

## Lesson planner

Weeks	Equipment needed	Focus	Syllabus content
1 and 2	One mat between two students 4 soft balls	Balance and statics	<input checked="" type="checkbox"/> Non- locomotor skills - static balance <input checked="" type="checkbox"/> Locomotor skills - running <input checked="" type="checkbox"/> Elements of movement - spatial awareness: levels, shape
3 and 4	Support position cards / visuals One mat between two students 5 markers 25 braids 25 hoops Marked lines (masking tape)	Leaping	<input checked="" type="checkbox"/> Locomotor skills – running; leaping <input checked="" type="checkbox"/> Elements of movement - dynamics: soft, hard; spatial awareness: levels, shape
5 and 6	Climbing and hanging equipment Mats (if area under equipment needs to be 'raised' so students have less of a distance to fall) 10 hoops 3 medium size balls 5 large witches hats, chairs or stumps 1 dome/marker 2 benches Beanbags	Climbing/hanging Locomotor skills	<input checked="" type="checkbox"/> Non- locomotor skills - static balance; laterality <input checked="" type="checkbox"/> Locomotor skills – jumping; landing; climbing; hanging; walking; travelling on different body parts <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, shape, direction; relationships: with simple apparatus <input checked="" type="checkbox"/> Composition - simple combinations of locomotor activities
7 and 8	15 balls for bouncing 15 beanbags 15 hoops 15 mats	Elements of movement Rhythmic gymnastics	<input checked="" type="checkbox"/> Non-locomotor skills - static balance; laterality <input checked="" type="checkbox"/> Locomotor skills – walking; rolling; leaping <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, direction, levels, shape; time and rhythm; relationships: with apparatus, partner <input checked="" type="checkbox"/> Composition - simple combinations of locomotor and non- locomotor activities

Outcomes	Learning experience	Teaching notes and planned assessment
<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>transfers weight using a variety of body shapes and positions</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>Weeks 1 and 2</b>  <b>Getting started</b>  Play the game <i>Here, there, everywhere!</i>  Ask students to randomly space themselves throughout a designated area, facing the teacher who uses three key words:</p> <ul style="list-style-type: none"> <li>- Here - students run, skip, hop or jump towards the teacher.</li> <li>- There - students run, skip, hop or jump in the direction indicated.</li> <li>- Everywhere - students run, skip, hop or jump in any direction they choose.</li> </ul> <p><b>Support positions</b>  <i>Introduce and demonstrate to students a number of support positions while working in pairs on a mat. For each support activity it is essential for teachers to relate the support position with the relevant gymnastic skill, so students are aware of the development and progression of skills in gymnastics.</i></p> <p>On the mats, give students the opportunity to practise the following support positions:</p> <p><b>Tuck sit</b>  Instructions:</p> <ul style="list-style-type: none"> <li>- sit on bottom with legs bent, feet close to body and knees together, feet off the floor</li> <li>- hug knees into chest</li> <li>- keep back up tall and straight</li> <li>- chin into chest.</li> </ul> <p>Ask students to count how long they can stay in this position before rocking backwards.</p> <p><b>V-sit</b>  Instructions:</p> <ul style="list-style-type: none"> <li>- sit on bottom</li> <li>- place hands on the floor near bottom for balance</li> <li>- lift both legs straight out in front so body and legs make the shape of the letter V (45 degrees).</li> </ul> <p>Ask students to explore other ways they can make a V with their body.</p> <p><b>Angry cat</b>  Instructions:</p> <ul style="list-style-type: none"> <li>- start in a crawling position on hands and knees</li> <li>- place arms directly below shoulders keeping arms tight</li> <li>- legs should be shoulder width apart</li> <li>- arch back up towards the ceiling.</li> </ul> <p><b>Front support</b></p> <ul style="list-style-type: none"> <li>- start in a push-up position with straight arms</li> </ul>	<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>Support positions are an important step in developing strength in the whole body. Each support specifically leads up to another gymnastics skill. For example, the 'angry cat' support helps increase upper body strength and focuses on tight arms and a strong upper back, which relates to the handstand. The handstand is not performed until Stage 3, however these skills need to be taught in earlier Stages for skill development and progression. The tuck sit reinforces the tuck position for forward and backward rolls, tuck jumps and the tuck hang.</p> <p>The V-sit reinforces the concept of a tight body. It is important that students maintain correct body control e.g. tight not loose body.</p> <p>The angry cat and front support help increase upper body strength and focus on tight arms and a strong upper back, which assists in the progression to the handstand in Stage 3.</p> <p>Front and rear support positions help develop upper body strength and assist in the progression of many gymnastic skills performed on the different bar equipment.</p>

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	<ul style="list-style-type: none"> <li>- students need to keep a flat back and arms tight and straight.</li> </ul> <p><b>Rear support</b></p> <ul style="list-style-type: none"> <li>- start sitting on the mat, back straight, legs extended straight, ankles together, hands flat on floor by side, fingers pointing towards feet.</li> <li>- lift hips off floor so legs and body are in a straight line like a plank.</li> <li>- look straight ahead.</li> </ul> <p>When the students are engaged in the support position activities ask students questions like:</p> <ul style="list-style-type: none"> <li>- Why do you think it is called a tuck sit?</li> <li>- Why do you think it is called a V-sit?</li> <li>- Why do you think it is called an angry cat?</li> <li>- What gymnastics skills do these support positions relate to?</li> <li>- Why were some balances harder than others?</li> </ul> <p><b>Support tunnel ball</b></p> <p>Divide the students into 4 teams. Ask teams to line up facing the same direction at their marker. One person from each team is selected as the leader.</p> <p>In straight lines students perform a front support position making a tunnel with their bodies. The closer the students are to each other the easier the activity (let students work this out for themselves). The leader positions themselves at the marker in front of their team and is required to roll a large soft ball through the tunnel of front supports. The last student on the end of the tunnel picks up the ball and runs to the head of their team to become the leader. The old leader joins the rest of the team in a front support position. Teams have thirty seconds to see how many tunnel passes their team can get through.</p> <p><b>Variations</b></p> <ul style="list-style-type: none"> <li>- change the support position to a V sit. For this position the leader is required to roll the ball under the raised legs.</li> <li>- change the support position to an angry cat position.</li> </ul> <p><b>Finishing off</b></p> <p>Play the game <i>Random running</i>.</p> <p>Scatter a number of mats around the playing space. Students move around the designated space using various locomotor movements without touching any of the mats scattered on the floor. On the teachers' signal, students have to run to a mat and perform the support position the teacher calls out.</p>	<p>The duration of these activities needs to be kept short due to the limitations on upper body strength.</p> <p><b>Safety considerations:</b></p> <p>It is important to alternate the two support positions every 30 seconds so that the wrists and other body parts are not overloaded with too much pressure. Only use a soft ball to roll through the tunnel to prevent any injuries.</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 elements of vigorous activity so heart rate is sufficiently raised.</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>performs simple movement sequences</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>absorbs force when jumping and landing</li> </ul>	<p><b>Weeks 3 and 4</b>  <b>Getting started</b>            Play the game <i>Sick ants</i>.            One person in the group is chosen to be the 'ant terminator'. They try and tag as many people as they can. When tagged, students must lay down on their back waving their arms and legs (sick ant). To be rescued, another ant must tag one of the sick ant's limbs. Ants are safe from the ant terminator if attached to a limb of a sick ant. Change 'ant terminators' regularly or have more than one at a time.</p> <p><b>Locomotor movements</b>            Provide students with an opportunity to experiment with the skill of leaping before you explicitly show them. Have students perform a number of leaps on safety mats.            In a large playing area, mark a "creek" with masking tape in two horizontal lines. Line students up so they are standing behind the two horizontal lines. Ensure there is enough space between students.            Students are to leap over the creek using the following techniques:</p> <ul style="list-style-type: none"> <li>leap and land on left leg</li> <li>leap and land on right leg</li> <li>leap with hands by your side</li> <li>leap using your arms.</li> </ul> <p>Ask questions such as:</p> <ul style="list-style-type: none"> <li>What parts of the body help you to leap?</li> <li>What are the hard parts about this skill?</li> <li>What are the easy parts of this skill?</li> <li>What role do your arms play?</li> <li>When would you use the leap?</li> </ul> <p>Demonstrate the leap or alternatively ask another student or older student to demonstrate. The resource <i>Get skilled: Get active</i> also has video of a student demonstrating the leap.            As a class, instruct students to demonstrate the leap using the following specific teaching cues:</p> <ul style="list-style-type: none"> <li>look straight ahead</li> <li>bend the knee of the take off leg</li> <li>scissor your legs in the air</li> <li>stretch your arms out</li> <li>lean slightly forward</li> <li>land softly.</li> </ul>  <p>Allow students to practise the leap over the creek again using the correct cues.            Once students have mastered this, allow them to explore:</p> <ul style="list-style-type: none"> <li>leaping with their non-preferred leg</li> <li>different body positions while leaping (e.g. bend at the waist, keeping the upper body straight)</li> </ul>	<p>The leap is an extension of the sprint run however, is different because it has a clear beginning and ending. It is basic to everyday activities like jumping over low obstacles, playground games such as hop scotch and various team games. The leap is used in gymnastics, dance and specific athletic events such as hurdling and triple jump.</p> <p>The components of the leap are:</p> <ol style="list-style-type: none"> <li><b>Eyes focused forward throughout the leap.</b></li> <li><b>Knee of take-off leg bends.</b></li> <li>Legs straighten during flight.</li> <li>Arms held in opposition to the legs.</li> <li><b>Trunk leans slightly forward.</b></li> <li>Lands on ball of the foot and bends knee to absorb landing.</li> </ol> <p>Students are ready to demonstrate proficiently the introductory components (in bold) of the leap by the end of Year 2. The leap is a complex skill and students generally do not master the skill until the end of Year 5.</p> <p>Refer to <i>Get skilled: Get active</i> page 34-35 for further information on teaching the leap.</p> <p><b>Assessment strategy</b>            The teacher:</p> <ul style="list-style-type: none"> <li>observes students performing a leap</li> </ul> <p><b>Assessment criteria</b>            The student:</p> <ul style="list-style-type: none"> <li>coordinates movements of body parts</li> <li>executes correct technique for leap (see teaching points)</li> </ul> <p>These criteria relate to outcomes <b>GYS1.10</b> and <b>MOS1.4</b></p>

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	<ul style="list-style-type: none"> <li>- leaping with arms in various positions</li> <li>- various ways of taking off (e.g. with a slow run up, fast run up, straight take off leg).</li> </ul> <p>Ask students questions like:</p> <ul style="list-style-type: none"> <li>- Why do you think it is easier to leap with one leg instead of the other? (most people have a dominant leg they prefer to lead with in sporting activities, leaping is no different)</li> <li>- How does your arm position change your leap? (arms should be stretched out, opposite arm to leg).</li> </ul> <p><b>Leap activities</b> Divide the students into five teams. Demonstrate the game of <i>Fly</i>. Lay out a line of braids or skipping ropes for each team. Each braid should gradually become further apart from the previous. Team members take turns at leaping over the braids. Each student who completes the course without touching any of the braids can widen a part of the course for the next student.</p> <p>Arrange a line of five hoops for each team along a line of mats. Students line up behind the hoops. In turn, each student leaps from one hoop to the next. At the end of the hoops, the team member takes on a front support position. The next team mate repeats the leaping, tunnels under the team mate in the front support position and joins next to him/her in a front support position. Continue with the rest of the team mates. The first team all lined up in front support positions wins.</p> <p><b>Finishing off</b> Play the game <i>Alphabets</i>. Ask students to move about in the designated area using a given locomotor movement e.g. hop, skip, leap etc. When the teacher calls a letter of the alphabet, students need to form a small group to make the letter. Students decide if they need two or three people to do so.</p>	<p>Students in the front support position may rest on their knees while waiting for their team mates to tunnel through to avoid excess pressure on their wrists. This relay activity allows students to practise the leap and front support balance.</p> <p>Easier letters: A, C, D, E, F, H, I, K, L, M, N, T, U, V, W, Y, Z Harder letters: B, G, J, O, P, Q, R, S, X</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 parts of the body</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> </ul> <p><b>INS1.3</b> Develops positive relationships with peers and other people</p> <ul style="list-style-type: none"> <li>• displays cooperation in group activities</li> <li>• listens and responds to others</li> <li>• uses positive talk to encourage others</li> <li>• observes rules regarding group conduct</li> </ul>	<p><b>Weeks 5 and 6</b> <b>Getting started</b></p> <ul style="list-style-type: none"> <li>• Play the game <i>Stuck in the mud</i>. Select two students to be the taggers. Students move randomly in a defined space. If tagged, students are stuck until another player crawls under their legs to release them.</li> </ul> <p><b>Climbing, hanging and locomotion</b> <i>This lesson provides the opportunity for schools with adequate equipment to teach various hanging and climbing skills as well as a variety of locomotor activities. Those schools without adequate equipment can focus just on the locomotor activities.</i></p> <p>Divide the class into six groups. Demonstrate each activity before moving into groups. Allow students enough time at each station before rotating around.</p> <p><b>Station 1 - Climbing and hanging</b> Before allowing students onto the equipment, ask questions like:</p> <ul style="list-style-type: none"> <li>- what are some safety considerations we have to be aware of? (e.g. overcrowding)</li> <li>- what is the safest way to land after dismounting from equipment? (motor bike landing)</li> </ul> <p>Revise grips for the equipment.</p> <ul style="list-style-type: none"> <li>- over-hand grip - the palms of the hands are placed over the bar, thumbs underneath.</li> <li>- under-hand grip - the palms of the hands are placed under the bar, thumbs over the top.</li> </ul> <p><i>Ensure students dismount from any height using a motorbike landing.</i></p> <p>Give students an opportunity to practise the grips whilst exploring ways to hang and climb on the equipment. Explore the:</p> <ul style="list-style-type: none"> <li>- tuck hang, where students bring their knees into their chest. Keep arms hanging straight.</li> <li>- V-hang, where students make a V shape with their legs.</li> <li>- ask students to make their own hanging shape.</li> </ul> <p>Students should try and hold hangs for five seconds.</p> <p><b>Alternative Station 1 - Locomotor activity</b> A marker and a hoop are positioned about six metres apart. Students line up at the marker and run towards the hoop. They are required to jump from one foot and land on two feet in a controlled motor bike landing in the middle of the hoop. Students count how many times they can land in the hoop without touching the hoop or overbalancing out.</p> <p><b>Station 2 – Squeeze ball</b> Students need to work in pairs and work very closely together. Partners are required to</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>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 swing (legs hang over the bar and head is towards the ground).</p> <p>To lessen the distance from the bar to the ground, place a number of mats on top of each other underneath the bar so students have less distance to fall.</p> <p>Close supervision is necessary when students are on playing equipment. Pay close attention to crowding and position of students.</p> <p><b>Assessment strategy</b> The teacher:</p> <ul style="list-style-type: none"> <li>• observes students movement patterns</li> <li>• observes students interaction with other students in group activities</li> </ul> <p><b>Assessment criteria</b> The student:</p> <ul style="list-style-type: none"> <li>• confidently performs non locomotor and locomotor movements and sequences</li> <li>• creates imaginative ways of moving</li> <li>• listens and responds to others</li> </ul>



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	<p>walk sideways holding a ball between their backs. They have to make their way around a marker and get back to the starting point without dropping the ball. Partners who master this activity may want to try joining up with another pair and attempt to walk the ball around the course while positioned between 4 backs.</p> <p><b>Station 3 - Hoop play</b> Give students the opportunity to explore how they can move hoops in various ways e.g. hula hoop around the waist, spinning a hoop around the ankle, arm, leg. Challenge students to create their own movement sequence.</p> <p><b>Station 4 – Bench side step</b> Students perform a side step along a bench. Their hips, shoulders and head should remain in line with the bench. Students could place a bean bag on their heads.</p> <p><b>Station 5 - Weave relay</b> Students weave between a row of objects, markers or hoops using a two footed jump. On completion of the circuit they tag their next team mate who then attempts the circuit. The team counts how many team mates can get through the circuit in the time.</p> <p><b>Station 6 – Bench crawl</b> Crawl along a small bench – either forwards or backwards, one student at a time.</p> <p><b>Finishing off</b> Play the game <i>Statues</i>. Ask student to move randomly around the playing space to music using a variety of locomotor movements e.g. skipping, hopping, side galloping etc. When the music stops, students freeze like a statue until the next instruction is given.</p>	<ul style="list-style-type: none"> <li>uses positive talk to encourage others</li> </ul> <p>These criteria relate to outcomes <b>GYS1.10</b> and <b>INS1.3</b></p>
<p><b>GYS1.10</b> Follows a simple sequence that links basic movement patterns</p> <ul style="list-style-type: none"> <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> <li>continuously bounces a</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>Ship, shark, shore</i>. In a large space, designate three areas; one to be the ship, shark and shore. To begin, ask students to stand in a line on the “shore”. Students move quickly to one of the locations as it is randomly called. The students have to run to the designated area when it has been called. The last student to move to the designated area becomes the next caller.</li> </ul> <p><b>Elements of movement – using equipment</b></p> <ul style="list-style-type: none"> <li>Ask the students to form pairs. Provide each pair with a light ball for bouncing and investigate different ways of bouncing the ball e.g. left hand, right hand, in front, to side, to each other, while walking. Ask students to demonstrate their preferred bouncing action to the class. Demonstrate to the students how to: <ul style="list-style-type: none"> <li>bounce a ball under one leg and catch it</li> </ul> </li> </ul>	<p>Three rows of mats can be used as the ship, shark and shore. Change the locomotor movement from running to other movements such as hopping, side galloping, skipping, jumping etc.</p>

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<p><i>large ball with one hand while moving in different directions</i></p> <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> </ul> <p><b>INS1.3</b> Develops positive relationships with peers and other people</p> <ul style="list-style-type: none"> <li>displays cooperation in group activities</li> <li>listens and responds to others</li> <li>uses positive talk to encourage others</li> <li>observes rules regarding group conduct</li> </ul>	<ul style="list-style-type: none"> <li>bounce a ball while walking on the spot or in a small circle</li> <li>sit on the floor and roll the ball around body</li> <li>lie on the floor and try and get the ball from head to toes</li> <li>lie on the ground and try and bounce the ball.</li> </ul> <p>Ask students questions such as:</p> <ul style="list-style-type: none"> <li>what happens if you bounce the ball too high?</li> <li>what would happen if you bounced the ball slowly?</li> </ul> <ul style="list-style-type: none"> <li>In pairs ask students to investigate different ways of using the hoop e.g. twirl on left hand, right hand, ankles in front, to side, to each other, while walking. Ask students to demonstrate their preferred action to the class. Demonstrate to students how they can release a hoop to come back to them by flicking their wrist and giving the hoop a backspin. Ask students questions such as: <ul style="list-style-type: none"> <li>Is it easier to spin the hoop with your left or right hand? Why do you think this?</li> </ul> </li> <li>In small groups of three or four, provide students with equipment such as a hoop, beanbags, a ball and mat. Ask students to design a short sequence demonstrating some of the skills they have learnt during the gymnastics sessions. Set specific criteria for the task such as: <ul style="list-style-type: none"> <li>use of all equipment</li> <li>one partner balance</li> <li>two rolls (egg, log)</li> <li>a leap.</li> </ul> Ask students to rehearse and practise their sequence and present it to the rest of the class. Students may set their routine to music. </li> </ul> <p><b>Finishing off</b></p> <ul style="list-style-type: none"> <li>Play the game <i>Pass the hoop</i>. In teams of five or six, ask students to line up next to each other shoulder to shoulder. Each team is to pass the hoop along the line using a certain body part e.g. from wrist to wrist, from ankle to ankle, from neck to neck.</li> </ul>	<p><b>Assessment strategy</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>observes students move with consideration of space, time and dynamics</li> <li>observes students' ability to create imaginative movement sequences</li> </ul> <p><b>Assessment criteria</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>performs movement sequences whilst maintaining awareness of changes in level, direction and shape</li> <li>performs movement sequences whilst maintaining awareness of changes in dynamics and time</li> <li>draws on imagination to create movement sequences</li> </ul> <p>These criteria relate to outcome <b>GYS1.10</b></p>