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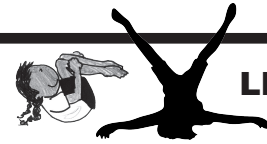
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# 4 - 5 YEARS (RECEPTION)

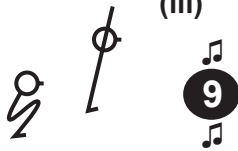
## STRETCHING AND CURLING



## LESSON 3

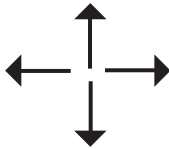
### Warm-up

- (i) Can you travel in and out of each other and into spaces - STOP.  
*(Repeat several times - check on body tension to hold the shape and one foot in front of the other to hold a balanced position)*
- (ii) Travel in and out of each other and into spaces - STOP small. *(Repeat several times and remind about pulling muscles in)*
- (iii) *(Repeat (ii) but when the children are stopped in a small curled position, can they...)* Slowly grow up tall and thin with stretched fingers and toes.  
*(Repeat several times)*



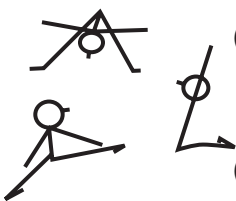
### Floorwork

- (i) Curl up tightly - head in, knees bent, elbows in, etc. Can you remember the different parts we can be small on? Backs, sides, knees, feet, shoulders etc.  
*(Demonstrations and all tty ideas)*
- (ii) Travel slowly in a small curled up position - can you go in different directions when you are curled up on feet - or rolling over on your side?
- (iii) Stretch out as tall or as wide as possible.  
*(Tight, strong bodies, stretched fingers and toes). Can you move to another space in a stretched-out shape?  
(Stretched out shape can be wide from side to side or from front to back)*
- (iv) Do we always have to be stretched out standing up? What other stretched out positions can you find? *(Demonstrations and have another turn - possibly teach the sideways stretched-out "log" roll.)*



### Apparatus

- (i) Travel over/under/around your apparatus - explore it.
- (ii) Travel over/under/around your apparatus and find places where you can stretch out wide. *(Demonstrations and establish if they are wide thin/high/low shapes, then repeat the task.)*
- (iii) Travel in and out of the apparatus in a curled way and make a stretched shape on the apparatus or under it. *(Repeat several times)*



### Concluding activity

Can you travel along the ground SLOWLY sometimes stretched and sometimes curled?

*("ACTION KIDS" ref: G7, G8, D2)*

## **LEARNING OBJECTIVES**

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**Children should learn:-**

- to travel confidently and competently in different ways and on different body parts.
- to understand and create different pathways and move in different directions.
- to link together three different movements showing contrasts in speed and level
- perform a limited range of skills with a partner.

## **PATHWAYS - STRAIGHT, ZIG-ZAG, CURVING (6-7 YEARS)**

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### **UNIT FRAMEWORK**

- Musical warm-ups
- (a) Experiencing and identifying different patterns or pathways on the floor, straight, zig-zag, and curving.
- (b) Identifying the different directions of different pathways.
- (c) Making pathways on the floor which are large or small.
- (d) Travelling on the pathways with high or low movements.
- (e) Experimenting with different movements.  
Finding appropriate movements to travel different shaped pathways e.g. run and turning jump repeated several times will create a zig-zag pathway.
- (f), Partnerwork. "Follow-my-leader" showing different shaped pathways, and appropriate movements for travelling on them.
- (g) All these ideas, at every stage, are transferred to appropriate apparatus and adapted and developed as necessary.

### **References for detailed skill teaching:-**

"TEACHING SPECIFIC SKILLS" - page 223

Jumping - page 229

Rolling - page 239

Travelling on hands and feet - page 271

Spring onto/from apparatus - page 295

## **EXPECTED LEARNING OUTCOMES**

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### **By the end of this unit most children should be able to:-**

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- (a) understand and show different pathways on the floor e.g. straight, zig-zag and curving and travel along them in different directions.
- (b) show an understanding of different speeds and levels.
- (c) understand and identify appropriate movement to travel along different shaped pathways.
- (d) select and link together three different ways of travelling to create an interesting pathway. The sequence should show a definite beginning, middle and end.
- (e) observe and copy a partner in "Follow-my-leader" formation to show different pathways and link appropriate movement.
- (f) transfer and apply the knowledge, understanding, individual skills and linked movements to apparatus at every stage of learning.

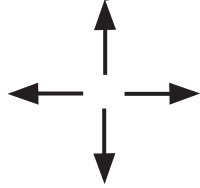
### **Children should be continually guided to:-**

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- use appropriate vocabulary to describe what they and others are doing.
- recognise how their bodies feel when they are active and understand that exercise improves health, makes you feel good and helps the body to work well.
- lift, carry and erect their own apparatus in a co-operative and safe way.



Warm-up



- (i) To the teacher's rhythm
  - bounce forward for four beats
  - backwards for four beats
  - sideways for four beats
  - other side for four beats

**Practise it on your own.**

**3** Can you repeat it several times in a pattern?

- (ii) With a partner - can you do the pattern side by side keeping the rhythm together?



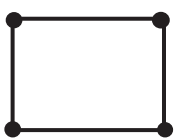
Floorwork

- (i) Can you travel with your feet or one foot above your head? *(Demonstrations and look at ideas and give any appropriate teaching points.)*
- (ii) Can you travel using different step patterns? *(Hop, skip, jump, jump side to side, 2 feet - 1 foot - 2 feet etc.) (Demonstrations and get quality performance)*

- (iii) Can you travel in a turning or spinning way on different parts of your body? *(Demonstrations and all try.)*



- (iv) Show me all the different shaped jumps you can think of. *(Demonstrations and reminders.)*



- (v) Using some of these ideas, can you trace a large square on the floor and travel along its lines in different ways?

- (vi) Can you now trace a pattern on the floor which has both a straight line and a curved line in it and travel along it on different body parts.



*(Allow time for children to complete the task and then take out demonstrations. Have they used the short straight line for a run - jump? Have a neat starting and finishing position.)*

Apparatus



- (i) Explore your own apparatus over, under, along, through etc.
- (ii) Travel onto the apparatus, turn around and travel back to where you started from in straight lines.
- (iii) Travel, using an interesting pathway on the apparatus - sometimes using straight lines, sometimes using curved lines, and sometimes using zig-zags.

**25** or **31**

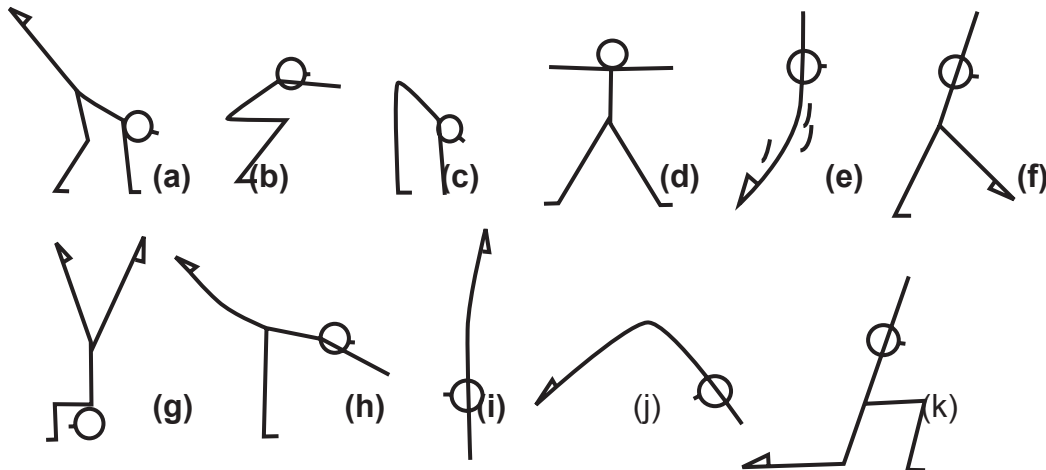
Concluding activity



Slide along the floor with your feet higher than your head.

## GYMNASTIC SKILLS - FORWARD ROLL

### WAYS OF TRAVELLING INTO A FORWARD ROLL



(a) HOW MANY OF THESE DIFFERENT WAYS OF TRAVELLING INTO A FORWARD ROLL CAN YOU PERFORM?

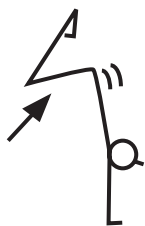
(b) CAN YOU THINK OF ANY OTHER WAYS?

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**S4**

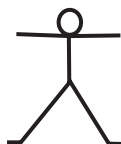
## SUGGESTIONS FOR MOVING OUT OF A FORWARD ROLL

1 Push up from two feet into a “bunny-hop”/handstand.



Come out of the forward roll; place hands straight onto the mat, fingers pointing forward, arms straight, keep head up and push from feet to raise hips in the air. If the child is strong and controlled in the movement a greater thrust from both feet will take him/her into a handstand position.

2 Forward roll into straddle balance



The teaching points for this movement are detailed at a later stage in the “forward roll” section.

3 “Walk out”- one knee bent to put foot under hips as the other leg stretches out to push up to standing with a large “step”.



The teaching points for this movement are also detailed at a later stage in the “forward roll” section.

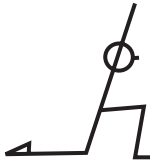
4 Forward roll into lying on back and then sideways “log roll”.



The forward roll must be executed slowly. When the child’s back is on the floor, the stomach muscles are tensed and the legs lowered slowly and in the straight position down to the ground so the child is lying full length on the floor. From this position the “log roll” can be initiated.



- 5 Forward roll into kneeling on one knee.



In the final stages of the roll, one knee is tucked under the body - arms reach forward and other foot is placed on the ground.

- 6 Forward roll and stop halfway over in a shoulder stand.



This is good for developing controlled movement. Tuck the head right under - as soon as the hips are directly over the head, take hands from the floor to hold the back of the waist and the upper arms are firmly against the ground to support the body weight.

- 7 Slow forward roll and stop just before the end in a "jack-knife" position.

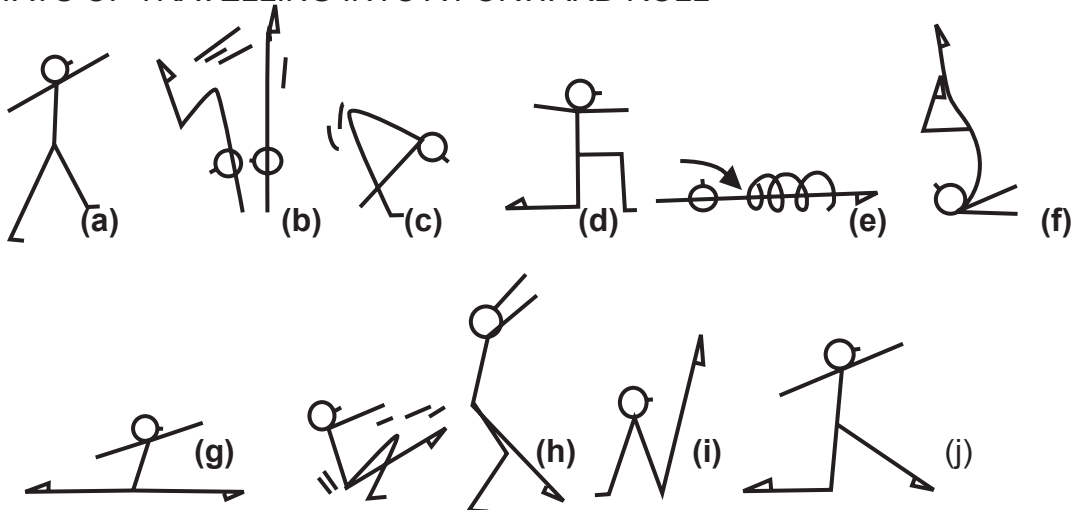


This requires very good body tension and strong stomach muscles. Slowly go over in a forward roll, straighten legs out as they pass over the head, tighten all body muscles up and stop in the "jack-knife" position before the legs touch the ground.

There now follows a series of "task cards" which the teacher could photocopy and make into durable cards for use with a class. Each card gives a simple shape for the child to move into as they complete a forward roll. The series of cards on the following pages are individual movements suitable for use with younger classes. The composite "master" card below is suitable for using with Year 5 and Year 6 as the teacher feels appropriate.

### GYMNASTIC SKILLS - FORWARD ROLL

#### WAYS OF TRAVELLING INTO A FORWARD ROLL



- (a) HOW MANY OF THESE DIFFERENT WAYS OF TRAVELLING INTO A FORWARD ROLL CAN YOU PERFORM?

- (b) CAN YOU THINK OF ANY OTHER WAYS?

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**S5**

## CATERPILLAR WALK



- Lie on tummy on the ground, hands on the floor.
- Push up onto straight arms with body straight behind (*front support*)
- Walk feet up to stationary hands.
- Then walk hands forward as feet remain stationary.
- Back into straight body position with strong arms (*front support*)
- Flat on tummy on the ground.

**Very important:** To keep strong arms and strong body tension.

**Common fault:** Find difficulty in pushing from the ground into the front support position.

**Remedy:** Miss out lying on the ground and caterpillar walk from front support back to front support only.

**Extension:** (i) Can you caterpillar walk backwards?  
(ii) Can you caterpillar walk with legs astride?

N.B. This is a very strenuous activity and children should engage in it for short bursts of time.

## SPINNING TOP

- Place one hand on the ground, slightly in front of the body.
- Stretch the other arm up to the ceiling.
- Walk or run your feet around the hand on the floor.
- Change hands and change direction.

**Very important:** To maintain strong arms and body tension.

**Common fault:** Find difficulty in maintaining body position.

**Remedy:** Push bottom up into the air and look at the hand which is stretched towards the ceiling.

## SQUAT INTO HEADSTAND WITH BENT LEGS AND BACK TO SQUAT



**Very important** that weight is taken on the front part of the top of the head and back is straight.

### **Common fault**

Overbalancing onto the back.



### **Remedy.**

Check that the base is a large enough equilateral triangle, and do not push or swing the feet up into the air, but rather start with the hips above the head and raise the legs by taking weight on hands and head. The teacher can kneel behind the child to take his/her hip weight and prevent overbalancing.

N.B. Children should be taught at the outset, that if they feel they are overbalancing they must immediately tuck their chins onto their chests and forward roll out of it. Overbalancing onto the back can cause an injury.

## A HEADSTAND INTO STRAIGHT LEGS



This movement is an extension of headstand with bent legs.

- 1 Move into a headstand with bent legs.
- 2 **Extend legs up to go into the straight, inverted position, legs and body straight - strong body tension. Body is in a straight line from head to toes.**

## **EXTENSION ACTIVITIES FOR STRONG AND COMPETENT PERFORMERS**

- Can you push up to a headstand with straight legs?
- Can you make your legs form different shapes when you are in your headstand?
- Can you find different ways of travelling into or out of headstands?