

# Hop, step, jump

Stage 2 – Year B

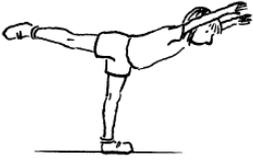
## Lesson planner

Weeks	Equipment needed	Focus	Syllabus content
1 and 2	Climbing and hanging apparatus (parallel bars or playground equipment) 16 mats 8 hoops 2 skipping ropes 6 witches hats 8 domes 12 markers 1 bench	Climbing and hanging Travelling on different body parts	<input checked="" type="checkbox"/> Locomotor - climbing and hanging; travelling on different body parts; jumping and landing <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, shape, pathways, levels; relationships: with other people, pairs, apparatus
3 and 4	6 medium sized balls Low bench x 2 Low balance beam Mini trampoline or beat board Crash mat 2 mats 5 beanbags 20 hoops	Jumping and landing	<input checked="" type="checkbox"/> Locomotor skills - refine and practise locomotor skills; jumping and landing; travelling on different body parts <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, level, pathways; dynamics: interplay of force and time
5 and 6	15 mats	Rolling	<input checked="" type="checkbox"/> Locomotor skills - rolling: side roll, forward roll, backward roll <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, direction; relationships: with other people <input checked="" type="checkbox"/> Composition - simple combinations of locomotor activities
7 and 8	10 hoops 15 mats Low bench or low beam Incline mats	Elements of movement and composition	<input checked="" type="checkbox"/> Non-locomotor skills - refine non-locomotor skills; static balance <input checked="" type="checkbox"/> Locomotor skills - refine and practise locomotor skills; jumping; rolling; travelling on different body parts <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, levels, directions, pathways; dynamics: interplay of force and time; relationships: with other people; matching, mirroring, contrasting; counterbalancing; with apparatus <input checked="" type="checkbox"/> Composition - simple combinations of locomotor and non-locomotor activities

Outcomes	Learning experience	Teaching notes and planned assessment
<p><b>GYS2.10</b> Demonstrates control in performing sequences of introductory gymnastics movements</p> <ul style="list-style-type: none"> <li>identifies ways they can move by using different pathways, levels and directions</li> <li>practises and reproduces movement sequences and skills that include a starting and finishing position</li> <li>creates and performs movement sequences that vary in shape, size, direction, level, speed, and flow</li> <li>takes weight on different body parts to perform a series of static balances</li> </ul> <p><b>MOS2.4</b> Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <ul style="list-style-type: none"> <li>performs a range of known gymnastic skills in new and challenging situations</li> </ul> <p><b>INS2.3</b> Makes positive contributions in group activities</p> <ul style="list-style-type: none"> <li>displays consideration of others in group activities</li> <li>displays cooperation with others in group activities</li> <li>helps others to achieve set tasks</li> </ul>	<p><b>Weeks 1 and 2</b>  <b>Getting started</b>  Play the game <i>Indians and Tepees</i>. In pairs, students create two concentric circles. The inner circle of students sit cross legged facing the centre with their partner standing behind them, legs astride. The inner circle is the Indians and the outer circle is the Tepees. On the call of Tepee, all students in the outer circle run clockwise around the circle and back to their partner. On the call of Indian, the inner circle crawls through the legs of their partner, runs once around the circle and back through their partner's legs, assuming the cross-legged sitting position. If both Indian and Tepee are called together, the Indian must still crawl between their Tepees legs before the Tepee moves.</p> <p><b>The following relay activities will explore a variety of locomotor movements.</b>  The class needs to be divided into four relay teams. Place domes five metres apart for the teams to line up behind. Each team divides themselves in half and positions themselves in lines behind the domes. Place floor mats between teams for a soft surface.</p> <p><b>Relay 1: Crab crawl</b>  Students crab crawl from one end to the other. The first team to have all students complete the crab crawl are the winners.</p> <p><b>Relay 2: Hoop skip</b>  Students move to the opposite end by stepping in and out of a hoop that they rotate in full circles with their hands. Once students reach the opposite other end, they pass the hoop to the next person to continue the relay.</p> <p><b>Relay 3: Seal roll</b>  Students move to the opposite end by performing a seal roll along the mat. Once the first student reaches the other end, they tag the next team member who continues the relay.</p> <p><b>Circuit to develop and revise hanging/climbing and locomotion skills.</b>  Divide the class into teams of 4 students.  Explain and demonstrate each station before allowing the students to start. Outline the key teaching points for each activity.</p> <p><b>Station 1:</b> A number of alternative activities are outlined for this station. Schools with adequate bar and hanging equipment can engage in the hanging activity most appropriate to the equipment available to them. Those schools without adequate hanging equipment can use the alternative locomotor activity for Station 1.</p> <p>Activity a: <i>The alligator pit</i>. Students hang underneath parallel bars, keeping legs raised from</p>	<p>The getting started activity is sufficient in preparing students in Stage 2 to be warmed up ready for the lesson. It should involve 'huff and puff' activities (activities which raise the heart rate).</p> <p>Try and match students up of similar height.</p> <p>Do not eliminate students if they are last back to their starting position.</p> <p>A crab crawl is when students walk along on all fours, belly facing upwards.</p> <p>A seal roll differs slightly to a log roll in that the arms and legs should try and remain slightly off the floor whilst still rotating along the long axis.</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>Hanging equipment should just be high enough for students to swing freely. However, mats will need to be placed under the equipment to 'raise the floor' if the distance is too far.</p> <p>Revise the different grips which can be used on the bars with the students before starting.</p>

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	<p>the pit of alligators. They have to try and make their way across the length of the bar. Students then attempt to get back across to the side they started on by shuffling across the top of the bar in a front support position. (Arms and body straight, hips against bar).</p> <p>Activity b: <i>Twist and turn</i>. On a single bar, students make their way from one end to the other by making successive ½ turns and alternating their grip along the bar.</p> <p>Activity c: <i>Crab walk maze</i>. Students crab walk from one end of the mats to another. They have to avoid stepping on domes positioned on the mats.</p> <p><b>Station 2: <i>Skipping in pairs</i></b>. Using one skipping rope, students stand side by side, link arms and try and perform 10 continuous skips.</p> <p><b>Station 3: <i>Bench sequence</i></b>. Students devise a locomotive sequence along a bench. The sequence could include crossing steps, dips, change steps and a balance. Students must perform a safe and controlled dismount using the motorbike landing.</p> <p><b>Station 4: <i>Jungle crawl</i></b>. Students pretend they are a snake and weave their way under a suspended mat which is supported by six tall witches' hats.</p> <p><b>Station 5: <i>Partner challenge</i></b>. In pairs, students line up at either end of a bench. Students walk across the bench and pass their partner without falling off.</p> <p><b>Station 6: <i>Hopscotch</i></b>. A hopscotch circuit is outlined using hoops. Wherever there is a single hoop, students <b>hop</b> into the middle and wherever there are two hoops side by side, students <b>jump</b> into the hoops so that one foot lands in each. Students need to finish the course without touching the sides of the hoops.</p> <p><b>Station 7:</b> Students perform mini cartwheels on a small circle or line outlined with tape or chalk. Get team mates to count how many you can do in a row.</p> <p><b>Finishing off</b> Play the game <i>Builders and bulldozers</i>. Organise half the students to be the builders and the other half to be bulldozers. Spread the markers around the area, half up and the other half tipped over. The builders' task is to have all the markers standing while the bulldozers task is to knock all the markers over. The teacher describes how they want the students to tip or pick up the markers e.g. with left hand, right foot etc. The teacher stops the game and counts how many markers are tipped and standing.</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><b>Assessment strategy</b> The teacher:</p> <ul style="list-style-type: none"> <li>• observes students locomotor movement patterns at various stations</li> <li>• observes students interaction with other students</li> </ul> <p><b>Assessment criteria</b> The student:</p> <ul style="list-style-type: none"> <li>• confidently performs locomotor skills</li> <li>• performs known locomotor skills with correct technique</li> <li>• creates and performs movement sequences that vary in direction, level, shape and speed</li> <li>• displays cooperation with others in their group</li> <li>• displays consideration of others in their group</li> </ul> <p>These criteria relate to outcomes <b>GYS2.10</b> and <b>INS2.3</b></p> <p>A mini cartwheel is performed with raised hips but bent knees. Students start facing the centre of the circle and finish in the same position. Reinforce the rhythm of foot, hand, hand, foot.</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. Therefore, finishing off activities need to raise the students heart rate if it was not sustained through the lesson.</p>

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<p><b>GYS2.10</b> Demonstrates control in performing sequences of introductory gymnastics movements</p> <ul style="list-style-type: none"> <li>identifies ways they can move by using different pathways, levels and directions</li> <li>practises and reproduces movement sequences and skills that include a starting and finishing position</li> </ul> <p><b>MOS2.4</b> Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <ul style="list-style-type: none"> <li>performs bunny hops over a low bench</li> </ul>	<p><b>Weeks 3 and 4</b></p> <p><b>Getting started</b>  Play the game <i>Over and Under Relay</i>. In teams of four or five, students stand in a line behind each other. A ball is passed backwards over the first student's head and taken by the second student who passes it backwards between their legs and so on. When last student receives the ball, they run to the front of the line and begin the sequence again. The first team to complete a full rotation and sit down are the winners.  Ask students questions such as:</p> <ul style="list-style-type: none"> <li>How could we change the rules to vary this game?</li> </ul> <p>Play the game again using some of the student's suggested variations.</p> <p><b>Locomotor skills – jumping and landing</b>  Discuss and revise the appropriate jumping and landing technique. On mats, ask students to demonstrate appropriate jumping and landing techniques.  Ask questions such as:</p> <ul style="list-style-type: none"> <li>Why is there a special way of jumping and landing?</li> <li>How does calling it the "motorbike landing" help you?</li> </ul> <p><b>Circuit activities</b>  Ask students to form groups of five or six. Demonstrate and explain each circuit activity before commencing.</p> <p><b>Station 1</b>  <i>Step up, jump and land.</i> Students step up onto bench and jump off and land on a mat practicing correct jumping and landing techniques.</p> <p><b>Station 2</b>  <i>Balance and jump.</i> Students walk slowly backwards along balance beam with a beanbag on their head. Halfway along the beam, students turn to continue forwards. At the end of the beam, students jump and land onto a mat using the correct technique, trying to keep the beanbag on their head.</p> <p><b>Station 3</b>  <i>Bunny hops.</i> Students bunny hop over a low bench. To perform a bunny hop, students place their hands on either side of the bench with thumbs on top and fingers underneath. From a crouched position, push off both feet to take weight on hands. Adopt a tuck position in the air. Jump from one side to the other.</p> <p><b>Station 4</b>  <i>Hoop hopscotch.</i> Place hoops on the floor no more than one metre apart in a course that takes different directions. Students jump from hoop to hoop through the course,</p>	<p>Revise motorbike landing. Land on balls of feet. Knees should not bend past 90 degrees. Land like sitting on a bike. Initial contact with the mat is on the ball of the feet, followed by the ankle, knee and hip bending. Feet should be about shoulder width apart. The heels should NOT spring back up but should remain on the floor. Encourage soft landings.</p> <p>Students should line up at each activity and wait for the signal to commence. Students keep going through activity until the signal to stop is heard. Groups should spend approximately 3 minutes at each circuit activity.</p> <p>To increase the challenge, place the number one or two in each hoop indicating the number of feet students should land on and jump from.</p>

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	<p>demonstrating correct jumping and landing techniques.</p> <p><b>Station 5</b>  <i>Mini tramp or beat board.</i> Students jump from a mini tramp or beat board onto a crash mat demonstrating the correct landing. Have students move through the following sequence:</p> <ul style="list-style-type: none"> <li>• straight jump</li> <li>• star jump</li> <li>• straight or star jump clapping above your head.</li> </ul> <p>Emphasise maintaining control of the body throughout the jump and landing.</p> <p><b>Finishing off</b>            Play the game <i>Hoop tag</i>. Scatter fewer hoops than there are students around the floor space. Choose three students to be "it". Select a locomotor movement for students to use to move around e.g. skipping, running, jumping. Students are safe when in a hoop, but may only stay in the hoop for a count of five. Tagged students must hold a nominated balance e.g. arabesque, for a count of five.</p>	<p>This circuit activity is where the teacher should be positioned.</p> <div style="text-align: right;">  <p>An arabesque is a position where the student bends forward while standing on one straight leg with the arm extended forward and the other arm and leg extended backward.</p> </div>
<p><b>GYS2.10</b> Demonstrates control in performing sequences of introductory gymnastics movements</p> <ul style="list-style-type: none"> <li>• identifies ways they can move by using different pathways, levels and directions</li> <li>• practises and reproduces movement sequences and skills that include a starting and finishing position</li> <li>• creates and performs movement sequences that vary in shape, size, direction, level, speed, and flow</li> </ul> <p><b>MOS2.4</b> Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <ul style="list-style-type: none"> <li>• performs a forward and backward roll down an incline</li> </ul> <p><b>INS2.3</b> Makes positive contributions in group activities</p> <ul style="list-style-type: none"> <li>• helps others achieve set tasks</li> <li>• works cooperatively in a</li> </ul>	<p><b>Weeks 5 and 6</b>  <b>Getting started</b>            Play the game <i>Anatomy clumps</i>. Students move around the designated space walking or jogging. On a designated signal, the teacher calls a number and a body part. Students form into groups of this number connected by the body part called. E.g. 'five elbows' would mean form groups of five with five elbows connected. Continue this for a number of clumping sequences. To finish split the class into six groups ready for the next activity.</p> <p><b>Developmental activities</b>  <b>Locomotor skills - Forward roll</b>            Demonstrate and revise the forward roll. Create six wedged mats and divide the class into six even groups. Ask the children to line up in relay style behind their mat and each to perform a forward roll from the squat position. Weight should be on both the feet and hands, looking backwards through legs, transferring weight forward and finishing in a crouched position. Emphasise teaching cues before each group of students have their turn. Allow students to have several turns at rolling down the incline.</p> <p><b>Backward roll</b>            Demonstrate rocking backwards from a squat position with arms around knees. Students take turns rocking four or five times in this way on a flat mat. Demonstrate a backward roll, ensuring hands are placed behind the shoulder blades to push back (make sure fingers point down the back). Have students perform the roll five times with their group on an incline or wedged mat.</p>	<p>A wedged mat can make rolling easier. This can easily be made by rolling or folding one mat and placing it under the end of another. The wedge assists students in rolling.</p> <p><b>Forward roll teaching cues</b></p> <ul style="list-style-type: none"> <li>- stand on the highest part of the incline mat</li> <li>- legs should be shoulder width apart</li> <li>- knees bent, starting in a half squat position on the mat</li> <li>- hands flat, fingers pointing forward</li> <li>- arms out in front of the body</li> <li>- neck and back rounded</li> <li>- look back through legs</li> <li>- tuck chin into neck</li> </ul>

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<p><i>group to devise a simple routine</i></p>	<p><b>Putting it all together</b>            Ask students to explore and revise the ways the body can roll. These can include: log roll, egg roll, forward roll; backward roll.            In small groups, ask students to create a combination of five rolls to be performed in succession. Each student performs a roll then returns to the end of the line.            Give students sample sequences such as: log roll, egg roll forward, backward roll, forward roll backward roll. Emphasise the need to take the time to get the body into the proper position before starting each new roll.            Have students rehearse and refine their sequence so it flows well. Music can be used as a guide to tempo. Ask groups to demonstrate the sequence to the rest of the class group.</p> <p>Ask students questions such as:            What changes could you make to improve your performance?            What changes would you have to make to keep to the tempo of the music?</p> <p><b>Finishing off</b>            Play the game <i>Spinners</i>. Define a boundary for students to move freely in. Students move freely in the space to music. When the music stops, the teacher calls out “Spinners-3”. Students form groups of three, with linked hands and spin in a circle. When the teacher calls “over” students finish spinning and continue moving freely again. Continue calling different size <i>Spinners</i> groups, turning in different directions.</p>	<ul style="list-style-type: none"> <li>- maintain a tight tuck position throughout the roll</li> <li>- push off with your legs</li> <li>- land on your feet.</li> </ul> <p>When rolling forward, the first point of contact the body should make on the mat is the lower neck/upper shoulders. This means there shouldn't be pressure placed on the neck.</p> <p><b>Backward roll teaching points</b></p> <ul style="list-style-type: none"> <li>- sit on the highest part of the incline mat</li> <li>- feet should be touching the floor ready to help with the push off</li> <li>- place hands in the ready position on the back of the head</li> <li>- push the feet off the floor to propel the body backwards</li> <li>- as you roll backwards onto your shoulders, tuck knees to chest, place hands flat on the mat so they are in line with ears, fingers pointing in the starting direction, elbows bent pointing to the ceiling</li> <li>- tuck chin into neck</li> <li>- make sure your weight is taken equally on both hands and not on the head</li> <li>- push off mat with hands to land in a squat position on toes, not on knees.</li> </ul> <p><b>Assessment strategy</b>            The teacher:</p> <ul style="list-style-type: none"> <li>• observes students contribution to group composition</li> <li>• observes how students work with other group members</li> </ul> <p><b>Assessment criteria</b>            The student:</p> <ul style="list-style-type: none"> <li>• contributes to compositional ideas</li> <li>• creates and performs movement sequences that vary in spatial and time elements</li> <li>• works effectively with others to</li> </ul>

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		<p>compose movement sequences These criteria relate to outcomes <b>GYS2.10</b> and <b>INS2.3</b></p>
<p><b>GYS2.10</b> Demonstrates control in performing sequences of introductory gymnastics movements</p> <ul style="list-style-type: none"> <li>identifies ways they can move by using different pathways, levels and directions</li> <li>practises and reproduces movement sequences and skills that include a starting and finishing position</li> <li>creates and performs movement sequences that vary in shape, size, direction, level, speed, and flow</li> <li>takes weight on different body parts to perform a series of static balances</li> </ul> <p><b>MOS2.4</b> Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <ul style="list-style-type: none"> <li>performs a range of known gymnastic skills in new and challenging situations</li> </ul> <p><b>INS2.3</b> Makes positive contributions in group activities</p> <ul style="list-style-type: none"> <li>helps others achieve set tasks</li> <li>works cooperatively in a group to devise a simple routine</li> </ul>	<p><b>Weeks 7 and 8</b> <b>Getting started</b> Play the game <i>Human obstacle course</i>. In groups of four, each student adopts the role of either a stone, a bridge, a tree or runner. The runner:</p> <ul style="list-style-type: none"> <li>steps over the stone</li> <li>crawls under the bridge</li> <li>runs around the tree; and returns to take the place of the stone, who becomes the bridge, the bridge becomes the tree, the tree becomes the runner. Continue until everyone has had a turn at being the runner.</li> </ul> <p><b>Developing a simple gymnastics performance</b> Revise skills and safety elements of previous lessons before giving students a chance to devise a simple performance with minimal input from the teacher. Ask students questions like:</p> <ul style="list-style-type: none"> <li>What safety considerations do you have to think of when doing gymnastics? (e.g. landing appropriately, being aware of other people around you, following the teachers instructions).</li> </ul> <p>During previous lessons, students have investigated their body's ability to balance, spring, land, rock, roll and so on. In small groups of five students, give students an opportunity to practise and perform a simple combination or sequence of locomotor and non-locomotor skills on floor mats. Get students to think about how the timing and force of their movements affect the dynamics of their performance. Ask students to demonstrate how force and timing can be changed.</p> <p>Using the theme <i>'Toys alive'</i> for their performance, provide students with a criteria of skills to incorporate into their performance. Skills may include:</p> <ul style="list-style-type: none"> <li>group balance</li> <li>two rolls</li> <li>one change of direction</li> <li>three different jumps</li> <li>two locomotion activities.</li> </ul> <p>Encourage maximum participation from each student in each group.</p> <p>At the conclusion of each short performance, allow students time to talk to the rest of the</p>	<p>This lesson gives students an opportunity to focus on elements of movement and composition in relation to locomotor and non-locomotor skills.</p> <p>Elements of movement concepts such as the interplay of force and time examine the relationship between the force and flow of movement activities e.g. slow and creeping actions, fast and explosive actions.</p> <p>Using a theme may assist some students to think creatively when applying skills into a performance, and take on a character.</p> <p><b>Assessment strategy</b> The teacher:</p> <ul style="list-style-type: none"> <li>observes students "toys alive" composition for manipulation of force and timing</li> <li>observes students performance of non-locomotor and locomotor gymnastics skills</li> </ul> <p><b>Assessment criteria</b> The student:</p> <ul style="list-style-type: none"> <li>creates movement sequences that vary in shape, size,</li> </ul>

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	<p>group about their routine and let the class give positive feedback to the performing group.            Teacher prompted discussion questions:            What did you like about the routine? Why?            What was most interesting part in the routine? Why?            What could be changed to make it more difficult?            What could be changed to make it easier?</p> <p><b>Finishing off</b>            Play the game <i>Red light, green light</i>. One student (the caller) stands with their back to the class who are 20-30 metres away. When they call 'green light', students move forward using different locomotor movements e.g. skipping, hopping, side-galloping. When the caller calls out 'red light' and turns to face the class, students freeze and hold a balance position. If the caller sees movement, those students have to return to the start line. The student who reaches the caller first becomes the caller for the next game.</p>	<p>direction, speed, level and flow</p> <ul style="list-style-type: none"> <li>• performs movement sequences that vary in shape, size, direction, speed, level and flow</li> <li>• coordinates movement of different body parts</li> <li>• confidently performs combinations of non-locomotor and locomotor skills</li> </ul> <p>These criteria relate to outcome <b>GYS2.10</b></p> <p>To increase the challenge of this activity, teachers may select balances that have been focused on previously such as arabesque or V-sit.</p>