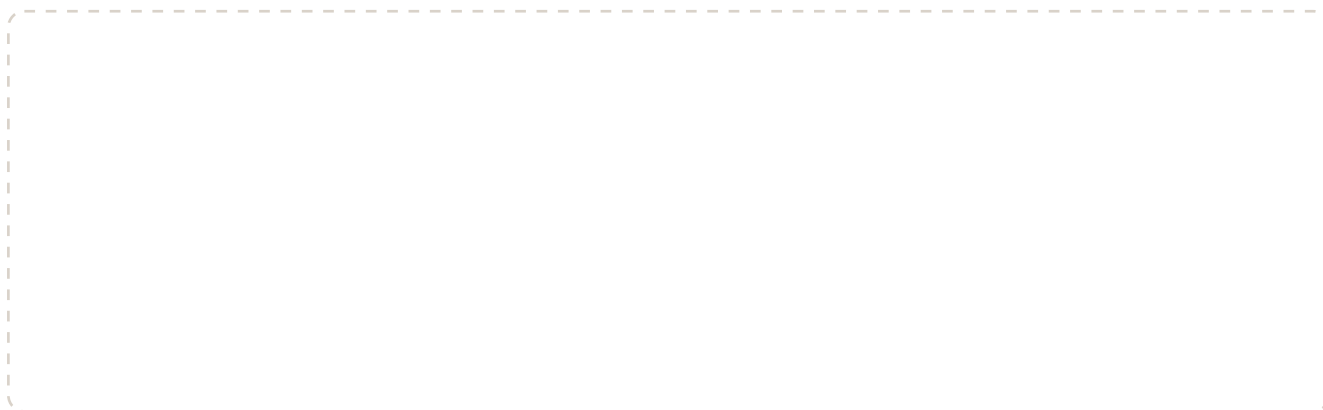
Balance	Points or patches?	Held 3 seconds?
1		
2		
3		
4		

WORKSHEET 2

Sequence plan

Draw your sequence.

Sequence

A large, empty rectangular box with a dashed border, intended for drawing a sequence of moves.

Draw stick figures for each move in order.

WORKSHEET 3

Performance review

Reflect on your sequence.

Our smoothest link

What makes a balance stable

Next time we will...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Balances with control	Explains stability	Links a sequence

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Balance and Sequence is a sample activity from the EduTrend Contents W4C Individual Sports programme (primary, level: developing). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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