

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

- Develop good body tension and posture through gymnastics positions and movements.
- Produce and perform sequences with a partner on mats.
- Perform forward and backward roll with control.

Strand Unit: Understanding and appreciation of gymnastics

- Observe and describe movement.
- Lift, carry, set up and store apparatus correctly and safely.
- Develop awareness of others' movements.

Venue

- Hall.

Move up a level

Equipment

- Mats.
- Activity cards for Section 4 at the end of the lesson.
- Activity cards for Development section at the end of lesson.

PSSI Homepage

Reference

Primary School Curriculum (1999) Physical Education, page 42.



ORGANISATION

The children work in pairs.

ACTIVITY

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

1 Strengthening and tension exercises**Tension exercises – Dead man's lift**

In pairs – **A** and **B**

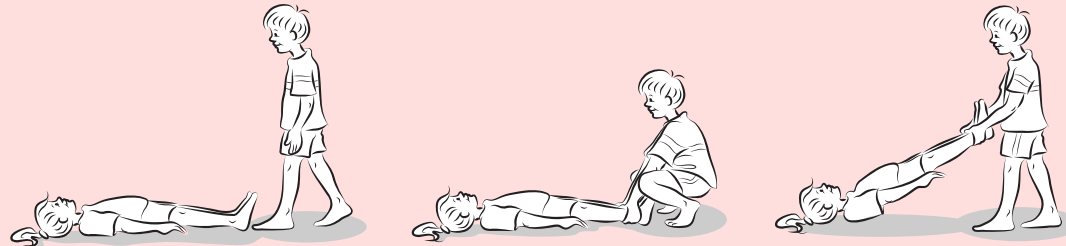
A lies flat on the mat facing the ceiling and tenses his/her entire body as rigidly as possible.

B stands at the feet of **A**.

On a count of three, **B** crouches down, keeping the back straight, and lifts **A**'s feet.

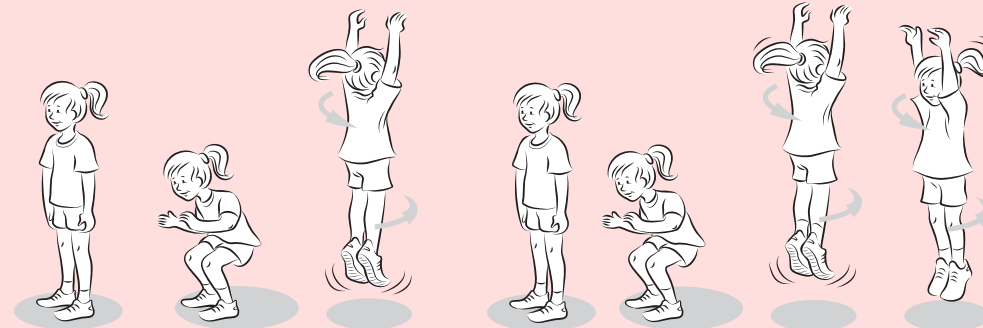
Hold the lift for a count of three. **A** remains tense throughout the lift.

B gently replaces **A**'s feet on the mat.

**2 Revise jumping with quarter, half and full turns**

Ask the children to stand, face one wall and call it north:

- Jump with a quarter turn to face the wall on left – west, return to original position.
- Jump with a half turn to face the wall behind – south, return to original position.
- Jump with a full turn to original position – north.
- Walk forward, stop, jump to make a quarter turn to either the left or right. Walk.



Half Turn

Full Turn

TEACHING POINTS

- If **A** is holding tension properly only the shoulders and head remain on the ground during the lift.
- Look at the wall to the left.
- Look forward again.
- Place the hands out to the side to balance.
- Swing the arms in the direction of the turn.
- Bend the knees on landing.

ORGANISATION

The children work in pairs.

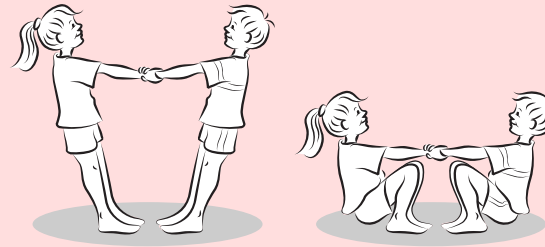
The children work in pairs.

The children remove their shoes and socks before performing pair balances.

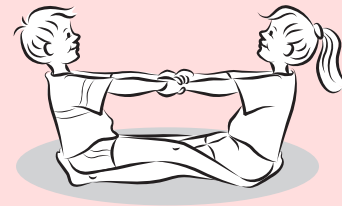
Take out the mats and place them on the floor.

ACTIVITY**3 Counterbalances****Working in pairs – partners A and B****(a) Sinking movement**

The partners stand and face each other with feet about 30cm away from each other. Clasping each other's wrists and with arms outstretched, they both lower into a sitting position and back to standing. Repeat.

**(b) Seesaw movement**

The partners sit on the floor facing each other. Sitting on each other's feet, they clasp wrists and, with arms outstretched, rock with a seesaw action. Repeat.

**4 Standing balances****(a) Working individually**

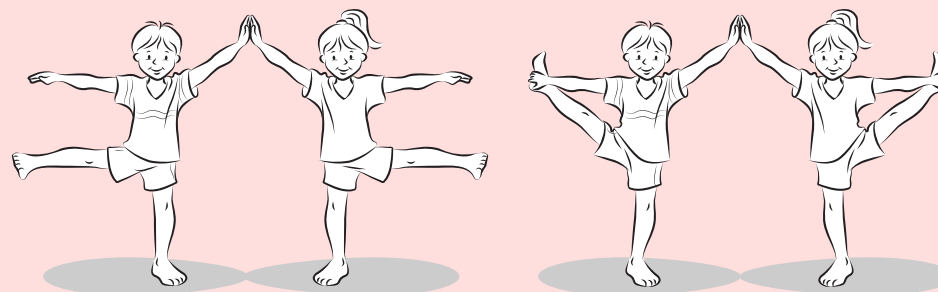
Stand erect. Transfer the weight onto one foot. Raise the other foot to the front, to the back and sideways.

(b) Arabesque

Working in pairs – stand on one leg, facing your partner. Lift the other leg and straighten.

(c) Wine glass

Working in pairs – stand side by side with your partner, stretch the inside arms in the air with the palms touching. Keep your weight on the inside foot.

**TEACHING POINTS**

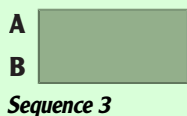
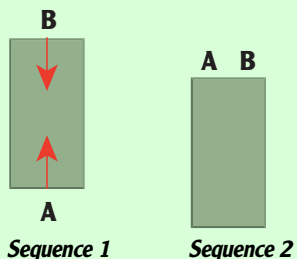
- Match the children in terms of height, weight and strength.
- Stretch away from each other. Keep the arms straight. Keep the seat taut and pulled in. Do this slowly.
- Stretch away from each other, keeping the arms straight.

- The hands are outstretched for balance – both to the side or one to the front as in the illustration.
- Keep the trunk as upright as possible.
- To help maintain balance, look at a fixed point on the wall. Stretch one hand out in front.
- Keep the raised leg as straight as possible.
- Keep the raised leg as straight as possible.
- The palms touch. Stretch the outside arm for balance. Keep the arms straight.

ORGANISATION

Take out the mats and place them on the floor.

The children work in pairs – two pairs to each mat. Perform the sequences in turn.



Lift, carry and store the mats.

ACTIVITY**5 Pair balances****Horizontal pairs**

The base lies on the floor with the knees bent. The top lies on the stomach with the feet on either side of the partner's head and with the hands under the shoulders. The base places his/her upturned palms under the ankles of the top and clasps firmly. On a count of three, the base pushes up his/her arms to straighten them while at the same time the top pushes up with arms as if to do a push-up.

Hold the balance for a count of three.

**6 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.

Sequence 1 – In pairs

A and **B** stand at opposite ends of the mat.

Take two steps onto the mat. Sit and **balance** on the seat and stretch the legs wide.

Hold the balance for a count of three. Bring the feet together and stand.

Jump to make a half turn and perform a forward roll (or roll of choice) back to the starting point. Stand.

Sequence 2 – In pairs

A and **B** stand together facing each other at one end of the mat.

Perform an **arabesque balance**. Place the hands by the side of the body.

Jump a quarter turn outward to face down the mat.

Take one step and perform a forward roll (or roll of choice) down the mat. Stand.

Sequence 3 – In pairs

A and **B** stand at one end of the mat both facing down the mat. Perform a **wine glass balance**.

Place the hands down by the side of the body. Jump to make a half turn.

Backward roll (or roll of choice) down the mat and stand.

Jump to make a quarter turn to face each other.

Perform a **sinking movement/seesaw movement**. Stand.

Sequence 4

Create your own sequence. Practise and perform.

7 Cool down

Visit your cool down bank.

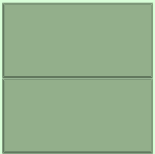
TEACHING POINTS

- Ask the children to work together and to be mindful of their partners' timing. The children should synchronise movements.
- **Remind the children that if they are not confident about performing a forward or backward roll, they should substitute a tucked or pin roll.**

DEVELOPMENT**ORGANISATION**

Divide the children into groups of four. Place two mats together side by side for stations 2-5.

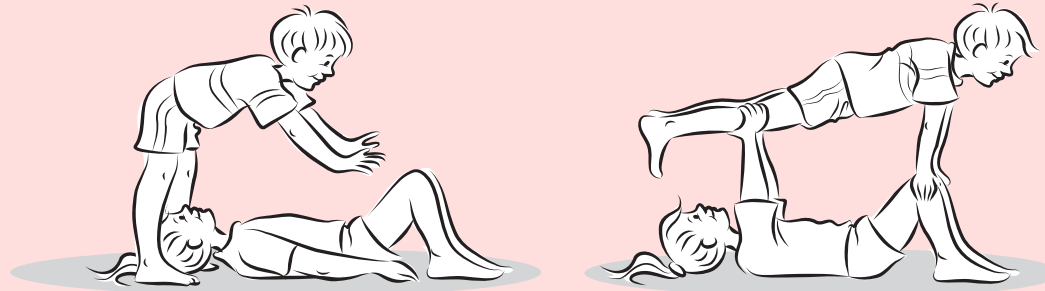
Given class sizes and the number of mats available, it may be necessary to have two groups of four at each station. They must then perform the sequences in turn.



Place cards outlining all the sequences at each station. There is no need to rotate. The teacher will call each group in turn to the teaching station.

ACTIVITY**Station 1 Teaching station****Hands and knees balance – In pairs**

The base lies on the floor with knees bent and legs together. The top approaches from behind, leans forward and grasps the knees of the base. The base places upturned palms below the knees of the top. On a count of three, the base straightens her/his arms and the top balances lengthways.

**Stations 2-5: Sequences as below****Sequence 1 – In fours**

A and **B** perform a **wine glass** balance. **C** and **D** perform a **wine glass** balance.

All drop hands and perform a half turn.

A and **B** sit and lie on the mat with knees bent. **C** and **D** place their hands on the mat and stretch the legs behind to either side of **A**'s and **B**'s heads.

A and **C** perform a **horizontal pair balance** and **B** and **D** perform a **horizontal pair balance**.

**TEACHING POINTS**

- Ask the children on top to lean well forward so that the shoulders are directly over the knees.

DEVELOPMENT**ORGANISATION****ACTIVITY****TEACHING POINTS****Sequence 2 – In fours**

All take one step to the middle of the mat.

A and **C** perform an **arabesque balance**.

B and **D** perform an **arabesque balance**.

All jump a quarter turn to face each other.

A and **B** perform a sinking movement.

C and **D** perform a sinking movement.

All jump a quarter turn to face down the mat. Forward roll back to the starting point.

Sequence 3 – In fours

All take one step onto the mat.

All perform a quarter turn inward towards each other.

A and **B** perform a seesaw movement.

C and **D** perform a seesaw movement

All stand. All perform a quarter turn to face the end of the mat. All perform a forward roll and stand.

Sequence 4 – In fours

All take one step onto the mat. All jump to make a half turn.

A and **C** perform a **horizontal balance**.

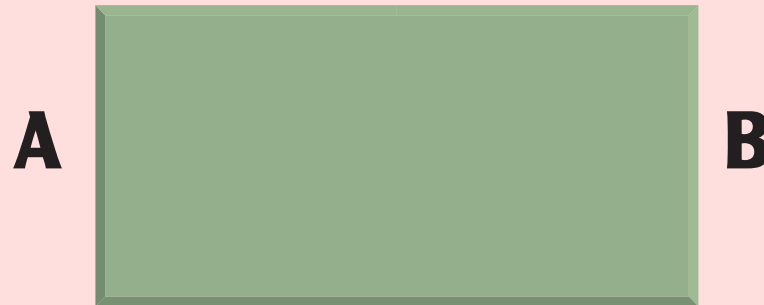
B and **D** perform a **horizontal balance**.

All stand. **C** and **D** perform a quarter turn towards each other. **A** and **B** perform a quarter turn towards each other.

C and **D** perform an **arabesque balance**.

A and **B** perform an **arabesque balance**.

- Remind the children that if they are not confident about performing a forward roll, they should substitute a tucked or pin roll.

ACTIVITY CARD**SECTION 6****Sequence 1 – in pairs**

A and **B** stand at opposite ends of the mat.

Take two steps onto the mat. Sit and **balance** on seat and stretch legs wide.
Hold balance for a count of three.

Bring feet together and stand.

Jump to make a half turn and perform a forward roll
back to the starting point. Stand.

ACTIVITY CARD**SECTION 6****Sequence 2 – in pairs**

A and **B** stand together facing each other at one end of mat and perform an **arabesque balance**.

Place the hands by the side of the body. Jump a quarter turn outward to face down the mat. Take one step and roll forwards down the mat. Stand.

ACTIVITY CARD**SECTION 6****Sequence 3 – in pairs****A****B**

A and **B** stand at one end of the mat, both facing down the mat, and perform a **wine glass balance**.

Place the hands down by the side. Jump to make a half turn.

Backward roll down the mat. Stand.

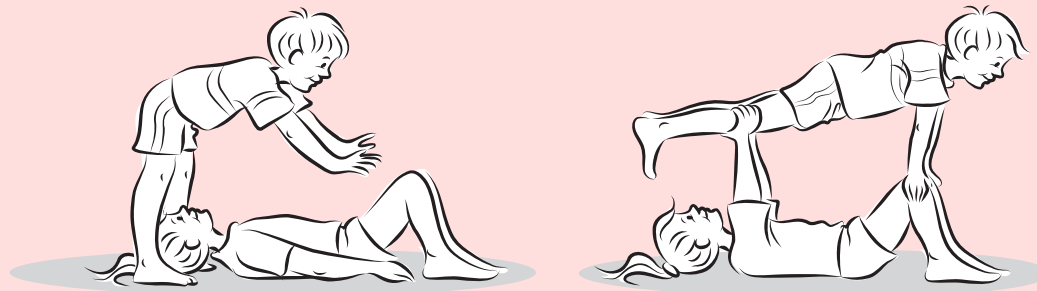
Jump to make quarter turn to face each other.

Perform a sinking movement or seesaw movement. Stand.

ACTIVITY CARD**DEVELOPMENT SECTION****Station 1****Teach – hands and knees balance – In pairs**

The base lies on the floor with knees bent and legs together. The top approaches from behind. The top leans forward and grasps the knees of the base. Tops shoulders should be directly over base's knees.

The base places upturned palms below the knees of the top. On the count of three, the base straightens arms and the top balances lengthways.



ACTIVITY CARD**DEVELOPMENT SECTION****Sequence 1 – in fours**

A and **B** perform a **wine glass balance**.

C and **D** perform a **wine glass balance**.

B All drop hands and perform a half turn.

A and **B** sit and lie on the mat with knees bent.

A **C** and **D** lie on tummy place hands under the shoulders and stretch legs behind to either side of **A**'s and **B**'s heads.

A and **C** perform a **horizontal pair balance**.

B and **D** perform a **horizontal pair balance**.



ACTIVITY CARD

DEVELOPMENT SECTION**Sequence 2 – in fours**

All take one step to the middle of the mat.

A and **C** perform an **arabesque balance**.

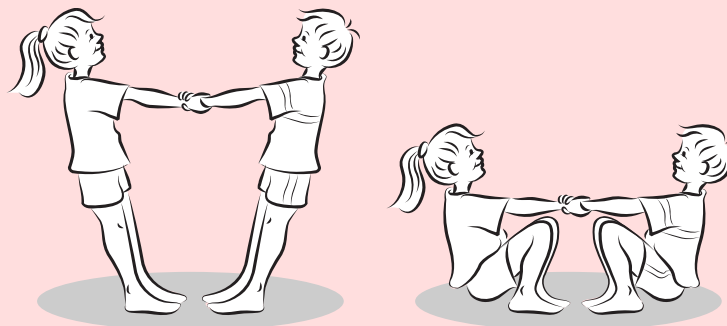
B and **D** perform an **arabesque balance**.

All jump a quarter turn to face each other.

A and **B** perform a sinking movement.

A and **B** perform a sinking movement.

All jump a quarter turn to face down the mat. Forward roll back to the starting point.



ACTIVITY CARD**DEVELOPMENT SECTION****Sequence 3**

All take one step onto the mat.

All perform a quarter turn inward towards each other.

A and B perform a seesaw movement.

C and D perform a seesaw movement.

All stand. All perform a quarter turn to face the end of the mat.

All perform a forward roll and stand.

ACTIVITY CARD

DEVELOPMENT SECTION

Sequence 4

All take one step onto the mat.

All jump to make a half turn.

A and **C** perform a horizontal balance.

B and **D** perform a horizontal balance.

All stand. **C** and **D** perform a quarter turn towards each other. **A** and **B** perform a quarter turn towards each other.

C and **D** perform an arabesque balance.

A and **B** perform an arabesque balance.

