

**Curriculum Objectives****Strand Unit: Movement**

- Select and link a range of movement actions to travel on the floor and on apparatus.
- Produce and perform a sequence with a partner 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.

**Venue**

- Hall.

**Move up a level****Equipment**

- Mats, benches and horse.
- Activity cards for Section 4 at the end of the lesson.
- Activity cards for Section 5 at the end of the lesson.
- Activity cards for Development section at the end of the lesson.

**PSSI Homepage****Reference**

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



## ORGANISATION

Take out the mats and place them on the floor – four or five children per mat.

Each child takes his/her turn performing the activity.

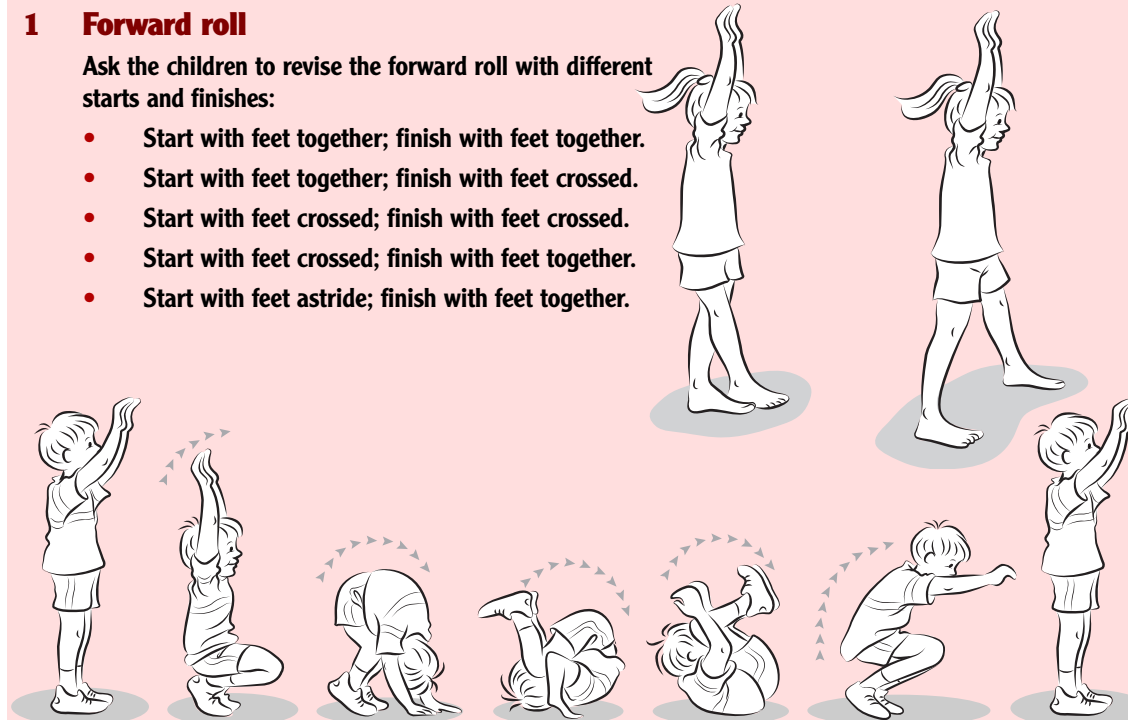
## ACTIVITY

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

## 1 Forward roll

Ask the children to revise the forward roll with different starts and finishes:

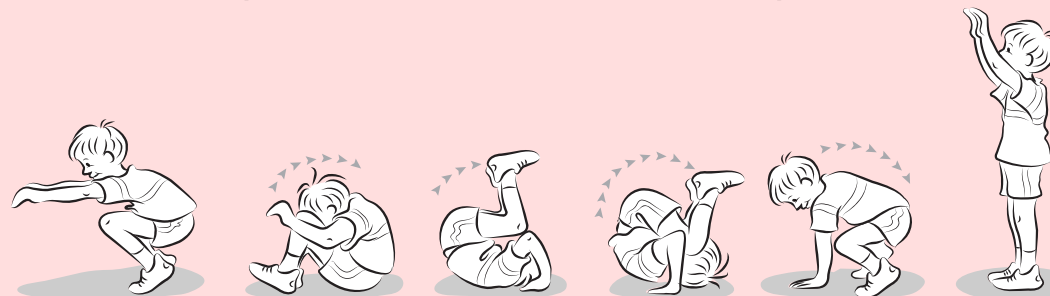
- Start with feet together; finish with feet together.
- Start with feet together; finish with feet crossed.
- Start with feet crossed; finish with feet crossed.
- Start with feet crossed; finish with feet together.
- Start with feet astride; finish with feet together.



## 2. Revise the backward roll

**Revise** the backward roll.

From a crouched position, hands close to the shoulders with palms uppermost, the child rocks backwards onto the back trying to place the palms onto the mat behind the shoulders and near the ears. Push with the palms of the hands as these contact the mat and help the child to roll over.

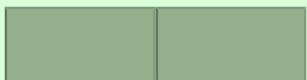


## TEACHING POINTS

- Choose one child to demonstrate and then the whole class performs the action.
- The teacher calls out instructions.
- Allow the children to experiment with the starts and finishes of rolls.
- **N.B. Allow the children to roll no more than three or four times.**

- Choose one child to demonstrate and then the whole class performs the roll.
- **N.B. Allow the children to roll no more than two or three times.**

## ORGANISATION



Place cards outlining all sequences at each set of mats.

Rearrange the mats and place two together lengthways on the floor. Organise the children into pairs **A** and **B**.

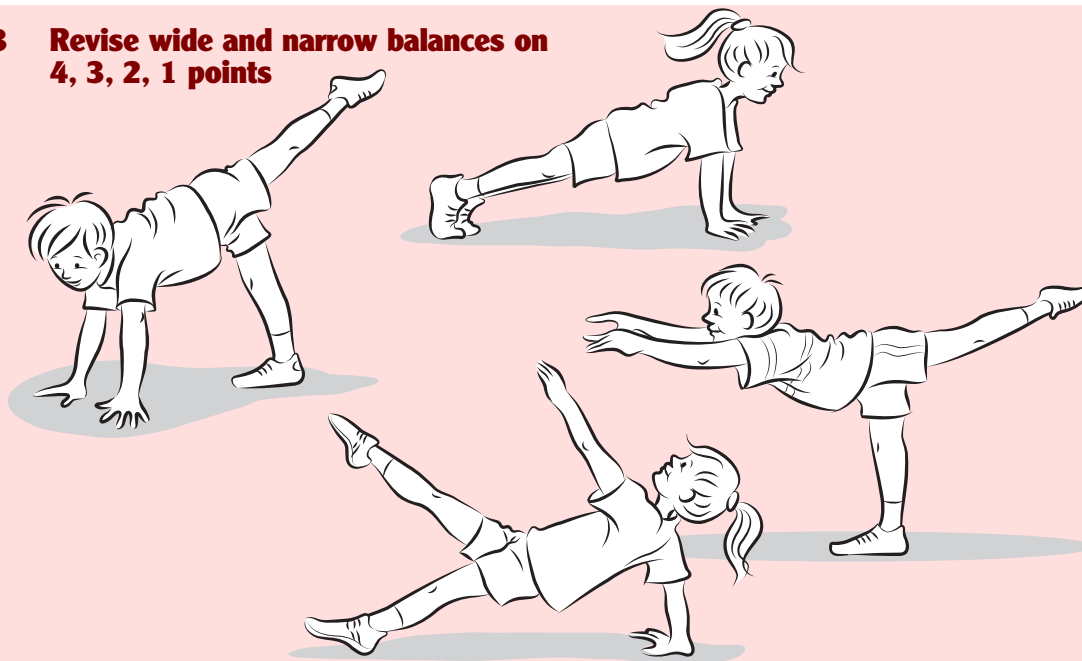
Allocate pairs to the mats according to class size. The pairs take it in turn to perform the sequence.

Place a beanbag at the starting point. The pairs line up behind the beanbag.

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

## ACTIVITY

### 3 Revise wide and narrow balances on 4, 3, 2, 1 points



To complete this lesson the teacher may choose Section 4 or Section 5.

### 4 Perform a series of sequences

**In pairs: A performs the sequence; B follows**

Hold the starting and finishing positions for a count of three.

- Roll on the first mat. Make a wide balance on four parts on the second mat.
- Roll on the first mat. Jump to make a half turn and perform a roll of choice on the second mat.
- Balance on two parts on the first mat. Jump to make a full turn. Make a narrow balance on two parts on the second mat.

The children now create their own sequences.

Include the activities, taking weight on the hands, outlined in Section 5.

**OR**

## TEACHING POINTS

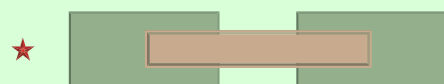
- Ask the children to watch and observe their partners' movements.
- Ask the children to follow each others movements.
- A** performs the sequence. When **A** is finished, **B** performs the same sequence.
- Waiting pairs could call out the sequence for the performing pair.**

**ORGANISATION**

Add benches to the mats. Place a beanbag and activity card at the starting point. Rotate the groups.



★  
Stations 1, 2 and 3



★  
Station 4



Station 5

**ACTIVITY****5 Station teaching**

**Stations 1 to 4: Partner sequences using apparatus;**

**Station 5: Teaching station – revise taking weight on the hands.**

**In pairs:**

**Station 1: A performs the sequence; B follows**

Travel to the bench. Travel on the bench. Hold a narrow balance on the bench. Travel to the end of the bench. Stand, jump off and roll on the first mat. Balance on the second mat.

**Station 2: A performs the sequence; B follows**

Travel to the bench. Hold a wide balance on the bench. Travel to the end of the bench. Stand. Jump to make a half turn. Land on the mat and perform a backward roll.

**Station 3: A performs the sequence; B follows**

Travel to the mat. Roll on the first mat. Stand. Hold a narrow balance on the second mat. Step onto the bench, travel and hold a wide balance on the bench. Stand and step off.

**Station 4: A performs the sequence; B follows**

Create your own sequence.

**Station 5: Taking weight on the hands**

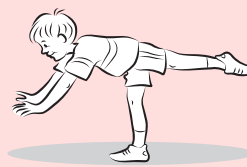
(a) **Revise donkey kicks**

Take weight on the hands, kick one or both legs up and bring them down in a different spot.



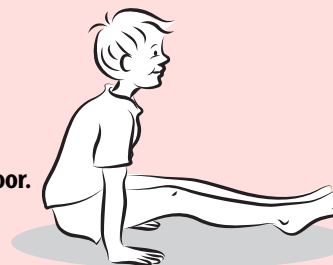
(b) **Balance with weight on the hands**

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.



(c) **Taking weight on the hands and heels**

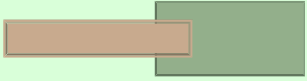
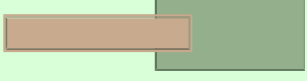
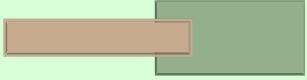
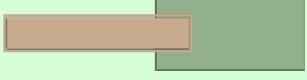
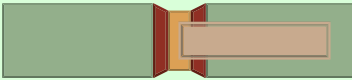
Sit on the mat with legs stretched out in front. Point the toes. Place the hands down by the side of the body. Press the palms down onto the mat and lift the seat off the floor. Take the weight on the heels and hands.

**TEACHING POINTS**

- Remind the children to balance on 4,3,2,1 parts.
- Look at and observe partners' movements and imitate them.

- The palms are flat on the mat, shoulder-width apart.

- The palms are flat on the mat.
- Keep the arms straight.

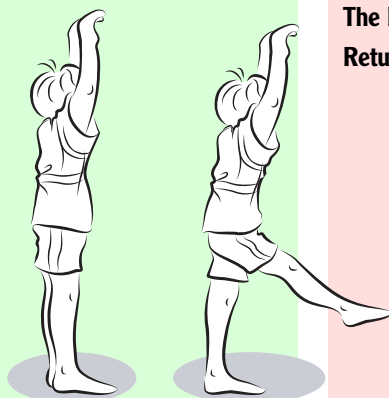
ORGANISATION	ACTIVITY	TEACHING POINTS
	<b>6 Cool down</b> Visit your cool down bank.	
DEVELOPMENT		
<p>Lay out the apparatus as in the diagrams. Place activity cards at each station. Place three pairs at each station. The star symbol ★ denotes a beanbag at the starting position. The groups do not rotate. The teacher calls each group in turn to the teaching station.</p> <div data-bbox="73 794 479 970"> <p>★ </p> <p>★ </p> <p>Station 1</p> </div> <div data-bbox="73 1074 479 1257"> <p>★ </p> <p>★ </p> <p>Station 2</p> </div> <div data-bbox="73 1369 479 1489"> <p>★ </p> <p>Station 3</p> </div>	<div data-bbox="562 786 1671 930"> <p><b>Station 1 In pairs</b>  <b>In unison: A and B perform the same sequence at the same time.</b>            Travel to the bench. Step on to the bench. Hold a wide balance on the bench. Stand. Travel to the end of the bench. Jump off the bench. Land on the mat. Roll on the mat.</p> </div> <div data-bbox="562 1050 1671 1193"> <p><b>Station 2 In pairs</b>  <b>In unison: A and B perform the same sequence at the same time.</b>            Travel to the bench. Step onto the bench. Travel along the bench. Stop. Hold a narrow balance on the bench. Travel to the end of the bench. Stand. Jump a full turn, land on the mat and roll on the mat.</p> </div> <div data-bbox="562 1313 1671 1465"> <p><b>Station 3 In pairs</b>  <b>In cannon: A and B perform the same sequence one after the other.</b>            Travel to the mat. Balance on the mat. Climb onto the horse and hold a narrow balance on it. Slide down the bench on seat. Stand and roll on the mat.</p> </div>	<ul style="list-style-type: none"> <li>• Draw the children's attention to the cards illustrating activities</li> <li>• Suggestion: select two children to read out the activity as the children perform the tasks.</li> </ul>

## DEVELOPMENT

## ORGANISATION



Station 4



## ACTIVITY

**Station 4****Revise the handstand:**

Stand and stretch the arms upwards.

Bend the back leg.

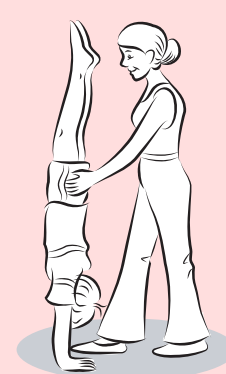
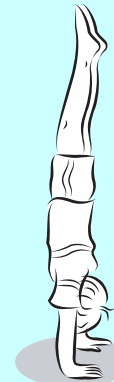
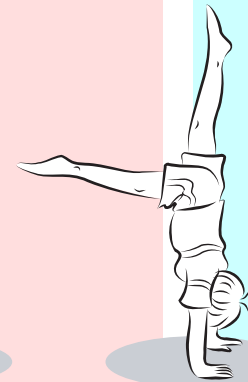
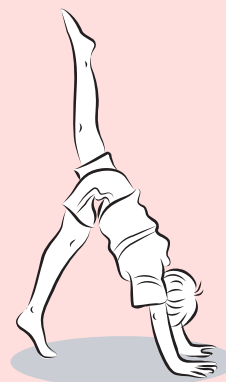
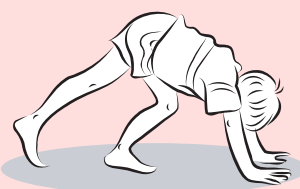
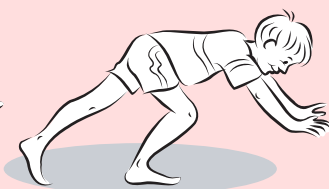
Raise the front leg and, having stepped to **plant** this foot, place the palms on the mat shoulder-width apart, with fingers pointing forward. The head is kept down and the child should look at her/his hands.

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

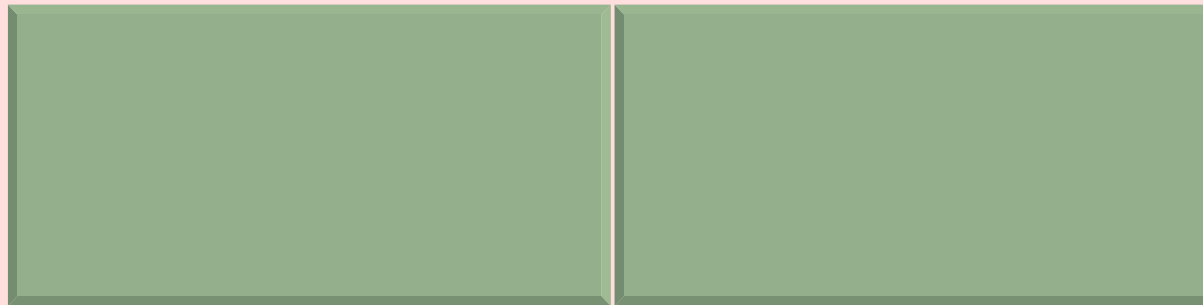
- The teacher remains at this station.

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****SECTION 4****Task 1**

The partners perform the following activities on the mats.



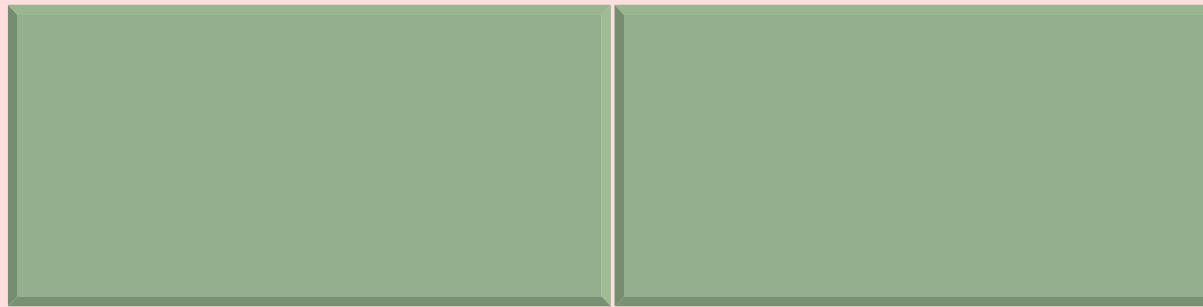
**A performs the activity and then B follows.**

Roll on the first mat. Stand.

Make a wide balance on four parts on the second mat.

Stand. Walk back to the beanbag.

**Now B performs the same movements.**

**ACTIVITY CARD****SECTION 4****Task 2**

**A performs the activity and then B follows.**

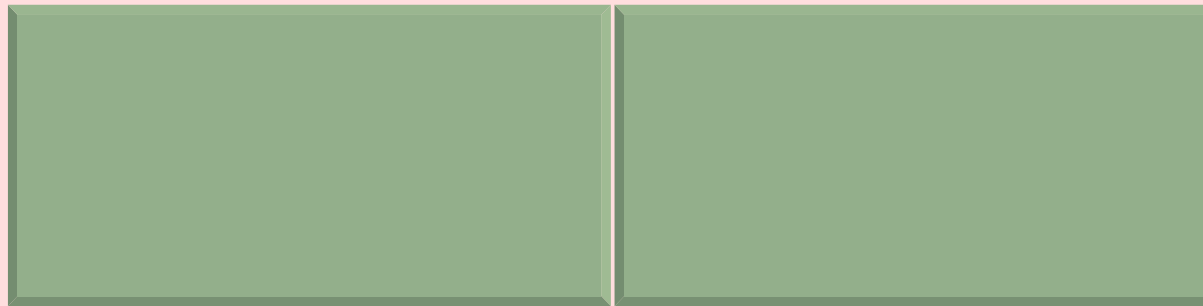
**Roll on the first mat. Stand.**

**Jump to make a half turn, then perform a backward roll on the second mat.**

**Stand. Walk back to the beanbag.**

**Now B performs the same movements.**



**ACTIVITY CARD****SECTION 4****Task 3**

**A performs the activity and then B follows.**

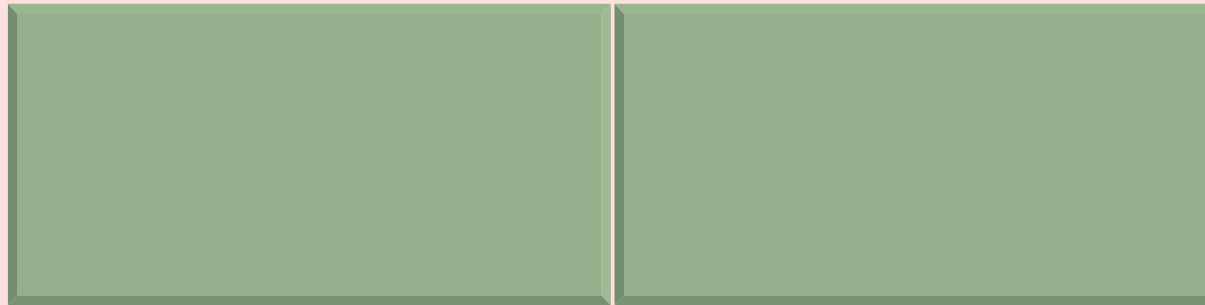
**Balance on two parts on the first mat. Stand.**

**Jump to make a full turn.**

**Make a narrow balance on two parts on the second mat. Stand.**

**Walk back to the beanbag.**

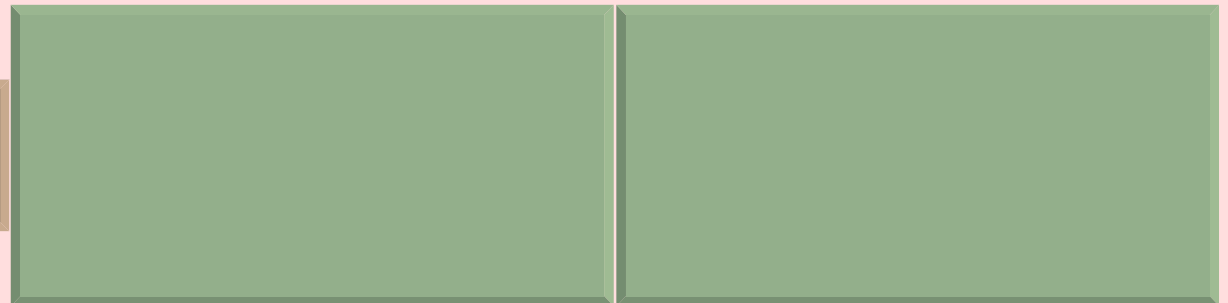
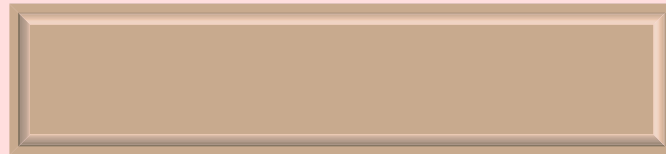
**Now B performs the same movements.**

**ACTIVITY CARD****SECTION 4****Task 4**

**A** creates the sequence and **B** follows.  
Swop roles.

**ACTIVITY CARD****SECTION 5****Station 1**

**In pairs – A and B: A performs the sequence, B follows and copies A's movements. A chooses own travelling movements, rolls and balances. B copies A's movements.**



**Choose a travelling movement of your own choice to the bench.**

**Step onto the bench. Move along the bench.**

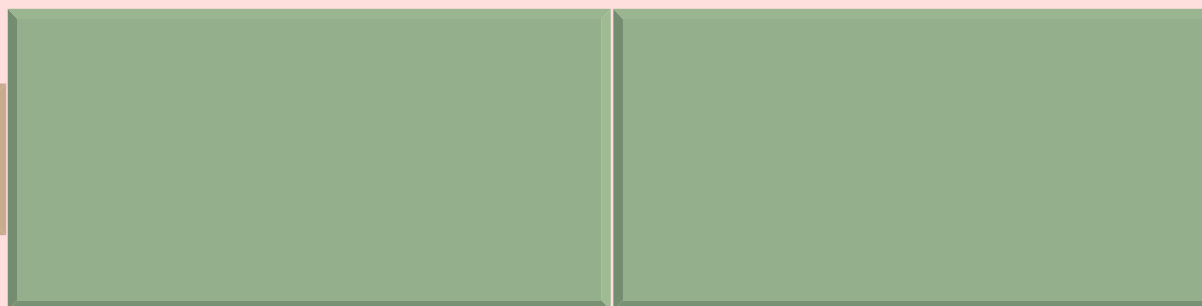
**Hold a narrow balance on the bench. Move along to the end of the bench.**

**Stand on the end of the bench. Jump off and land on the mat. Roll on the first mat. Stand. Balance on the second mat. Stand and walk back to the beanbag.**

**Now B performs the same movements.**

**ACTIVITY CARD****SECTION 5****Station 2**

**In pairs – A and B: A performs the sequence, B follows and copies A's movements. A chooses own travelling movements, rolls and balances. B copies A's movements.**



**Choose a travelling movement of your own choice to the bench.**

**Step onto the bench. Move along the bench. Hold a narrow balance on the bench. Move along to the end of the bench.**

**Stand on the end of the bench. Jump with a half turn and land on the mat. Stand. Backward roll on the second mat. Stand. Walk back to the beanbag.**

**Now B performs the same movements.**

**ACTIVITY CARD****SECTION 5****Station 3**

**In pairs – A and B: A performs the sequence, B follows and copies A's movements. A chooses own travelling movements, rolls and balances. B copies A's movements.**



**Choose a travelling movement of your choice to the first mat.**

**Forward roll on the first mat. Stand.**

**Hold a narrow balance on the second mat. Stand.**

**Step onto the bench. Move to the middle of the bench. Hold a wide balance on the bench. Stand and step off the bench. Walk back to the beanbag.**

**Now B performs the same movements.**

**ACTIVITY CARD****SECTION 5****Station 4**

**In pairs – A and B: A performs the sequence,  
B follows and copies A's movements.**



**A** chooses own travelling movements, rolls and balances.

Now **B** performs the same movements.

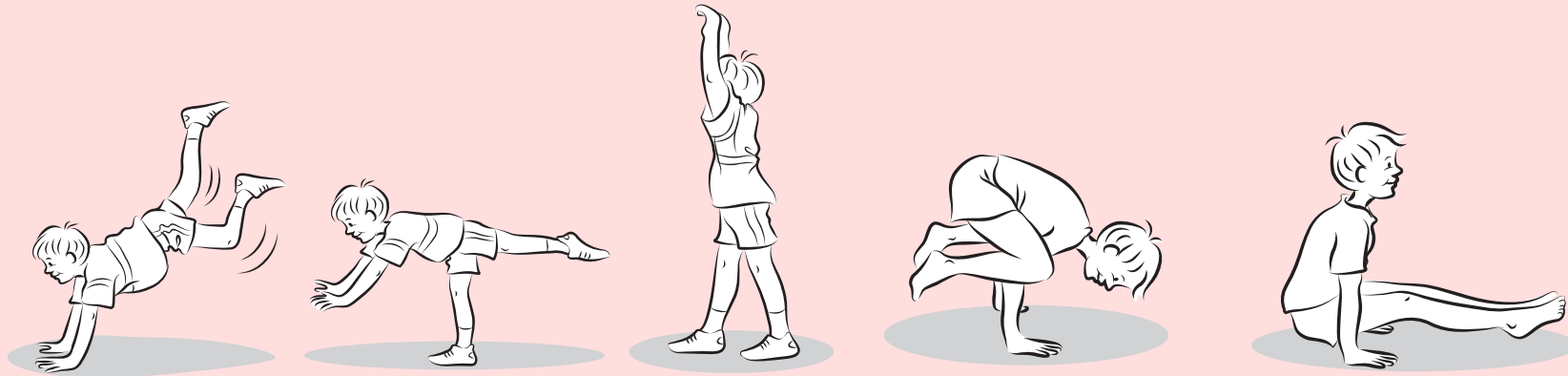
**Swop roles.**

**ACTIVITY CARD**

**SECTION 5**  
**Station 5 – Teaching Station**

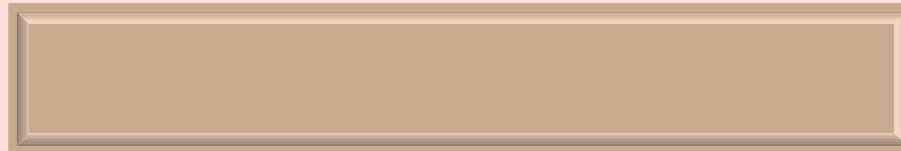


**Revise taking weight on the hands.**



**ACTIVITY CARD****DEVELOPMENT SECTION**

**Station 1 – In pairs – A and B: A and B discuss travelling movements, balances, and rolls. A and B perform the sequence at the same time from the beanbags.**

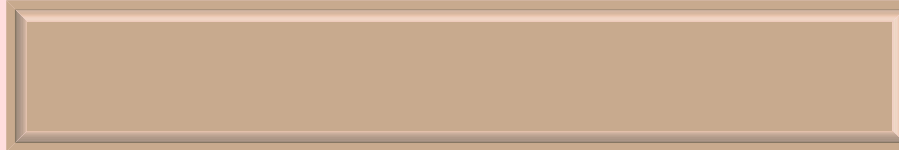
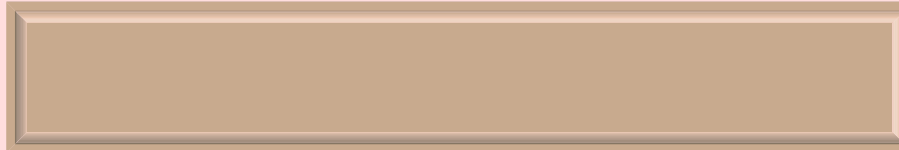
**A** ★**B** ★

**Travel to the bench. Step onto the bench.  
Travel to the middle of the bench. Hold a wide balance.  
Travel to the end of the bench. Stand on the end of the bench.  
Jump off and land on the mat. Roll on the mat. Stand.  
Walk back to the beanbags.**



**ACTIVITY CARD****DEVELOPMENT SECTION**

**Station 2 – In pairs – A and B: A and B discuss travelling movements, balances, and rolls. A and B perform the sequence at the same time from the beanbags.**

**A** ★**B** ★

**Travel to the bench. Step onto the bench.**

**Travel to the middle of the bench. Hold a narrow balance.**

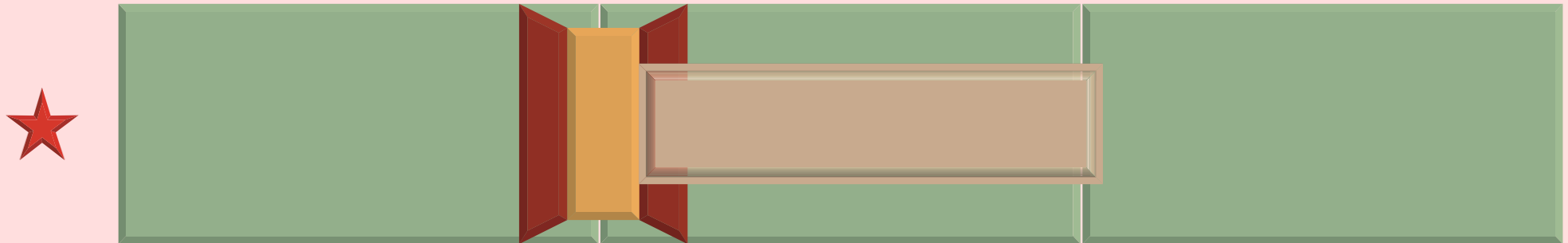
**Travel to the end of the bench. Stand on the end of the bench.**

**Jump off with a full turn and land on the mat. Roll on the mat. Stand.**

**Walk back to the beanbags.**

**ACTIVITY CARD****DEVELOPMENT SECTION**

**Station 3 – In pairs – A and B: A and B discuss travelling movements, balances, and rolls. A and B perform the sequence one after the other from the beanbag.**



**Travel to the mat. Hold a wide balance on the mat.  
Climb onto the horse. Hold a narrow balance on the horse.  
Slide down the bench. Stand and roll on the mat.  
Walk back to the beanbag.**

**ACTIVITY CARD****DEVELOPMENT SECTION**  
**Station 4 – Teaching Station****Teach the handstand**