



Move up a level

PSSI Homepage

Curriculum Objectives

Strand Unit: Movement

- Develop the basic movement actions of walking, running, stopping and jumping.
- Develop travelling on hands and feet.
- Link skills to produce a short sequence of movements.
- Develop body awareness through variations of direction, pathway, speed, shape, level and effort.
- Begin to transfer work onto apparatus.
- Absorb energy to avoid shock when landing.
- Develop good body tension and posture.
- Practise rocking and rolling activities leading to the forward roll.

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

- Hall.

Equipment

- Mats, hoops, rope, bench and frame.

Reference

- Primary School Curriculum (1999) Physical Education, page 20.
- Physical Education Teacher Guidelines, page 79.



ORGANISATION

Free movement around the room.

Divide the children into groups of six. Each group collects two mats, one at a time. Three sit on each mat.

**ACTIVITY**

Warm up and stretching: Visit your warm up bank.

1 Make a travelling sequence

Start and finish each of these sequences by asking the children to stand still, stretched up tall.

- Walk, run, jump and land.
- Travel on hands and feet, travel on feet, travel on hands and feet.

While performing the above activities encourage the children to vary:

Directions: forwards, backwards or sideways.

Pathways: straight, curved or zigzag.

Levels: high or low.

2 Curling and stretching levels

Standing: The children should stretch out the arms and fingers and then curl the body up like a ball. After five seconds, stretch out again.

Sequence: run, stop, stretch; run, stop and curl.

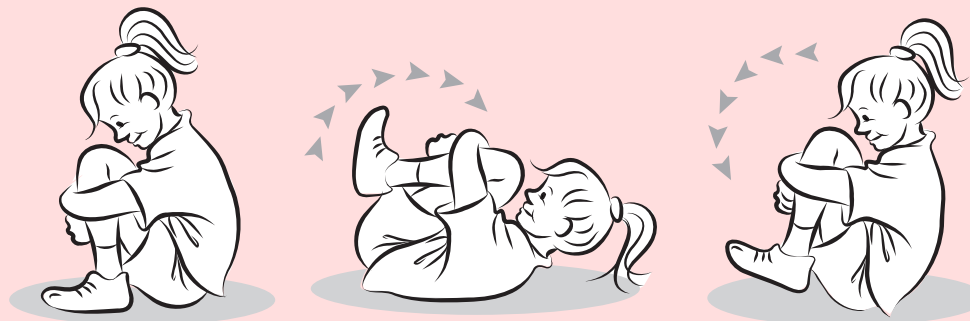
Lay out the mats.

Sitting: The children should sit down on the mat, curl up then stretch out.

Lying: They lie down on their backs, curl up tightly and then stretch out wide.

3 Rocking and rolling

- The children should stand with their backs to the mat, bend the knees, lower the seat onto the mat and rock from seat to back. Do this three times.
- Rock** from side to side.
- Rock** fast/slow.

**TEACHING POINTS**

- Look for free spaces and move into them.
- Swing the arms up on jumping, bend the knees on landing
- Place the palms of the hands on the floor when travelling on the hands and feet.
- Ask the children to stand up tall and stretch. Then bend the knees, lower the body and wrap the arms around the knees. Then stretch up again. Ensure the children keep well curled with the chin on the chest.
- Ensure that there is continuous motion from seat to back.
- Ask the children to keep curled up tightly while rocking and to vary the speed.

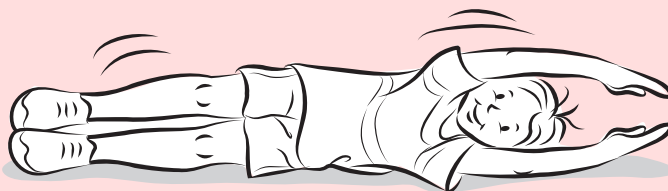
ORGANISATION

For rolling activity the children line up one metre away from the end of the mat and carry out the activity in turn.

Replace all the equipment.

ACTIVITY

- (d) **Roll:** In turn, each child stretches out on the mat like a long pin. Roll in a stretched out pin shape.



- (e) **Roll** in a curled/tucked up shape, slowly.

**4 Cool down**

Walk around the room. On a signal, stretch up high/curl down low then tiptoe. Repeat. Finish with the children curled up on floor.

TEACHING POINTS

- Encourage the children to choose a favourite standing shape and make it before and after the roll.
 - When rolling, the arms are stretched out above the head and placed on the floor.
 - The toes are pointed downward.
-
- Tucked position: Arms are wrapped around body.
 - Aim for continuous motion.
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- Ask the children to keep curled up tightly while rolling.

DEVELOPMENT

ORGANISATION

Apparatus: Lay out the apparatus as in diagram. The star symbol ★ denotes a beanbag at the starting position. Place activity cards on the wall.

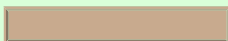
Refer to the **Directions for Use** file for guidelines on station teaching.



Station 1



Station 2



Station 3

ACTIVITY

Revise the elements taught in the above lesson through the following station teaching activities.

Station 1

Climb up and over the frame. Land on the mat. Stretch roll along the mat.

Station 2

Jump to the bench. Sit on the bench and slide on your seat along the bench. Walk back to the beanbag.

Station 3 – Teach the forward roll

N.B. This is a teaching station.

The child stands with feet apart, place the palms of hands flat on the mat with fingers forward.

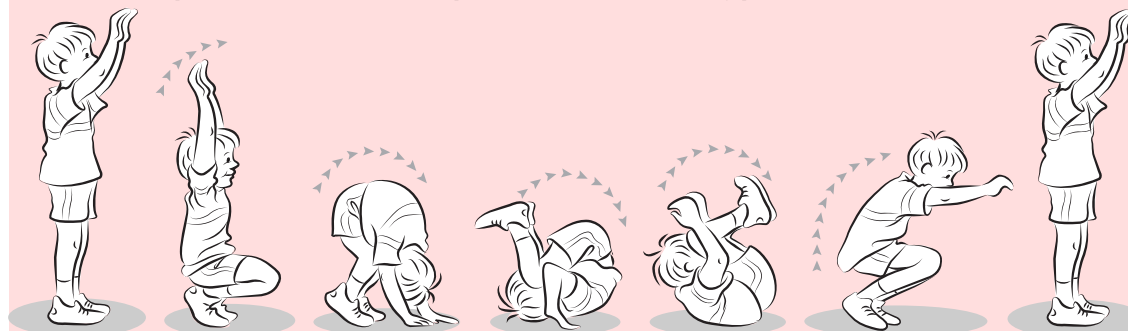
With bottom/hips held high, tuck the head in and look backwards through the legs.

Bend the knees, lower the head and with a push from the feet.

Roll like a ball onto the shoulders and upper back.

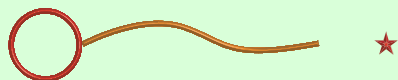
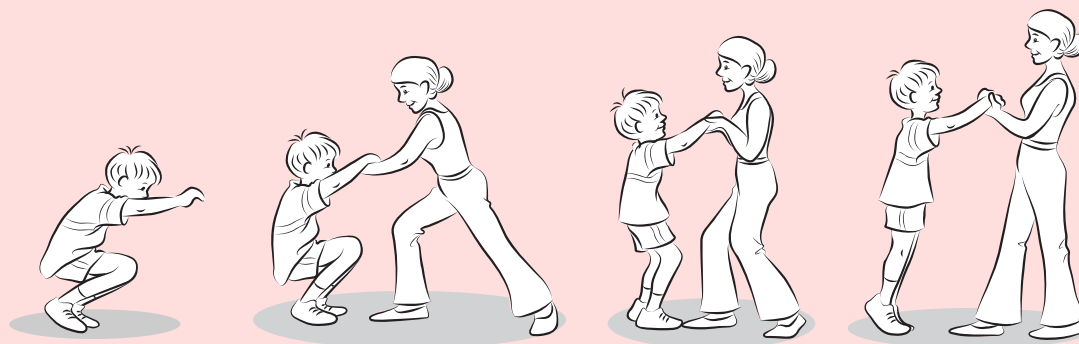
Continue to roll to arrive on the feet.

Stretch arms upwards and forwards to help achieve the final standing position.



TEACHING POINTS

- Ask the children to vary the jumps.
- Keep the knees close to the chest.
- The head should be kept tucked in and should not touch the mat.

DEVELOPMENT**ORGANISATION***Station 4**Station 5***ACTIVITY****Station 4**

- (a) Jump over and back along the rope to the hoop.
- (b) Jump into and out of the hoop.
- (c) To finish, stand and stretch out wide.

Walk back to the beanbag.

Station 5

Travel on hands and feet to the mat. Stretch roll across the mat. Walk back to the beanbag.

TEACHING POINTS

- To help a child who has difficulty getting into a standing position, stand in front of the child with one foot forward, lean forward, grasp wrists of the child and pull the child to standing position.
- If a child is not ready to perform the forward roll, allow him/her to perform a stretched or tucked roll.

- Ask the children to use combinations of hands and feet while travelling.