

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

- Perform asymmetrical 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 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 3 at the end of the lesson.

Reference

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



ORGANISATION

Free movement around the room.

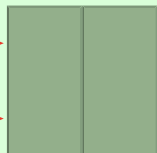
Take out the mats and place them on the floor.

Place the children in pairs – two or three pairs to each mat.

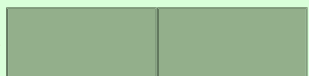


Now place two mats together to allow for:

(a) width while working **alongside** each other and



(b) length while working **behind** each other.



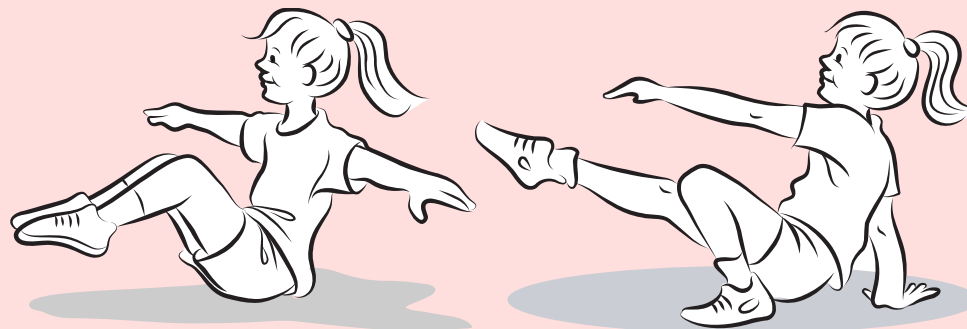
Three/four pairs work in turn at each set of mats.

ACTIVITY

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

1 Asymmetry – both sides of the body not matching

- (a) **Discuss asymmetry** – both sides of the body non-matching. Allow the children time to experiment.
- (b) Ask the children to stand with weight evenly distributed, showing a symmetrical balance and move parts of the body to alter the balance and show an asymmetrical balance.
- (c) Ask the children to **travel** along the floor, e.g. run, walk, skip. Jump two feet to two feet. Describe these movements. Are they symmetrical or asymmetrical?
- (d) Ask the children to **balance** and show symmetrical balances on the seat. Change the shape of the balances to make them asymmetrical. Repeat two or three times.



- (d) **Sequence:** Run, jump, land and balance to show a symmetrical shape and then an asymmetrical shape. Roll forward asymmetrically, i.e. lift one foot to start and finish with one foot high. Repeat.

2 Partners A and B work alongside and behind each other on mats

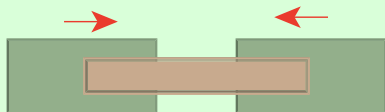
Ask each pair to create their own sequences of asymmetrical movements, e.g. travel to the mat, roll and balance on the mat.

TEACHING POINTS

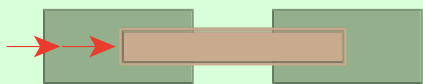
- Move the hands and the legs to alter the sides of body.
- Have a clear starting and finishing point.
- Ask the children to identify each component as symmetrical or asymmetrical.
- Place the palms of the hands on the mat while rolling.

ORGANISATION

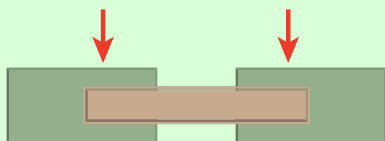
Add benches to the mats. Place the activity cards beside the benches and mats.



Approaching each other



One after the other



Alongside each other

Replace the apparatus

ACTIVITY**3 Pairs sequences with asymmetrical balances**

The following are sample sequences of asymmetrical movements and balances 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

- Travel to the mat on feet and roll on the mat, raising one foot. Step onto the bench. Travel along the bench. Stop. Show an asymmetrical balance on one foot, step off the bench.
- Travel to the mat, balance on the mat, step onto the bench and hold a balance 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

- Travel to the mat on feet, balance on the mat and step onto the bench. Travel. Show an asymmetrical balance on the hands and feet on the bench and travel. Jump off, showing an asymmetrical shape, land and roll on the mat.
- Travel to the mat, roll on the mat and step onto the bench. Travel along the bench, jump a full turn off, land and balance on the mat.

Partners A and B work alongside each other

- Step onto the middle of the bench, hold balance, make a half turn and travel along the bench in opposite directions. Jump off, making a full turn, land and forward roll on the mat.
- Travel to the mat, hold balance on the mat, step onto the bench and hold balance on the bench. Step off.

3 Create your own sequence

Ask the children to work in pairs to develop a sequence which includes asymmetrical balances.

Half the class watches while the other half performs and visa versa.

4 Cool down

Visit your cool down bank.

TEACHING POINTS

- Remind the children to show asymmetrical movements throughout the sequences.
- The children choose their own travelling movement.
- Have a clear starting and finishing point.

DEVELOPMENT

Repeat the above activities in Section 3. Working in fours, ask the children to create their own sequences.

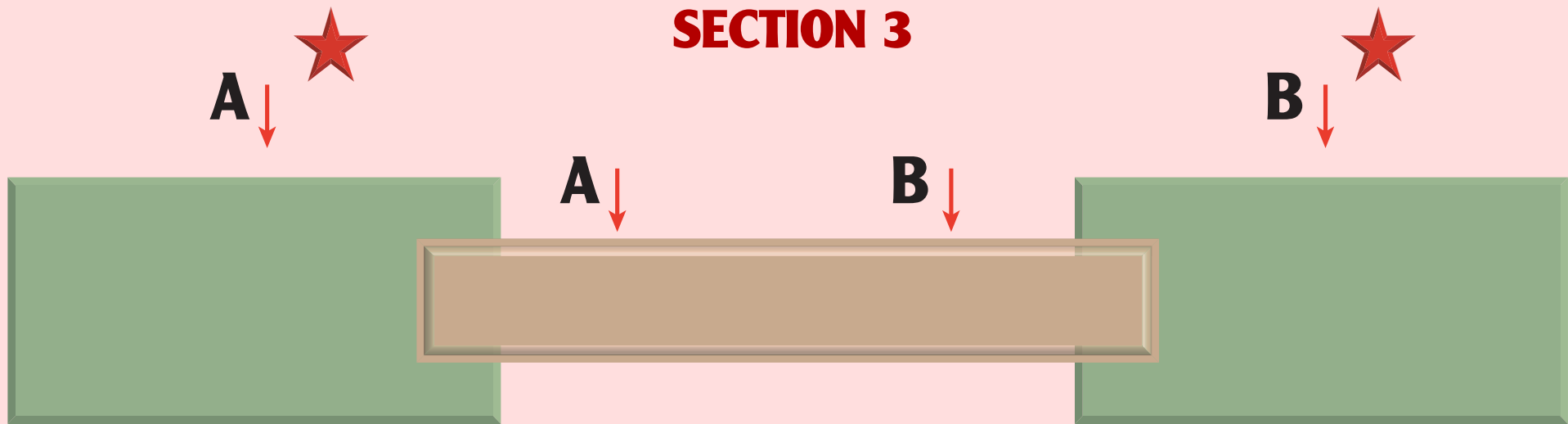
ACTIVITY CARD**SECTION 3**

**Matching asymmetrical movements throughout sequence
Partners A and B approaching each other**

- (a) Travel to the mat on two hands and two feet and roll on the mat, raising one foot. Step onto the bench. Travel along the bench. Stop. Show an asymmetrical balance on one foot and step off the bench. Walk back to the beanbag.
- (b) Travel to the mat, balance on the mat, step onto the bench and hold a balance 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. Walk back to the beanbag.

ACTIVITY CARD**SECTION 3****Matching asymmetrical movements throughout sequence
Partners A and B behind each other**

- (a) **Travel to the mat on feet, balance on the mat and step onto the bench. Travel. Show an asymmetrical balance on the hands and feet on the bench and travel. Jump off, showing an asymmetrical shape, land and roll on the mat. Walk back to the beanbag.**
- (b) **Travel to the mat, roll on the mat and step onto the bench. Travel along the bench, jump with a full turn off the bench, land and balance on the mat. Walk back to the beanbag.**

ACTIVITY CARD**SECTION 3**

**Matching asymmetrical movements throughout sequence
Partners A and B alongside each other**

- (a) For this sequence the starting position is at the bench. Step onto the middle of the bench, hold a balance, make a half turn and travel along the bench in opposite directions. Jump off, making a full turn, land and forward roll on the mat. Walk back to the beanbags.
- (b) For this sequence the starting position is at the beanbags. Travel to the mat, hold a balance on the mat, step onto the bench, hold a balance on the bench and step off.