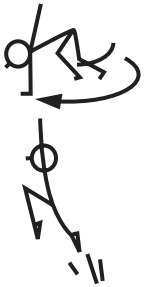




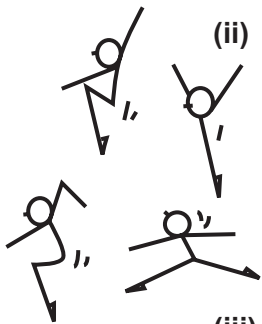
**Warm-up**

- (i) Travel about the room, sometimes quickly, sometimes slowly.
- (ii) Travel about the room, sometimes quickly, sometimes slowly, but now concentrate on changing regularly the part of your body which is highest in the air.
- (iii) Can you run, jump and bring one knee up high to chest (*like a very large hop - keep head up so no rotation forward occurs.*)  
(*Demonstrations to establish that the head needs to be up and arms swing forward to help with the lift into the air . Teaching points for hop jump in "Teaching Specific Skills"*)



**Floorwork**

- (i) Travel around the room on hands and feet concentrating on having the following body parts high at one point during the movement.
  - (a) One foot or both feet (*demonstrations of ideas and children try*)
  - (b) One hand or both hands (*demonstrations of ideas and try*)
  - (c) The head (*demonstrations of ideas and children try*)
  - (d) Hips (*demonstrations of ideas and children try*)
- (ii) Run and jump high into the air to take up a good position with:-
  - (a) One hand as the highest part
  - (b) Two hands as the highest part
  - (c) Elbow as the highest part
  - (d) Head as the highest part. See Card 1 at end of the unit.  
(*At the end of each of those tasks, select children to demonstrate so all may try out ideas before moving onto the next task*)



- (iii) Choose a run and jump and two other movements, and join them together to show different body parts being lifted high.  
(*Give children time to complete the task and then have demonstrations. Remind them they must have a "starting" position which is neat and still, and a "finishing" position which is neat and still.*)

**Apparatus**

- (i) Explore your own apparatus, under / over / along / through etc.
- (ii) Travel in and out I under / over and around the apparatus constantly changing the body parts which are highest?
- (iii) Can you mount your apparatus with your head the highest part of you and dismount with your head being low?  
(*Demonstrations and try out different ideas*)
- (iv) Join together smoothly three movements showing different body parts being lifted high - one of them must be a jump. (*Remind them of their sequence on the floor, can they remember it and make it "fit" onto their apparatus?*)

**Concluding activity**

Hold a balance on your bottom and slowly and smoothly change into a balance on your hands and one knee. You must turn sideways to link the moves.

