



Move up a level

PSSI Homepage

Curriculum Objectives

Strand Unit: Movement

- Develop the basic movement actions of walking, running, stopping, jumping, balancing and transferring weight.
- 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.
- Practise rocking and rolling activities leading to the forward roll.

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.

Venue

- Hall.

Equipment

- Mats, benches and a frame.

Reference

- Primary School Curriculum (1999) Physical Education, page 20.
- Physical Education Teacher Guidelines, page 79.



ORGANISATION

Free movement around the room.

Lay out the mats as below – three children on each mat.

**ACTIVITY**

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

1 Make a travelling sequence

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. Hold a start and finish for a count of three.

(a) Guided Sequences

- Run, jump, land, make a shape and hold.
- Travel on hands and feet, stop, make a wide shape, travel on two hands and one foot and hold.
- Run, skip, hop (i.e. one foot to one foot), stop, make a narrow shape and hold.

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

2 Balance: large body parts

Ask the children to identify large body parts. The children take weight on the back and lift the legs off the floor. Can they remain steady, i.e. not moving? Ask the children what they are doing.

Repeat balances on the:

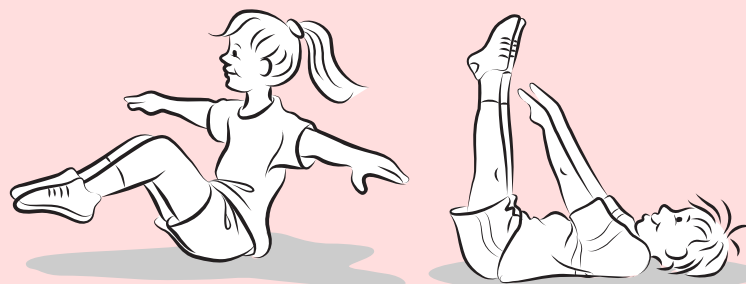
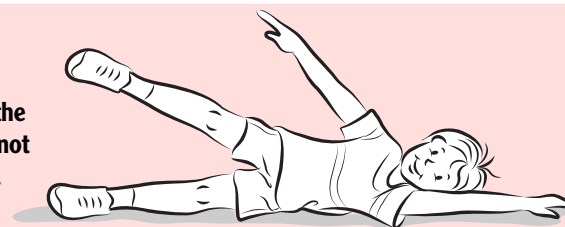
- front;
- side;
- seat of the body.

Make each balance as high, as low, as wide or as narrow as possible.

Make a different shape with each balance.

Transferring weight

Ask the children to show two balances moving from one to the other without a break, e.g. move from a balance on the seat to a balance on the back.

**TEACHING POINTS**

- Bend the knees while landing, stretch the legs and arms out to make a wide shape.
- Place the palms flat on the floor while travelling on the hands and feet.
- Raise the foot that is not touching the floor.
- Keep the legs and arms close together when making narrow shapes.

- Stretch the legs and arms that are not touching the mat.
- Keep very still and look at a fixed object.
- Ask the children to think about the word **balance**.

Q Ask the children how they know or **feel** when they are in balance.

ORGANISATION

Replace all the mats.

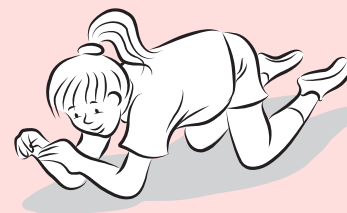
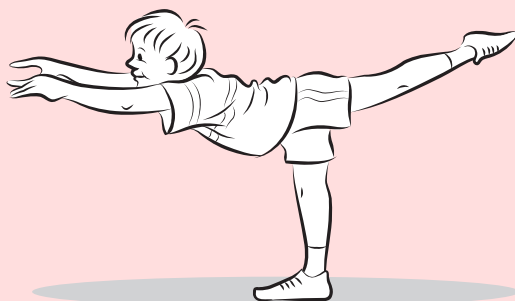
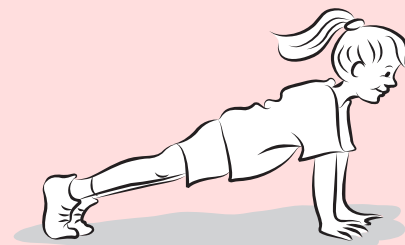
ACTIVITY**3 Balance: small body parts**

Discuss and identify small body parts.

Ask the children to:

- (a) Take weight on hands and feet;
- Use four parts – two hands and two feet.
 - Use three parts – two hands and one foot or one hand and two feet.
 - Use two parts – one hand and one foot.
- (b) Take weight on knees and elbows.
- (c) Take weight on knees only.

Encourage the children to make high/wide/narrow/low balances.

**4 Concluding activity**

Vigorous playground game.

5 Cool down

Follow the leader using stretching and curling movements. Gradually slow the tempo.

TEACHING POINTS

- Place the palms flat on the floor, tummy facing the floor or facing the ceiling.
- Stretch up whichever parts that are not touching the floor. Where appropriate, the arms should be outstretched.
- When using the knees or elbows the balance should be **very** short.

DEVELOPMENT**ORGANISATION**

Lay out the apparatus as in diagram.

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

Place activity cards on the wall.

Refer to the **Directions for Use** file for guidelines on station teaching.



Station 1



Station 2



Station 3

ACTIVITY

Revise the elements taught in the above lesson through the following station teaching activities.

Station 1

Walk to the bench. Slide along the bench using a large body part. Balance. Stand. Step onto the mat. Balance on a large body part. Stand. Walk back to the beanbag.

Station 2

Travel on the bench on hands and feet, stop, balance on hands and feet and step off. Walk back to the beanbag. Hold a balance for a count of three.

Station 3

Hop to the bench. Stand on the bench. Balance on three parts, stand and step off. Walk back to the beanbag.

TEACHING POINTS

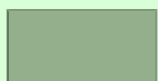
- Look for a sliding action along the bench. Ask the children to hold balances on the mat for a count of three.
- Remind the children to make a definite stop between travel and balance.

DEVELOPMENT

ORGANISATION



Station 4



Station 5

ACTIVITY

Station 4

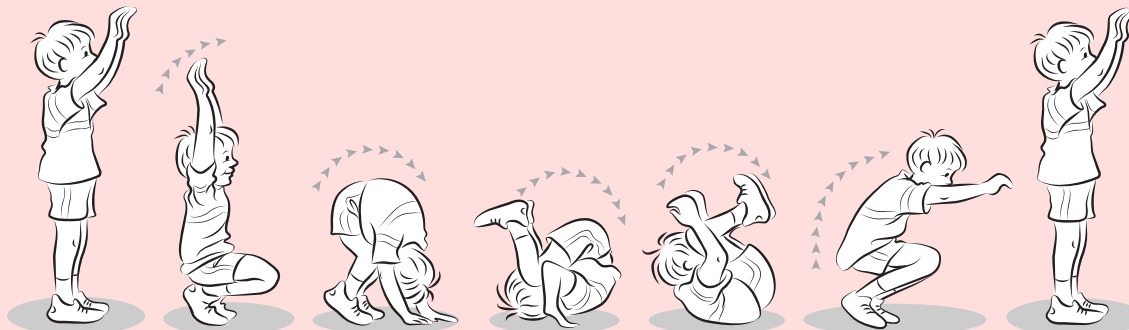
Bounce to the mat. Balance on hands and feet. Climb up the frame using hands and feet and down the other side. Walk back to the beanbag.

Station 5

Practise the forward roll.

N.B. This is a teaching station.

The child stands with feet apart, place the palms of the hands flat on the mat with the fingers forward. With bottom/hips held high, tuck the head in and look backwards through the legs. Bend the knees, lower the head and with a push from the feet, roll like a ball onto the shoulders and upper back. Continue to roll to arrive on the feet. Stretch the arms upwards and forwards to help achieve the final standing position.



To help a child who has difficulty getting into a standing position, stand in front of the child with one foot forward, lean forward, grasp the wrists of the child and pull the child to a standing position.



TEACHING POINTS

- Keep the knees close to the chest.
- The head should be kept tucked in and should not touch the mat.
- Identify children with difficulties.