

**Curriculum Objectives****Strand Unit: Movement**

- Create a sequence of movements to develop body awareness and control with appropriate variations of direction, pathway, levels, speed and effort on the floor and on apparatus.
- Practise and perform forward and backward rolls with control.

Strand Unit: Understanding and appreciation of gymnastics

- Observe and describe movement.
- Lift, carry, set up, dismantle and store apparatus correctly and safely.
- Develop awareness of others when using apparatus.

Venue

- Hall.

Move up a level**Equipment**

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

PSSI Homepage**Reference**

- Primary School Curriculum (1999) Physical Education, page 42.
- Physical Education Teacher Guidelines, page 80.



ORGANISATION

The children should use all of the space available.

ACTIVITY

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

1 Sequence: Running and jumping

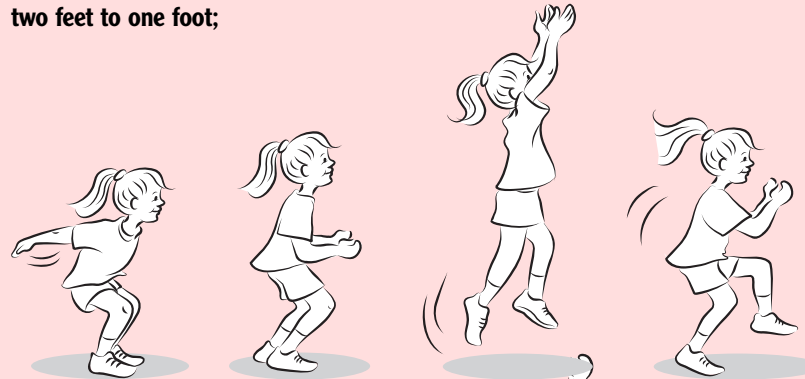
Ask the children to:

Revise the five basic jumps from a standing position:

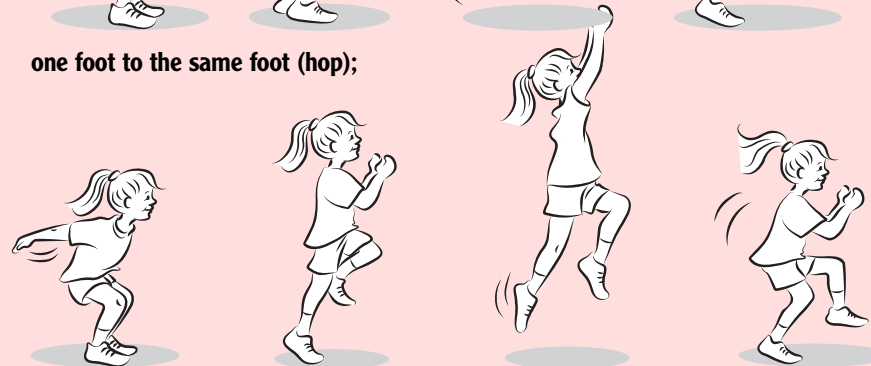
- two feet to two feet;



- two feet to one foot;



- one foot to the same foot (hop);

**TEACHING POINTS**

- When jumping, swing the arms from behind, forwards and upwards.
- Bend the knees on landing.

ORGANISATION

ACTIVITY

TEACHING POINTS

- one foot to one other foot (step);



- one foot to two feet.



Revise – run and hop; run and step; run and jump.

Revise the quarter turn

Revise the half turn:

- Stand, face one wall and call it north.
- Jump with a half turn to face the opposite wall (south).
- Stand, jump back by a half turn to the original position (north).
- Walk forward, stop and jump to make a half turn. Walk backwards.



- **Half turn**
 - Look at the wall behind.
 - Look forward again.
 - Place the hands out to the side to balance.
 - Swing the arms in the direction of the turn.
 - Jump and turn to face the opposite wall.
 - Bend the knees on landing.

ORGANISATION

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

ACTIVITY**2 Introduce the full turn**

- Stand, face one wall and call it north.
- Jump with a full turn to face north again.

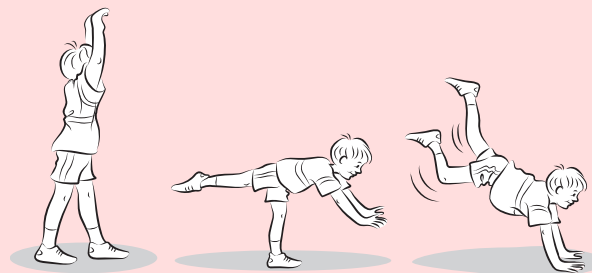
Walk forward in a curved pathway, stop and jump to make a full turn. Walk forwards in a zigzag pathway. Stop.

**3 Taking weight on hands**

Ask the children to place the hands flat on the floor.

Take the weight on the hands.

Kick one or both legs up and bring them down in a different spot.

**4 Sequence: Travel and balance using small body parts**

The children use different levels – high, medium and low.

Ask the children to:

- walk, stop and take weight on four parts: two hands and two feet;
- skip, stop and take weight on three parts: two hands and one foot;
- hop, stop and take weight on two parts: one foot and one hand;
- run, stop and take weight on one part: one foot;
- travel, stop and take weight on any three parts.

5 Sequence of balances

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, e.g. moving from large body parts to small body parts and vice versa.

- Balance on two feet, transfer weight onto seat and then onto the shoulders.
- Balance on seat, transfer weight onto side and then onto two hands and two feet.

The children now create their own sequences.

TEACHING POINTS

- The teacher calls out the instructions for a full turn as above for the half turn.

- The teacher calls out each combination of balances. Hold each balance for a count of three.
- Remind the children to stretch a body part not touching the floor.
- Vary the levels of balances. Remind the children to face the floor or ceiling while holding a balance.

- Emphasise smooth linkage between balances.

ORGANISATION

Three or four children at each mat.
The children take turns at rolling.

ACTIVITY**6 Rolling**

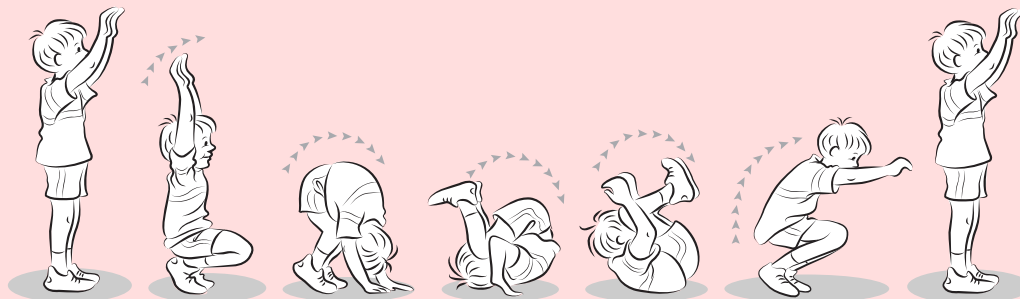
Revise the forward roll.

The child should stand with feet apart and 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.

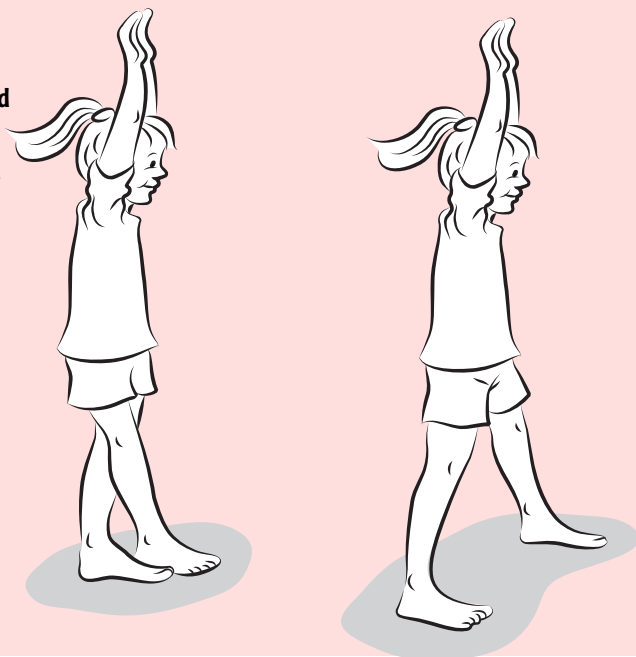
Bend the knees, lower the head and with a push from the feet, roll like a ball onto the shoulders and upper back. Continue to roll to arrive on the feet.

Stretch arms upwards and forward to help achieve the final standing position.



Different starts and finishes to the forward roll:

- Start with the feet together and finish with feet crossed.
- Start with the feet crossed and finish with feet together.
- Start with the feet astride and finish with feet together.
- Start with one leg raised and finish with one leg raised.

**TEACHING POINTS**

- Emphasise to the children the need to look back through the legs. The child's head **does not** touch the mat.
- The children who are not comfortable performing a forward roll can opt to perform stretched or tucked rolls.
- It is advisable not to allow the children to perform more than four or five rolls.

Q Which start and finish is easy/difficult?

ORGANISATION

In turn, each child performs the sequence they have created.

Lift, carry and store the mats.

ACTIVITY**7 Perform a sequence of movements**

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.

Ask the children to choose their own starting and finishing positions and hold them for a count of three.

- (a) Travel to the mat, stand, and forward roll. Stand. Jump a half turn. Balance on one hand and one foot.
- (b) Travel to the mat, jump to make a full turn, perform a roll of choice and stand.
- (c) Travel to the mat. Balance on two hands and kick feet into the air. Stand. Roll with a different start and finish.

The children now create their own sequences.

8 Cool down

Stretch gently, jog on the spot and relax.

TEACHING POINTS

- Ensure that the children hold the starting and finishing positions for a count of three.
- The children choose their own travelling movements for each sequence.
- Remind the children to experiment with different starts and finishes when performing a forward roll.
- When creating their own sequences, encourage the children to include:
 - a travelling movement;
 - a turn;
 - a roll;
 - a balance;in each sequence.

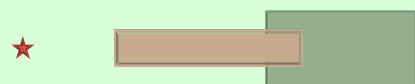
DEVELOPMENT

ORGANISATION

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

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

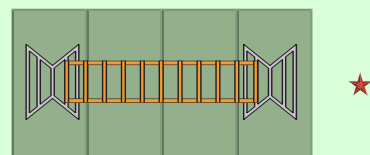
Refer to the **Directions for Use** file for guidelines on station teaching.



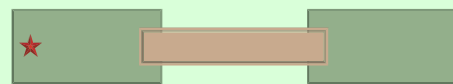
Station 1



Station 2



Station 3



Station 4

ACTIVITY

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

Station 1

Travel to the bench.

Step onto the bench, travel along the bench.

Hold a balance on the bench.

Travel along the bench.

Jump off the bench and roll on the mat.

Station 2

Climb up on the frame and slide down the bench on the tummy.

Forward roll on the first mat.

Balance on the second mat.

Station 3

Climb onto the climbing frame. Hold the rungs of the ladder.

Move along the ladder by holding the rungs.

Climb down the frame. Step onto the mat.

Stand.

Station 4

Balance on the mat. Travel along the bench. Jump off the bench and roll on the mat.

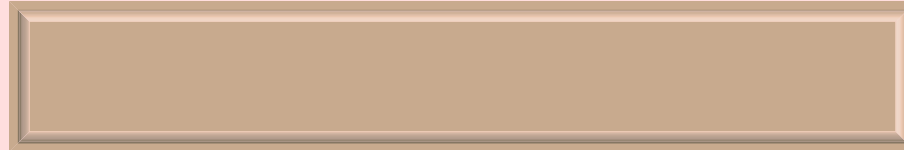
TEACHING POINTS

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

- Ask the children to balance on a large part or small parts on the mat. Ask the children to land on two feet when jumping off and to bend knees.

- Place the palms flat on the mat.
- Tuck the head in and roll on the mat.

- Ask the children to stand up before jumping off the bench and to land on two feet. Bend the knees.

ACTIVITY CARD**Station 1**

Hop to the bench. Step onto the bench.

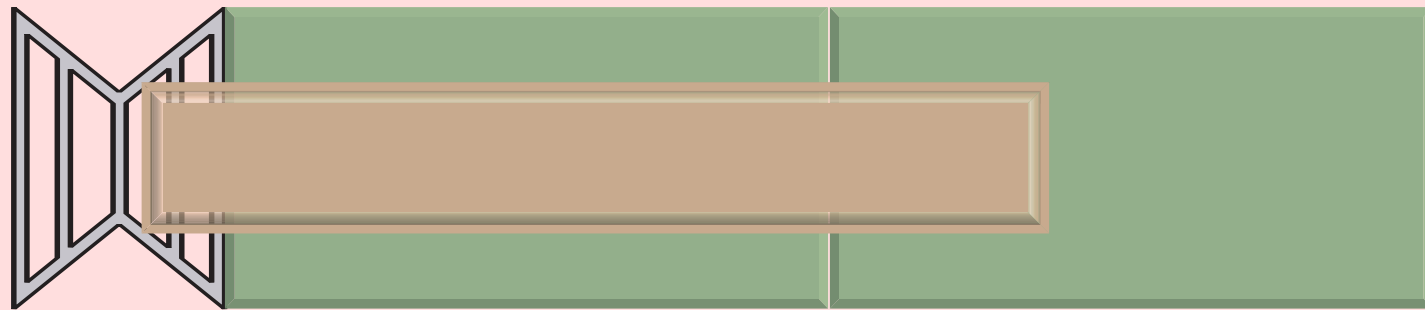
Slide along the bench on your tummy.

In the middle of the bench, lift your legs and arms and hold the balance.

Slide along the bench to the end. Stand up and jump onto the mat.

Land on the mat. Forward roll on the mat.

Stand up. Walk back to the beanbag.

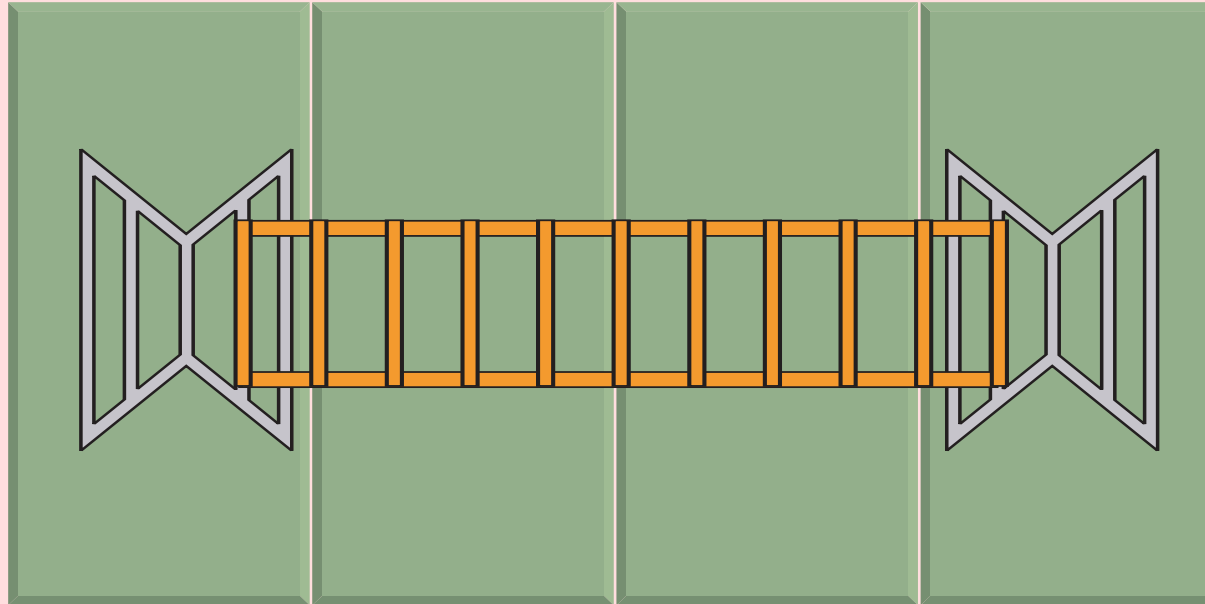
ACTIVITY CARD**Station 2**

Climb up and over the frame.

Lie on your tummy and slide down the bench.

**At the end of the bench place your hands on the mat and forward roll.
Stand on the second mat and hold a balance on one foot and one hand.**

Stand. Walk back to the beanbag.

ACTIVITY CARD**Station 3**

**Climb onto the climbing frame. Hold the rungs of the ladder.
Move along the ladder by holding the rungs.
Climb down the frame. Step onto the mat.
Stand. Walk back to the beanbag.**

ACTIVITY CARD**Station 4**

Walk to the mat. Balance on three parts. Step onto the bench.

Move along the bench on three parts.

Stand on the end of the bench. Jump off the bench.

Land on the mat.

Forward roll on the mat – start with feet together, finish with feet crossed.

Stand. Walk back to the beanbag.