



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Movement

- Perform symmetrical movements and sequences (leading and following movements, mirroring movements) with a partner 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.
- Show controlled take off, flight and landing.

Strand Unit: Understanding and appreciation of gymnastics

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

- Hall.

- 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.

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



ORGANISATION

Take out the mats and place them on the floor. Place a beanbag to mark the starting position.

The children work in pairs – two pairs to each mat if necessary.

The pairs take it in turn to perform.

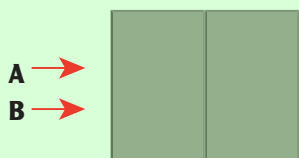
If necessary, place two mats side by side to allow space for the children to perform the activity.



One after the other (in cannon)



Approaching each other (in unison)



Alongside each other (in unison)

ACTIVITY

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

1 Matching symmetrical movements

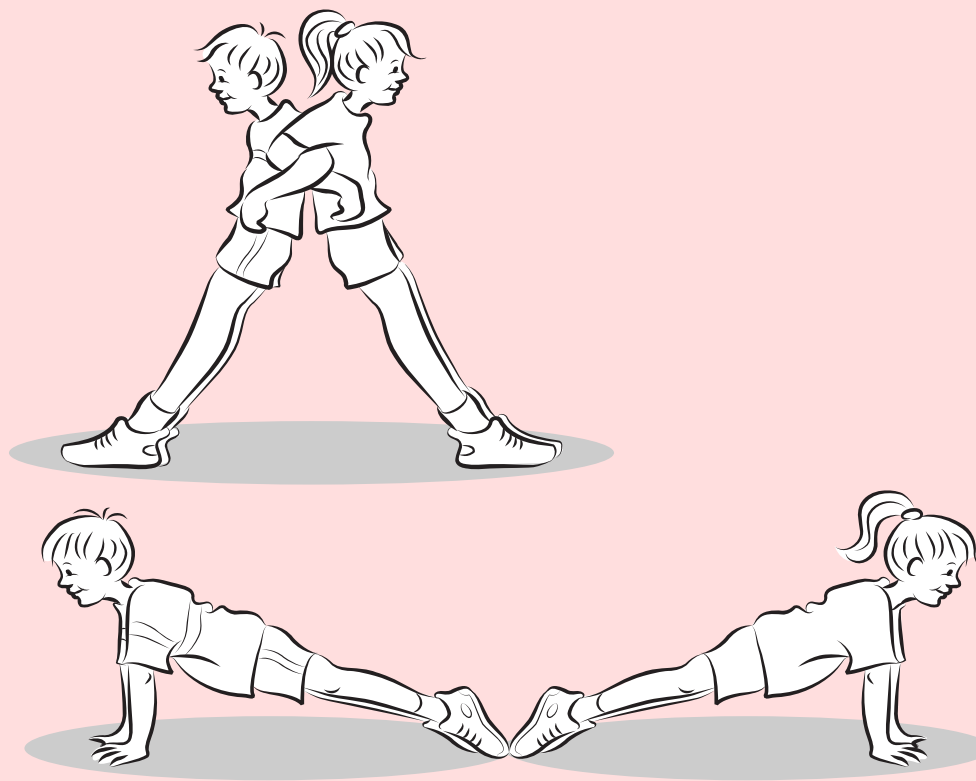
The pairs work together to perform the following movements in different modes.

- (a) Travel on hands and feet.
- (b) Jump.
- (c) Balance.

They move:

- **in cannon – one after the other**
- **in unison – approaching each other**
- **in unison – alongside each other.**

The pairs create their own movements in each of the above and link these movements. In all of them they must include changes in direction, pathways, speed and level.

**TEACHING POINTS**

- **Revise symmetrical movements. Discuss the meaning of symmetrical.**
- **The children need to discuss movements.**
- **Practise and watch each other's movements carefully. Stress timing and different ways of ordering movement.**
- **Have a clear starting and finishing point for each sequence.**
- **When working together, the children watch each other in order to synchronise their movements.**

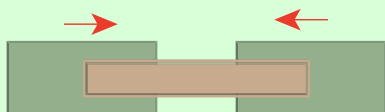
ORGANISATION

Add benches to the mats.

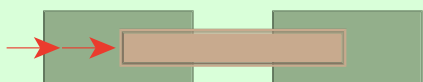
Approach from either side of the mat.

Place two mats at either side of the bench throughout to allow space to roll.

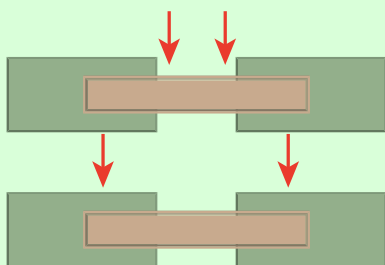
Place all activity cards at each station.



Approaching each other



One after the other



Alongside each other

Replace the apparatus.

ACTIVITY**2 Matching symmetrical movements in sequence**

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.

Partners A and B approaching each other.

- (a) Roll on the mat, step onto the bench and travel on the bench on feet. Hold balance on the bench and step off onto the mat.
- (b) Balance on the mat, step onto the bench, travel on the bench, make a half turn, travel in opposite directions, stand on the end of the bench, jump off and roll on the mat.

Partners A and B one after the other.

- (a) Travel to the mat, balance on the mat and step onto the bench. Travel along the bench, stand, step off and roll on the mat.
- (b) Travel to the mat, roll on the mat, step onto the bench and travel along the bench. Hold balance on the bench, jump off the bench and roll on the mat.

Partners A and B work alongside each other.

- (a) Step onto the middle of the bench, hold balance on your seat and stand. Travel along the bench in opposite directions, jump off with a full turn, land and roll on the mat.
- (b) Travel to the mat and hold balance on the mat. Make a quarter turn to face the bench, step onto the bench and hold balance on the bench. Step off.

3 Cool down

Combine a fast travelling activity with two symmetrical jumps. Slow down to a jog and then to a walk.

TEACHING POINTS

- The children mirror each other's movements.
 - Keep the legs close to the body throughout the roll.
 - Keep the feet close together and bounce along the bench.
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- The children work side by side and approach the bench together at the same time.
 - The children work alongside each other and approach the mat together at either side of the bench.

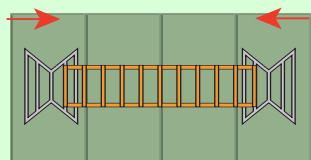
DEVELOPMENT

ORGANISATION

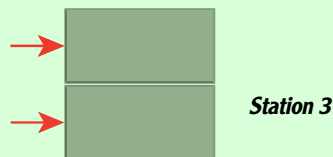
Lay out the apparatus as shown in the diagram. The children work in pairs.
Place an activity card at each station.
Rotate the groups.



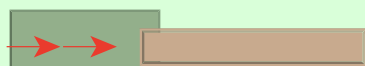
Station 1



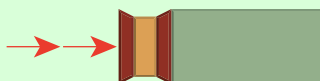
Station 2



Station 3



Station 4



Station 5

ACTIVITY

Station 1 – Approaching each other

Jump to the mat.
Balance on the mat, travel along the bench and stand.
Jump off and roll on the mat.

Station 2 – Approaching each other

Climb onto the climbing frame, travel by gripping the rungs of the ladder and hang by the hands.
Stop at a centre point of the ladder, show a symmetrical shape and stand on the mat.

Station 3 – Alongside each other

Travel to the mat, roll and show a symmetrical balance.

Station 4 – Behind each other

Travel to the mat, roll on the mat, step up on the bench and show a symmetrical balance.
Step off the bench.

Station 5 – Behind each other

Travel to the horse and climb onto the horse.
Show a symmetrical balance on the horse, jump off, land on the mat and roll on the mat.

TEACHING POINTS

- The children choose their own travelling movements, balances, rolls and shapes.
- Keep the movements symmetrical.

ACTIVITY CARD**SECTION 2****Task 1 – Matching symmetrical movements in sequence
Partners A and B approaching each other**

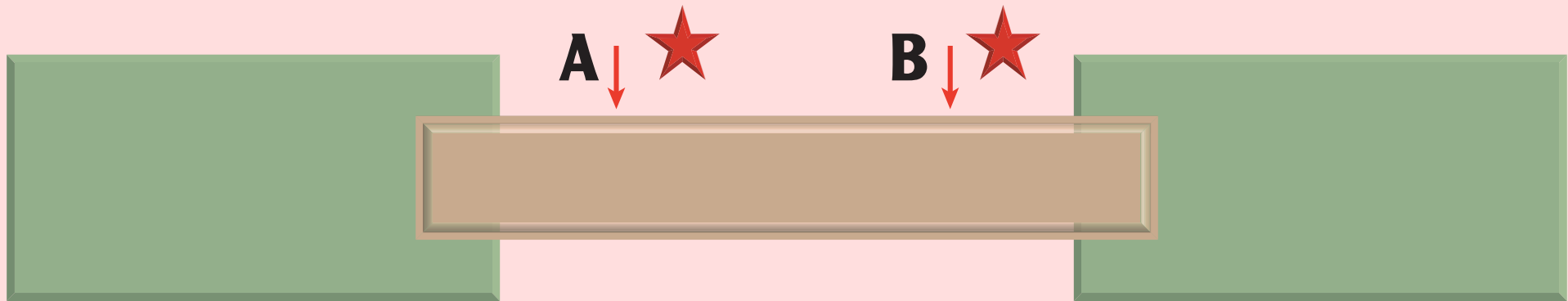
- (a) Roll on the mat, step onto the bench, travel on the bench on the feet. Hold a balance on the bench and step off the middle of the bench. Walk back to the beanbag.
- (b) Balance on the mat, step onto the bench, travel on the bench, make a half turn and travel in opposite directions. Stand on the end of the bench, jump off and roll on the mat. Walk back to the beanbag.

ACTIVITY CARD**SECTION 2**A diagram showing two green rectangular mats on a light pink background. A brown rectangular bench is placed between the two mats. On the left mat, the letters 'B' and 'A' are written in black, with two red arrows pointing to the right below them. The bench is positioned between the two mats, overlapping both.

B A
→ →

**Task 2 – Matching symmetrical movements in sequence
Partners A and B behind each other**

- (a) **Travel to the mat, balance on the mat, step onto the bench and travel along the bench. Stand.
Step off and roll on the mat. Walk back to the beanbag.**
- (b) **Travel to the mat, roll on the mat, step onto the bench, travel along the bench and hold a balance on the bench. Stand,
jump off the bench and roll on the mat. Walk back to the beanbag.**

ACTIVITY CARD**SECTION 2**

Task 3 – Matching symmetrical movements in sequence
Partners A and B work alongside each other

Step onto the middle of the bench. Hold a balance on your seat. Stand.

Travel along the bench in opposite directions. Stand.

Jump off with a full turn, land and roll on the mat.

Walk back to the beanbag.

ACTIVITY CARD**SECTION 2**

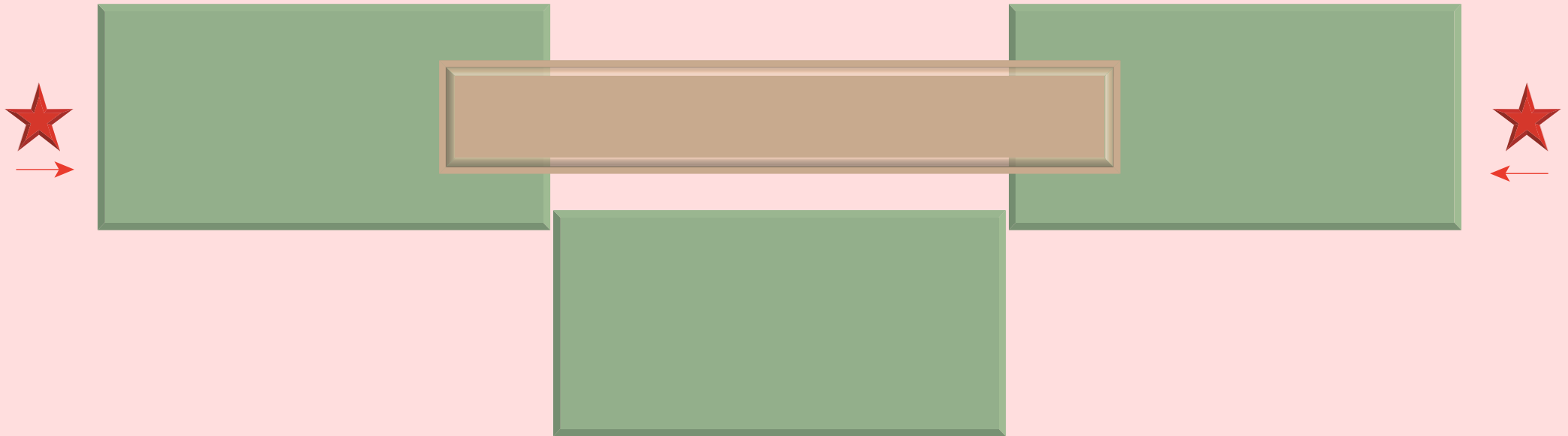
Task 4 – Matching symmetrical movements in sequence
Partners A and B work alongside each other

Travel to the mat. Hold a balance on the mat.

Make a quarter turn to face the bench.

Step onto the bench and hold a balance on the bench.

Step off. Walk back to the beanbag.

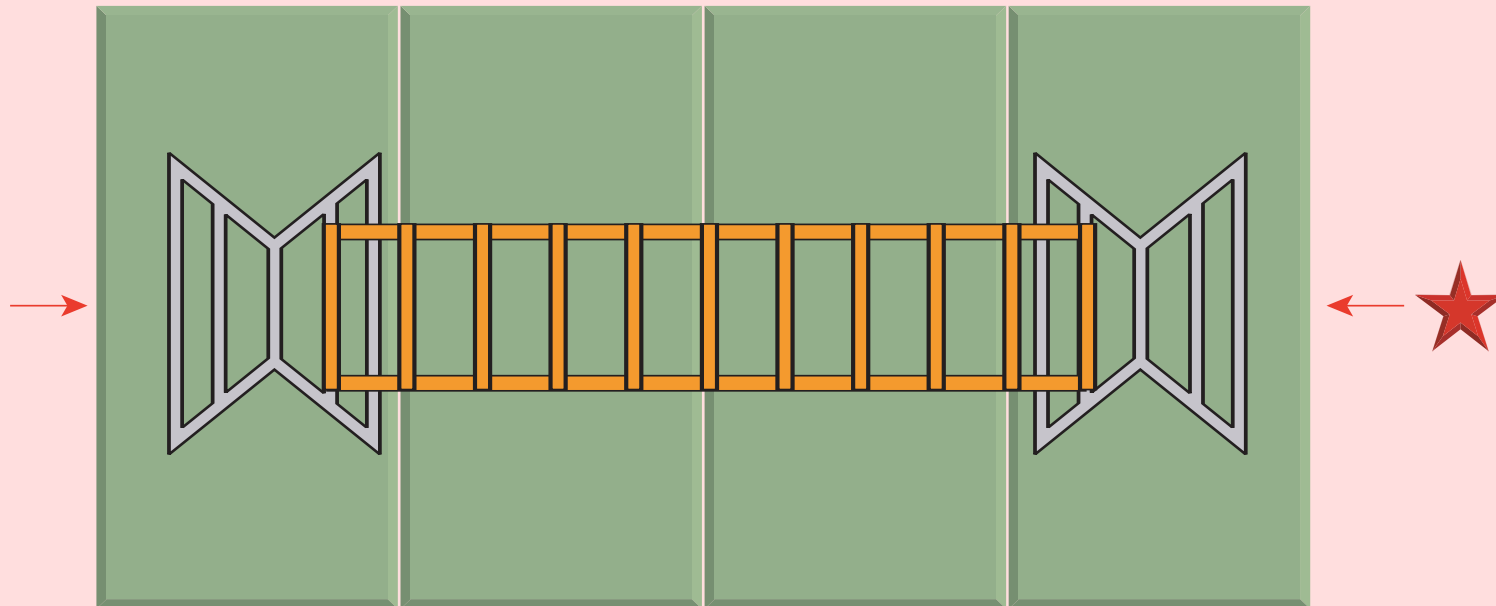
ACTIVITY CARD**DEVELOPMENT SECTION**

**Station 1 – Matching symmetrical movements in sequence
Partners A and B approach each other**

Jump to the mat.

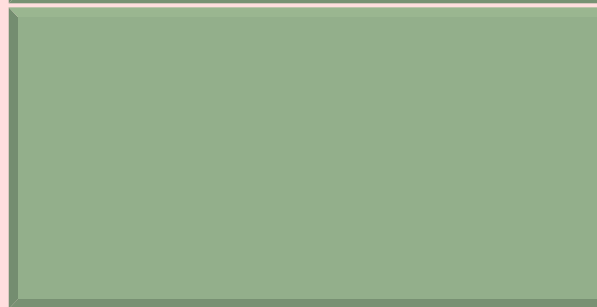
**Balance on the mat, travel along the bench,
stand, jump off and roll on the mat.**

Walk back to the beanbag.

ACTIVITY CARD**DEVELOPMENT SECTION****Station 2 – Matching symmetrical movements in sequence
Partners A and B approach each other**

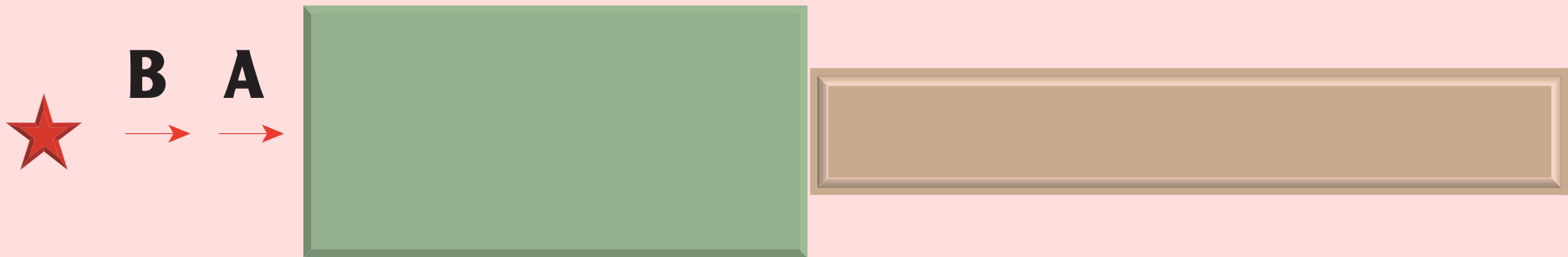
Climb onto the climbing frame, travel by gripping the rungs of the ladder and hang by the hands.

**Stop at a centre point of the ladder and show a symmetrical shape.
Stand on the mat. Walk back to the beanbag.**

ACTIVITY CARD**DEVELOPMENT SECTION****★ A** →**★ B** →**Station 3**

**Matching symmetrical movements in sequence
Partners work alongside each other**

**Travel to the mat, roll and show a symmetrical balance.
Walk back to the beanbag.**

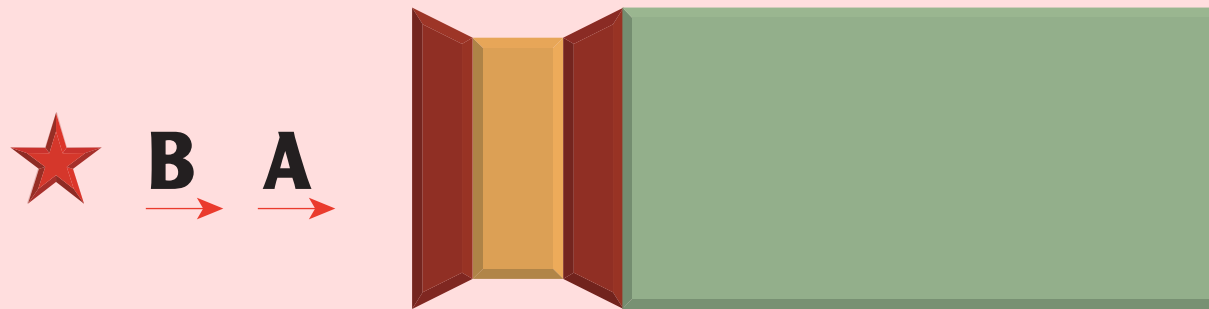
ACTIVITY CARD**DEVELOPMENT SECTION****Station 4**

**Matching symmetrical movements in sequence
Partners work behind each other**

**Travel to the mat, roll on the mat, step onto the bench
and show a symmetrical balance.**

Step off the bench.

Walk back to the beanbag.

ACTIVITY CARD**DEVELOPMENT SECTION****Station 5**

**Matching symmetrical movements in sequence
Partners work behind each other**

**Travel to the horse and climb onto the horse.
Show a symmetrical balance on the horse. Stand.
Jump off, land on the mat and roll on the mat.
Walk back to the beanbag.**