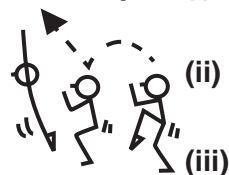




(You could use warm-up 3 "Bouncing" Track 3 here)

Warm-up



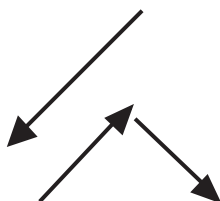
- (i) Bounce in different ways on one foot or two feet moving around the room in different directions.
- (ii) Run in and out of each other avoiding contact. Jump into a space and spring back up to move on. Repeat several times.
- (iii) Repeat the task but this time jump from one foot to land on two feet and spring up again.

Floorwork

(Use mats as necessary)



- (i) From standing find the best way to sink down into a sideways roll.
- (ii) When you have found it can you jump from one foot to two feet and sink down into a sideways roll? Is it easier if you jump sideways or with a ¼ turn and sink down?
- (iii) Working on a mat, from standing can you sink down and roll away side ways, forwards or backwards?
(If appropriate, a roll or lead-up action could be taught here.)
- (iv) Repeat the task, but instead of rolling to stand up again can you roll and push into a balance showing a change of front?
(Refer to the "ideas" cards in "Teaching Specific Skills" if necessary.)
- (v) Join together run, jump, roll and balance and show a change of front and change of direction.



(Look at demonstrations and expect children to analyse and describe change of front and direction.)

(REMINDER:

*Travel the line and change the way the body faces = change of front.
Travel along angular path always facing forwards = change of direction.)*

Apparatus



- (i) Travel in, out, wide, over, along and through apparatus being aware of others.
- (ii) **Spring** onto apparatus and find a way of **sliding** down from the apparatus into a roll.
- (iii) Spring onto apparatus - slide and roll away into a balance.



- (iv) Can you jump from a low piece of apparatus and bounce or spring onto another part to perform your sequence?

(Demonstrations of accurate and controlled sequences - emphasise body tension and quality performance.)

Concluding activity

Take weight on hands, land feet on the floor and move straight into a rocking action.