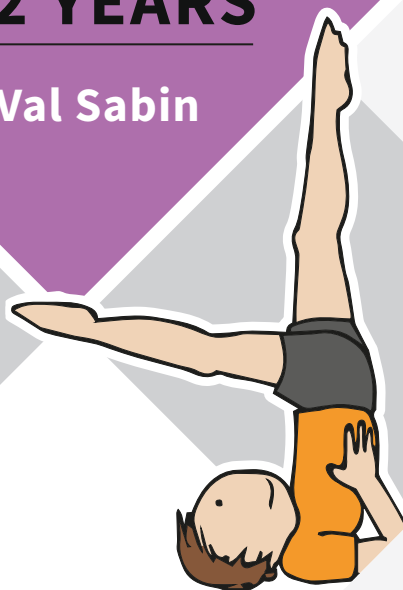




# **CURRICULUM GYMNASTICS CARDS**

**5-12 YEARS**

**by Val Sabin**



**VAL SABIN PUBLICATIONS**

"Recommended Teaching Manuals & Materials"

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# CURRICULUM GYMNASTICS CARDS

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3 B

## INDIVIDUAL BALANCES

On different body parts



1. Explore the balances. How can you move **into** and **from** a balance?
2. Choose 4 balances and join them together in a **sequence**.
3. Use some **travel**, a **jump** and a **turn** to link them.
4. Show strong, balanced **starting** and **finishing** positions.



## INDIVIDUAL BALANCES

### On different body parts

**N.B.** Cards 2 & 3 can be used on their own or together.

1. **Explore the balances** shown on the cards – how many can you do? Can you travel on different body parts?
2. **Perform them** as well as you can. Can you think of any more balances?
3. How can you **make the balances harder** to perform?
4. **Select a favourite balance** and hold it for 3 seconds.
5. How can you **move smoothly into** your balance? How can you move **out** of it smoothly?
6. **Select 4 balances** and join them together smoothly into a sequence.
7. Make sure you **join the balances** with a jump a turn and some travelling movements to make a well-balanced sequence.
8. **Use one balance** as a starting position and another as a finishing position. Check each other's sequences for content and quality.
9. **Work with a partner** and perform your own sequence side-by-side but try to start and finish at the same time as each other.
10. When you have managed the synchronisation can you **finish together in a combined balance**?
11. Using low apparatus (*benches, low table, mats etc*) can you adapt and perform your sequence with a partner?

#### Evaluation/Assessment

Does the sequence contain all the elements?

#### CHALLENGE

1. Perform the sequence perfectly both in timing and quality of movement.

#### EXTENSION

- You can **travel** on different body parts.

#### TEACHING POINTS

- Guide pupils' observation when they are evaluating balances/sequences.
- Hold the balances with full extension and body tension. Head up, stretch everything away from your middle. Point toes.
- Move smoothly into and from each balance.
- Remind them that a well-balanced sequence must contain travel, jump, turn and balance.
- Explain that synchronisation means starting and finishing at the same time, but you don't have to do the same movement as each other.

#### SAFETY POINTS

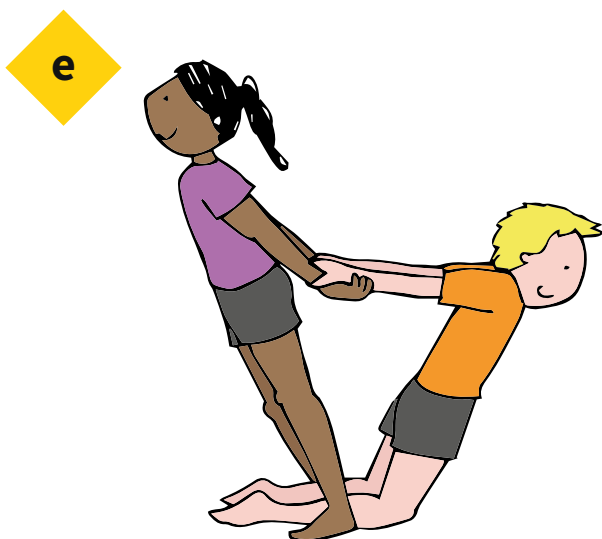
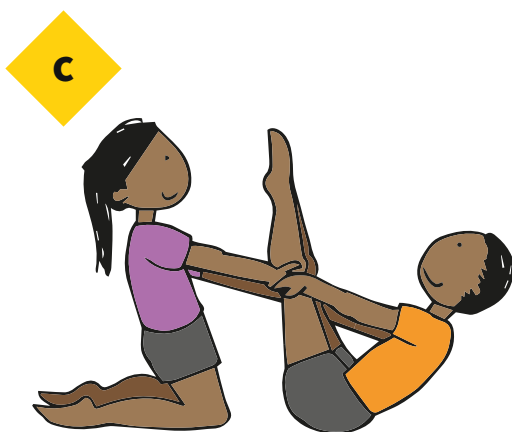
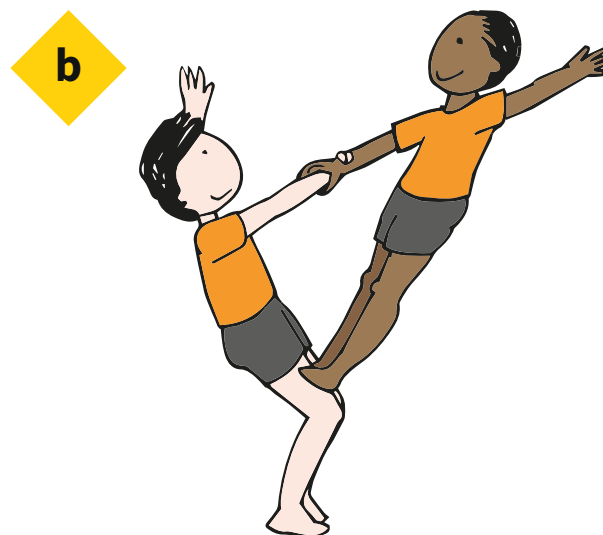
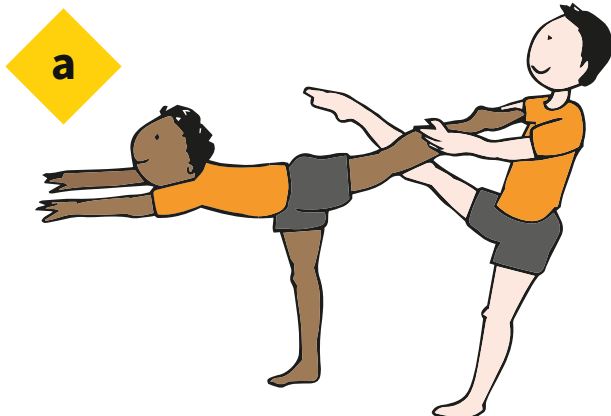
When travelling on different body parts backwards, make sure you look over your shoulder to see where you are going.



21 **A**

## COUNTER TENSION IN PAIRS

Different shapes and levels





38 A

## SUPPORTING A PARTNER

To hold a balance

a



b



c



d



e



f

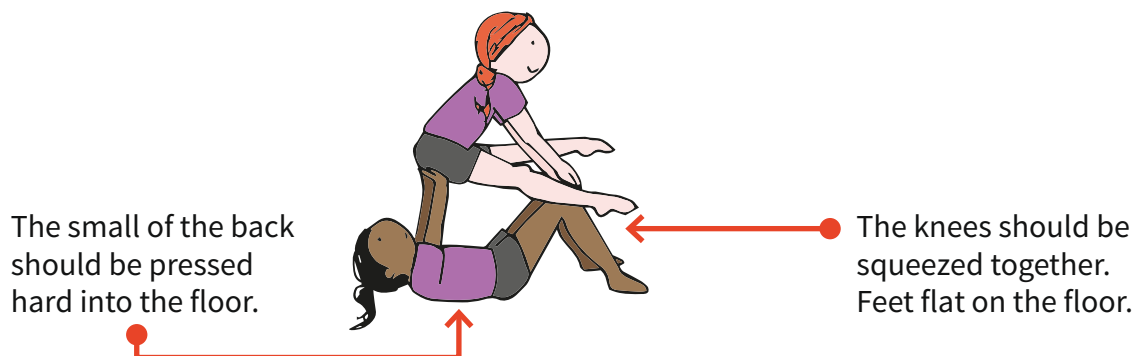




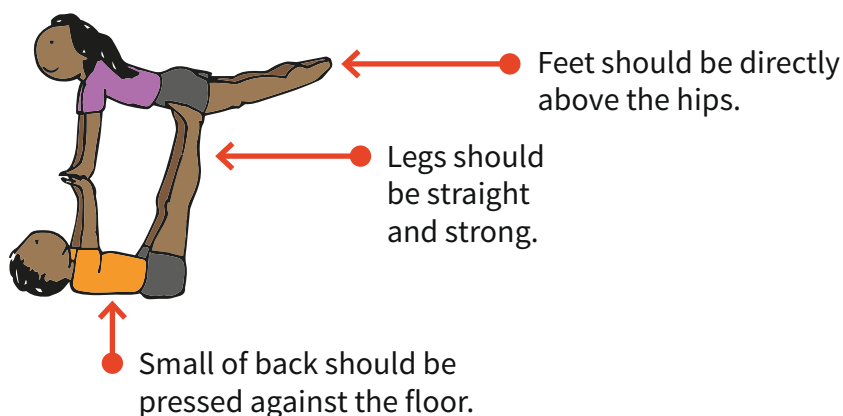
**Taking the entire weight of a partner**

**BALANCING WITH OR AGAINST A PARTNER OR TAKING THE ENTIRE WEIGHT OF A PARTNER**

**(A) SUPPORTING BASE LYING DOWN WITH KNEES UP, FEET ON FLOOR.**

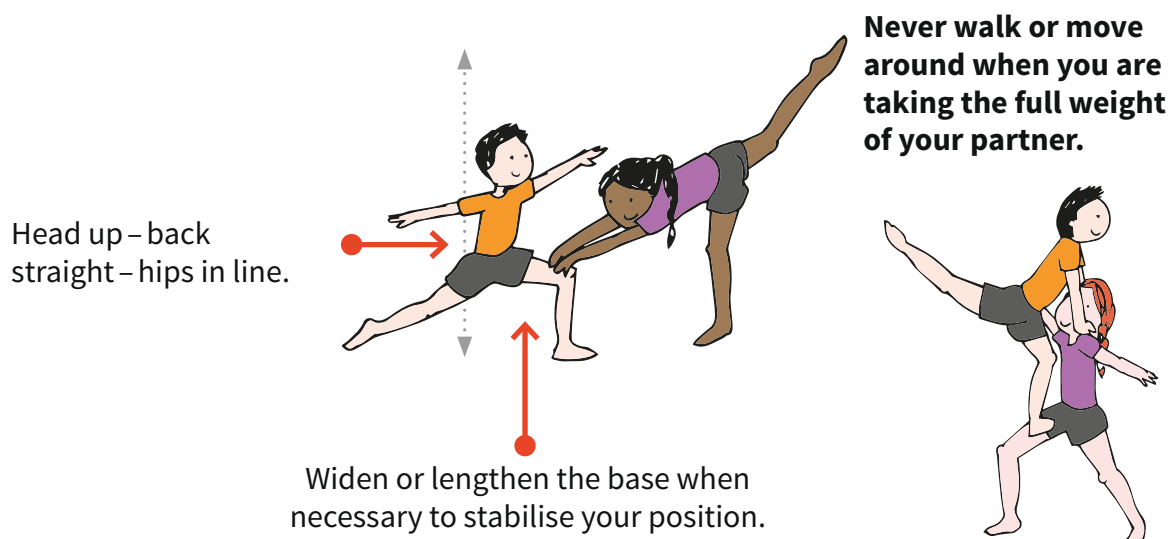


**(B) SUPPORTING BASE LYING DOWN WITH LEGS STRAIGHT UP IN THE AIR.**



**BALANCE WITH OR AGAINST A PARTNER OR TAKING THE ENTIRE WEIGHT OF A PARTNER (SPORTS ACROBATICS)**

**STANDING UP SUPPORTING BASE**







60 A

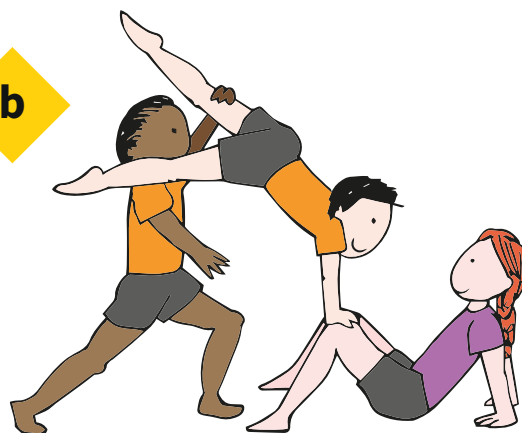
## THREES TAKING THE WEIGHT OF A PARTNER

All 3 showing different shapes

a



b



c



d



e

