

**Curriculum Objectives****Strand Unit: Movement**

- Develop the basic movement actions of walking, running, skipping, stopping and jumping.
- Link skills to produce a short sequence of movements.
- Develop body awareness through variations of direction and pathway.
- Begin to transfer work onto apparatus.
- Absorb energy to avoid shock when landing.

Strand Unit: Understanding and appreciation of gymnastics

- Discuss movement and ask and answer questions about it.
 - Develop the ability to lift, carry and place apparatus safely.
 - Develop awareness of others when using apparatus.
-
- Yard or hall.
-
- Whistle, one red and one green beanbag, domes/markers, flat hoops and beanbags.
-
- Primary School Curriculum (1999) Physical Education, page 20.
 - Physical Education Teacher Guidelines, page 78.

Move up a level**Venue****PSSI Homepage****Equipment****Reference**

ORGANISATION

Free movement around the space

Ask one child to demonstrate the activity first. Then all the children perform the activities.

ACTIVITY

Warm up and stretching. Visit your warm up bank.

Include some strengthening exercises.

1 Travelling (on feet)

The children should walk around the room, using all the space.

Walk, take **long steps**.

On a signal, e.g. clap/whistle/drum/tambourine, stop and change to taking **short steps**.

Practise running, hopping, skipping and jumping:

- Run, stop; hop, stop; skip, stop; jump, stop.

Play **Traffic lights** – red beanbag means **stop** green beanbag means **go**.

- The children travel around the room.
- Teacher calls *look* and holds up a red or a green beanbag.

2 Exploration of direction: Forwards and backwards

Discuss the words forwards and backwards.

Ask the children to indicate where they are and point to where they are going to stop.

Walk/run/skip forwards. The children must stop when they have reached their destination and stand.

Ask the children to walk backwards.

N.B. When moving backwards the children should **walk** and **look behind** them.

Use a combination of forwards and backwards.

TEACHING POINTS

- Look for free space and walk into it.
- Ensure the children do not touch anyone.
- Stretch the legs for long strides.
- Choose one method of signal and be consistent in its use.
- Signal **stop** regularly.
- When jumping from two feet to two feet land on the balls of the feet. Bend the knees when landing.
- Ensure the children respond to the teacher's call.

Q What other colour is in the traffic lights?

- Ask the children to suggest activities for this colour.

- Look ahead when walking forwards.
- Look behind when walking backwards.

Q Which is easier, walking forwards or backwards?

ORGANISATION

To encourage different pathways place domes/markers around the room. The children must move in, out and around them. Collect the domes/markers when finished.

Each child collects a hoop and places it on the ground and stands beside it. Ensure the children spread out.

The children replace the hoops and spread out around the hall.

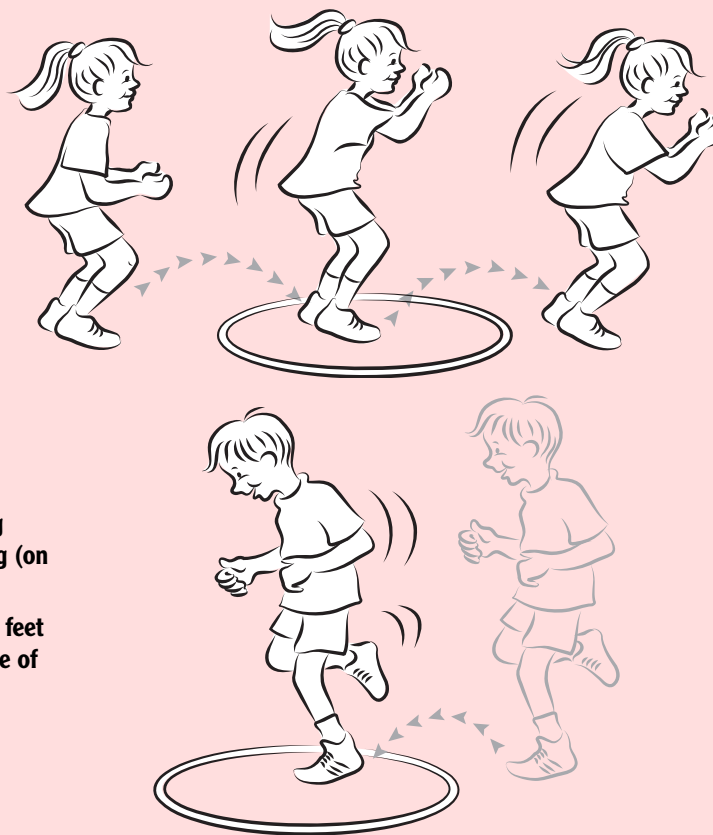
ACTIVITY**3 Exploration of pathways**

Explore straight and curved pathways using different ways of travelling on feet.

4 Use of apparatus

Ask the children to:

- jump into/out/over the hoop.
- travel around outside/inside of the hoop;
- walk away from hoop, return to hoop, place a named body part in the hoop each time;
- hop, skip or jump away from the hoop;
- return to the hoop using same/different travelling (on feet) movements;
- sit in the hoop and take feet for a walk inside/outside of the hoop.

**5 Cool down**

Sit down and shake hands and arms.

Stretch out arms and bring arms together and wrap around body.

TEACHING POINTS

- Ensure that the children walk each pathway initially.
- Explore one pathway at a time and then link different pathways.
- Be careful not to step on the hoop.
- The teacher calls out each body part, e.g. foot, finger or elbow. Repeat with task.
- Call out each travelling movement separately.

DEVELOPMENT**ORGANISATION**

Each child has a hoop and a beanbag.
Arrange the hoops and the beanbags as in the diagram.

The children stand at the beanbag facing the hoop.



The star symbol ★ denotes a beanbag at the starting position.

ACTIVITY

Link travelling movements to include exploration of direction and pathway.

- (a) Hop forwards three times, stop, and walk backwards to your own space.
- (b) Skip forwards in a curved pathway.

Use of apparatus: Hoops

The children perform a sequence of movements called by the teacher and develop their own sequences.

- (a) **Sequence 1**
 - hop to the hoop in a curved pathway;
 - jump into/out of hoop;
 - walk away from hoop, walk back to the hoop;
 - jump into and out of the hoop;
 - hop back to the starting position in a zigzag pathway.
- (b) **Sequence 2**
 - skip to the hoop;
 - hop around the outside of the hoop;
 - jump into the hoop and jump out;
 - walk backwards to the starting position.
- (c) Develop a sequence with some guidance from the teacher, e.g.:
 - find a way of travelling to the hoop on your feet;
 - find a way of travelling into the hoop, out of the hoop and around it;
 - find a different way of moving on your feet to travel back.
- (d) Develop a sequence without any suggestions.
Then ask each half of the children in turn to perform their sequences for the class.

TEACHING POINTS

- Have a clear starting and finishing position.
 - Hold starting and finishing positions for a count of three.
 - The teacher calls out each sequence.
-
- Each child for himself/herself:
 - (a) explores
 - (b) performs
 - (c) shares with the class