



Curriculum Objectives

Strand Unit: Movement

- Perform balancing and counterbalance movements on the mats.
- Select and link a range of gymnastics actions to travel on the floor (mats) in pairs and in groups.
- Improve quality in body performance, body tension and body shape.
- Practise and perform the 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.

Move up a level

Venue

- Hall.

PSSI Homepage

Equipment

- Mats and benches.
- Activity cards for Section 3 at the end of the lesson.

Reference

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



ORGANISATION

Place the mats on the floor.

The children are in pairs – two pairs to each mat.

Reorganise the groups for this activity.

ACTIVITY

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

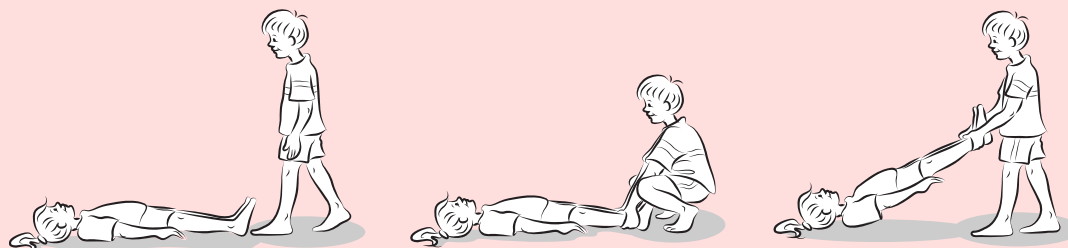
Tension exercises**(a) Dead man's lift – In pairs – A and B**

A lies flat on the mat facing the ceiling and tenses her/his entire body as rigidly as possible.

B stands at the feet of **A**.

On a count of three, **B** crouches down, keeping the back straight, and lifts **A**'s feet. Hold the lift for a count of three.

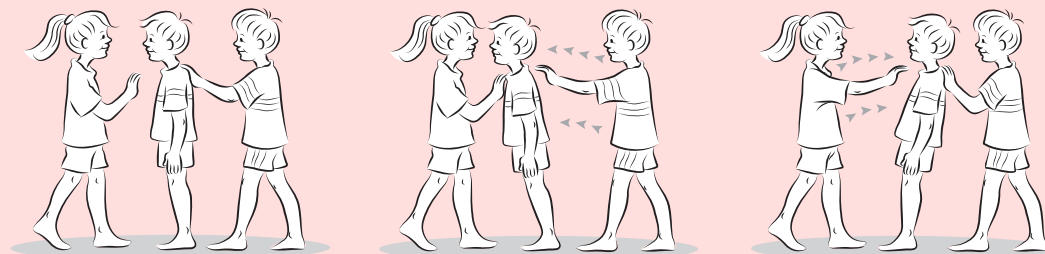
A remains tense throughout the lift. **B** gently replaces **A**'s feet on the mat.

**(b) The pendulum– In threes – A, B and C**

B stands between **A** and **C**, facing **A**. **A** and **C** stand with one leg slightly ahead of the other leg for balance.

B tenses the body, keeping the feet **fixed**. **A** gently pushes **B** towards **C** and **C** pushes **B** back to **A**.

Repeat with **A** in the middle then **C** in the middle.

**TEACHING POINTS**

- If **A** is holding tension properly only the shoulders and head will be on the floor during the lift.

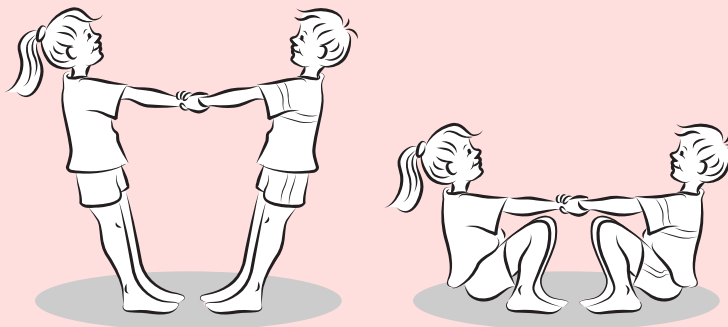
- Try to match pupils' height and strength.
- Always make sure the support stands with one foot in front of the other.
- Discuss with the children why this is important.
- The support should stand within 30 centimetres of the person in the middle.

ORGANISATION

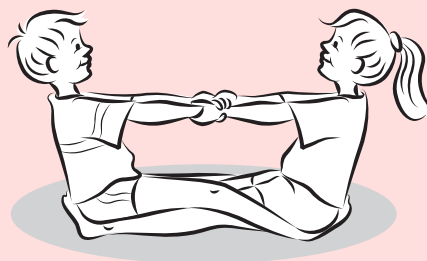
The children are in pairs.

ACTIVITY**1 Revise:****(a) Counterbalance****Sinking:**

The partners face each other with feet about one foot away from one another. Clasp each other's wrists, arms outstretched, both lower into sitting position and back to standing. Repeat.

**Seesaw:**

The partners sit on the floor facing each other and sitting on each other's feet. They clasp wrists, arms outstretched and rock into a seesaw action. Repeat.

**(b) Standing balances**

Stand erect: Transfer the weight onto one foot. Raise the other foot to the front, the back and sideways. Hold the balance for a count of three.

Arabesque:

Stand on one leg, facing your partner with hands outstretched for balance – one to the front and the other to the side.

Lift the other leg and straighten.

Keep the trunk as straight as possible.

Hold the balance for a count of three.

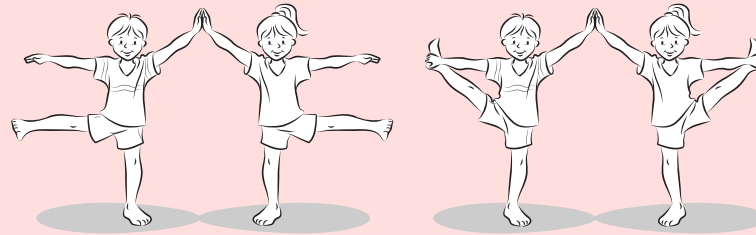
**TEACHING POINTS**

- Stretch away from each other.
- Keep the arms straight.
- Keep the seat taut and pulled in.
- Do this slowly.

- To help maintain balance, look at a fixed point on the wall or hold the lobe of the ear.
- If balancing on the right foot the right hand or the left hand can be stretched forward.

ORGANISATION

Take out the mats and place them on the floor.

ACTIVITY**Wine glass:**

Stand side by side with your partner. Stretch the inside hands in the air with the palms touching and the weight on the inside foot. Stretch the outside leg as straight as possible. Stretch outside the arm for balance. Hold the balance for a count of three.

As above, with the outside hand grasp the ankle of the outside foot, lift and straighten.

(c) Pair balances**Horizontal pairs:**

The base lies on the floor with the knees bent. The top lies face down with the feet on either side of the partner's head and with the hands under the shoulders. The base places the upturned palms under the ankles of the top and clasps firmly. On the count of three, the base pushes up the arms to straighten them while at the same time the top pushes up with the arms as if to do a push-up. Hold the balance for a count of three.

**Hands and knees balance:**

The base lies on the floor – legs together with knees bent and feet flat on the floor close to the seat. The top approaches from behind, leans forward and grasps the knees of the base. The base places the upturned palms just above the knees of the top. On a count of three, the base straightens the arms and the top balances lengthways. Hold the balance for a count of three.

**TEACHING POINTS**

- Keep the raised leg as straight as possible.
- Keep the palms touching.
- Keep the inside arms straight.
- Cooperation between the pairs is important to achieve balance.

- The top must lean forward far enough so that the shoulders are above the knees of the base.
- This ensures that the arms are vertical and can act as pillars.
- **Discuss with the children why this is necessary.**

ORGANISATION

Take out the benches to practise **walking upstairs** – four children per bench.

The pairs remain in the same groups: three pairs to each set of mats. Place all the activity cards at each station. The pairs perform the sequences in turn. Set aside two mats as a teaching station. The groups do not rotate. In turn, the teacher will call the groups to the teaching station.

*Two mats placed side by side.
One pair working at a time.*

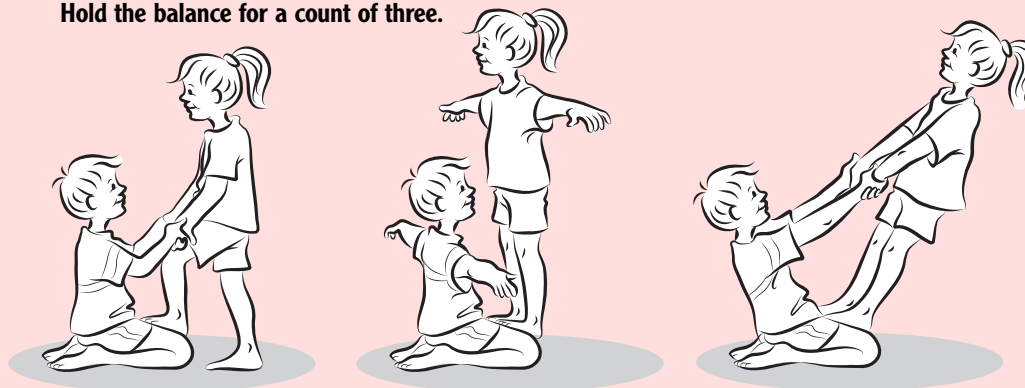


Sequence 1

ACTIVITY

2 New balance

- (a) **Walking upstairs:** Stand straight facing a bench. Look ahead and place one foot on the bench. Take the weight on that foot, straighten the second foot alongside it and stand on the bench.
- (b) **Balance on thighs (in pairs):**
A kneels and sits back on the feet.
B faces **A**, standing directly in front of **A**. Take the partner's hands.
B steps onto **A**'s thighs using the walking upstairs method.
 Stand in a balance with the arms outstretched. Then clasp the wrists and counterbalance. Hold the balance for a count of three.



3 Sequences for Stations 1-3

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

Sequence 1: 1 pair; A and B

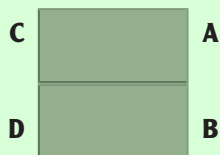
- A** stands beside **B**, both balancing in a wine glass pose.
- Step onto the mat. Jump with a quarter turn to face each other.
- Clasp wrists and perform a sinking movement. Stand.
- Jump with a quarter turn to face forwards.
- Both forward roll simultaneously and end side by side in a standing stretched position.

TEACHING POINTS

- Look ahead at eye level.
- Stretch away from each other while counterbalancing.
- Insist that the children clasp wrists for safety.
- The top should look ahead at eye level.
- Discuss with the children why this is important.
- At the start of each sequence, the pairs stand with hands by their sides.
- Encourage the children to hold the finishing position for a count of three.
- The children who cannot perform a forward roll may perform a stretched roll.

ORGANISATION

Two mats placed lengthways.
Two pairs working at a time.



Sequences 2 and 3

ACTIVITY**Sequence 2: 2 pairs; (A and B) and (C and D)**

A stands beside **B**, facing each other in an arabesque pose.

C and **D** also face each other in an arabesque pose.

Place the hands down by the sides. All jump a quarter turn to face each other.

Take two steps towards the middle of the mats.

A and **C** perform balance on thighs and **B** and **D** perform balance on the thighs.

All stand and jump a half turn. All roll simultaneously back to the starting point.

Sequence 3: 2 pairs; (A and B) and (C and D)

The children in each pair stand at opposite sides of the mat, facing each other.

Each pair takes two steps down the mat.

A and **C** and **B** and **D** perform an arabesque pose.

Catch the wrists of the person opposite and perform a sinking movement. Stand.

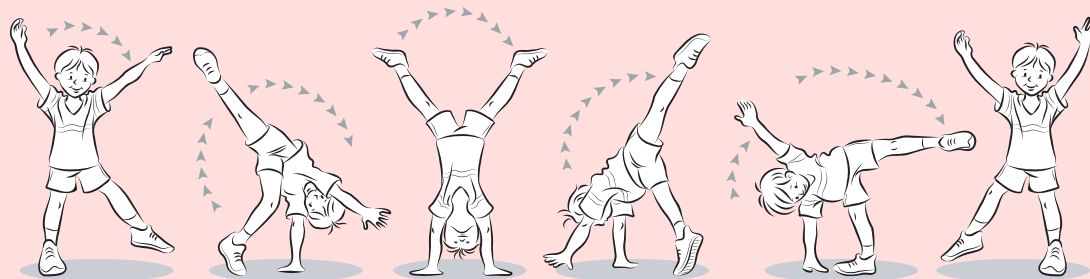
A and **C** perform a balance on the thighs and **B** and **D** also perform a balance on the thighs. Stand.

Each pair jumps a half turn to face back to the starting position.

Each pair rolls to the end of the mat.

4 Teaching station – revise 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.

**5 Cool down**

Visit your cool down bank.

TEACHING POINTS

- The support stands where the child's hands will be placed and provides support by holding the child at the hips, if needed.

DEVELOPMENT**ORGANISATION****ACTIVITY****TEACHING POINTS****1 Balances**

Revise a selection of the balances in the lesson, looking for well-held balances and good tension.

Balance on the thighs. This can be developed to performing a balance on a bench.

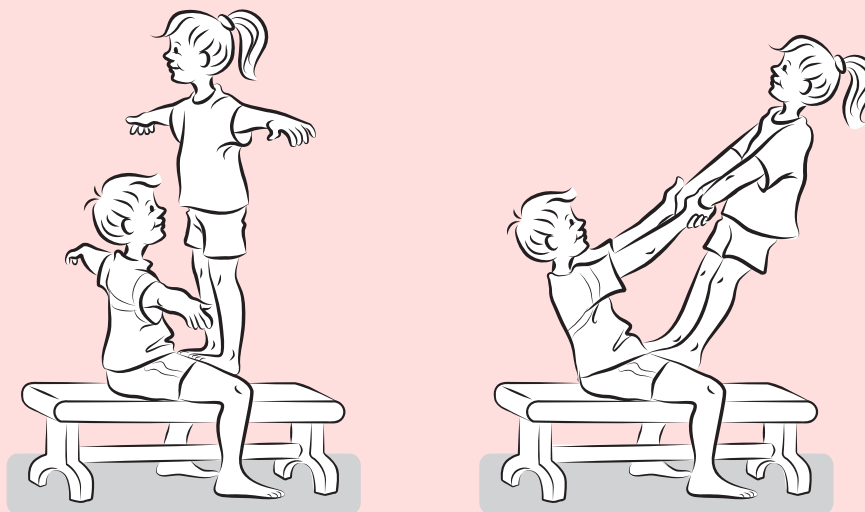
Balance on bench (astride)

The base sits astride a bench and the top stands on the bench in front of the base. They hold hands. Now the top walks onto the thighs of the base.

They disconnect hands and balance with arms outstretched. Hold the balance for a count of three.

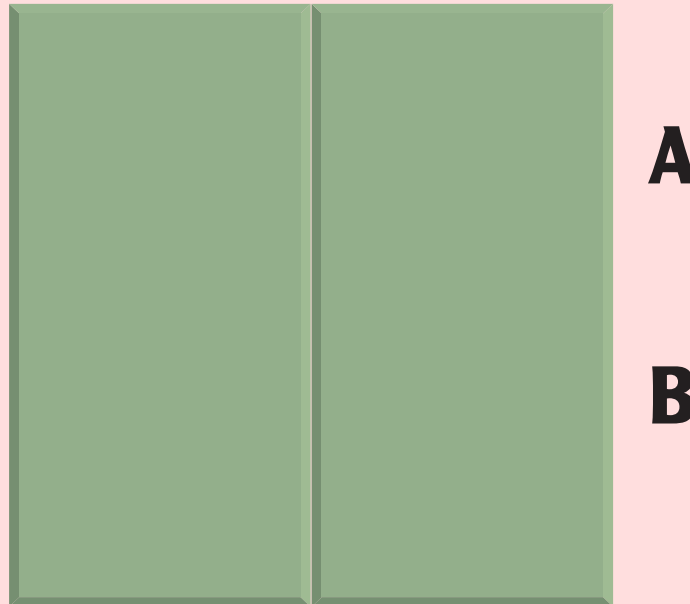
Now the pairs clasp the wrists and counterbalance for a count of three.

Return to balance and step down.

**2 Sequences**

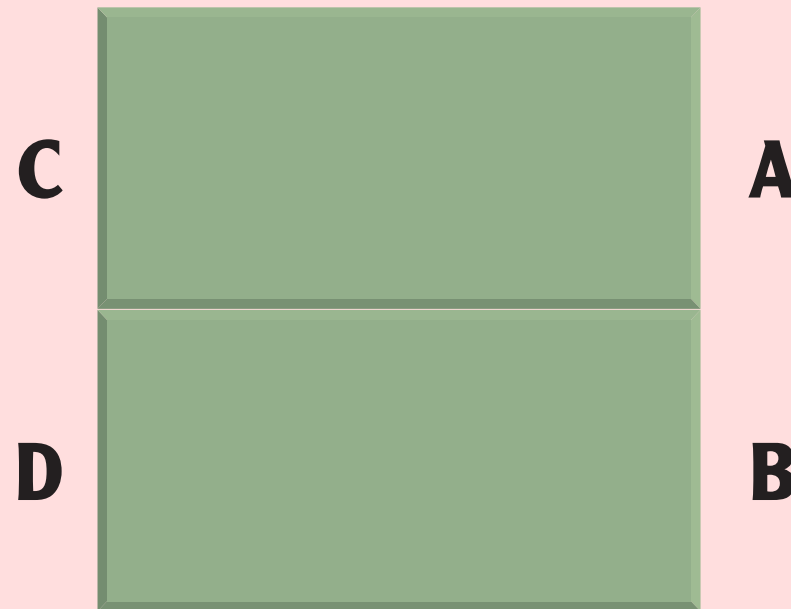
The children work on mats in groups of four or six to create sequences which include the above counterbalances and balances.

- Remind the children to include rolls.
- Remind the children to have definite starting and finishing positions and to hold all balances for a count of three.

ACTIVITY CARD**SECTION 3****Sequence 1 – 1 pair – A and B**

A stands beside **B**, both balancing in a wine glass pose.
Step onto the mat. Jump with a quarter turn to face each other.
Clasp wrists and perform a sinking movement. Stand.

Jump with a quarter turn to face forwards.
Both roll simultaneously and end side by side in a standing stretched position.

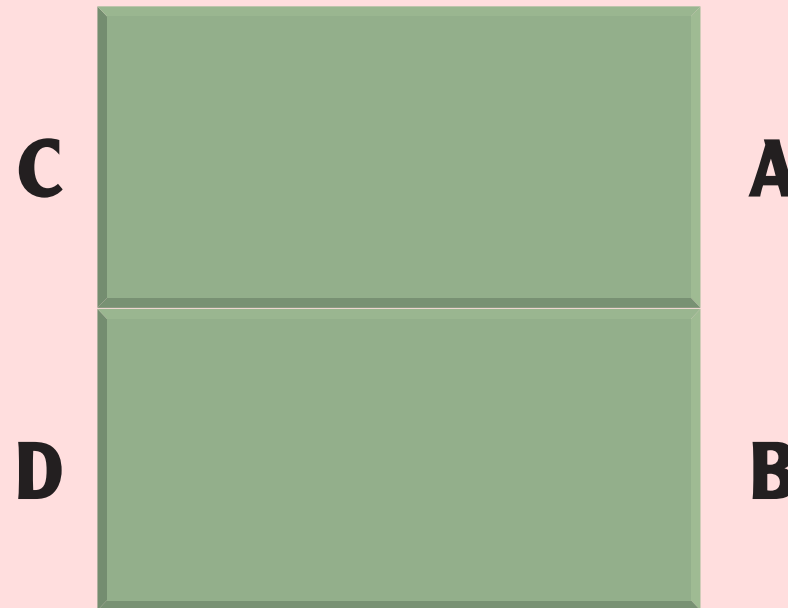
ACTIVITY CARD**SECTION 3****Sequence 2 – 2 pairs – (A and B) and (C and D)**

A stands beside **B** facing each other in the Arabesque pose.

C and **D** face each other in an arabesque pose. Place hands down by the side.

All jump a quarter turn to face each other. Take two steps towards the middle of the mats. **A** and **C** perform a balance on thighs and **B** and **D** also perform a balance on thighs. All stand.

Jump a half turn. All roll simultaneously back to the starting point.

ACTIVITY CARD**SECTION 3****Sequence 3 – 2 pairs – (A and B) and (C and D)**

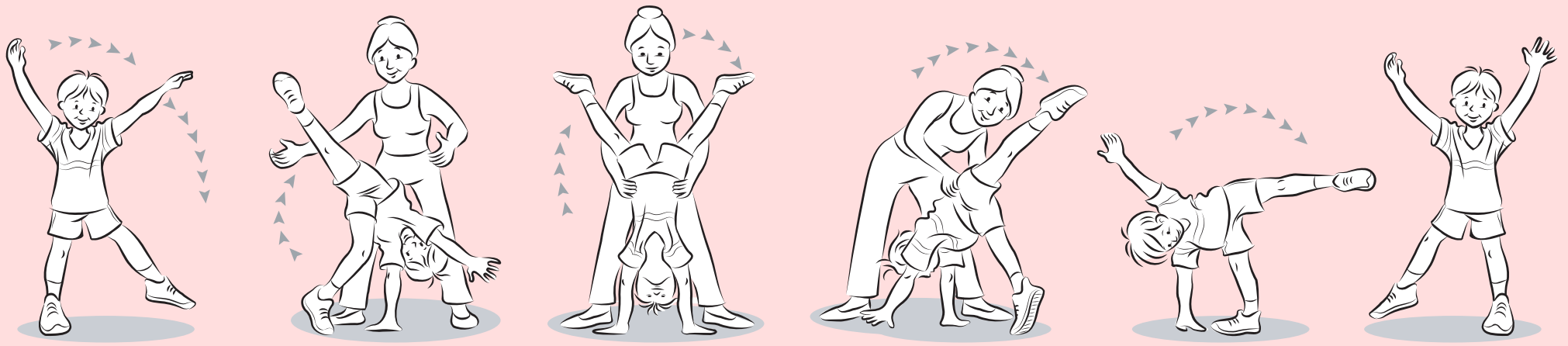
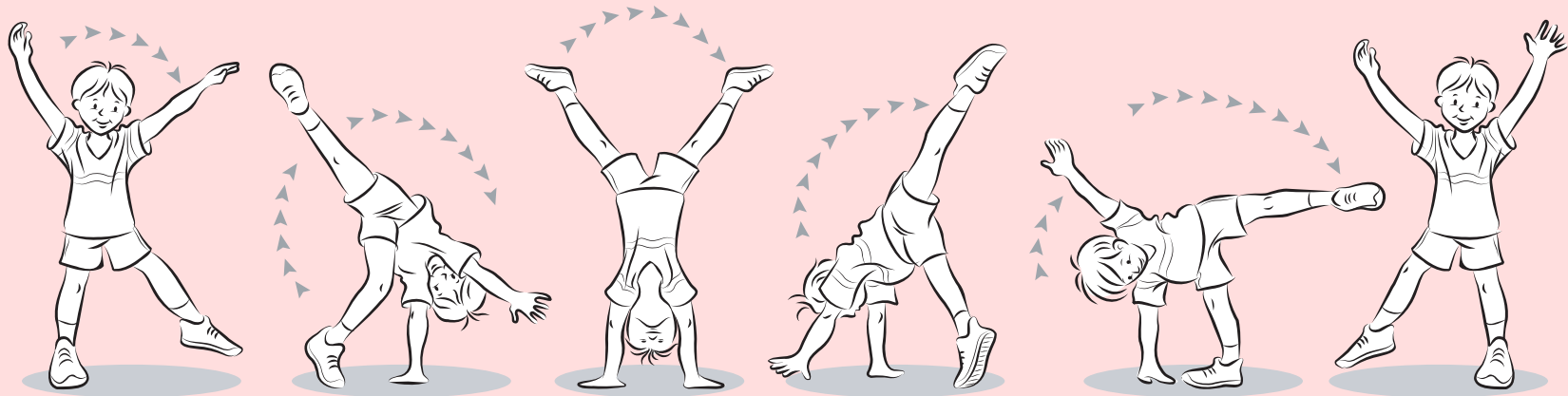
Each pair stands to face each other at opposite sides of mats. Take two steps down the mat. **A** and **C** and **B** and **D** perform an arabesque pose. Catch the wrists of the person opposite and perform a sinking movement. Stand.

A and **C** perform a balance on the thighs and **B** and **D** perform a balance on the thighs. Stand. Each couple jumps with a half turn to face back to the starting position. Each pair rolls to the end of the mat.

ACTIVITY CARD

STATION 4

Revise the cartwheel



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