



Curriculum Objectives

Strand Unit: Movement

- Perform symmetrical movements and sequences on the floor and transfer them onto apparatus.
- Select and link a range of gymnastics actions to travel on the floor and on apparatus.
- Improve quality in body performance, body tension and body shape.
- Practise and perform a range of skills: forward roll, backward roll, handstand and cartwheel.

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.

Move up a level

Venue

- Hall.

PSSI Homepage

Equipment

- Mats, benches, climbing frame and horse.
- Activity cards for Section 2 at the end of the lesson.
- Activity cards for Development section at the end of the lesson.

Reference

- Primary School Curriculum (1999) Physical Education, page 54.
- Physical Education Teacher Guidelines, pages 82, 83.



ORGANISATION

Free movement around the room.

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

ACTIVITY

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

1 Symmetry – both sides of the body matching

(a) **Discuss symmetry** – both sides of body do exactly the same actions at the same time, i.e. one side of the body mirrors the other. Allow time to experiment.

Ask the children to:

- Stand with weight evenly distributed between the feet. Vary the stance, e.g. place the feet wide apart, close together etc.
- Stand and move both arms with the same action. Both sides of the body should be matching.
- Stand with feet apart and one arm stretched out. In pairs, allow the children to experiment with different body shapes and decide which body shapes are symmetrical.

(b) Discuss with the children how we can move in a symmetrical manner.

Are walking/running symmetrical movements?

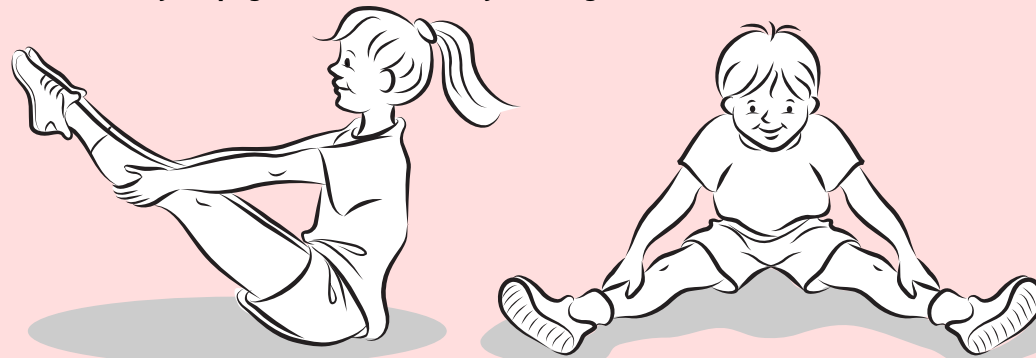
Encourage the children to identify ways we can move in a symmetrical manner.

(c) Continue with the following activities.

- Bounce while moving both arms with the same action.
- Jump forwards and backwards on two feet.
- Balance on hands and feet. Show a symmetrical shape.
- Move on hands and feet.

Using mats

- Balance on a large body part, e.g. seat, front, side or back, to show a wide/narrow, curled/stretched and/or symmetrical balance.
- Roll forwards/backwards on the mats in a symmetrical way, keeping both sides of the body matching.

**TEACHING POINTS**

- Q Is the body symmetrical?
- Q What do you need to do to make it symmetrical?

- Q When jumping, where can your arms be so that it is a symmetrical movement?
- Q How must you move on hands and feet in order to maintain a symmetrical shape?

ORGANISATION

Add benches to the mats.



Place all the activity cards at each bench and mat. The children take it in turns to perform the sequences.



While the children are creating their own sequences the teacher will call each group to the teaching mat to revise the handstand.

Replace the equipment.

ACTIVITY**2 Symmetrical sequences on a bench and a mat**

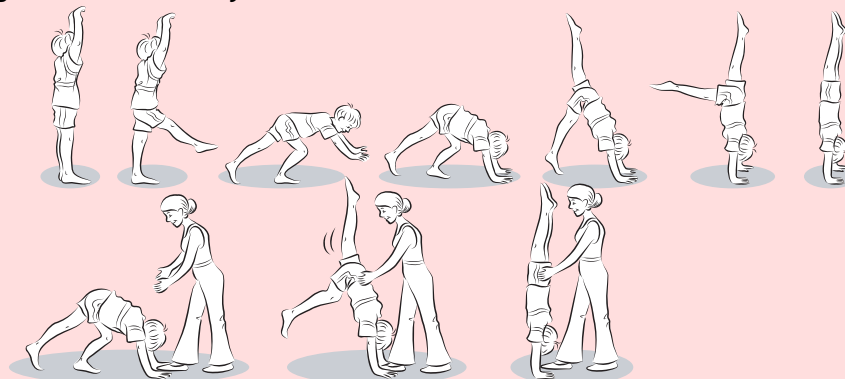
The following are sample sequences of symmetrical movements which the teacher can call out to be performed by the children. These give the children a structure to follow when creating their own.

Alternatively, the children in the groups take turns to call the activities. Have a clear starting position and hold the finishing position for a count of three.

- Jump to the bench and position the arms in symmetrical action. Step onto the bench, travel on the hands and feet along the bench, stand and jump off, making a symmetrical shape in the air.
- Step onto the bench, show a symmetrical balance on the bench, travel along the bench and stand. Jump off, making a different symmetrical shape in the air and roll on the mat.
- Move to the bench and using the floor and the bench make a symmetrical balance. Step onto the bench. Move along the bench in a symmetrical way. Jump off and roll on the mat.

The children now create their own sequences.

Teaching Station: Revise the handstand. Stand and stretch the arms upwards. 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 the 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.

**3 Concluding activity**

As the lesson has been fairly static you may wish to conclude with a playground game.

4 Cool down

Combine a fast travelling activity with two symmetrical jumps. Slow to jogging and then to walking.

TEACHING POINTS

- Remind the children that both sides of the body should match.

Q Which action in this sequence was not a symmetrical movement?

The **support** should stand:

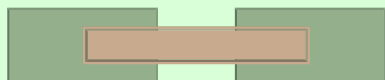
- With one foot in front of the other, slightly to the side of the performer.
- He/she should reach out to support the performer at the hips, taking care to keep the performer's legs in line with one shoulder. As the child becomes more competent gradually reduce the level of support.

DEVELOPMENT

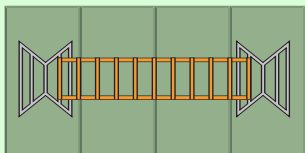
ORGANISATION

Lay out the apparatus as shown in the diagrams. Place an activity card at each station. The star symbol ★ denotes a beanbag at the starting position.

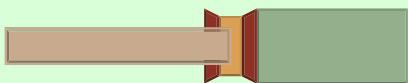
Divide the children into groups of five or six. Rotate the groups.



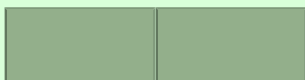
Station 1



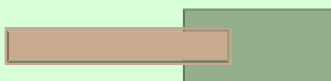
Station 2



Station 3



Station 4



Station 5

ACTIVITY

Station 1

Roll on the mat, stand, step onto the bench and travel on hands and feet along the bench. Stand, jump off the bench and roll on the mat.

Station 2

Travel onto the climbing frame using the hands to hang from the ladder. Stop twice to show a symmetrical shape. Climb down.

Station 3

Jump to the bench and travel along it, move onto the horse and balance on the seat on the horse. Stand, jump off the horse onto the mat and roll on the mat.

Station 4

Revise the handstand/cartwheel. The children practise in pairs, acting as a support for each other.

Station 5

Travel to the bench, step onto the bench, travel along the bench and balance on hands and feet on the bench. Stand, jump off and balance on the mat, taking the weight on the hands.

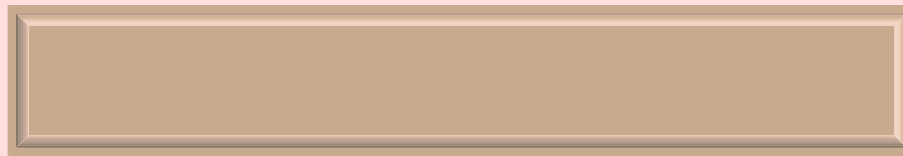
TEACHING POINTS

- Refer to the **Directions for Use** file for guidelines on station teaching.
- Remind the children to show symmetrical balances, jumps and travelling movements throughout.

ACTIVITY CARD**SECTION 2**
Symmetrical sequences on a bench and a mat**Sequence 1**

Jump to the bench, position arms in symmetrical action, step onto the bench, travel on hands and feet along the bench and stand.

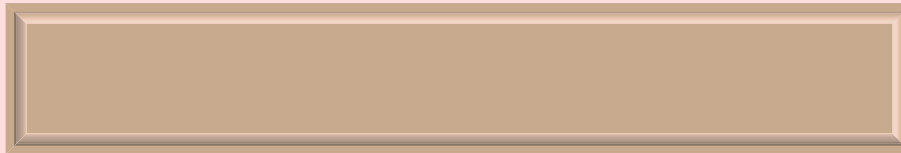
Jump off, making a symmetrical shape in the air. Walk back to the beanbag.

ACTIVITY CARD**SECTION 2**
Symmetrical sequences on a bench and a mat**Sequence 2**

**Step onto the bench, show a symmetrical balance on the bench,
travel along the bench and stand.**

Jump off, making a different symmetrical shape in the air and roll on the mat.

Walk back to the beanbag.

ACTIVITY CARD**SECTION 2**
Symmetrical sequences on a bench and a mat**Sequence 3**

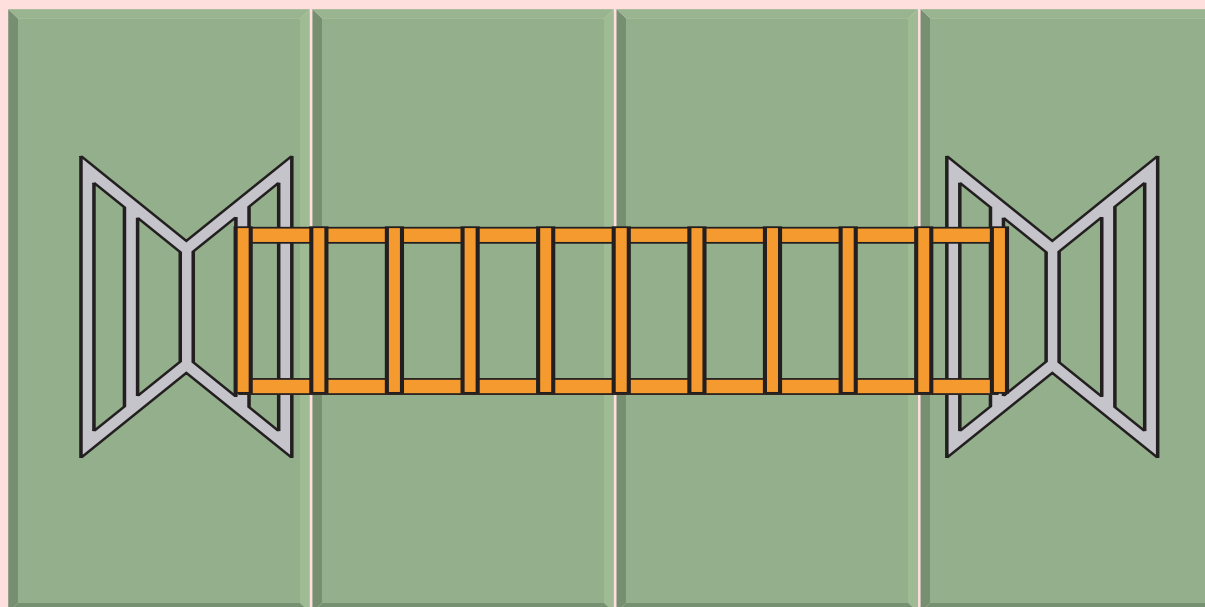
Move to the bench and using the floor and the bench make a symmetrical balance. Step onto the bench. Move along the bench in a symmetrical way. Jump off and roll on the mat.

ACTIVITY CARD**DEVELOPMENT SECTION****Station 1 – Symmetrical sequence throughout**

Roll on the mat, stand, step onto the bench and travel on hands and feet along the bench.

Stand, jump off the bench and roll on the mat.

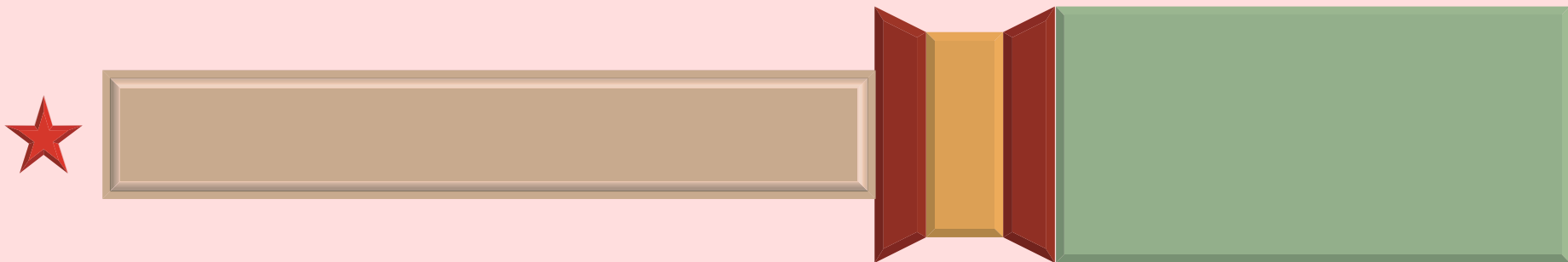
Walk back to the beanbag.

ACTIVITY CARD**DEVELOPMENT SECTION****Station 2 – Symmetrical sequence throughout**

Travel onto the climbing frame using hands to hang from the ladder.

Stop twice to show a symmetrical shape.

Climb down off the climbing frame. Walk back to the beanbag.

ACTIVITY CARD**DEVELOPMENT SECTION****Station 3 – Symmetrical sequence throughout**

**Jump to the bench and travel along it,
move onto the horse and balance on the seat on the horse. Stand.**

Jump off the horse onto the mat and roll on the mat.

Walk back to the beanbag.

ACTIVITY CARD
DEVELOPMENT SECTION

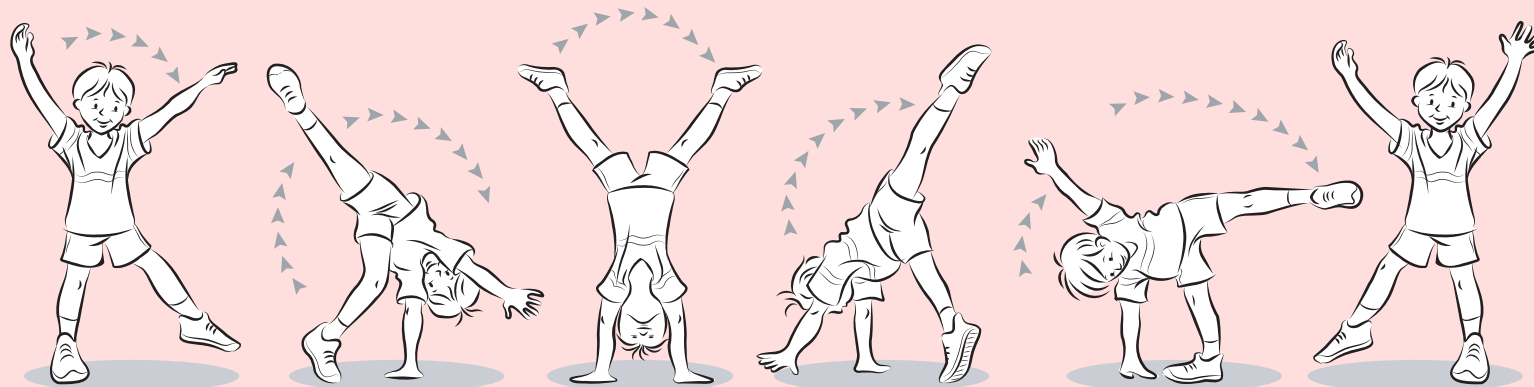


Station 4

Revise handstand/cartwheel



Handstand



Cartwheel (sequence: foot – hand – hand – foot – foot)

ACTIVITY CARD**DEVELOPMENT SECTION****Station 5 – Symmetrical sequence throughout**

Travel to the bench. Step onto the bench.

Travel along the bench and balance on the hands and feet on the bench.

Stand. Jump off and balance on the mat, taking the weight on the hands.

Walk back to the beanbag.