



Move up a level

PSI Homepage

## Curriculum Objectives

## Venue

## Equipment

## Reference

## Strand Unit: Movement

- Perform symmetrical and asymmetrical movements and sequences (leading and following movements, mirroring movements and contrasting movements) with a partner on the floor and transfer them onto apparatus.
- Improve quality in body performance, body tension and body shape.
- Select and link a range of gymnastics actions to travel on the floor and on apparatus.
- Show controlled take off, flight and landing.
- Practise and perform a range of skills: forward roll, backward roll and handstand.
- Practise and perform a specific skill – the cartwheel.

## 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 and climbing frame.
- Activity cards for Section 2 at the end of the lesson.
- Activity cards for Development section at the end of the lesson.

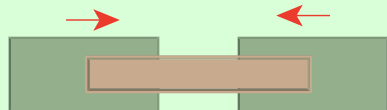
- Primary School Curriculum (1999) Physical Education, page 54.
- Physical Education Teacher Guidelines, page 83.



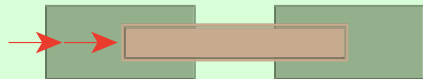
**ORGANISATION**

Free movement around the room.  
The children are in pairs.

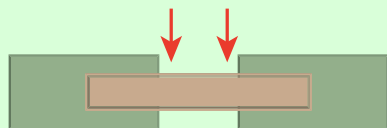
Set out the apparatus as below at three stations. Place all the activity cards at each station. The groups do not need to rotate. A fourth station is a teaching station with two mats. In turn, the teacher will call groups to the teaching station.



Approaching each other



One after the other



Alongside each other

**ACTIVITY**

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

**1 Revise symmetrical and asymmetrical movements**

- Partners show a completely symmetrical sequence.
- Partners show a completely asymmetrical sequence.
- Partner **A** shows symmetrical travelling movements, jump and balance, while partner **B** shows asymmetrical travelling movements, jump and balance.

Partners must:

- follow each other – in cannon;
- move alongside each other – in unison;
- approaching each other – in unison.

**2 Asymmetrical and symmetrical sequences using apparatus**

**The children perform the following sequences as called by a child in the group.**

**Partners A and B approach each other.**

- Walk to the mat, balance on the hands/seat in a symmetrical way, step onto the bench and travel along the bench. Balance on the feet in a symmetrical way and step off in the middle of the bench.
- Roll on the mat, step onto the bench and travel along the bench. Balance on two hands and feet in a symmetrical way and step off.

**Partners A and B move one after the other.**

- Jump to the mat, balance on the seat in an asymmetrical way and step onto the bench. Travel along the bench in an asymmetrical way, jump off and roll on the mat.
- Travel to the mat, roll on the mat, step onto the bench and travel along the bench in an asymmetrical way. Jump off, land and balance on hands and feet with a donkey kick or a handstand.

**Partners A and B move alongside each other and show contrasting movements.**

**A** performs symmetrical movements while **B** shows asymmetrical movements throughout.

- Travel to the mat, hold balance on the seat on the mat and step up onto the bench. Hold balance on two hands and two feet on the bench. Stand facing each other, jump a half turn, land on the mat and roll.
- Travel to the middle of the bench, step onto the bench and hold balance on two feet on the bench. Jump with a full turn and roll on the mat.

**Partners A and B create their own sequence.**

**TEACHING POINTS**

- Remind the children to keep their movements symmetrical throughout the sequence.
- Remind the children to keep their movements asymmetrical throughout sequence.
- Have a clear starting and finishing point. Remind the children to vary the **direction, pathway, speed and levels**.

- Allow time for the children to decide on their own movements and to contrast each other's shapes, jumps and travelling movements.
- Have a clear starting and finishing point.
- Remind the children to make balances **symmetrical**.

- Encourage the children to perform travelling movements, balances, jumps rolls of their own choice either mirroring or contrasting each other's movements.

**ORGANISATION**

Mark the hands feet sequence on the mat as shown below.

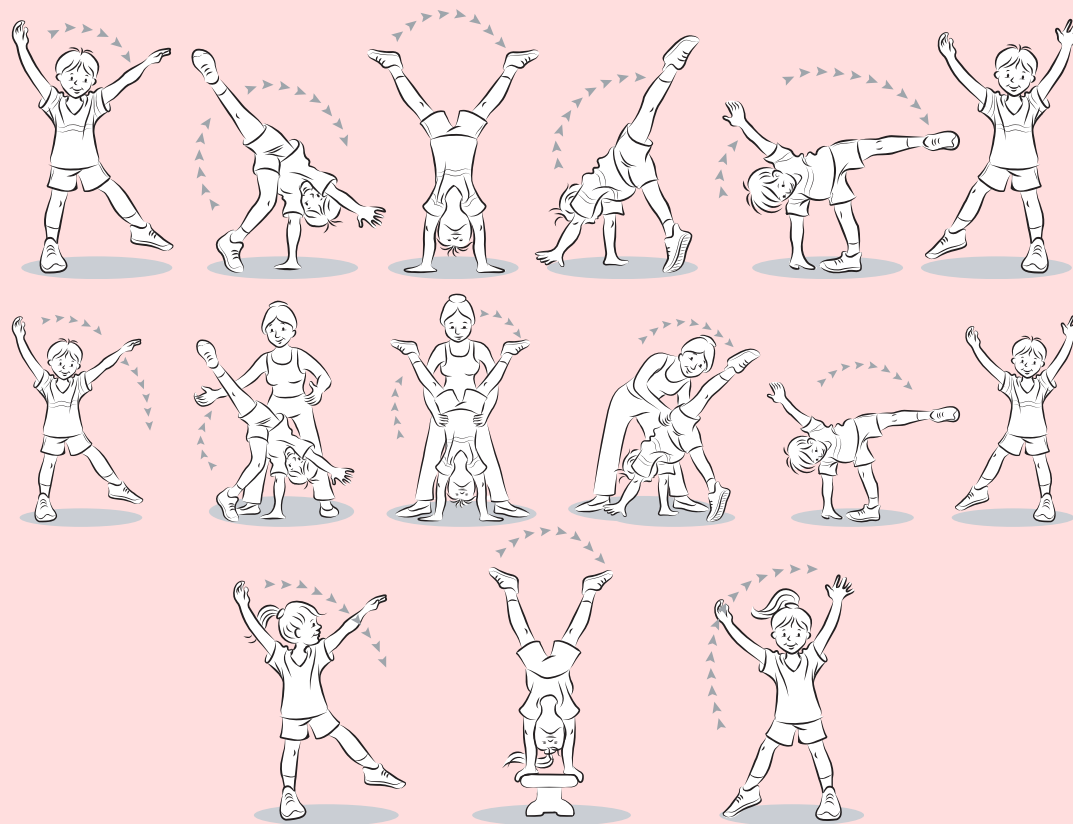


Replace the apparatus.

**ACTIVITY**

**3 Teaching station – teach the cartwheel**

- (a) **Revise the handstand.**
- (b) **Teach the cartwheel**
  - Stand with the arms lifted, facing along the mat.
  - Take a long step on one foot while the other foot pushes off the ground.
  - Reach with the hands to place the first hand on the floor in line with the foot.
  - Place the second hand beyond the first hand. Wheel the legs over the hands.
  - Push from the second hand to stand on the second foot.



**4 Cool down**

Visit your cool down bank.

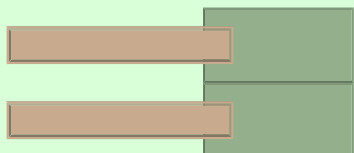
**TEACHING POINTS**

- Remind the children that the cartwheel sequence is: foot – hand – hand – foot – foot.
- The children may start from the left or from the right.
- Use chalk marks on the mat to help the children with the correct sequence of hands and feet.
- Ask the children to identify the point in the cartwheel when the shape is symmetrical.
- The support stands where the child's hands will be placed and provides support by holding the child at the hips, if needed.
- If the children are having a problem with hand-foot coordination, it can be useful to practise the sequence using a bench.

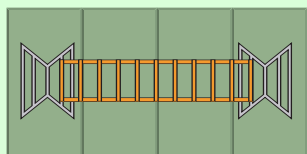
**DEVELOPMENT****ORGANISATION**

Lay out the apparatus as below for four stations. The children work in pairs. Place the activity cards at each station.

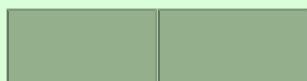
Rotate the groups.



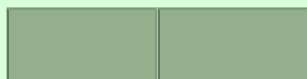
*Station 1*



*Station 2*



*Station 3*



*Station 4*

**ACTIVITY****Station 1 – Alongside each other**

Moving side by side, the children in each pair travel to the benches, step onto the benches and hold a balance on the benches. Jump off with a full turn and perform a forward roll/stretched roll on the mat.

**Station 2 – Behind each other**

Moving one after another, the children in each pair climb onto the frame, travel along the ladder using the hands to hang from the ladder. Stop, hang and show a symmetrical shape.

**Station 3 – Balances**

Revise the handstand and the cartwheel.

**Station 4 – Create your own sequence**

As a group, the children create a sequence using symmetrical and asymmetrical movements on the mats.

**TEACHING POINTS**

- The children make their movements and balances either symmetrical or asymmetrical.
- Encourage the children to hold the shape for a count of three.

- The children practise in pairs acting as a support for each other where necessary.

**ACTIVITY CARD****SECTION 2**

**Asymmetrical and symmetrical sequences (balances are symmetrical)  
Partners A and B approach each other**

- (a) Walk to the mat, balance on the hands/seat in a symmetrical way, step onto the bench, travel along the bench and balance on feet in a symmetrical way. Step off in the middle of the bench. Walk back to the beanbag.
- (b) Roll on the mat, step onto the bench and travel along the bench. Balance on two hands and feet in a symmetrical way and step off. Walk back to the beanbag.

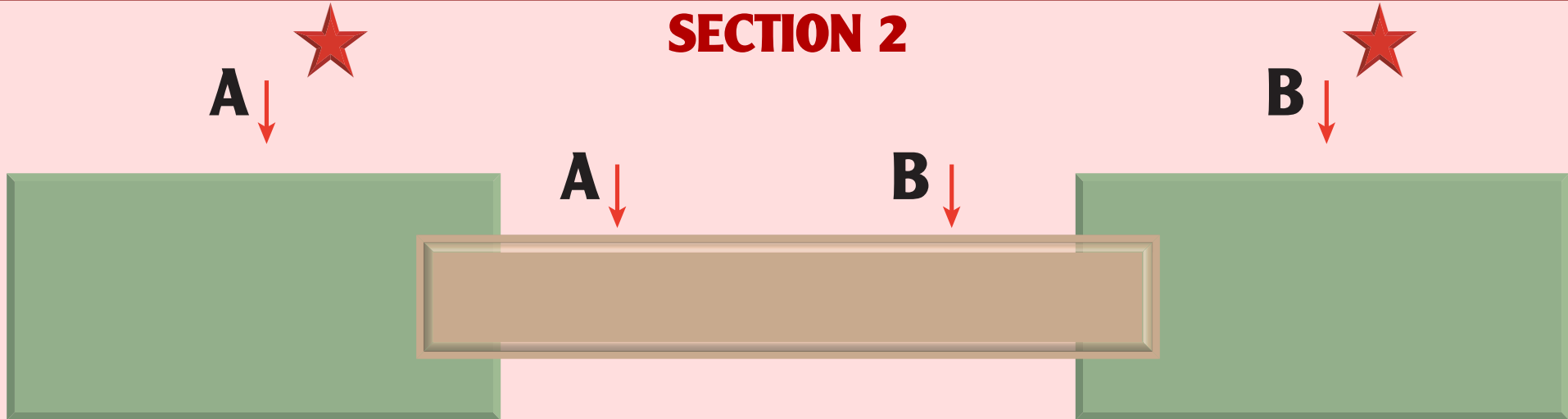
**ACTIVITY CARD****SECTION 2**

**Asymmetrical and symmetrical sequences (balances are symmetrical)  
Partners A and B move behind each other**

- (a) **Jump to the mat, balance on the seat, step onto the bench and travel along the bench. Jump off and roll on the mat. Walk back to the beanbag.**
- (b) **Travel to the mat, roll on the mat, step onto the bench and travel along the bench. Jump off, land and balance on the hands and feet with a donkey kick or a handstand. Walk back to the beanbag.**

## ACTIVITY CARD

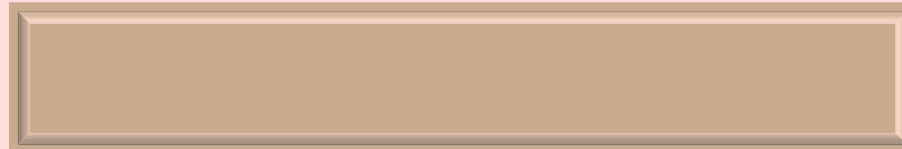
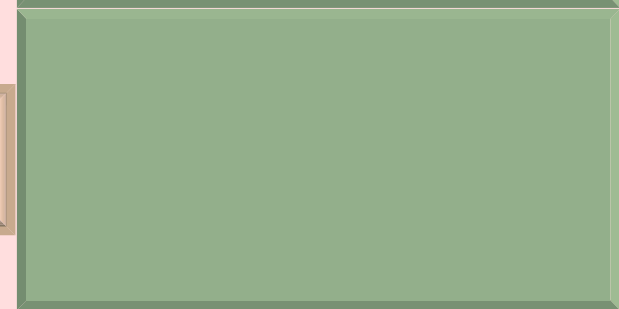
## SECTION 2



**Partners A and B move alongside each other and show contrasting movements**

**A** performs symmetrical movements while  
**B** shows asymmetrical movements throughout

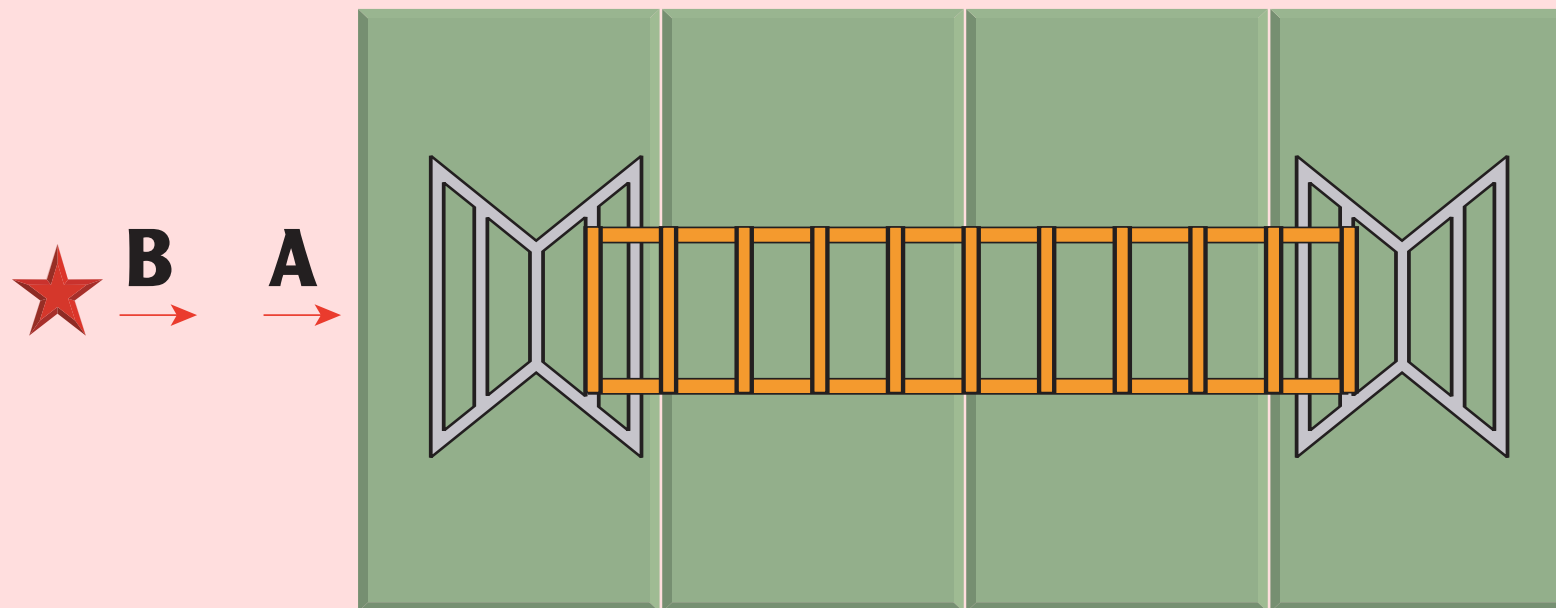
- (a) Travel to the mat, hold a balance on the seat, step up onto the bench and hold a balance on two hands and two feet on the bench. Stand facing each other, jump with a half turn, land on the mat and roll. Walk back to the beanbag.
- (b) Travel to the middle of the bench, step onto the bench and hold a balance on two feet on the bench. Jump with a full turn and roll on the mat. Walk back to the beanbag.

**ACTIVITY CARD****DEVELOPMENT SECTION  
Station 1****A****B**

**Partners A and B move alongside each other**

**Moving side by side, the pairs travel to the benches, step onto the benches and hold a balance on the benches. Jump off with a full turn and perform a forward roll/stretched roll on the mat. Walk back to the beanbag.**



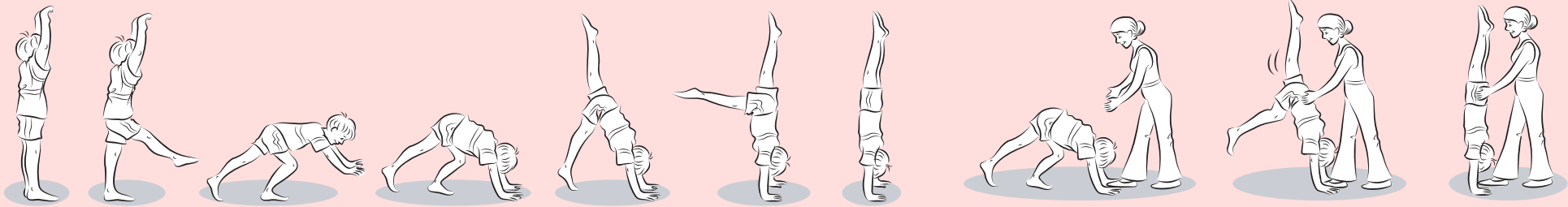
**ACTIVITY CARD****DEVELOPMENT SECTION  
Station 2**

**Moving one after another, the pairs climb onto the frame and travel along the ladder using the hands to hang from the ladder. Stop, hang and show a symmetrical shape. Step onto the mat and walk back to the beanbag.**

**ACTIVITY CARD**

**DEVELOPMENT SECTION**  
**Station 3**

**Revise the handstand and cartwheel.**



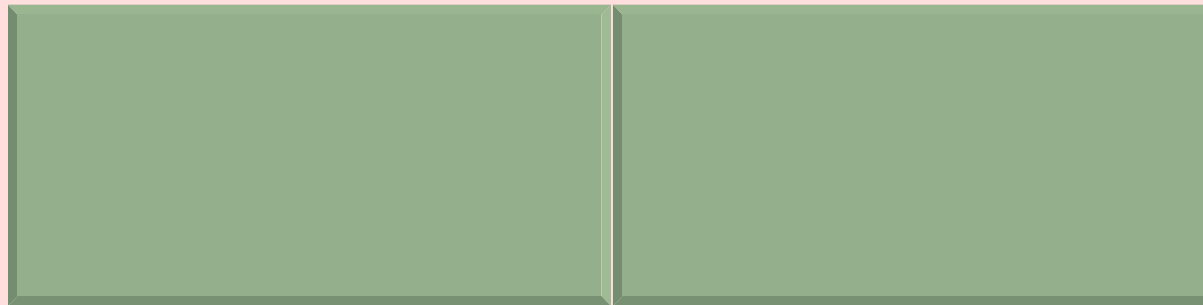
*Handstand*



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

**ACTIVITY CARD**

**DEVELOPMENT SECTION**  
**Station 4**



**Create a symmetrical and asymmetrical sequence of travelling movements, rolls, jumps and balances on the mats.**