



Move up a level

PSSI Homepage

## Curriculum Objectives

## Venue

## Equipment

## Reference

## Strand Unit: Movement

- Develop the basic movement actions.
- Develop the basic movement of balancing.
- 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 and climbing frame.
- Activity cards for Development section at the end of the lesson.

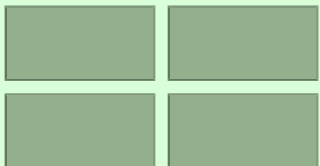
- Primary School Curriculum (1999) Physical Education, page 30.



**ORGANISATION**

Free movement around the room.

Take out the mats and place them on the floor – three children per mat.

**ACTIVITY**

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

**1 Make a sequence of running and jumping**

Run, jump, run – use the five basic jumps:

- (a) two feet to two feet;
- (b) two feet to one foot;
- (c) one foot to one foot (hop);
- (d) one foot to one other foot (step);
- (e) one foot to two feet.

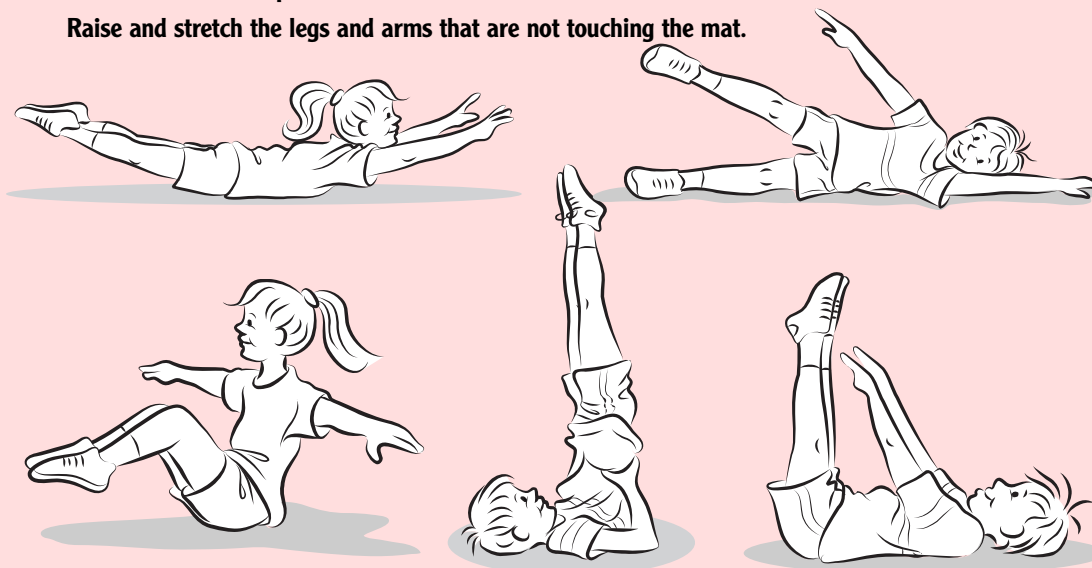
**2 Balance on large body parts**

Take the weight on: the seat/front/side/back/shoulders.

**Change the shape and level of each balance.**

Make a different shape with each balance.

Raise and stretch the legs and arms that are not touching the mat.



**Make a sequence of balances**

Move from a balance on the **front** to the **side** to the **seat** to the **back** to the **shoulders**.

Make each balance high, low, wide or narrow.

After balancing on each part for three seconds, balance on another large part and hold the balance.

**TEACHING POINTS**

- Signal **stop**. Call out each jump.
  - Swing the arms upwards while jumping.
  - Bend the knees on landing.
- 
- When balancing on the shoulders protect the small of the back with the hands.
  - Keep very still and look at a fixed object.

**ORGANISATION**

The children move away from the mats and perform the activities in turn.

The children return to sit on a mat.

**ACTIVITY****3 Link travelling and balancing**

The following are sample sequences which the teacher can call out to be performed by the children. These give the children a structure to follow when creating their own.

- (a) Run to the mat, stop, balance on the seat.
- (b) Skip to the mat, stop, balance on the back.
- (c) Hop to the mat, stop, balance on the front.
- (d) Jump to the mat, stop, balance on the shoulders.

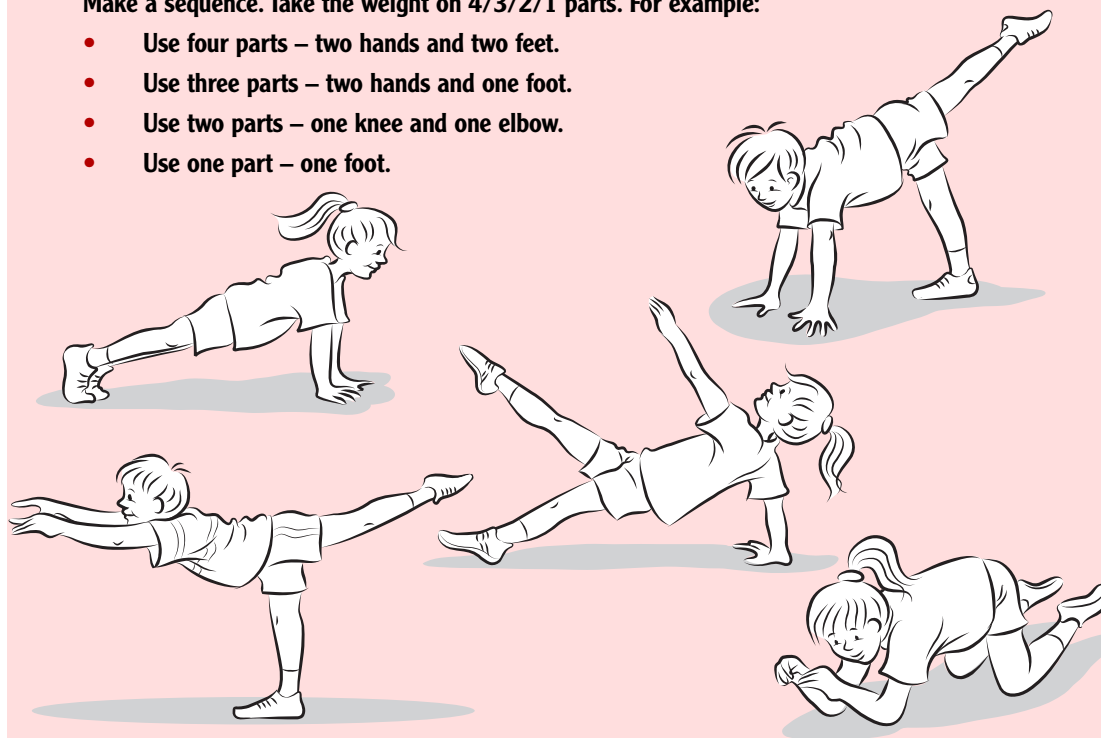
The children now create their own sequences.

**4 Balance on small parts**

Take the weight on: the hands, the hands and feet or the knees and elbows. Use combinations of body parts to balance on, e.g. one hand and one foot, two hands and one foot, two knees and one hand, two hands and two feet or two knees and two elbows.

Change the shape and level of each balance. Make each balance wide, narrow, high or low. Make a sequence. Take the weight on 4/3/2/1 parts. For example:

- Use four parts – two hands and two feet.
- Use three parts – two hands and one foot.
- Use two parts – one knee and one elbow.
- Use one part – one foot.

**TEACHING POINTS**

- Place the hands flat on the floor.
- Allow time for each balance.
- Look for stretched arms and legs that are not touching the floor.
- When balancing on knees and elbows, the balance should be **very** short.
- Hold each balance for a count of three.

**ORGANISATION**

The children move away from the mats and perform the activity in turn.  
Replace the mats when finished

**ACTIVITY****5 Link travelling and balances**

Ask the children to:

- (a) run to the mat, stop and balance on two hands and one foot;
- (b) jump to the mat, stop and balance on one hand and two feet;
- (c) skip to the mat, stop and balance on one hand and one foot;
- (d) hop to the mat, stop and balance on two knees and two elbows.

**6 Concluding activity**

Vigorous playground game.

**7 Cool down**

Visit your cool down bank.

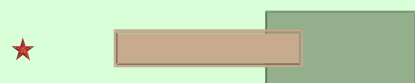
**TEACHING POINTS**

- Only one child performs the activity at a mat at any time.

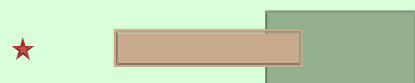
# DEVELOPMENT

## ORGANISATION

Lay out apparatus as in the diagram.  
Place an activity card at each station.  
Divide the class into groups. Each group sits at the appointed station. Explain the activity at each station. The groups rotate.  
The star symbol ★ denotes a beanbag at the starting position.



Station 1



Station 2



Station 3



Station 4



Station 5

## ACTIVITY

### Station 1

Travel to the bench, step onto the bench and balance on small body parts.

Travel to the end of the bench and jump off.

Balance on your front on the mat.

### Station 2

Travel to the bench. Step onto the bench and balance on a large body part. Travel to the end of the bench and jump off. Land on the mat. Balance on one hand and one foot on the mat.

### Station 3

Put your hands on the bench and jump your feet from one side of the bench to the other and back.

Repeat, moving along the bench.

### Station 4

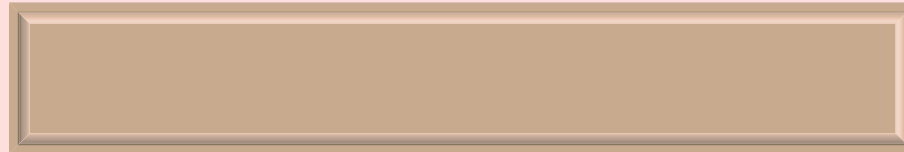
Make split level balances between the bench and the mat, e.g. bridge shapes.

### Station 5

Travel up and over the climbing frame. Land on the mat.

## TEACHING POINTS

- Draw the children's attention to the cards illustrating the activity. Place the activity cards on the wall. The children spend two to three minutes at each station – the children should now know how to rotate.

**ACTIVITY CARD****Station 1**

**Walk to the bench. Step onto the bench. Balance on one hand and one foot.**

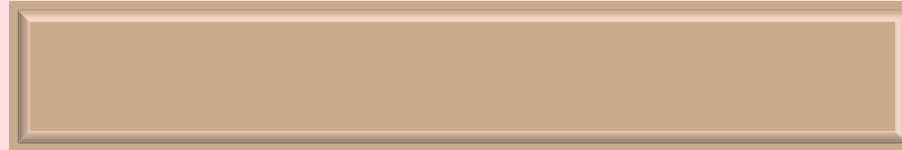
**Walk to the end of the bench. Stand on the end of the bench.**

**Jump onto the mat. Land on the mat.**

**Lie on the front of your body. Lift your hands and feet.**

**Balance on your front. Hold the balance.**

**Stand up and walk back to the beanbag.**

**ACTIVITY CARD****Station 2**

**Walk to the bench. Step onto the bench. Walk to the middle of the bench. Stop.  
Sit on your bottom. Lift both legs and hands. Balance on your bottom.  
Stand up and walk along the bench. Stop at the end of the bench.  
Jump off the bench and land on the mat.  
Balance on one hand and one foot. Lift the other hand and foot.  
Walk back to the beanbag.**

**ACTIVITY CARD****Station 3**

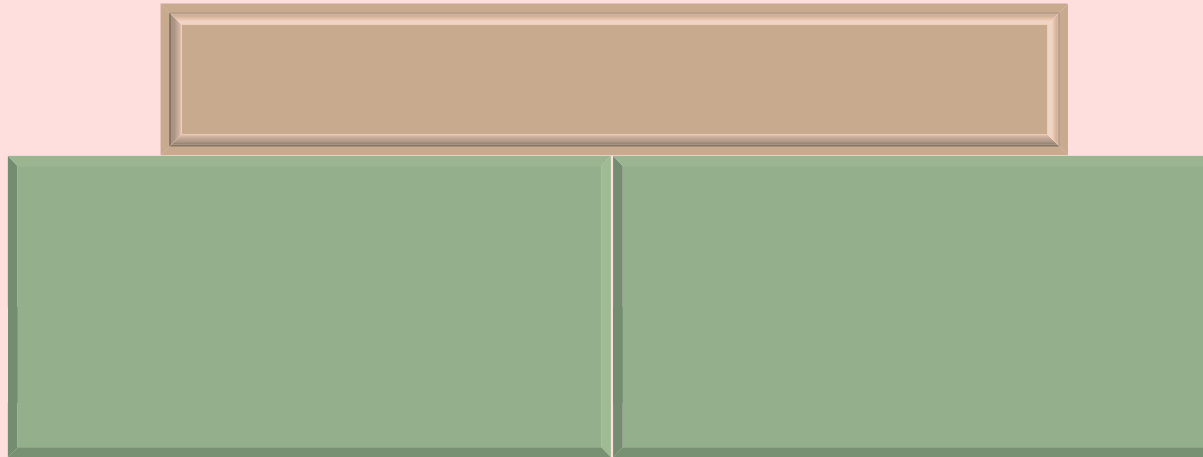
**Put your hands on either side of the bench.  
Jump your feet over the bench and back again.**

**Further along the bench place your hands on either side of the bench.**

**Jump your feet over the bench.**

**Repeat three times. Walk back to the beanbag.**



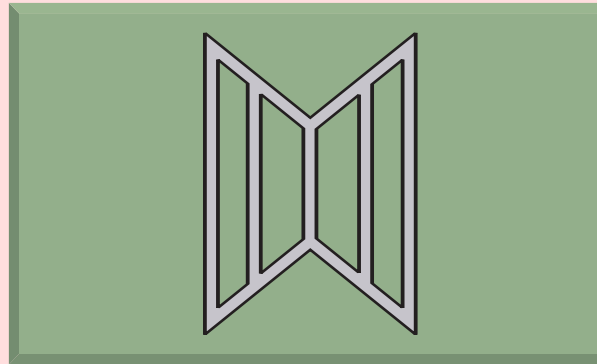
**ACTIVITY CARD****Station 4**

**Place your feet on the mat. Place your hands on the bench. Hold the balance.**

**Place one foot on the mat. Place one hand on the bench.**

**Stretch out the other hand and foot. Hold the balance.**

**Stand up and walk back to the beanbag.**

**ACTIVITY CARD****Station 5**

**Climb onto and over the climbing frame using hands and feet.  
Land on the mat. Walk back to the beanbag.**