



Move up a level

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

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



ORGANISATION

Free movement around the room.

The children work in pairs to create a sequence.

ACTIVITY

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

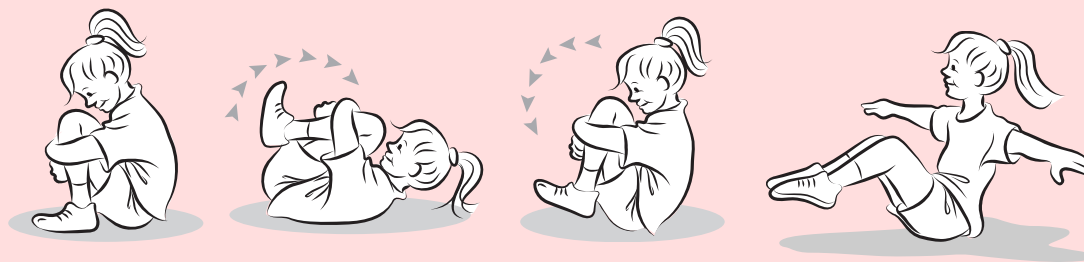
1 Travel on feet

Link travelling movements: Run, stop, skip, stop, walk, stop, hop and stop.
Explore direction, pathways, speed and levels.

2 Curling and stretching

Ask the children to:

- Run, stop, using the **feet** as a base, bend the knees and lower the body over the knees.
Now stand up tall and stretch.
- Run and stop. Using **the seat** as a base, pull the knees into the chest then stretch the arms and legs up and out.
- Run and stop. Using the **knees** as a base, bend the upper body over the knees then stretch the body and the arms out.



- Make sequences – curl and stretch.
Run, stop and show a **curled** shape.
Run, stop, show a **stretched** shape and run again.
Create your own sequence.
- Work with a partner – make a sequence of three **curled** and three **stretched** shapes with a partner. The children perform the sequence together or in turn.

TEACHING POINTS

- Look for free spaces and move into them.** The teacher calls out the travelling movements. On a signal, stop. The teacher calls out different directions, pathways, speeds and levels.
- The teacher calls out the activities.
- When curling, curl up as tightly as possible. When stretching, stretch out as far as possible.
- Hold the curled/stretched position for a count of three.

ORGANISATION

Take out the mats and place on the floor – three children to a mat. The children take turns curling and rolling on the mat. The star symbol ★ denotes a beanbag at the starting position.

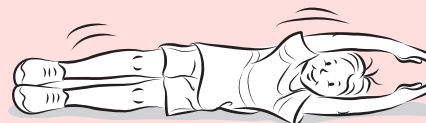


Place one hoop at the end of each mat. The children remain at their mats.

Replace all mats and hoops

ACTIVITY**(f) Curl up using mats**

- Lie on your back on the mat. Bend the knees into the chest tightly, then stretch the body into a long thin shape (pin) and stretch roll across the mat.
- Lie on the mat. Bend the knees to the chest. Tuck the head in and tuck roll across the mat.



- (g)** The children perform a sequence of movements called by the teacher and develop their own sequences. The sample sequences give the children a structure to follow when creating their own. Start these sequences by asking the children to make a star shape and hold for a count of three and to hold the final position for a count of three.

Guided sequences

- Run, jump and show a stretched shape in the air. Land on the mat and roll in a curled shape. Stand. Jump into the hoop and show a stretched shape.
- Run, jump onto the mat and roll in a stretched way across mat. Stand. Jump into the hoop and curl up.

Childrens' sequences

- Create a sequence without any suggestions and demonstrate it.

TEACHING POINTS

- Hold the curled position for a count of three.
- Ask the children to show clear stretched shapes. Land on the balls of the feet and bend the knees.

3 Cool down

Lie on the floor, curl up and stretch out. Stand.

DEVELOPMENT**ORGANISATION**

Place a bench and a mat as indicated below in four different areas of the hall. Place **all** activity cards at each area.

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

Divide the class into four groups. Each group performs the tasks outlined on the cards. Groups **do not** need to rotate.

**ACTIVITY****Task 1**

Curl up and travel to the bench.
Slide along the bench (like a caterpillar).
Stand on the bench and jump onto the mat.
Roll in a curled way along the mat.

Task 2

Stretch your body and travel to the bench
Travel along the bench in a stretched way
Stand on the bench and jump onto the mat.
Roll in a stretched way along the mat.

Task 3

Create your own sequence:

- (a) On your own
- (b) With a partner
- (c) In fours

TEACHING POINTS

- Remind the children to hold the starting and finishing positions.
- Remind the children to curl the body while travelling.
- Stand up straight on the bench before jumping off.

- Remind the children to stretch the body while travelling.
- Stand up straight on the bench before jumping onto the mat.
- Show a stretched shape in the air.
- Stretch roll across the mat.

ACTIVITY CARD**Task 1**

Curl up and move to the bench.

Step onto the bench.

Move like a caterpillar along the bench.

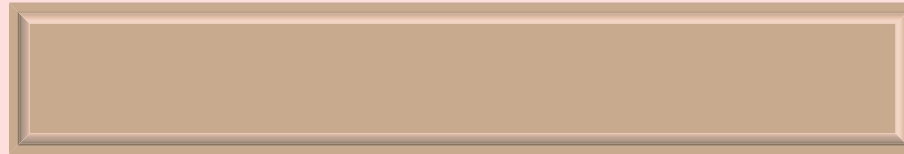
Stand up straight on the end of the bench.

Jump onto the mat.

Lie on the mat and curl up.

Roll along the mat.

Walk back to the beanbag.

ACTIVITY CARD**Task 2**

Stand in a stretched way and move to the bench.

Move along the bench in a stretched way.

Stand on the end of the bench.

Jump onto the mat.

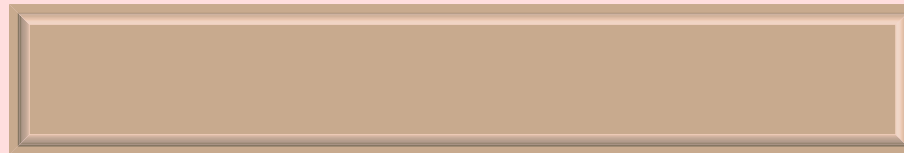
Lie on the mat.

Stretch out and roll on the mat.

Walk back to the beanbag.

ACTIVITY CARD

Task 3



- Create your own sequence:**
- (a) On your own**
 - (b) With a partner**
 - (c) In fours**