



Move up a level

PSSI Homepage

### Curriculum Objectives

### Venue

### Equipment

### Reference

### Strand Unit: Movement

- Develop the basic movement actions of walking, running, skipping, stopping and jumping.
- Develop travelling on hands and feet.
- Link skills to produce a short sequence of movements.
- Develop body awareness through variations of direction, pathway, speed, shape, level and effort.
- Begin to transfer work onto apparatus.
- Absorb energy to avoid shock when landing.
- Develop good body tension and posture.

### 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.

- Hall.

- Hoops, beanbags, cones, ropes and mat.

- Primary School Curriculum (1999) Physical Education, page 20.
- Physical Education Teacher Guidelines, page 78.



**ORGANISATION**

Free movement around the room.

**ACTIVITY**

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

**1 Travel on hands and feet**

Explore ways of travelling on hands and feet. This should include the following combinations:

- two hands and two feet, tummy facing the floor or tummy facing the ceiling;
- two hands and one foot;
- one hand and two feet.

**Bear walk:** Through discussion, establish with the children that a bear is very big, very heavy and walks on four feet. Give words such as: awkwardly, clumsily, lumbering and plodding as appropriate.

Now ask the children to show how they think a bear walks.

The teacher looks for heavy movement with only one hand or one foot moving at any time.

If no child shows the movement, the teacher can demonstrate the following:

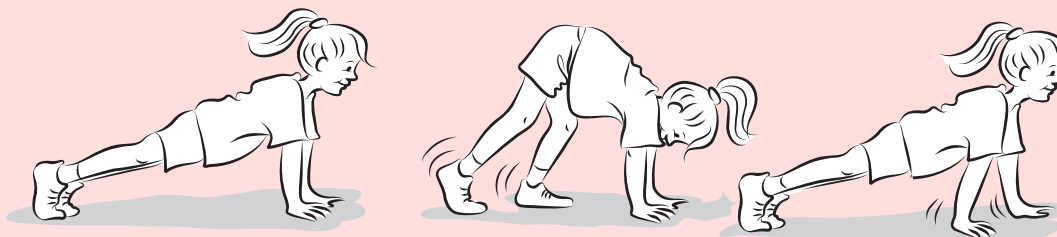
- hands and feet moving one at a time;
- right hand, left foot, left hand, right foot.



**Caterpillar walk:** Through discussion, establish with the children that a caterpillar has many legs and is light. Now ask the children to show how they think a caterpillar walks.

If no child shows the movement, the teacher can demonstrate the following:

- stick your hands to the floor and walk your two feet up to your hands;
- stick your two feet to the floor and walk out your hands.



**Crab walk:** Discuss how a crab moves sideways and lightly. Ask the children to move sideways on hands and feet.

**TEACHING POINTS**

- Ensure palms are flat on the floor.

**Q** Which do you find easier, tummy facing the floor, tummy facing the ceiling?

- Raise whichever hand or foot is not touching the floor.

- Palms flat on the floor.

- Palms flat on the floor.

**Q** Ask the children which walk they prefer and ask them to suggest another animal walk.

**ORGANISATION**

Each child collects a hoop and a beanbag then places it on the floor as in the diagram. Each child stands at the beanbag.

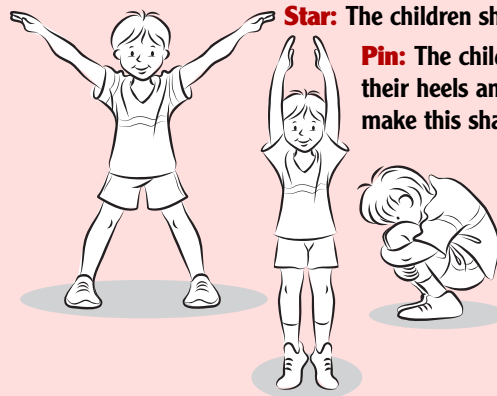


The star symbol ★ denotes a beanbag at the starting position.

Replace the equipment.

**ACTIVITY****2 Exploration of shapes: Discuss the shape of a star, a pin and a ball**

Ask the children to make a shape with their whole body which might look like a star, a pin and a ball.



**Star:** The children should stretch their legs and arms out wide.

**Pin:** The children should stand on the balls of their feet, raise up their heels and stretch their arms overhead. Ask the children to make this shape as narrow as possible.

**Ball:** The children should stand on their feet, wrap their arms down over their knees and lower their heads.

**Exploration of levels:** Repeat above shapes while lying on the floor.

**Shape game:** Give each shape a number, e.g. a star = 2. The children run and the teacher calls out a number. The children make the appropriate shape.

**3 Use of apparatus**

The children perform a sequence of movements called by the teacher and develop their own sequences. Ask the children to start and finish each of these sequences by standing still, stretched up tall.

**(a) Sequence 1**

- Travel to the hoop using hands and feet, making yourself as high as possible.
- Jump into the hoop and make a star shape.
- Jump out of the hoop and make a curled shape.
- Travel back to the beanbag on two feet only, making yourself as low as possible.

**(b) Sequence 2**

- Travel to the hoop on two hands and one foot, hop into the hoop.
- Make a pin shape in the hoop.
- Jump out of the hoop and travel to the beanbag jumping/hopping on two feet.

(c) Develop a sequence with some guidance from the teacher, e.g. travel, shape travel.

(d) Develop a sequence without any suggestions and demonstrate them.

**4 Cool down**

Repeat O'Grady activity to put away the equipment.

*O'Grady says, pick up the hoop and walk to the side of the hall/yard.*

*O'Grady says, follow the teacher in a line.*

*O'Grady says, walk slowly to replace the hoop in the correct box.*

**TEACHING POINTS**

- Point the fingers upwards.
- Keep the arms close to the ears and join the fingertips to make a point.

**Q** Which is your favourite shape? Make and hold for a count of three.

- Teacher calls out each activity.

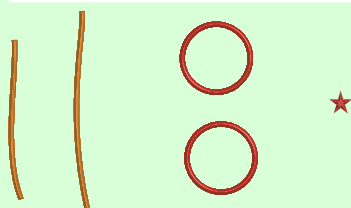
# DEVELOPMENT

## ORGANISATION

Lay out the apparatus as in diagram.  
 The star symbol ★ denotes a beanbag at the starting position.  
 Divide the children into groups. Each group sits at an appointed station.  
 Place the activity cards on the wall.



★  
 Station 1



Station 2



Station 3



★  
 Station 4

## ACTIVITY

Explain the activity at each station, drawing attention to the cards illustrating the activity.  
 The children spend two or three minutes at each station.  
 Teach the children how to rotate. See tips for the gymnastics section for guidance.

### Station 1

- Make a ball (low) shape.
- Travel to the cones, travel on hands and feet around and between the cones.
- Make a ball (low) shape.
- Hold for a count of three. Walk back to the beanbag.

### Station 2

- Make a star (wide) shape.
- Travel to the hoops on hands and feet.
- Stand, jump from hoop to hoop and jump over the ropes.
- Make a star (wide) shape. Hold for a count of three.
- Walk back to the beanbag.

### Station 3

- Make a shape standing on one foot.
- Hop to the rope and over the rope; jump into and out of the hoop.
- Make another shape standing on one foot. Hold for a count of three.
- Walk back to the beanbag.

### Station 4

- Make a standing pin shape.
- Jump into the hoop, jump out and perform a stretched roll like a pin on the mat. Hold this pin shape for a count of three.
- Walk back to the beanbag.

## TEACHING POINTS

- Remind the children at this station to use combinations of hands and feet while travelling and to use the five basic jumps while jumping.