


## Lesson planner


Weeks	Equipment needed	Focus	Syllabus content
1 and 2	One mat between two students 24 beanbags CD player and music of choice Braids 4 benches	Balance	<input checked="" type="checkbox"/> Non-locomotor - static balance, laterality <input checked="" type="checkbox"/> Locomotor – running; walking <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, direction <input checked="" type="checkbox"/> Composition - simple non-locomotor combinations of activities
3 and 4	One mat between two students 10 markers	Rocking and rotating	<input checked="" type="checkbox"/> Non-locomotor – rocking; twisting <input checked="" type="checkbox"/> Locomotor - rolling <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, shape, direction; relationships: partner <input checked="" type="checkbox"/> Composition - simple combinations of locomotor activities
5 and 6	10 markers 5 hoops 24 beanbags 24 skipping ropes CD player and up beat music	Skipping	<input checked="" type="checkbox"/> Locomotor – skipping; hopping; jumping <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, levels, direction; relationships: apparatus <input checked="" type="checkbox"/> Composition - simple combinations of locomotor activities
7 and 8	Skipping rope or broom handle 1 bench 7 hoops for hop scotch station 8 mats 4 bean bags Masking tape or marked line Hanging bars	Climbing and hanging Rolling Balancing	<input checked="" type="checkbox"/> Non-locomotor - static balance <input checked="" type="checkbox"/> Locomotor – running; walking; hopping; jumping; climbing; hanging; rolling <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, levels, direction, shape; time: slow; fast <input checked="" type="checkbox"/> Composition - simple combinations of locomotor and non-locomotor activities

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<p><b>GYS1.10</b> Follows a simple sequence that links basic movement patterns</p> <ul style="list-style-type: none"> <li><i>takes weight on different parts of the body using small and large bases of support</i></li> <li><i>performs known patterns with different movement qualities</i></li> </ul> <p><b>GSS1.8</b> Performs fundamental movement skills with equipment in minor games</p> <ul style="list-style-type: none"> <li><i>participates in a range of minor games and practices that assist skill development</i></li> </ul> <p><b>MOS1.4</b> Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations</p> <ul style="list-style-type: none"> <li><i>balances on different body parts</i></li> </ul> <p><b>INS1.3</b> Develops positive relationships with peers and other people</p> <ul style="list-style-type: none"> <li><i>displays cooperation in group activities</i></li> <li><i>listens and responds to others</i></li> <li><i>uses positive talk to encourage others</i></li> <li><i>observes rules regarding group conduct</i></li> </ul>	<p><b>Weeks 1 and 2</b> <b>Getting started</b> Play a game of <i>Freeze Frames</i>. Students travel in a particular direction using a particular locomotor movement assigned by the teacher. Students can move to music or just listen for the teacher's command. When the music stops or the teacher commands to do so, students are required to create a statue of the character which is called out by the teacher. Characters may include: Superman, tennis player, ballerina, lion, snake, monster etc. Students are required to hold the position for three seconds without moving. On the teacher's command or when the music starts, students begin to move around the room again.</p> <p><b>Developmental activities for balance</b> Discuss the term balance. Ask students questions like:</p> <ul style="list-style-type: none"> <li>- what does balance mean?</li> <li>- how do you balance your body?</li> <li>- in what situations do you need to balance your body?</li> <li>- why is it important to learn how to balance?</li> </ul> <p>Spread mats out in the designated area for the lesson. Allow one mat for every two students. In pairs, ask students to position themselves on their mats. Students listen to the instructions and demonstrate each balance on different body parts.</p> <ul style="list-style-type: none"> <li>- bottom and one hand</li> <li>- two feet and two hands</li> <li>- two elbows and two knees.</li> </ul> <p>Practise the following partner balances.</p> <ul style="list-style-type: none"> <li>- Standing back to back, with knees bent as if sitting on a chair.</li> <li>- Feet together, toes to toes, facing each other hold hands and lean back so arms are straight.</li> <li>- Stand side on, sides of feet together, holding just one hand, extend arms straight and lean out to the side.</li> </ul> <p>Ask each pair to create their own partner balance.</p> <p>Ask students to stand with a beanbag on their head. Lift one foot off the floor without dropping the beanbag. Change feet. Challenge students to do the following without dropping the beanbag:</p> <ul style="list-style-type: none"> <li>- lift one leg out to the side</li> <li>- lift knee up to chest</li> <li>- pick an object up off the floor</li> <li>- walk and move at different speeds and directions.</li> </ul> <p>Ask questions like:</p>	<p>The getting started activity is sufficient in preparing students in Stage 1 to be warmed up ready for the lesson. It should involve 'huff and puff' activities (activities which raise the heart rate). Specific stretching is not necessary.</p> <p>The locomotor movements in the warm up may include: skipping, running, hopping and jumping.</p> <p>Balance is an essential prerequisite of almost all movement skills. The ability to perform a stationary balance for a specific period of time has been linked to a reduced risk of suffering from falls.</p> <p>Encourage students to hold balances for three to five seconds.</p> <p>Partner (counter) balances work better and are safer if students have been paired in similar heights/sizes.</p> <p>This activity requires students to coordinate movement and body control, a principal essential to most gymnastic skills.</p>

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	<ul style="list-style-type: none"> <li>- which action was the easiest/hardest?</li> <li>- what helps you keep your balance?</li> </ul> <p>Revise the components of the static balance. Give students an opportunity to explore the skill before showing them how. When demonstrating and teaching the balance use the following cues:</p> <ol style="list-style-type: none"> <li>1. Stand still with your foot flat on the ground.</li> <li>2. Hold your bent leg away from your other leg.</li> <li>3. Look at something in front of you.</li> <li>4. Stand up tall when you balance.</li> <li>5. Relax your arms.</li> </ol>  <p>Ask students to perform a static balance, swapping legs so they experience balancing on both legs.</p> <p><b>Balance team activities</b> The following activities allow students to explore the components of balance on the floor as well as using simple equipment.</p> <p>Divide students into four teams. Students may like to nominate a name for their team. All teams complete the following activities as a whole class at the same time:</p> <p><i>Bean bag balance</i> Teams line up at one end of their own bench or balance beam. One student at a time walks along the bench balancing a bean bag on their head. If the bean bag falls, students need to start again. Once one student has made it to the other end, the next student may start. When the whole team is finished they should be sitting down in a straight line in front of their bench.</p> <p><i>Simon says</i> Each team steps up onto their bench and is asked to stand very still. The teacher is 'Simon' and calls out balance commands for a game of <i>Simon says</i>. The aim is to get to the end of the activity without having any team mates over balancing off the bench.</p> <p><i>Static balance relay</i> Each team spreads out in a straight line on the floor, standing one behind the other, about one metre apart. Team members perform the static balance. The first student removes themselves from the line and on the teacher's command weaves their way in and out of their fellow team mates. If anyone on their team loses their balance then the runner has to start again. Once the runner has made it to the end they resume the static balance position and the new person at the start of the line becomes the runner. Repeat the activity until all team mates have had a go of weaving through their team.</p>	<p>Refer to <i>Get skilled: Get active</i> page 18-19 for further information.</p> <p>Students should step off the bench once reaching the end to prevent inappropriate jumps and dangerous landings.</p> <p>If the benches used do not fit an entire team standing safely along them, you may have to divide each team into two and have half on the bench and half on the floor. Swap over half way through the activity.</p> <p><b>Assessment strategy</b> The teacher:</p> <ul style="list-style-type: none"> <li>• observes students' ability to observe rules and cooperate in groups</li> <li>• observes students' ability to balance individually and with apparatus</li> </ul> <p><b>Assessment criteria</b> The student:</p> <ul style="list-style-type: none"> <li>• listens and responds to others</li> </ul>

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	<p><b>Finishing off</b>            Play the game <i>Magic balance</i>.            Choose three students to be taggers and one to be the magician. Students move randomly in a designated area to music. When students are tagged, they have to perform and remain in a static balance until the magician releases them. The magician uses a braid to wave over the tagged student to release them.</p>	<ul style="list-style-type: none"> <li>• uses positive talk to encourage others</li> <li>• takes weight on different parts of the body using a small base of support</li> <li>• maintains stability of upper body when stationary on a small base of support</li> <li>• maintains control of upper body whilst balancing an apparatus</li> </ul> <p>These criteria relate to outcomes <b>GYS1.10</b> and <b>INS1.3</b></p> <p>Where possible, the finishing off activity should revise the skills learnt in the lesson. This is not possible in all lessons because it is important for lessons to involve sufficient elements of vigorous activity so heart rate is sufficiently raised.</p> <p>Therefore, finishing off activities (like this lesson) need to raise the students heart rate (incorporate 'huff and puff' activity) if it was not sustained through the lesson.</p>
<p><b>GYS1.10</b> Follows a simple sequence that links basic movement patterns</p> <ul style="list-style-type: none"> <li>• <i>takes weight on different parts of the body</i></li> <li>• <i>transfers weight using a variety of body shapes and positions</i></li> <li>• <i>draws on imagination to select movement patterns</i></li> </ul> <p><b>MOS1.4</b> Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations</p> <ul style="list-style-type: none"> <li>• <i>balances on different body parts</i></li> <li>• <i>repeats movements to form a sequence</i></li> </ul> <p><b>INS1.3</b> Develops positive relationships with peers and other people</p> <ul style="list-style-type: none"> <li>• <i>displays cooperation in group activities</i></li> </ul>	<p><b>Weeks 3 and 4</b>  <b>Getting started</b></p> <ul style="list-style-type: none"> <li>• Play the game <i>Chain tag</i>.            Two students chase the rest of the group in the designated space. When a student is tagged they join hands to form a chain. When there are more than five people on the chain, they can break the link to start a new chain. Only the leader and end student can tag.</li> </ul> <p><b>Developing rocking techniques</b></p> <ul style="list-style-type: none"> <li>• Ask students to form pairs on mats. Explain to students that rocking assists us in moving and exploring the space around us. Each rocking activity will be performed as a whole class.  <i>It is important to explicitly demonstrate each rocking action prior to asking students to complete it.</i></li> </ul> <p><i>Rock the boat</i>            Instructions:</p> <ul style="list-style-type: none"> <li>- lie on your back</li> <li>- hug your knees into chest (this is like the tuck position)</li> <li>- grab your legs to hold your body in tight</li> <li>- rock backwards and forwards and side to side like a boat rocking on waves.</li> </ul>	<p>Rocking is a skill that helps develop a student's sense of body control and spatial awareness. It is an important component of a number of different gymnastics rotations.</p>




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<ul style="list-style-type: none"> <li>• <i>listens and responds to others</i></li> <li>• <i>uses positive talk to encourage others</i></li> <li>• <i>observes rules regarding group conduct</i></li> </ul>	<p>As a challenge, ask students to freeze and balance on their bottom. Feet should be off the ground and chin should remain tucked into the chest.</p> <p><i>Pendulum swing</i></p> <ul style="list-style-type: none"> <li>- sitting up on your bottom, hug your knees tightly into your chest</li> <li>- rock right back onto your back</li> <li>- gradually rock faster and bigger to get back onto your bottom without letting go of your legs.</li> </ul> <p><i>Can you stand?</i></p> <ul style="list-style-type: none"> <li>- hug your knees into chest (this is like the tuck position)</li> <li>- rock back and forth</li> <li>- On the third rocking action forward, try to roll up onto your feet in a crouched position without your hands touching the floor.</li> </ul> <p><i>Rocking challenge</i></p> <ul style="list-style-type: none"> <li>- link arms with your partner</li> <li>- rock on your backs and try and get up at the same time without using arms to balance or to assist when standing up.</li> </ul> <p><b>Stations which explore different rotations</b></p> <ul style="list-style-type: none"> <li>• Divide students into four groups and have them rotate around the following stations.</li> </ul> <p><b>Station 1 - Twists</b> On a mat, students perform a straight jump with a ¼ turn (a turn to the left or right). Students who can master a balanced landing for this can try a ½ turn and then a full turn.</p> <p><b>Station 2 - Rocking</b> Students position themselves in a tuck position on the mat, rock three times and attempt to stand without having to use hands to push off. (This is the same as the <i>Can you stand?</i> activity above)</p> <p><b>Station 3 - Double up</b> In pairs, students lie head to head and perform log rolls while connecting hands to create a long log. Ask students to count how many times they can roll.</p> <p><b>Station 4 - Around the world</b> Students sit on the mat, bring knees up to chest and hold onto their ankles. Students try and rotate in a circle by shuffling sideways on their bottom.</p> <p><b>Station 5 - Splattered egg</b></p>	<p>Stations are a good way of incorporating various skills learnt in lessons in small group situations. Students should spend between 2-3 minutes at each station.</p>

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	<p>One student from each group stands as the leader. The rest of the group positions themselves in the egg roll starting position. The leader calls either left or right and the group have to roll in that direction. A student who rolls the wrong way or takes too long is out and swaps places with the leader.</p> <p><b>Finishing off</b></p> <ul style="list-style-type: none"> <li>• Play the game <i>Imagination</i> Call out an imaginary situation that involves a locomotor movement. <ul style="list-style-type: none"> <li>- run like you are the police chasing a criminal</li> <li>- walk like you are lost</li> <li>- walk like you are barefoot on hot gravel</li> <li>- walk like you are trudging through mud</li> <li>- walk like you are skating on ice</li> <li>- walk like you are carrying a heavy load.</li> </ul> </li> </ul>	
<p><b>GYS1.10</b> Follows a simple sequence that links basic movement patterns</p> <ul style="list-style-type: none"> <li>• <i>performs simple movement sequences</i></li> </ul> <p><b>GSS1.8</b> Performs fundamental movement skills with equipment in minor games</p> <ul style="list-style-type: none"> <li>• <i>participates in a range of minor games and practices that assist in skill development</i></li> </ul> <p><b>MOS1.4</b> Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations</p> <ul style="list-style-type: none"> <li>• <i>repeats movements to form a sequence</i></li> </ul>	<p><b>Weeks 5 and 6</b></p> <p><b>Getting started</b></p> <ul style="list-style-type: none"> <li>• Play the game <i>Steal the beanbag</i>. Each student has one beanbag that they place between their knees. On the teacher's signal, students are to try and steal other people's beanbags. The only way to protect your beanbag is to jump out of the way. You cannot protect your own beanbag with your hands.</li> </ul> <p><b>Developing the skip</b></p> <ul style="list-style-type: none"> <li>• <i>Teaching and exploring the skip</i>. Play some upbeat music, asking students to skip around in a circle. This is a good opportunity to observe student's skill level. Change direction of the circle and ask students to try and skip so that their arms are moving with their legs rather than in opposition. When stopped, ask students to explain which was the best way to use their arms when skipping (arms swing in opposition to the legs).</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p>Demonstrate, or ask a student to demonstrate the skip. In a given space, play some music and ask students to skip until the music stops. Use the following cues to assist in explicitly</p>	<p>Skipping is a rhythmical locomotor skill that is basic to many children's games. It is also fundamental to good footwork in numerous sports such as basketball, netball and touch football, and many forms of dance.</p> <p>The skip should be taught as a rhythmical movement, with the focus on developing the step hop-rhythm, rather than performing the movement with speed.</p> <p><b>Assessment strategy</b> The teacher:</p> <ul style="list-style-type: none"> <li>• observes students performing a skipping sequence</li> </ul> <p><b>Assessment criteria</b> The student:</p>

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	<p>teaching the skip:</p> <ul style="list-style-type: none"> <li>- use light springing steps</li> <li>- keep eyes straight ahead</li> <li>- provide a simple rhythm for the students to follow e.g. step, hop, step, hop</li> <li>- take off and land on the front of your foot</li> <li>- make sure your body faces to the front.</li> </ul> <p>Ask students to stand in the middle of the room or space. Call out a direction and have students skip to that area.</p> <ul style="list-style-type: none"> <li>• <i>Skipping with ropes</i> Each student requires a skipping rope and needs to be in their own space. Ask students to perform the following tasks with their ropes. <ol style="list-style-type: none"> <li>1. Swing the rope backwards and forwards under the feet as if it was a pendulum. They jump over the rope as it goes forwards and backwards.</li> <li>2. The rope is rotated in a full circle (over the head) and students attempt to make five continuous jumps.</li> <li>3. Students continue with the full circle rotations and attempt the following types of jumps: side to side jumps, hopping over the rope, running, jumping backwards.</li> <li>4. Skip and wrap. Student attempt to perform five continuous skips and after the fifth skip, stop the rope by trapping it under the foot.</li> <li>5. Hoop Relay. Students are divided into five teams and line up behind their own marker. The first person in each team, skips using a hoop down to their opposite marker and returns to give the hoop to the next team mate before making their way to the back of the line. The first team to have all members complete the course are the winners.</li> </ol> </li> </ul> <p><b>Finishing off</b></p> <ul style="list-style-type: none"> <li>• Play the game <i>Rob the nest</i>. Divide the class into four groups. Place all of the beanbags in a hoop in the middle of the playing space. Organise teams to be equal distance from the middle hoop. On the teacher's signal, students have to skip into the middle and steal a bean bag and take it back to their 'nest'. Only one person from each team can move away from their nest at a time. Once all beanbags have been taken from the middle hoop, students can start robbing beanbags from other teams' 'nests'. The teacher signals for the game to stop so beanbags can be counted.</li> </ul>	<ul style="list-style-type: none"> <li>• coordinates movements of body parts</li> <li>• executes correct technique for the skip (see teaching points)</li> <li>• repeats skipping movements to fluently form a sequence</li> </ul> <p>These criteria relate to outcomes <b>MOS1.4</b> and <b>GYS1.10</b></p> <p>Students who struggle to jump the rope when it rotates in the complete circle can attempt the same activity using the pendulum swing rope action.</p> <p>This trapping technique is a neat way to complete a sequence of skipping and is used in rhythmic gymnastics.</p> <p>Allow students to explore for themselves the most effective method of skipping through a hoop.</p> <p>The locomotor action for this activity is skipping, to practise the skill explicitly taught earlier in the lesson. Other locomotor movements can be used.</p>

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<p><b>GYS1.10</b> Follows a simple sequence that links basic movement patterns</p> <ul style="list-style-type: none"> <li>takes weight on different body parts of the body, using small and large bases of support</li> <li>performs known patterns with different movement qualities</li> <li>explores ways of travelling along benches</li> <li>performs simple movement sequences</li> <li>draws on imagination to select movement patterns</li> </ul> <p><b>GSS1.8</b> Performs fundamental movement skills with equipment in minor games.</p> <ul style="list-style-type: none"> <li>participates in a range of minor games and practices that assist in skill development</li> </ul> <p><b>MOS1.4</b> Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations</p> <ul style="list-style-type: none"> <li>repeats movements to form a sequence</li> <li>balances on different body parts</li> <li>absorbs force when jumping and landing from different heights</li> </ul>	<p><b>Weeks 7 and 8</b> <b>Getting started</b></p> <ul style="list-style-type: none"> <li>Play the game <i>Pirate Ship</i>. Designate areas of the ship in the playing area e.g. front, back, left side, right side. As each ship signal is called, students move quickly to that part of the ship. When an instruction is called, students perform it as quickly as they can and until the next instruction is called. Instructions include: <ul style="list-style-type: none"> <li>Climb the ladder - students move arms and legs as if climbing a ladder</li> <li>Scrub the deck - students crouch down and pretend to scrub the floor</li> <li>Person over board - lay on the floor and pretend to swim</li> <li>Captain's coming - stand up straight and salute.</li> </ul> </li> </ul> <p><b>Gymnastics circuit</b> <i>This activity provides the opportunity for schools with adequate equipment to introduce basic climbing and hanging skills at a station that is part of a circuit of seven activities. Schools without adequate equipment can use the alternative activity for station 1. This circuit allows students to revise and practise skills learnt in previous activities. These activities can be reinforced over two sessions.</i></p> <p>This activity requires seven different stations to be set up. Each station must be explained with either the teacher or a student demonstrating the skill. Ensure key teaching points are emphasised.</p> <p>Students move around the stations in groups of four and spend three minutes at each station. Ensure students know which direction they are moving in. Clearly numbered stations may help.</p> <p><b>Station 1 - Climbing and hanging</b> Use a skipping rope or broom handle to demonstrate how to perform an over-hand grip on the bars. This involves the palm of the hand being placed over the bar and the thumb underneath. Fingers should initially be pointing away from the student and then should wrap around bar and be pointing towards student. If a bar is available, give students the opportunity to practise basic hanging movements on the bar. This involves keeping arms straight and hanging. Give students the opportunity to make a 'v' with their legs, or a small leg tuck (students curl their legs up to their chest). Do not let students lean/drop their head back as this places pressure on the neck. Emphasise the use of a motorbike landing when returning to the ground. Set the bar at a height where the majority of students can easily reach it. <b>Alternative activity:</b> If a bar is unavailable ask students to perform a series of three different jumps, making different shapes with their body.</p>	<p>Climbing and hanging activities can only be performed if schools have appropriate and safe equipment. Outside playing equipment is adequate for this activity.</p> <p>Set up the stations in a large circle (space permitting). This enables the teacher to position themselves outside the perimeter so that all stations can easily be seen and students can easily move from one station to another. The teacher should primarily position themselves at the most difficult station.</p> <p><b>Assessment strategy</b> The teacher:</p> <ul style="list-style-type: none"> <li>observes students' movement patterns and skill execution at various stations in the gymnastics circuit</li> </ul> <p><b>Assessment criteria</b> The student:</p> <ul style="list-style-type: none"> <li>confidently performs known non-locomotor and locomotor movements and sequences</li> <li>creates imaginative ways of moving</li> </ul> <p>These criteria relate to outcome <b>GYS1.10</b></p> <p>Ensure students are only using the straight arm or bent arm hanging position. Do not allow students to perform any hang/swing in which the bar is not grasped with the hands e.g. hock</p>



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	<p><b>Station 2 - Egg roll</b> With two mats joined together, one student at a time performs as many egg rolls as they can along the mats. Emphasise a tight body, chin tucked into chest, hands pull knees into chest, roll entire body in one action.</p> <p><b>Station 3 - Hop scotch jumping</b> Set a short course of single and double hoops. Students are to make their way from one end of the hoops to the other by hopping and jumping into the hoops. Students hop on one leg into the single hoops and jump into the hoops where there are two side by side (so there is one foot in each hoop). Students try to make it to the other end without touching the sides of the hoop.</p> <p><b>Station 4 - Log roll</b> With two mats joined together, one student at a time performs as many log rolls as they can along the mats. Emphasise a tight body, ankles together, arms stretched tight above the body, roll the entire body in one action.</p> <p><b>Station 5 - Balance off</b> All group members perform a static balance on one leg on the mats. A competition is held of who can balance the longest. For students who find this too easy, shrink the base of support so that they have to balance on the ball of their feet.</p>   <p> <b>Station 6 – Movement sequences and straight jump off small bench</b> Students explore ways of travelling from one end of a bench to the other. Students then perform a straight jump from a small bench or step and perform a motorbike landing. Emphasise the importance of landing with bent knees with feet shoulder width apart. Ask students to count how many times they can stick their landing.</p> <p><b>Station 7 - Walk the plank</b> Students walk along a line e.g. court marking or masking tape, while balancing a bean bag on their head. Ask students to count how many times they can make it to the other end without the bean bag falling off.</p> <p><b>Finishing off</b></p> <ul style="list-style-type: none"> <li>Play the game <i>Team follow the leader</i>. In small groups, ask students to line up behind their leader. The leader moves around the space demonstrating a particular locomotor movement. When the teacher calls 'change', the leader runs to the end of the line and the new leader demonstrates new actions. This activity could involve the students playing team follow the leader on the equipment.</li> </ul>	<p>swing (legs hang over the bar and head is towards the ground)</p> <p>This activity allows students to practise two locomotor movements alternatively.</p> <p>This activity allows students to practise body control which is required for the static balance.</p> <p>Ensure the students are jumping from a low bench. Some students may feel more confident performing the straight jump from the floor. Have students jump one at a time from the bench. Encourage students to jump for height rather than distance.</p> <p>This task requires students to practise a number of key components for the balance including a tall posture and a stable head and trunk.</p>

