

# Year 4 – Gymnastics – Bridges

## What it looked like last year...

- Create symmetrical and asymmetrical movements and balances
- Perform balances and movements on apparatus
- Create and perform a simple sequence

## What it looks like next year...

- Explore the concept of counterbalances and counter tension balances in pairs.
- Create counterbalances on and off apparatus to form a sequence.
- Apply the concept of flow to a sequence.

## Vocabulary (Definitions)

**Balance**

**Travel**

**Movement**

**Sequence** (a few movements linked together)

**Apparatus** (equipment such as a bench)

**Flow** (movements link smoothly)

**Extension** (lengthening the body, arms and legs)

**Level** (high, middle, low)

**Contact Point** (the part or parts of the body touching the floor or apparatus)

**Bridge**

**Over**

**Under**



## Sequence of Learning

1. **Introduction to bridges** (I can explore movements and balances creating bridges).
2. **Application of bridge learning onto apparatus** (I can re-create bridge balances on apparatus).
3. **Developing sequence ideas with bridges** (I can move over and under individual bridges on apparatus).
4. **Sequence formation** (I can start to develop a sequences using individual and pair bridges).
5. **Sequence completion** (I can complete our sequence applying excellent gymnastics).
6. **Performance** (I can perform our completed sequence).



## Cultural Capital

- I am able to create a sequence of movements and balances on apparatus using bridge shapes.
- The real life knowledge that links is: body control, collaboration and teamwork, shape and symmetry.
- The jobs it can be used in are: professional athlete, fitness instructor, sports coach.