



Curriculum Objectives

Strand Unit: **Movement**

- Create a sequence of movement to develop body awareness and control with appropriate variations of direction, shape, levels, speed and effort on the floor and on apparatus.
- Increase control in take off and landing.
- Select and link a range of movement actions to travel on the floor and on apparatus.
- Practise and perform forward and backward roll with control.

Strand Unit: **Understanding and appreciation of gymnastics**

- Observe and describe movement.
- Lift, carry, set up, dismantle and store apparatus correctly and safely.
- Develop awareness of others when using apparatus.

Move up a level

Venue

- Hall.

PSSI Homepage

Equipment

- Mats, benches, climbing frame and horse.
- Activity cards for Development section at the end of lesson.

Reference

- Primary School Curriculum (1999) Physical Education, page 42.
- Physical Education Teacher Guidelines, page 81.



ORGANISATION

Ask the children to use all the space in the room.

Take out the mats and place them on the floor – three or four children to each mat. The children move away from the mats. Place a beanbag at the starting point for each mat. The children perform each activity in turn.

**ACTIVITY**

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

1 Shape

Ask the children to:

- make a wide shape – stand and spread arms and legs out to make a wide shape;
- run and jump, making a wide shape in the air. Land on two feet;
- make a narrow shape – keep the arms and legs close to the body to make a narrow shape;
- run and jump, making a narrow shape in the air and land on two feet.

2 Perform a sequence of movements

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.

Moving around the hall

- (a) Run, stop, jump with a half turn in a wide shape, stand, and walk backwards.
- (b) Run, stop, jump with a full turn in a narrow shape, stand and walk forwards.
- (c) Travel on the floor on two hands and two feet in a wide shape. Stand. Travel on two hands and two feet in a narrow shape. Stand on two feet.
- (d) The children now create their own sequences.

Using mats

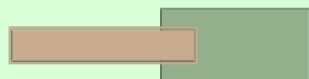
- (a) Travel to the mat on two hands and two feet in a wide shape. Stop. Stand. Roll in a narrow shape. Balance on two hands and two feet in a wide shape.
- (b) Travel to the mat on the feet. Jump a half turn. Perform a backward roll or a roll of choice. Stand. Balance on two feet in a wide shape.
- (c) Travel to the mat on feet. Jump a full turn. Stand. Roll in a wide way. Balance on two hands and two feet.
- (d) The children now create their own sequences.

TEACHING POINTS

- Discuss wide and narrow shapes.
 - Ask the children to generate as much height as possible into the jumps.
 - Keep the legs in a wide position throughout the jump.
 - Keep the arms and legs close to the body, land on the balls of the feet, bend the knees.
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- Have a clear starting and finishing point for each sequence.
 - Hold the starting position and the finishing position for a count of three.
 - Look behind while walking backwards.
 - Place the palms of the hands on the floor.
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- Start these sequences by asking the children to make a narrow shape and to hold the final position for a count of three.

ORGANISATION

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



Add benches to the mats.
Place a beanbag at the starting point.
The children perform each activity in turn.

Lift, carry, and store the apparatus.

ACTIVITY**3 Taking weight**

Ask the children to make the following balances:

(a) Balance with weight on hands

Crouch down and balance on two hands and two feet.
Keep the arms in between the legs.
Lean forward so that the shoulders are over the hands.
Press the elbows against the inside of the knees.
Slowly lean forward lifting the feet off the ground.
The weight should now be completely on the hands.
Hold the balance for two seconds.

**(b) Taking weight on hands and heels**

Sit on the mat with legs stretched out in front.
Point the toes.
Place the hands down by the side of the body.
Press the palms down onto the mat and lift the seat off the floor.
Take the weight on the heels and hands.

**4 Using mats and benches: Use apparatus as support to form a balance**

The teacher calls the sample sequences:

- (a) Travel to the bench on two hands and two feet, step onto the bench, travel along the bench. Stop. Make a wide balance on the seat. Stand. Travel to the end of the bench. Stand. Jump a half turn to land on the mat. Place hands on the bench and feet on the mat and hold.
- (b) Jump to the bench. Step onto the bench, hop along the bench. Stop. Lying on the bench on your front make a narrow balance. Stand. Travel to the end of the bench. Jump with a half turn and land on the mat. Sit on the seat and place the feet on the bench. Hold the balance.

The children now create their own sequences.

5 Cool down

Stretch gently, jog, walk and stop.

TEACHING POINTS

- The palms are flat on the mat, shoulder width apart.
- The palms are flat on the mat, keep the arms straight.
- Start these sequences by asking the children to make a narrow shape and to hold the final position for a count of three.

DEVELOPMENT

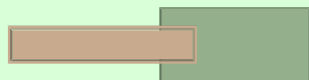
ORGANISATION

Lay out the apparatus as in the diagram.
Place activity cards at each station.

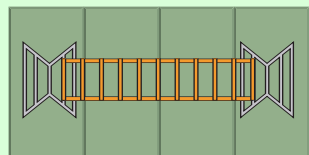
Place the children in groups of four or five.

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

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



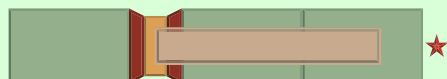
Station 1



Station 2



Station 3



Station 4

ACTIVITY

Station 1

Travel to the bench on two hands and two feet, step onto the bench and perform a wide balance on it.

Travel to the end of the bench, stand and jump with a half turn to land on the mat.

Place hands on the bench and feet on the mat.

Hold the balance.

Station 2

Travel onto the climbing frame. Travel along the ladder using hands only.

At the midpoint stop and make a wide shape with the legs.

Continue to travel along the ladder.

Climb down the frame and land on the mat.

Station 3

Travel to the bench, step onto the bench, make a narrow balance on one hand and one foot.

Stand and travel to the end of the bench.

Stand. Jump off with a half turn and land on the mat.

Place one hand on the bench and one foot on the mat. Make a wide shape.

Station 4

Travel onto the sloping bench, travel along the bench and balance on the stomach on the horse.

Lower the body, place hands on the mat and feet on the horse and then bring the feet down to the mat.

Roll on the mat.

TEACHING POINTS

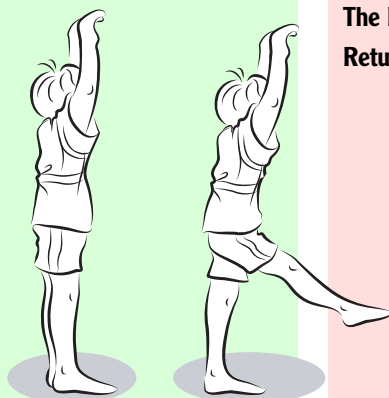
- The children in the groups take it in turn to call out the instructions to each other.

- Remind the children to be careful when lowering the body and to place the palms of their hands on the mat.

DEVELOPMENT

ORGANISATION

Station 5



ACTIVITY

Station 5

Teach the handstand:

Stand and stretch the arms upwards.

Bend the back leg.

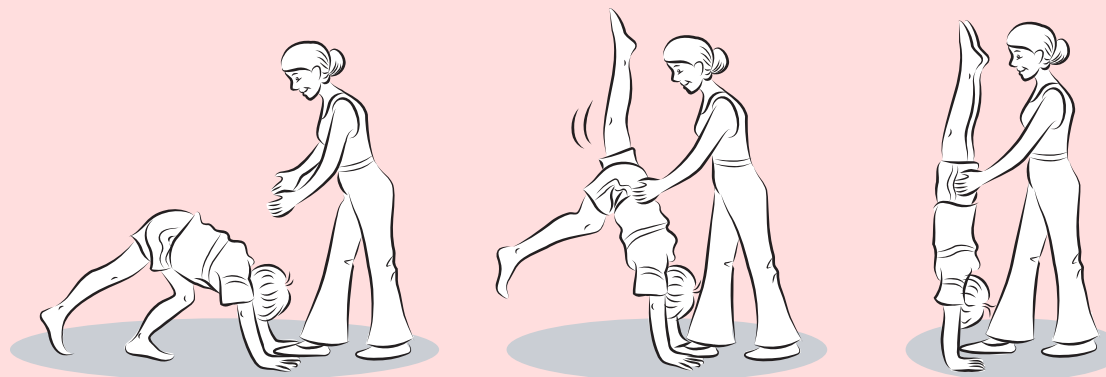
Raise the front leg and, having stepped to **plant** this foot, place the palms on the mat shoulder-width apart, with fingers pointing forward. The head is kept down and the child should look at her/his hands.

Take the weight onto the hands keeping the elbows and arms straight and strong.

One leg is swung up straight and then the other leg joins it.

The body is in a straight line from toes to hands.

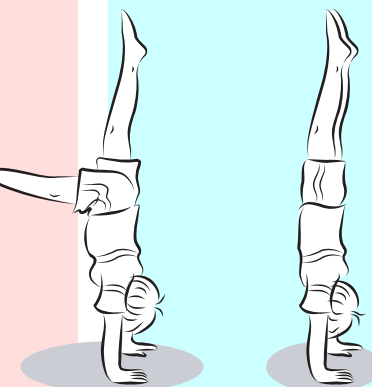
Return to standing by bringing one leg down first followed by the other.



TEACHING POINTS

The **support** should stand:

- With one foot in front of the other, slightly to the side of the performer.
- He/she should reach out to support the performer at the hips, taking care to keep the performer's legs in line with one shoulder. As the child becomes more competent gradually reduce the level of support.



ACTIVITY CARD**Station 1**

**Move to the bench on two hands and two feet. Step onto the bench.
Sit on the bench, hold the sides of the bench and pull yourself along the bench.**

In the middle of the bench make a wide balance.

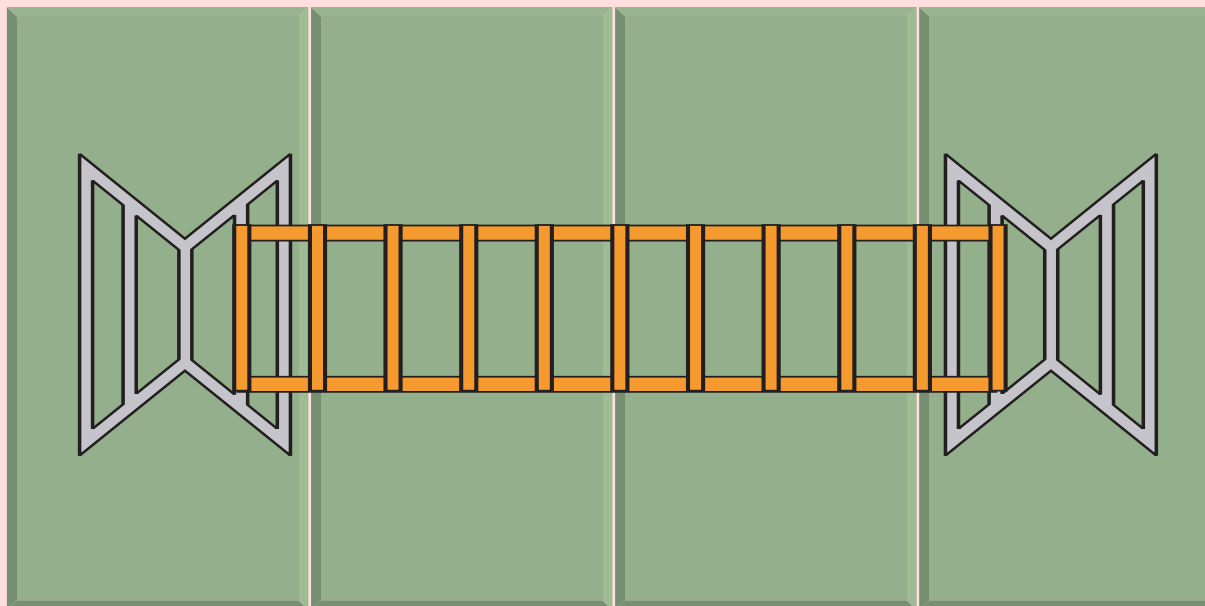
Hold the sides of the bench and pull yourself along the bench.

Stand up at the end of the bench. Jump with a half turn onto the mat.

Land on the mat. Place your hands on the bench and feet on the mat.

Hold the balance.

Stand up. Walk back to the beanbag.

ACTIVITY CARD**Station 2**

Climb onto the climbing frame. Hold the rungs of the ladder.

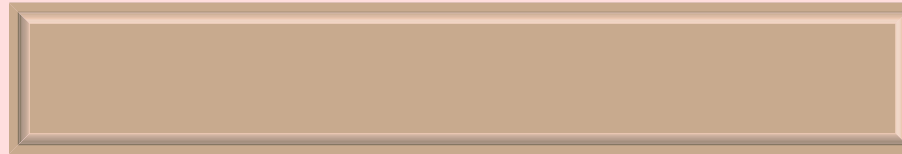
Move along the ladder by holding the rungs.

Stop at the middle of the ladder. Make a wide shape with your legs.

Move along the rungs and climb onto the frame.

Climb down the frame and land on the mat.

Stand. Walk back to the beanbag.

ACTIVITY CARD**Station 3**

Move on one hand and one foot to the bench. Step onto the bench.

Move on one hand and one foot along the bench.

In the middle of the bench hold a balance on one hand and one foot.

Move along the bench on one hand and one foot.

Stand at the end of the bench. Jump with a half turn to land on the mat.

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

Lift the other hand and foot. Hold the balance.

Stand. Walk back to the beanbag.

ACTIVITY CARD**Station 4**

Walk to the bench. Hold the sides of the bench with your hands.

Lie on your tummy on the bench and pull yourself up the bench.

Lie on your stomach on top of the horse.

Lift your hands and feet and hold the balance.

Lower your hands onto the mat. Lower your body gently.

**Place your palms on the mat, bring your feet down to the mat
and roll on the mat.**

Stand. Walk back to the beanbag.

ACTIVITY CARD

Station 5



Teach the handstand

