



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Movement

- Develop basic movement actions.
- Continue to develop body awareness through variations of direction, pathway, speed and levels.
- Show control in take-off and develop the ability to absorb energy to avoid shock when landing.
- Link movement skills to produce individual and pair sequences.
- Practise rolling activities leading to the forward roll.
- Develop good body tension and posture through gymnastic positions and movements.

Strand Unit: Understanding and appreciation of gymnastics

- Discuss movement and ask and answer questions about it.
- Develop the ability to lift and place apparatus safely.
- Develop awareness of others when using apparatus.

- Hall.

- Mats, benches, climbing frame and hoops.
- Activity cards for Development section at the end of lesson.

- Primary School Curriculum (1999) Physical Education, page 30.



ORGANISATION

Free movement around the room.

Place domes/markers around the room. The children move in, out and around them. To finish, each child collects one dome/marker.

ACTIVITY

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

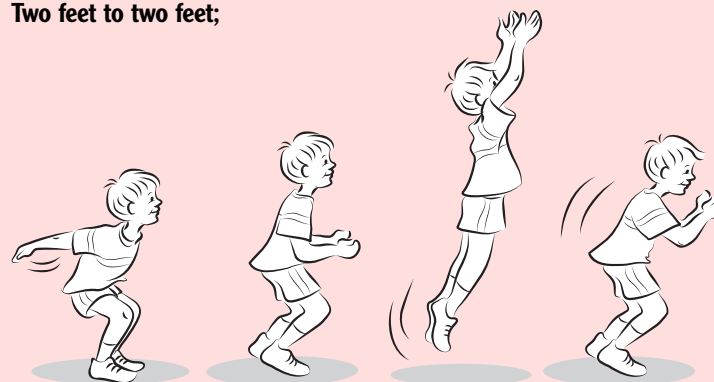
1 Travel on feet

Link travelling movements:

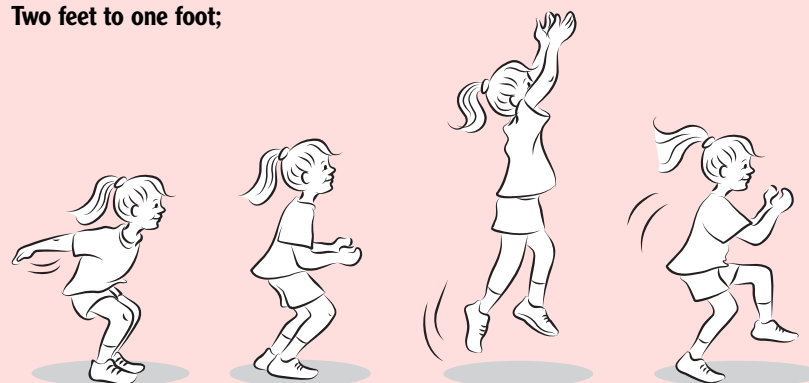
Run, stop, skip and stop. Walk, stop, hop and stop.

Ask the children to:

- (a) **explore direction** – forwards, backwards and sideways;
- (b) **explore pathways** – straight, curved and zigzag;
- (c) **explore speed** – fast and slow;
- (d) **explore levels** – high and low;
- (e) **revise the five basic jumps:**
 - Two feet to two feet;



- Two feet to one foot;

**TEACHING POINTS**

- Look for free spaces and move into them.
- On a signal – stop.
- Walk; look ahead while walking forward.
- Walk; look behind while walking backwards.
- Ensure that the children walk each pathway initially.
- Walk fast and slow initially, then run.
- Walk high and low initially, then run.
- Run for five steps, jump (use one of the five basic jumps each time).
- When jumping swing the arms from behind forwards and upwards and land on the balls of feet – bend the knees on landing.

ORGANISATION

ACTIVITY

TEACHING POINTS

- **One foot to the same foot (hop);**



- **One foot to one other foot (step);**



- **One foot to two feet (jump).**



- (f) **Link travelling and jumping:**
Run, jump and run.

- **Ask the children to choose a jump of their choice.**

ORGANISATION**ACTIVITY****TEACHING POINTS****2 Revise travelling on feet and hands:**

- 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: Discuss the way bears walk with the children again.

Look for the words: awkwardly, clumsily, lumbering and plodding.

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.

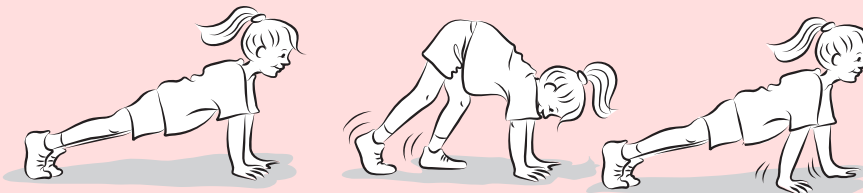


Caterpillar walk: Discuss the movement of the caterpillar with the children again.

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**

Move sideways on your hands and feet.

Show a sequence travelling on hands and feet using three different combinations, e.g.:

- two hands and two feet;
- one hand and two feet;
- two hands and one foot.

Q Which walk do you like best?

- Encourage the children to use combinations of hands and feet to travel and to change direction and pathway while doing so.
- Tummy facing the floor.
- Remind the children that the caterpillar is very light and has many legs.

ORGANISATION

The children work in pairs.
Half of the class demonstrates each time.
The other half of the class observes.

Take out mats and place them on the floor – three to a mat.

Replace all the mats.

ACTIVITY**2 Partner work**

Sequence: Travelling and jumping

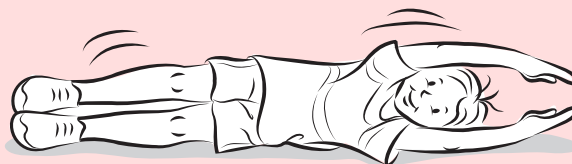
Work with a partner to create sequences of travelling on feet, hands and feet and jumping, e.g. run, travel (two hands and two feet) and jump.

The children perform the sequence together.

3 Use of apparatus

Revise rolling.

(a) Stretch roll along the mat.



(b) Tuck roll along the mat.



(c) Travel on hands and feet to the mat and roll in a stretched way along the mat.

(d) Jump to the mat and roll in a stretched way/tucked way along the mat.

4 Cool down

Sit still. Close the eyes. Count to 10 and slowly stand up.

Stretch the arms in the air and down to the sides of the body.

TEACHING POINTS

- Stretch out as long as possible on the mat and roll like a pin along the mat.

- Tuck roll – tuck the knees into the chest and roll.

- Which is easier, stretched or tucked roll?

DEVELOPMENT**ORGANISATION**

Lay out the apparatus as in the diagram.
Place activity cards at each station.

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

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



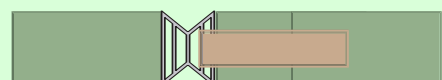
Station 1



Station 2



Station 3



Station 4

ACTIVITY

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

Station 1

Travel (jumping) to the bench. Step onto the bench, travel using feet only along the bench. Stand on the end of the bench and jump off. Stretch roll on the mat.

Station 2

Travel to the bench. Step onto the bench and travel along the bench using the feet and hands. Stand on the end of the bench and jump off. Tuck roll on the mat.

Station 3

Jump into and out of the hoop.
Stretch roll on the mat. Stand.
Jump into and out of the hoop.

Station 4

Use hands and feet to travel onto and over the low frame.
Sit on the bench and slide down.
Land on the mat.

TEACHING POINTS

- Draw the children's attention to the cards illustrating activities
- Suggestion: select two children to read out the activity as the children perform the tasks.

- Land on the balls of the feet.
- Bend the knees on landing.

- Use one hand and one foot or two hands and two feet to travel along the bench and land on the balls of the feet.
- Bend the knees on landing.

- Ask the children to vary the jumps into and out of the hoop.

- Catch each rung tightly, move the hand to the next rung.

DEVELOPMENT**ORGANISATION**

Station 5

ACTIVITY**Station 5**

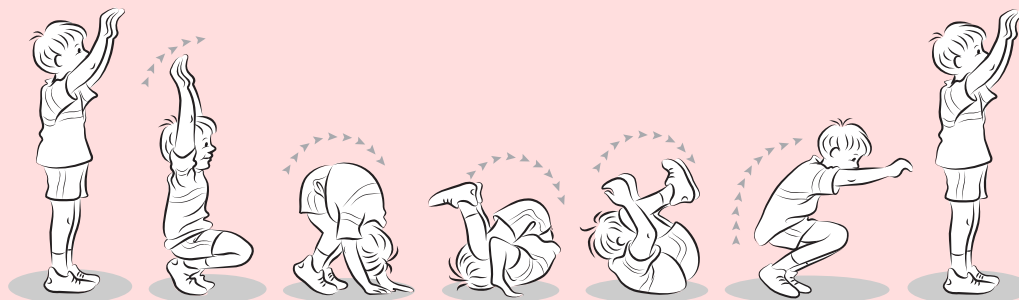
Practise the forward roll.

The child should stand 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 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.

ACTIVITY CARD**Station 1**

Jump on two feet to the bench.

Step onto the bench.

Walk along the bench.

Stand on two feet on the end of the bench.

Jump onto the mat.

Lie on the mat and stretch roll on the mat.

Walk back to the beanbag.

ACTIVITY CARD**Station 2**

Hop to the bench.

Step onto the bench.

Move along the bench on hands and feet.

Stand on two feet on the end of the bench.

Jump onto the mat.

Lie on the mat, curl up and tuck roll on the mat.

Walk back to the beanbag.

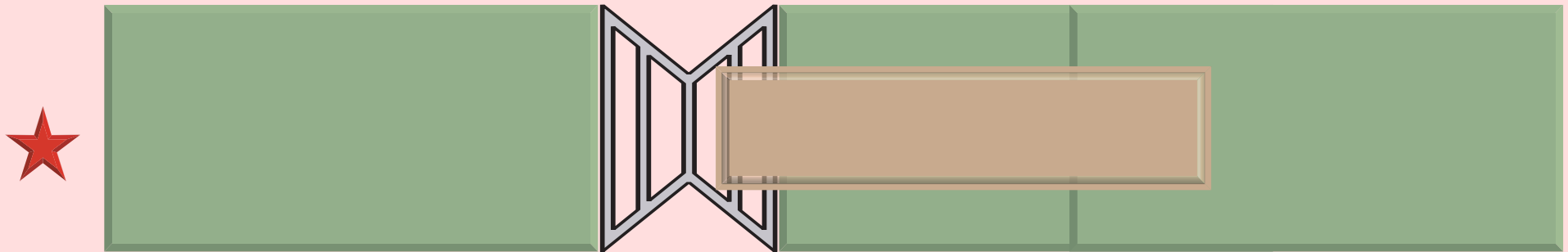
ACTIVITY CARD**Station 3**

Jump into and out of the hoop.

Lie on the mat and stretch roll on the mat.

Stand up and jump into and out of the hoop.

Walk back to the beanbag.

ACTIVITY CARD**Station 4**

Use your hands and feet to climb onto and over the frame.

Sit on the bench and slide down the bench.

Land on the mat. Stand up.

Walk back to the beanbag.

ACTIVITY CARD

Station 5



Practise the forward roll on the mat.

