

**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 the 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 an awareness of others' movements.

**Move up a level****Venue**

- Hall.

**PSSI Homepage****Equipment**

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

**Reference**

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



**ORGANISATION**

Take out the mats and place them on the floor.

The children work in pairs. Place two pairs at each mat.

**ACTIVITY**

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

**1 Tension exercise**

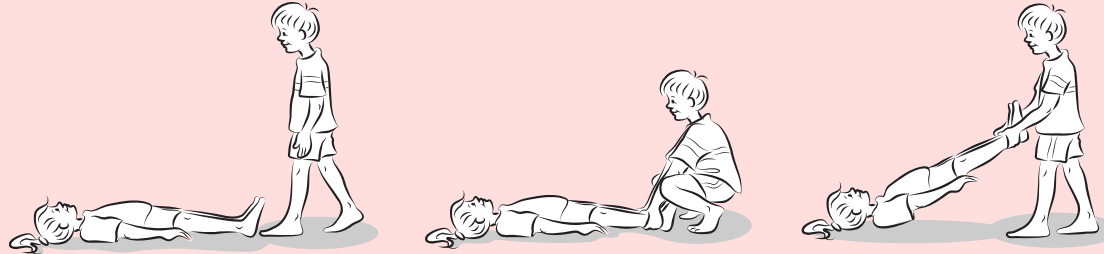
**Dead man's lift –**

**In pairs – A and B:**

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

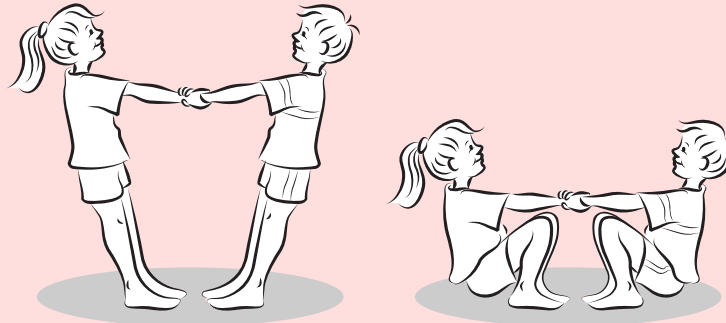
**B** stands at the feet of **A**. On a count of three, **B** crouches down, keeping the back straight, and lifts **A**'s feet. Hold the lift for a count of three.

**A** remains tense throughout the lift. **B** gently replaces **A**'s feet on the mat.

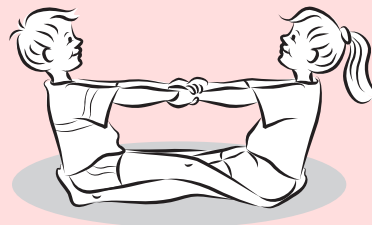
**2 Balances – Working in pairs**

Revise from Lesson 4:

- Sinking movement



- Seesaw movement

**TEACHING POINTS**

- If **A** is holding tension properly only the shoulders and head remain on the ground during the lift.

- Match the children in terms of weight, height and strength.

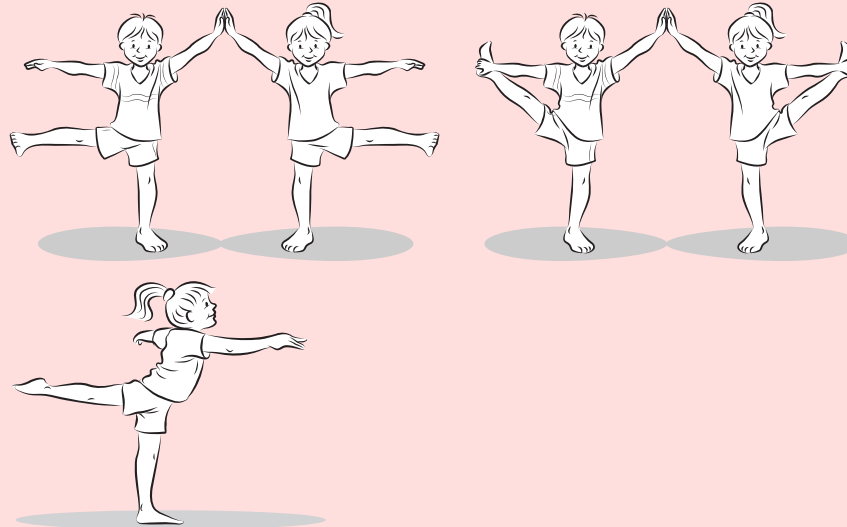
**ORGANISATION**

Take out the mats and place them on the floor.

The children remove their shoes and socks before performing the balance.

**ACTIVITY**

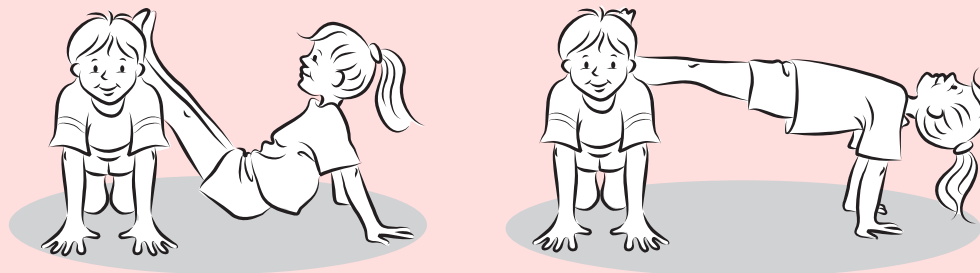
- Standing balances (arabesque and wine glass)



- Horizontal pairs

**3 New pair balance****Bridge balance**

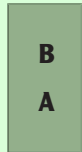
**A** is on hands and knees. **B** sits on the floor with his/her heels on the partner's shoulders, hands stretched out behind on the floor. **B** pushes the seat off the floor to form a bridge.

**TEACHING POINTS**

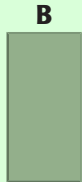
- The hands are flat on the floor
- Try to lift the seat as high as possible off the floor.

**ORGANISATION**

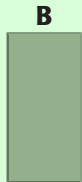
Place two pairs at each mat. Now the pairs perform the sequences in turn.



Sequence 1



Sequence 2



Sequence 3

Replace all the mats.

**ACTIVITY****4 Perform a sequence of movements in pairs**

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 in the centre of the mat facing each other.

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

Perform a **sinking movement**. Stand.

Jump to make a half turn and forward roll (or roll of choice) back to the edge of the mat.

**Sequence 2 – In pairs**

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

Each holds a **standing balance**.

Jump to make a half turn.

**A** sits and lies on the back with the knees bent.

**B** places the hands on floor and stretches the legs behind to either side of **A**'s head.

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

**Sequence 3 – In pairs**

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

Each holds a **standing balance**.

**A** jumps to make a quarter turn and kneels on the floor placing the hands flat on the floor.

**B** steps onto the mat, sits and performs a **bridge balance** on **A**. Both stand.

**A** jumps to make a quarter turn to face **B** and **A** and **B** perform a sinking balance. Both stand.

Both jump to make a half turn and roll back to the starting point.

**Sequence 4 – In pairs**

The children now create their own sequences.

**5 Cool down**

Visit your cool down bank.

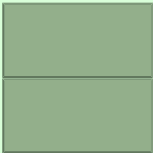
**TEACHING POINTS**

- Before performing the sequences, ask the children to work together and to synchronise their movements.
- Link movements smoothly.
- **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.

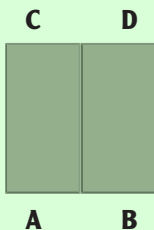


Place cards outlining all sequences at each station. There is no need to rotate groups. The teacher will call groups in turn to the teaching station.

Given class sizes it will be necessary to have two groups of four at some of the stations. They must then perform sequences in turn.

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

Starting positions for sequences 1, 2 and 3 as below.



## ACTIVITY

### Station 1 Teaching station

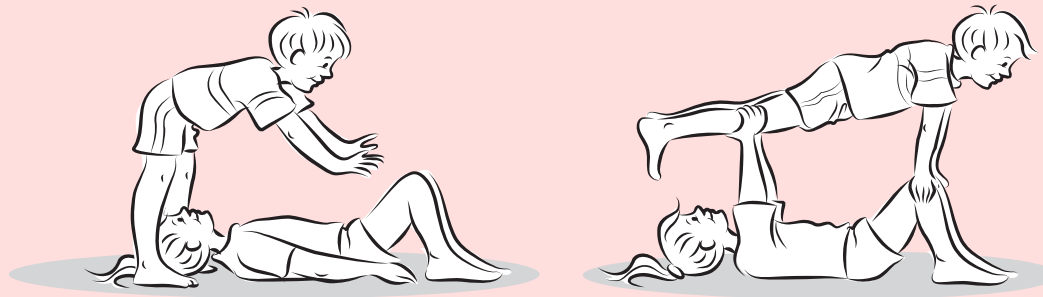
Revise hands and knees balance

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 the 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 hands on the mat and stretch 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**.

#### Sequence 2 – In fours

**A** and **B** stand at one end of the mats.

**C** and **D** stand on the other end of the mats.

**A** and **B** step onto the mat, jump to make a quarter turn and go on their hands and knees.

**C** and **D** perform a forward roll. Stand and sit down. **C** and **D** perform a bridge balance on **A** and **B**.

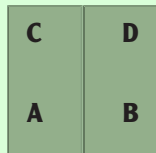
## TEACHING POINTS

Ask the children to lean well forward on their partners' knees so that their shoulders are directly over the knees.

- 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**

Starting position for sequence 4 as below.

**ACTIVITY****Sequence 3 – In fours**

**A** and **B** stand at one end of the mats.

**C** and **D** stand on the other end of the mats.

**A** and **B** hold a **wine glass** position.

**C** and **D** hold a **wine glass** position.

Place the hands down by the side of the body. All take a step onto the mat.

**A** and **C** perform a **sinking movement** and **B** and **D** also perform a **sinking movement**.

All stand up and jump a half turn.

Perform a forward roll back to the starting point. Stand.

**Sequence 4 – In fours**

**A**, **B**, **C** and **D** stand in the centre of the mats.

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

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

Place the hands down by the side of the body.

**C** and **D** jump to make a half turn then sit and lie on their backs, knees bent.

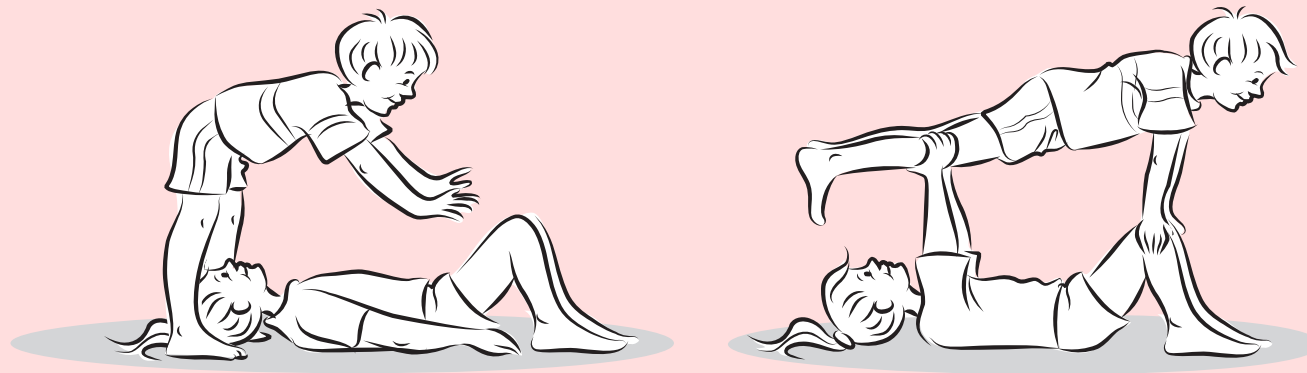
**A** and **B** perform a **hand and knees balance**.

They resume a standing position.

**A** and **B** jump to make a half turn.

All perform a forward roll back to the end of the mat. Stand.

**TEACHING POINTS**

**ACTIVITY CARD****DEVELOPMENT SECTION****Teaching station****Revise hands and knees balance**

**The base lies on the mats with knees bent and legs together.**

**The top approaches from behind.**

**The top leans forward and grasps the knees of the base.**

**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**.

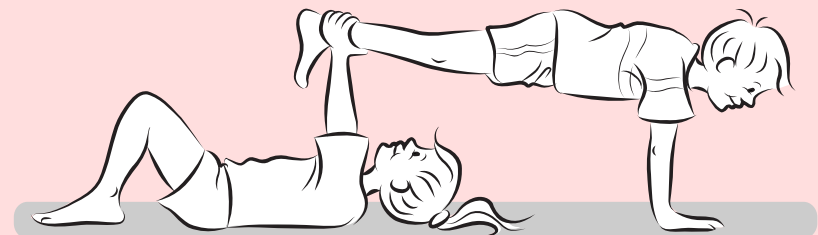
All drop their hands and jump to make a half **turn**.

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

**C** and **D** place their hands on the mat and stretch their 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**.

**D****C**



## ACTIVITY CARD

## DEVELOPMENT SECTION

## Sequence 2 – in fours



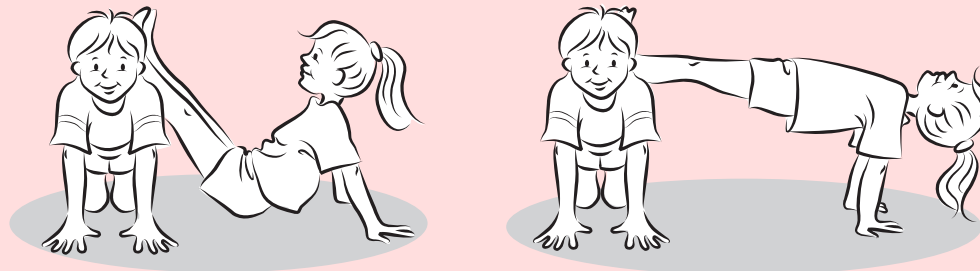
**A** and **B** stand at one end of the mats.

**C** and **D** stand on the other end of the mats.

**A** and **B** step onto the mat jump to make a **quarter turn** and go on their hands and knees.

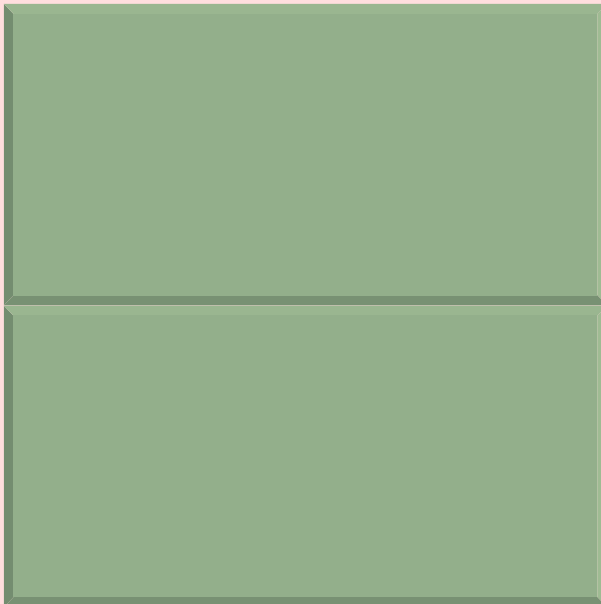
**C** and **D** perform a **forward roll**.

Stand and sit down. **C** and **D** perform a bridge balance on **A** and **B**.



**ACTIVITY CARD****DEVELOPMENT SECTION****Sequence 3 – in fours**

- A** and **B** stand at one end of the mats.
- C** and **D** stand on the other end of the mats.
- A** and **B** hold a **wine glass position**.
- C** and **D** hold a **wine glass position**.
- Place hands down by the side of the body.
- D** All take a step onto the mat.
- A** and **C** perform a **sinking movement** and **B** and **D** perform a **sinking movement**.
- All stand up. Jump a half turn. Perform a forward roll back to the starting point. Stand.

**ACTIVITY CARD****DEVELOPMENT SECTION****Sequence 4 – in fours**

**A, B, C and D** stand in the centre of the mats.

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

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

Place hands down by the side of the body.

**C** and **D** jump to make a half turn and then sit and lie on back, knees bent.

**A** and **B** perform a **hand and knees balance**.

Resume standing position. **A** and **B** jump to make a half turn.

All perform a forward roll back to end of the mat. Stand.