

**Move up a level****PSSI Homepage****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.
- Develop good body tension.

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.

Venue

- Yard or hall.

Equipment

- Whistle, domes or markers, hoops and ropes (one per child).

Reference

- Primary School Curriculum (1999) Physical Education, page 20.
- Physical Education Teacher Guidelines, page 78.



ORGANISATION

Free movement around the room.
For demonstrations the children sit where they are.

Place domes/markers around the room.
The children move in, out and around them.

Each child collects one dome/cone at the conclusion of the activity.

For demonstrations the children sit where they are.

ACTIVITY

Warm up and stretching. Visit your warm up bank. Include some strengthening exercises.

1 Travelling

Revise the following activities from Lesson 1

Walk, using long and short steps.

Skip, hop (one foot to one foot), run and jump (two feet to two feet) around the room.

Use all of the space.

Exploration of directions – forwards and backwards

Ask one child to demonstrate the activity.

Then all of the children perform the activities.

Exploration of pathways

Revise curved and straight pathways.

The children walk each pathway.

The teacher suggests that they find different ways of travelling on feet tracing different pathways.

Introduce the zigzag pathway.

2 Introduce use of speed: fast/slow

Ask one child to demonstrate **fast** and **slow**.

Then all of the children perform the activities.

Walk forward quickly with short steps.

Walk backwards slowly with long steps.

TEACHING POINTS

- Ensure that the children do not touch anyone.
- Move into free spaces.
- To ensure quality, the children hop, skip, run and jump for a distance of three hops/jumps.
- While hopping and jumping, swing the arms backwards and upwards.
- When jumping land on the balls of the feet. Bend the knees when landing.
- Look ahead while walking forwards.
- Look behind while walking backwards.
- Ensure that the children include many different pathways in their movement.

Q Which pathway is easy/difficult to do?

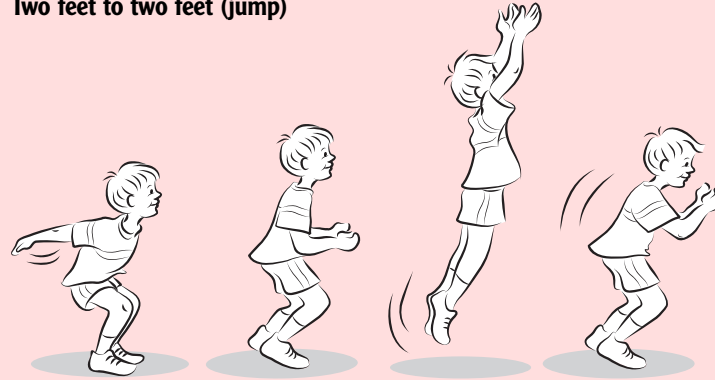
- Look behind when walking backwards.

ORGANISATION

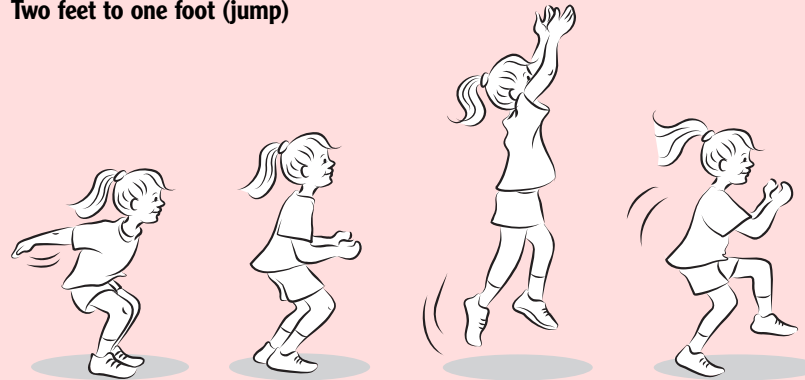
For demonstrations the children sit where they are.

ACTIVITY**3 Jumping: five basic jumps**

- Two feet to two feet (jump)



- Two feet to one foot (jump)



- One foot to the same foot (hop)

**TEACHING POINTS**

- When jumping, swing the arms from behind, forwards and upwards and land on the balls of the feet.
- Bend the knees when landing.

ORGANISATION

Each child now collects a hoop and a rope and places them on the floor. Place the rope with the hoop

(a) in a lollipop shape

**ACTIVITY**

- One foot to one other foot (step)



- One foot to two feet (jump)



Explain that they have been hopping (one foot to one foot) and jumping (two feet to two feet).

The teacher now asks: *Can you think of other ways of landing when you take off on two feet, e.g. one foot landing?*

Now, using a one-foot take-off, the children land another way.

Then all of the children try out each of the jumps listed above, i.e. the five basic jumps.

Make a sequence, e.g. walk, jump and jump (use two of the above jumps).

4 Use of apparatus

Introduce the concept of a starting/finishing position for sequence in an informal manner. The children perform a sequence of movements called by the teacher and develop their own sequences.

- (a) **Starting position:** stand and stretch out wide.
- Jump over and back along the rope to the hoop.
 - Jump into and out of the hoop.

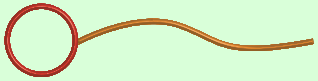
To finish: stand and stretch out wide. Repeat, varying the travelling movements.

TEACHING POINTS

- The teacher calls out each activity.
- Hold the starting position for a count of three.

ORGANISATION

(b) in a curved shape.



Replace all of the equipment.

ACTIVITY

(b) Change the rope to a curved shape

Starting position: stand and stretch up tall.

- Walk alongside the curved rope.
- Jump over the rope using two feet to two feet.
- Jump into the hoop using two feet to one foot.

To finish: stand and stretch up tall.

(c) Develop a sequence with some guidance from the teacher.

- Jump into/out/over the rope.

(d) Develop a sequence without any suggestions.

Ask half of the children in turn to demonstrate their sequences.

5 Cool down

O'Grady says, *pick up the hoop and walk to the side of the hall/yard.*

O'Grady says, *follow the teacher in a line.*

O'Grady says, *walk slowly to replace the hoop in the correct box.*

O'Grady says, *walk back to pick up the rope.*

Repeat sequence.

TEACHING POINTS

- Ensure that the children land correctly:
- Land on the balls of the feet and bend the knees when jumping.
- Remind the children that the sequence must include a jump.
- Ensure that the children follow one after the other.

DEVELOPMENT

Place two hoops on the floor and place a rope in a straight/zigzag/curved pathway between them.

The pairs perform the activities:

- (a) One after the other.
- (b) In tandem, one behind the other.
- (c) Approaching from opposite ends.

Link travelling and jumping movements**Partner work**

The children perform sequences of movement called by the teacher:

- (a) Jump into the hoop, walk alongside the rope, jump into the second hoop and jump out and around. Finish.
- (b) Hop into the hoop, jump two feet to two feet over and back along the rope, hop into the hoop, hop out and around the hoop. Finish.
- (c) Jump into the hoop, walk backwards along the rope and step into the hoop. Finish.