



Move up a level

PSSI Homepage

Curriculum Objectives

Strand Unit: Movement

- Develop the basic movement actions of walking, running, stopping, jumping, balancing and transferring weight.
- 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, rope, benches and climbing frame.

Reference

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



ORGANISATION

Free movement around the room.

Place mats on the floor – three children per mat.

ACTIVITY

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

1 Travelling

- (a) Travel around the hall keeping the body low. On a signal, change to body high, arms high.
- (b) Walk and/or run around the hall. On a signal, change to body low, travelling on two hands and two feet.

2 Balance

Explore balance with the children.

Ask the children to lie on their side and to raise one hand and one leg high. Ask the children if they can remain steady, i.e. not moving. This is balance.

Guide the children to:

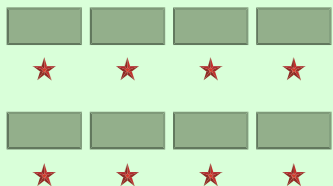
- **Balance** – on the shoulders, raise legs high.
- **Balance** – on the side with one hand highest and one leg highest.
Repeat, showing a curled balance on one side.
- **Balance** – on the hands and feet, showing the seat highest.
- **Balance** – on combinations of hands and feet.
- **Balance** on one foot and two hands and raise the other leg – tummy facing the floor/ceiling.
- **Balance** – on hands . Place the hands flat on the floor and land the legs softly in another spot.
- **Combine two balances** of their choice.

**TEACHING POINTS**

- Encourage **duck waddles** and **crab walking** to keep the body low.
- Emphasise the difference when travelling at a high level.
- Protect the small of the back with the hands.
- Stretch the highest part up in the air.
- Place the palms of the hands on the floor.

ORGANISATION

Move the children away from the mats.
Place beanbags at the starting points. The children perform the activity in turn.



Replace all mats.

ACTIVITY**3 Travel and balance**

The children perform a sequence of movements called by the teacher and develop their own sequences. Ask the children to start and finish each of these sequences by standing still, stretched up tall.

(a) Guided sequences

- Walk to the mat. Place palms of the hands on the mat. Kick the feet into the air and replace on the mat.
- Walk to the mat, balance on back, lift the legs high, bend the knees into the chest and tuck roll sideways.
- Walk to the mat, stretch roll on the mat. Balance on hands and feet at the end of the mat with the seat highest.

(b) Develop a sequence without any suggestions and demonstrate them.

4 Concluding activity

Vigorous playground game

5 Cool down

Sit still.

Close the eyes.

Count to 10 and slowly stand up.

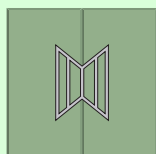
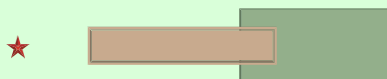
Stretch the arms in the air and then bring them down to the sides of the body.

TEACHING POINTS

- Ensure that the children waiting remain at the beanbags.
- Remind the children that they can only begin the activity when the mat is clear.

DEVELOPMENT**ORGANISATION**

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**Station 4**Station 5***ACTIVITY**

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

Station 1

Place the hands and feet at one side of the rope.

Keeping the hands in position, jump over the rope and land the feet on the other side of the rope.

Repeat four or five times.

Station 2

Grip the sides of the bench. Jump the feet high over the bench to land on the other side.

Travel along the bench doing this.

Station 3

Find a safe place on the climbing frame. Show a balance with two feet and one hand.

Show a second balance with a wide shape. The teacher should supervise at this station.

Station 4

Jump into the hoop. Show a balance with the elbows highest.

Move to the mat. Show another balance with the hands/feet highest.

Station 5

Step onto the bench and show a balance with one foot highest.

Step off the bench and show the same balance on the mat.

TEACHING POINTS

- Draw the children's attention to the cards illustrating the activities.
- Place the hands flat on the mat. Push from the feet to land at the other side of the rope.
- Raise the legs high when jumping over the bench.
- Ask the children to vary the jumps into hoops and onto mat.
- Ask the children to balance on small or large parts.
- Stretch up one leg as high as possible.