



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Movement

- Develop the basic movement actions.
- Continue to develop body awareness through variations of direction, pathway, speed and levels.
- Show control in take off and develop the ability to absorb energy to avoid shock when landing.
- Link movement skills to produce pair sequences.
- Practise rolling activities.
- Develop good body tension and posture through gymnastic positions and movements.

Strand Unit: Understanding and appreciation of gymnastics

- Discuss movement and ask and answer questions about it.
- Develop the ability to lift and place apparatus safely.
- Develop awareness of others when using apparatus.

- Hall.

- Mats and benches.
- Activity cards for Development section at the end of the lesson.

- Primary School Curriculum (1999) Physical Education, page 30.



ORGANISATION

Divide the children into four or five groups – one leader per group.

Divide the children into pairs: **A** and **B**.

Take out the mats and place them on the floor – four children to each mat.
The children approach the mats in pairs.

Replace the mats.

ACTIVITY

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

1 Follow the leader

Ask the children to:

- travel on the feet only;
- make a sequence of travelling: walking, jumping, stepping, skipping and hopping;
- stop on a signal – the leader goes to the back of the group and a new leader takes over.

2 Pair work

- A** leads **B** for six steps, stops and turns around. **B** leads **A** for six steps and stops.
A leads **B** for four steps, stops and jumps high. **B** leads **A** for four steps, stops and crouches low.
Repeat the same sequence.
- A** leads **B** along different pathways: straight, curved and zigzag.
Make a sequence of pathways: straight for four steps, curved for four steps, zigzag for four steps etc. Then **B** leads **A** along the same sequence.
- A** leads **B** for four steps, stops and makes a wide/narrow shape.
B leads **A**. Repeat the sequence.
- Each pair devises their own sequence.

3 Pair work using mats

The following are sample sequences which the teacher can call out to be performed by the children. These give the children a structure to follow when creating their own:

- travel to the mat, jump and make a balance on the hands and feet.
 - travel to the mat, stand, roll on the mat and jump.
 - travel to the mat, stand, roll on the mat and hold a balance on one hand and one foot.
 - travel to the mat on two hands and two feet, stop, roll on the mat, jump and balance on the seat.
- The children now create their own sequences.

4 Cool down

Curl up and stretch out – breathing in and out.

TEACHING POINTS

- Ask the leader to lead the group.
- Encourage a wide variety of travelling movements.
- Ask the children to observe the leader closely. Other group members follow and copy his/her movements.
- Remind the children to watch their partner carefully for timing and movement.
- Ask the children to change pathways after every four steps.
- Ask the children to make a wide or narrow shape and to hold the shape for a count of three.

Q How many movements in a sequence are easy to copy?

- Remind the children to have a clear starting and finishing position. Hold these positions for a count of three.

DEVELOPMENT**ORGANISATION**

Place a bench and a mat as indicated below in four different areas of the hall.

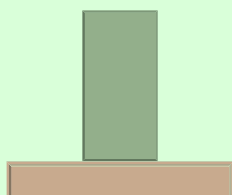
Place **all** activity cards at each area.

Divide the children into four groups.

Each group performs the tasks outlined on the cards.

Groups **do not** need to rotate.

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

**ACTIVITY**

The children perform every activity in pairs

- In cannon – **A** leads **B** (one after the other).
- In unison– **A** and **B** perform at the same time (alongside each other).
- In unison – **As** approach the bench from the left side. **Bs** approach the bench from the right side.

The pairs perform the tasks using the above methods.

Task 1

In pairs, travel to/on the bench, balance on the bench and stand on the bench.

Jump on to the mat, land and roll.

Task 2

In pairs, travel to/on the bench and balance on the bench.

Jump off and make a split balance between the bench and the mat.

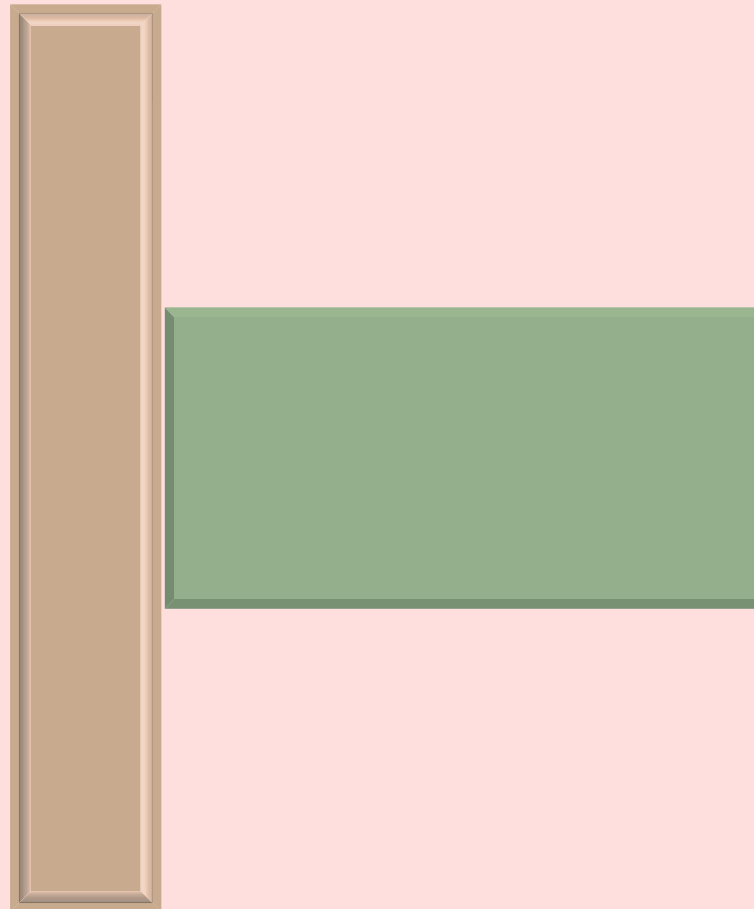
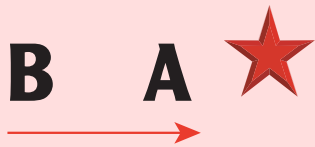
TEACHING POINTS

- Remind the children that, if they are not confident about performing a forward roll, they should substitute it with a tucked or pin roll.

- Ask the children to make a large or small balance on the bench.

- Ask the children to use the same body parts to balance between the bench and the mat.

ACTIVITY CARD

Task 1 – In Cannon

In cannon: pairs stand behind the bench.

A leads, B follows.

Walk to the bench.

Step onto the bench.

Balance on one foot on the bench.

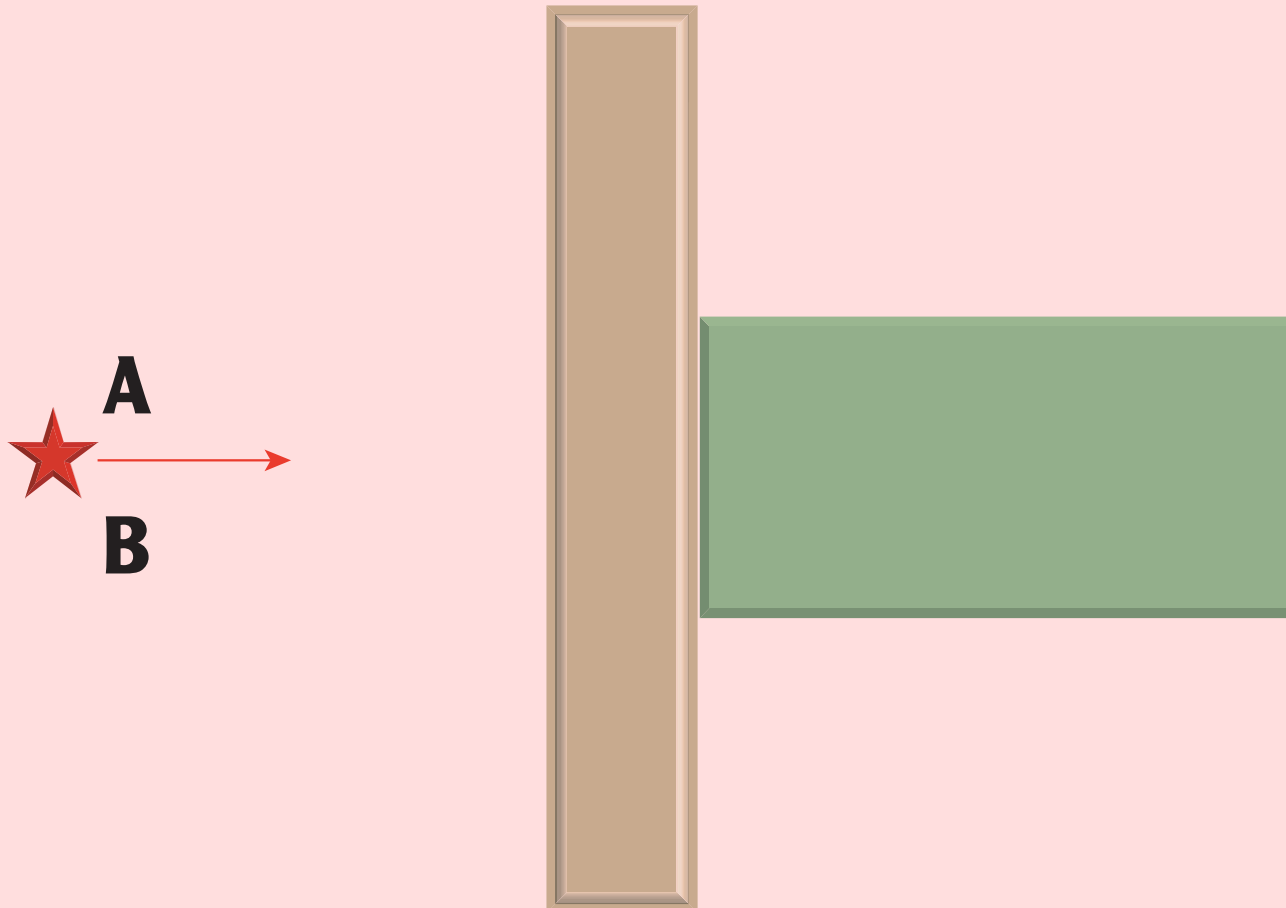
Stand on two feet.

Jump onto the mat.

Land on the mat.

Forward/pin roll on the mat. Stand.

Walk back to the beanbag.

ACTIVITY CARD**Task 1 – In Unison (alongside)**

In unison: pairs stand alongside each other behind the bench.

At the same time, each one walks to the bench, steps onto the bench.

Face the mat.

Balance on one foot on the bench.

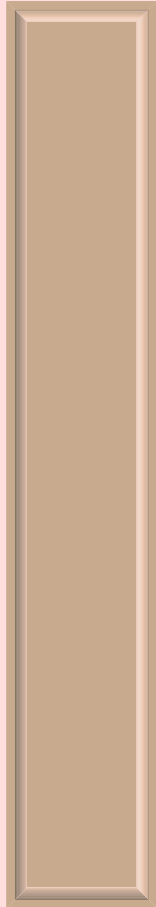
Stand on two feet.

Jump onto the mat.

Land on the mat.

Forward/pin roll on the mat. Stand.

Walk back to the beanbag.

ACTIVITY CARD**A****B****Task 1– In Unison (approaching)**

In unison: pairs stand at either end of the bench.

At the same time, each one walks to the bench, steps onto the bench and walks to the middle.

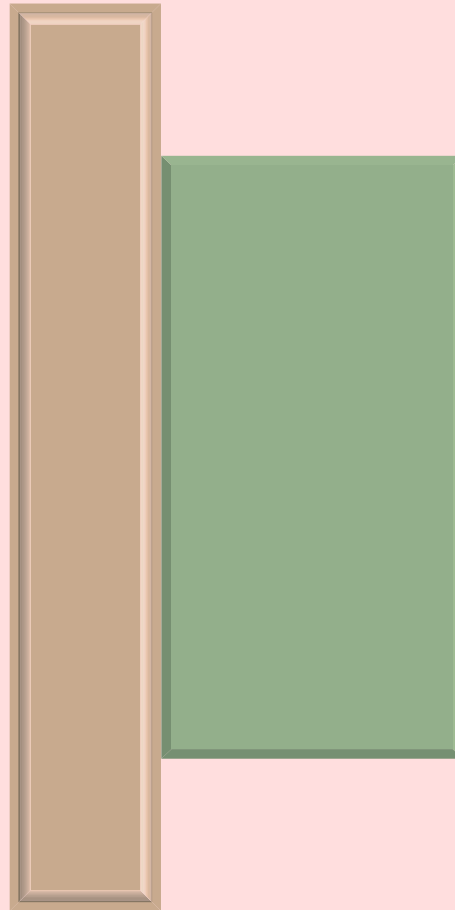
Face the mat. Balance on one foot on the bench. Stand on two feet.

Jump onto the mat. Land on the mat. Forward/pin roll on the mat. Stand.

Walk back to the beanbags.

ACTIVITY CARD**Task 2 – In Cannon**

BA ★ →



In cannon: the pairs stand behind the bench.

A begins. Jump two feet to two feet to the bench. Step onto the bench.

Balance on two hands and two feet on the bench. Stand.

Jump onto the mat. Jump a half turn. Place one hand on the bench and one foot on the mat. Lift the other hand and foot. Hold the balance.

Stand up and walk back to the beanbag.

Now **B** repeats the sequence.

ACTIVITY CARD**Task 2 – In Unison (alongside)**

In unison: pairs stand alongside each other behind the bench.

Jump two feet to two feet to the bench.

Step onto the bench.

Balance on two hands and two feet on the bench. Stand.

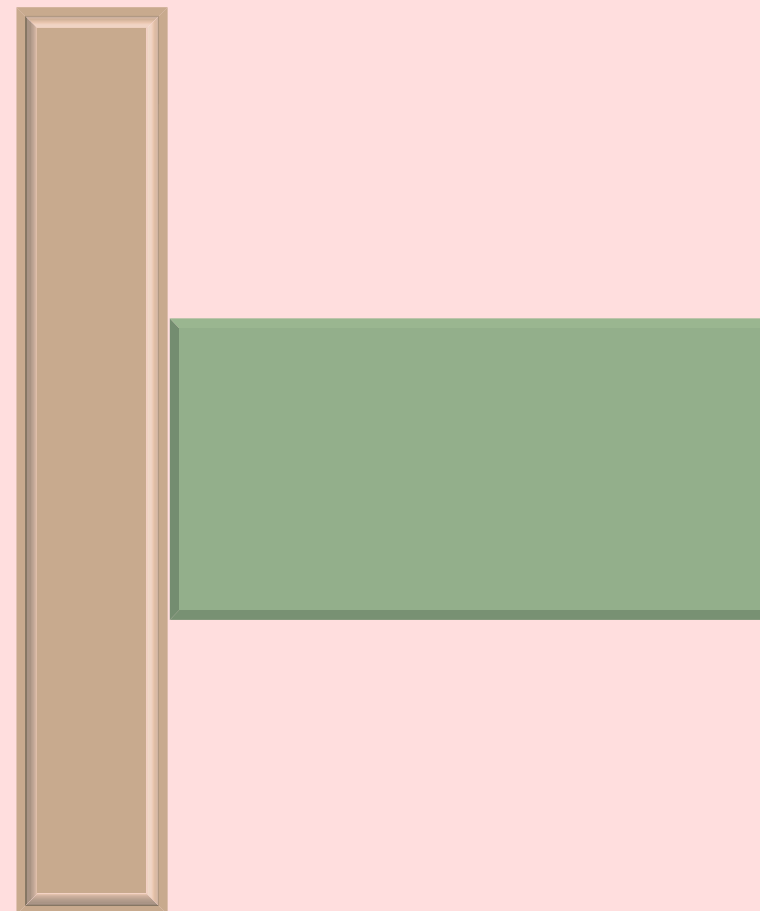
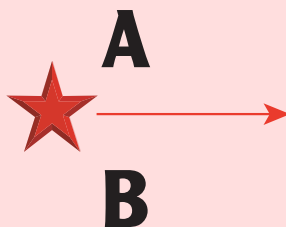
Jump onto the mat.

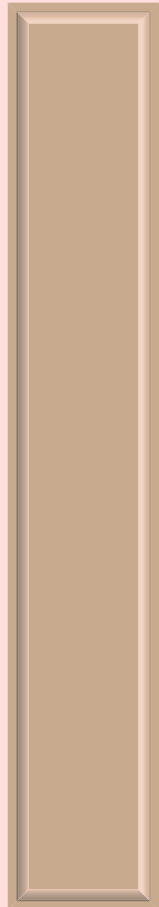
Jump a half turn.

Place one hand on the bench and one foot on the mat. Lift the other hand and foot.

Hold the balance.

Stand up and walk back to the beanbag.



ACTIVITY CARD**A****B****Task 2– In Unison (approaching)**

In unison: the pairs stand at either side of the bench.

Jump two feet to two feet to the bench. Step onto the bench.

Balance on two hands and two feet on the bench. Stand and walk to the middle.

Jump onto the mat. Jump a half turn.

Place one hand on the bench and one foot on the mat. Lift the other hand and foot. Hold the balance.

Stand up and walk back to the beanbag.