

# Jump into gym

Stage 3 – Year A

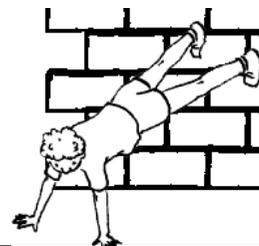
## Lesson planner

Weeks	Equipment needed	Focus	Syllabus content
1 and 2	4 benches 4 medium sized soft balls 4 hoops 30 braids	Balance	<input checked="" type="checkbox"/> Non- Locomotor - consolidate and practise non-locomotor skills; static balance, counterbalance <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, shape; relationships: with other people; with apparatus
3 and 4	15 mats 18 skipping ropes A clear wall space Low beam	Handstands and cartwheels	<input checked="" type="checkbox"/> Non- Locomotor - handstand <input checked="" type="checkbox"/> Locomotor - cartwheel <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position
5 and 6	2 mats 1 crash mat 2 beat boards / mini tramp 15 beanbags Beam or low bench 1 braid	Jumping and landing	<input checked="" type="checkbox"/> Locomotor - jumping and landing: mounting, dismounting and tucks <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position; precision; shape; dynamics: interplay of force and time; acceleration, deceleration; relationships: with apparatus <input checked="" type="checkbox"/> Composition - combinations of locomotor and non-locomotor activities
7 and 8	4 markers 20 mats Incline mat (wedge)	Rolling and rotating	<input checked="" type="checkbox"/> Non-locomotor - balance <input checked="" type="checkbox"/> Locomotor - rolling <input checked="" type="checkbox"/> Elements of movement - spatial awareness: shape; relationships: with other people; dynamics: interplay of force and time. <input checked="" type="checkbox"/> Composition - combinations of locomotor and non-locomotor activities
9 and 10	Hanging equipment Broom handle, skipping ropes or other object for gripping Small mats x 4, crash mat x 1 Spring board Balance beam Hoops x 10	Locomotor skills	<input checked="" type="checkbox"/> Locomotor - consolidate and practise locomotor skills; jumping and landing; rolling; climbing and hanging <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, shape, accuracy; dynamics: acceleration, deceleration

Outcomes	Learning experience	Teaching notes and planned assessment
<p><b>GYS3.10</b> Demonstrates coordinated actions of the body when performing gymnastic sequences</p> <ul style="list-style-type: none"> <li>• <i>performs gymnastics skills using correct techniques</i></li> <li>• <i>performs variations of basic movements</i></li> </ul> <p><b>MOS3.4</b> Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> <li>• <i>transfers sequence of non-locomotor movements from the floor to apparatus</i></li> </ul> <p><b>INS3.1</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <ul style="list-style-type: none"> <li>• <i>works cooperatively in a group to achieve goal or complete a task</i></li> </ul>	<p><b>Weeks 1 and 2</b>  <b>Getting started</b>            Play the game <i>Tail grab</i>. All players tuck a braid (tail) into the back of their shorts or in their pocket. Students move around the playing area attempting to take other players tails, while trying to keep their own. Players cannot protect their own tail by holding it.</p> <p>Following the activity, spread students out in their own space in front of the teacher. Perform stretches with the class. Safe stretches can be found at:  <a href="http://www.curriculumsupport.education.nsw.gov.au/primary/pdhp/assess/pdf/csarticles/safestretch.pdf">http://www.curriculumsupport.education.nsw.gov.au/primary/pdhp/assess/pdf/csarticles/safestretch.pdf</a></p> <p><b>Developing balance</b> - revising and practising balance.</p> <p>Question students on what they have learnt about balance and support from previous years of gymnastics.            Ask questions like:</p> <ul style="list-style-type: none"> <li>• What are some ways to help maintain balance? (wider base of support )</li> <li>• Name some games and sports where balance is used? (netball, tennis serves, dance, gymnastics, diving etc).</li> </ul> <p><b>Activity 1- Creative balances</b>            Divide the class into groups of five. Each group creates a group balance using the number of body parts specified by the teacher. (e.g. 4 legs, 2 hands and 1 bottom). Demonstrate creative team balances to the rest of the class. The combination of body parts can be written on cards so groups can work at their own pace.</p> <p><b>Activity 2 - Moving windmill</b>            In the same groups of five, students attempt to create a moving windmill while all positioned in the front support position. Students evenly spread themselves out in a circle with their feet meeting in the middle. The team needs to keep the even spaces as they rotate in the same direction like a windmill.</p> <p><b>Activity 3 - Hoop header</b>            Create teams of seven or eight students. Each team stands up in a line along the bench. The first student starts with a hoop around their neck and shoulders. Without using their hands, students pass the hoop from neck to neck along their team until it gets to the other end. If any team mate overbalances off the bench before the hoop reaches the end then the team must start again.</p> <p><b>Activity 4 - Off balance</b>            In the same groups as activity 3, students remain standing in a line along the bench. The first student from each team is selected as a ball thrower. This student stands on the floor</p>	<p>The getting started activity is generally sufficient in preparing students in Stage 3 to be warmed up ready for the lesson. It should involve 'huff and puff' activities (activities which raise the heart rate).</p> <p>Specific stretching is introduced in Stage 3 so students gain a good understanding of a full warm up activity.</p> <p>Stretching should only occur after a warm-up activity, when the muscles are warm. Ensure that the stretches performed work the specific muscles that will be used during the lesson.</p> <p>Balance is an essential prerequisite of almost all movement skills. The ability to perform a stationary balance for a specific time has been linked to a reduced risk of suffering from falls.</p>

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	<p>parallel to the bench about two metres out. While the rest of the team is performing a static balance, the thrower passes a soft ball to each of their team mates who pass it back while still in a static balance position. If anyone overbalances before the ball has been thrown to every team member, then the thrower has to start again. Once the ball is thrown to the last team member, that student becomes the thrower, everyone shuffles down the bench and changes the leg on which they are balancing.</p> <p><b>Finishing off</b>            Play the game <i>Ship-shark-shore</i>. Call the terms <i>ship</i>, <i>shark</i>, and <i>shore</i> in various orders. Students have to run to the designated area when it is called. Change the calling order of ship, shark and shore so students have to change direction. Change the locomotor movement from running to other skills like hopping, side-galloping, skipping etc.</p>	<p>Mark three lines parallel to each other for this activity. One line is the ship, one the shore and the other the shark. Students all begin on the same line. The space between each line can vary.</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 for health benefits.</p> <p>Therefore, finishing off activities need to raise the students heart rate (incorporate 'huff and puff' activity) if it was not sustained through the lesson.</p>
<p><b>GYS3.10</b> Demonstrates coordinated actions of the body when performing gymnastic sequences</p> <ul style="list-style-type: none"> <li>• <i>performs gymnastics skills using correct techniques</i></li> <li>• <i>performs variations of basic movements</i></li> </ul> <p><b>INS3.1</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <ul style="list-style-type: none"> <li>• <i>demonstrates actions that support the rights and feelings of others e.g. consideration, encouragement</i></li> </ul>	<p><b>Weeks 3 and 4</b>  <b>Getting started</b>            Play the game <i>Random moving</i>. Get students to move around an area making sure not to touch anyone, like they are keeping a bubble around them from bursting. Slowly decrease the space they are moving in. Get students to move in different ways e.g. on tip toes, down low, mimicking machines like lawn mowers, crab walking etc.</p> <p>Pair students up and allocate one mat to each pair. Students perform the upper body, middle body and lower body stretches.</p> <p><b>Developing techniques for cartwheels and handstands</b>            Explain to the students the activities in this lesson are important for balance, coordination, strength and control. The following relay activities are a revision of lead up activities for the cartwheel and handstand.            Divide students into five relay teams. Line the teams up in front of five rows of mats. Ask questions like:</p> <ul style="list-style-type: none"> <li>• Why are bunny hops and the lame dog taught before the cartwheel and the handstand?</li> <li>• How does the lame dog help you with the handstand?</li> <li>• How do bunny hops help with the cartwheel?</li> </ul> <p><b>Relay 1</b></p>	<p>For each row of mats, place 3 floor mats together.</p> <p>Bunny hops and lame dog are taught as they are the basic components of the cartwheel.</p>

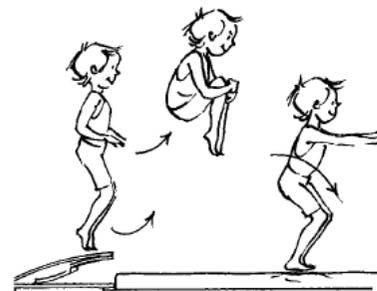
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	<p><i>Lame dog</i> (hand stand lead up) Students move along the mats kicking one leg up behind them as they move forward. Students should move forward supporting their weight using straight arms. Once the first student gets to the other end of the mats then the next student can go. Emphasise the need to place their hands in a butterfly shape.</p> <p><b>Relay 2</b> <i>Bunny hops</i> - on a low beam or along a rope or a line of masking tape on the floor Get students to place their hands on top of the beam in a butterfly shape. Jump legs over either side of the beam/ rope/line, moving body forward with straight arms.</p> <p><b>Group activity – Cartwheel activities</b> In the same groups organised for the relays, ask students to practise cartwheels in a circle format and then along mats. Provide each group with 3 skipping ropes to place on the floor in a circle. Place a marker in the middle of the circle for students to keep their eyes focused on. One student at a time practises a cartwheel around the circle concentrating on the following teaching points.</p> <ul style="list-style-type: none"> <li>- Stand up tall and look into the middle of the circle.</li> <li>- Use the cartwheel combination: hand, hand, foot, foot, moving around the circle trying to make continuous cart wheel actions.</li> <li>- Arms straight, elbows locked.</li> <li>- Legs remain extended straight as the rotate over.</li> </ul> <p>Variation: Allow students who are not confident with the cartwheel to perform mini cartwheels with legs bent.</p> <p>Once students have had a few practises of the cartwheel around the circle, have them practise along the straight mats.</p> <p><b>Handstand activities</b> Nominate a wall that students can work against and place mats along the entire length. Divide students into pairs or threes, depending how long the wall area is. One student at a time from each group has a go at the following activity.</p> <p><b>Activity - Walk up the wall</b> Students begin by crouching down facing away from a wall. They use the tips of the toes or shoes to walk up the wall. Flat feet will mean the feet will slip down. Keep a tight straight body when in position to hold. Arms should be straight. Do not allow students to go higher than 60 degrees. Hold for 3 seconds. Ensure there is a mat underneath the students.</p>	<p>To make the butterfly shape with their hands, students put their thumbs together and spread their fingers out to the side. The butterfly shape with the hands is important so students have a greater and safer support area for their upper body to direct their jump over the beam.</p> <p>Do not let students flip their body over making a bridge with their back. This is not a safe exercise.</p> <p>Teachers are the only people who should spot students if they need help. To spot for a hand stand, stand with your body open towards the student about to perform a handstand. Get your arms ready as if you were prepared for a rugby tackle. As the student kicks up their legs, grab the students by the ankles to help them with stability.</p>



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	<p>Once all students have had a go at walking up a wall, move the pairs into their own space with their own mat. Students will now have the opportunity to practise a handstand on the mats.</p> <p>Before students practise a handstand, outline the following teaching points and get a student to demonstrate.</p> <ul style="list-style-type: none"> <li>- Remind students that the lame dog is a lead up to the handstand.</li> <li>- Keeping arms straight, swing them up</li> <li>- Lunge forwards</li> <li>- Place hands flat on floor, shoulder width apart, kick one leg up followed by the other.</li> <li>- Hold a tight straight body so that there is minimal back arch.</li> <li>- Head remains in line with body and shoulders.</li> <li>- Controlled return to starting position.</li> </ul> <p>Before students practise the handstand, demonstrate the safety fall if over rotating. A half turn is performed with the hands so that you land on the feet with their body to the side.</p> <p>Allow one student at a time to practise a handstand on the mat. Get their partner to provide feedback on their technique.</p> <p><b>Finishing off</b> Play the game <i>Rats and rabbits</i>. Divide the class into two even teams - rats and rabbits. Each team lines up back to back on a halfway line facing the direction they have to run for safety. On the call of 'rats' or 'rabbits', the team called has to run to the base line on their side of the halfway line before the opposing team tags them. If a student is caught, they then become a member of the opposing team. After each call, teams reform along the halfway line. Continue.</p>	
<p><b>GYS3.10</b> Demonstrates coordinated actions of the body when performing gymnastic sequences</p> <ul style="list-style-type: none"> <li>• <i>performs gymnastics skills using correct techniques</i></li> <li>• <i>performs variations of basic movements</i></li> <li>• <i>creates a sequence of movements with a clear beginning, middle and end</i></li> </ul> <p><b>MOS3.4</b> Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> <li>• <i>transfers sequence of locomotor and non-locomotor</i></li> </ul>	<p><b>Weeks 5 and 6</b> <b>Getting started</b> Play the game <i>Wasps</i>. Give each pair one bean bag. Students pass the beanbag to each other using an underarm throw as they move around the floor area. When the teacher calls 'sting', whoever has the possession of the beanbag has to try and sting their partner by throwing the beanbag and hitting their partner below the knees. If hit, the other person tries to sting their partner. The beanbag has to be thrown underarm to sting their partner. Students need to be mindful of the space and other students around them.</p> <p>Allocate one mat to each pair. Students perform the upper body, middle body and lower body stretches that were performed in previous lessons.</p> <p><b>Developing ways to jump and land</b> Tell the students that the lesson involves jumping and landing activities.</p>	

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<p><i>movements from the floor to apparatus</i></p>	<p>Ask questions like:</p> <ul style="list-style-type: none"> <li>- Why is it important to land in a motorbike position? (to absorb force and maintain a controlled landing).</li> </ul> <p>Ask students to outline some of the key teaching points for the motorbike landing, they should include:</p> <ul style="list-style-type: none"> <li>- Pretend to sit on a motorbike</li> <li>- Arms should be out straight as if holding onto handle bars</li> <li>- Legs should be bent, back straight</li> <li>- Land with feet shoulder width apart</li> <li>- Landings should be controlled and held for three seconds.</li> </ul> <p>Get all students to practise the motorbike landing on the spot.</p> <p>The following stations allow students to explore various jumping and landing techniques. Demonstrate each activity station before dividing the class into groups of approximately five. Remind students that every time they land they should be landing using the motorbike technique. Discuss the difference when jumping from a mini tramp and a beat board (the spinning capabilities are different).</p> <p><b>Stations</b></p> <p>1. <i>Jumping Jacks</i></p> <p>From a short run up which is identified by a marker, students take off from one foot but land on the beat board or mini tramp with two feet to perform any jump in the air they want, ensuring they land on a mat in the motorbike position. Encourage students to be creative with their jumps e.g. 'oh what a feeling' jump. A partner could give them a score (for fun). No somersaults allowed.</p> <p>2. <i>Vertical jump near a wall</i></p> <p>Students perform a vertical jump alongside a wall so they can reach up and mark the wall with chalk at the highest point of their jump. Explicitly show the students how to perform a vertical jump. Use the cues:</p> <ul style="list-style-type: none"> <li>- Look up</li> <li>- Focus your eyes where you want to go</li> <li>- Get ready to explode up high, get ready to take off</li> <li>- Swing your arms back and up</li> <li>- Straighten your legs when in the air</li> <li>- Bend your knees on landing</li> <li>- Control your body and balance when landing</li> <li>- Land with feet the width of your shoulders apart.</li> </ul> <p>3. <i>Rotating jump</i></p>	<p>If using a mini tramp at station one and four, get the students to walk up to it and bounce three times before jumping off and performing the landing. This is to ensure students have a feeling for the springing sensation and they are landing safely.</p> <p>The spring in a trampoline can put students off balance if they are not aware of the control needed to jump.</p> <p>A beat board gives students more of their natural springing height because it is their body weight that determines the spring (not springs like a mini tramp). Ensure mats are in the correct position before each student completes a jump.</p> <p>Refer to <i>Get skilled: Get active</i> for further information about the vertical jump.</p> <p><b>Assessment strategy</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• observes students jumping and landing technique at various stations in the springing and landing circuit</li> <li>• observes students body shape in flight</li> </ul> <p><b>Assessment criteria</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>• performs jumps using the</li> </ul>

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	<p>On a beam or low bench, get students to walk along to the end and when jumping off, try and do a:</p> <ul style="list-style-type: none"> <li>- quarter turn (90 degrees)</li> <li>- half turn (180 degrees)</li> <li>- three quarter turn (270 degrees) if proficient at the others.</li> </ul> <p><b>4. Mini Tramp or beat board challenge</b>            Jumping from a mini tramp or beat board from a small run up landing on a mat. Get the students to move through a varying sequence of actions like:</p> <ul style="list-style-type: none"> <li>- jumping for height</li> <li>- straight jumps</li> <li>- clapping above the head</li> <li>- star jumps</li> <li>- tuck jump.</li> </ul> <p><b>5. Standing long jump</b>            This jump is for horizontal distance.</p> <ul style="list-style-type: none"> <li>- Start in a standing position</li> <li>- Feet should be shoulder width apart</li> <li>- Bend your knees</li> <li>- Swing your arms back and jump forwards.</li> </ul> <p>Use a braid to mark where a student lands. See which student in the group can jump the furthest while still landing in a controlled motorbike position.</p> <p><b>6. Floor Sequence</b>            On a floor mat, students create a jumping sequence of five different jumps. They may wish to include different locomotive movements. The body should be balanced and controlled throughout the sequence.</p> <p><b>Finishing off</b>            Play the game <i>Twizzle</i>. On the signal 'go', students are to walk, jog or skip in the direction they are facing. On the other signals, students have to perform the correct action:</p> <ul style="list-style-type: none"> <li>- <i>Stop</i> - stop moving and freeze</li> <li>- <i>Turn</i> - make a half turn (180 degrees) and freeze</li> <li>- <i>Jump</i> - jump and make a three quarter turn (270 degrees) and freeze</li> <li>- <i>Twizzle</i> - jump and make a turn of their choice and freeze.</li> </ul> <p>Students can not move until the teacher calls 'go' after each action.</p>	<p>correct jumping and landing technique</p> <ul style="list-style-type: none"> <li>• manipulates body shape during flight</li> <li>• varies body shape, maintaining awareness of where limbs and trunk are positioned in flight</li> <li>• varies body shape while maintaining control of start and finishing position</li> </ul> <p>These criteria relate to outcome <b>GYS3.10</b></p>



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<p><b>GYS3.10</b> Demonstrates coordinated actions of the body when performing gymnastic sequences</p> <ul style="list-style-type: none"> <li>• <i>performs gymnastics skills using correct techniques</i></li> <li>• <i>performs variations of basic movements</i></li> <li>• <i>creates a sequence of movements with a clear beginning, middle and end</i></li> </ul> <p><b>MOS3.4</b> Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> <li>• <i>combines known movements to create a sequence with a small group</i></li> </ul> <p><b>INS3.1</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <ul style="list-style-type: none"> <li>• <i>demonstrates actions that support the rights and feelings of others e.g. consideration, encouragement</i></li> </ul>	<p><b>Weeks 7 and 8</b></p> <p><b>Getting started</b></p> <p>Play the game <i>Ship wreck</i>. Set markers out in the shape of a ship's deck. Teacher calls one of the following commands and students need to perform the action quickly.</p> <ul style="list-style-type: none"> <li>- <i>Bow</i> - students run to the front of the boat</li> <li>- <i>Starboard</i> - students run to the right side of the boat</li> <li>- <i>Captain's coming</i> - students stand up straight and salute</li> <li>- <i>Hit the deck</i> - students lie on the floor</li> <li>- <i>Scrub the deck</i> - on knees scrubbing</li> <li>- <i>Stern</i> - run to the back of the boat</li> <li>- <i>Port</i> - run to the left side of the boat.</li> </ul> <p>On completion of the warm up activity spread students out in their own space so that they can perform the following stretches:</p> <ul style="list-style-type: none"> <li>- Upper body, neck and shoulder stretches</li> <li>- Back stretches.</li> </ul> <p><b>Developmental activities for rolling</b></p> <p>The following activities allow students to explore, revise and practise rotation and rolling skills.</p> <p>Before starting any of the rolling activities find out what students know about rolling. Ask students questions like:</p> <ul style="list-style-type: none"> <li>- Why learn to roll? (It helps develop a sense of body control and spatial awareness)</li> <li>- What sports and activities require rolling? (any activity where falling may occur, such as tackling, falling off a skateboard)</li> </ul> <p><b>Relay challenge</b></p> <p>Divide the class into two teams. Within each team get students to partner up for the partner log roll race. The teams line up in pairs behind the mats which have been placed in two long wide rows.</p> <p>The first pair of students from each team lies on a mat. In a log roll position (lie on back, body straight, arms above head and legs out-stretched), partners need to hold hands above their heads, so they make one log. Students roll together so that they turn as one along the entire length of the mat. When the first pair reaches the end of the mat, the next pair goes. The first team to all reach the other end are the winners.</p> <p><b>Forward roll activity</b></p> <p>In teams of five, get students to practise a forward roll along floor mats which have been placed together. Provide students who have yet to master the forward roll with the opportunity to use a wedge mat or create an incline mat with a spare floor mat.</p>	<p>To make an incline, fold one mat underneath another mat. Always have other mats attached to the end of an incline for safety.</p>

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	<p>Before students practise the forward roll, outline the following teaching points.</p> <ul style="list-style-type: none"> <li>- start with feet shoulder width apart, knees bent and in a crouched position</li> <li>- place hands flat on the floor with fingers pointing forward</li> <li>- neck and back should be rounded</li> <li>- look back through your legs</li> <li>- tuck chin into neck</li> <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><i>Extension activity:</i> Students competent in the forward roll can add one of the following skills to the end of the forward roll: straddle, straight jump, ½ turn, and balance.</p> <p><b>Backward roll</b> In the same teams of five, get students to practise a backward roll along the floor mats. Provide students who have yet to master the backward roll with the opportunity to use a wedge mat. Before students practise the backward roll, outline the following teaching points.</p> <ul style="list-style-type: none"> <li>- From a standing position, bend knees and get into a squat position. 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>- Push off mat with hands to land in a squat position on toes, not on knees.</li> <li>- Make sure your weight is taken equally on both hands and not on the head.</li> </ul> <p>Those students using a wedge mat start by sitting on the highest part of the incline mat. The legs should be touching the floor ready to help with the push off.</p> <p><i>Extension activity:</i> Those students who are competent in the backward roll can add one of the following skills to the end: straddle, straight jump, ½ turn, and balance.</p> <p><b>Sequence activity</b> In the same groups of 5, students work together to devise a floor routine that includes 5 different rotations and 1 balance. An example of a sequence may include: Arabesque – forward roll – ½ turn – backward roll – ¼ turn – log roll. Each group performs their sequence to the rest of the class.</p>	<p>Safety consideration: When rolling forward, the first point of contact the body should make on the mat is the lower neck/upper shoulders. This means there should not be pressure placed on the neck.</p> <p><b>Assessment strategy</b> The teacher:</p> <ul style="list-style-type: none"> <li>• observes students' contribution to group composition</li> <li>• observes students' performance of gymnastic skills</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 positively to compositional ideas</li> <li>• confidently performs combinations of non-locomotor and locomotor skills</li> <li>• performs gymnastic skills using correct technique</li> <li>• works effectively with others to compose movement sequences</li> </ul> <p>These criteria relate to outcome <b>GYS3.10, MOS3.4 and INS3.3</b></p>

Outcomes	Learning experience	Teaching notes and planned assessment
	<p><b>Finishing off</b>            Play the game <i>Out the gate</i>. Mark out a square playing area. Make two gates at each end. Choose one or more taggers. If a player is tagged by a tagger, they need to run out of the closest gate, perform a rock or roll, then run back through the other gates to re-enter the game. Change taggers frequently.</p>	
<p><b>GYS3.10</b> Demonstrates coordinated actions of the body when performing gymnastic sequences</p> <ul style="list-style-type: none"> <li>• <i>performs gymnastics skills using correct techniques</i></li> <li>• <i>performs variations of basic movements</i></li> </ul> <p><b>MOS3.4</b> Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> <li>• <i>transfers sequence of locomotor and non-locomotor movements from the floor to apparatus</i></li> </ul> <p><b>INS3.1</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <ul style="list-style-type: none"> <li>• <i>demonstrates actions that support the rights and feelings of others e.g. consideration, encouragement</i></li> </ul>	<p><b>Weeks 9 and 10</b>  <b>Getting started</b>            Play the game <i>Ship Ahoy</i>. In a designated playing space, students listen for the following calls and perform the action.  <i>Bow</i> – students run to the front or one end of playing area  <i>Stern</i> - students run to the back or one end of playing area  <i>Captain's coming</i> – students stop on the spot and salute  <i>Port</i> – students move to the left of the playing space  <i>Starboard</i> – students move to the right of the playing space  <i>Periscope</i> – students lie on back and lift one leg  <i>Crew overboard</i> – students grab someone's arm and hold on  <i>Crow's nest</i> – students pretend to climb a ladder  <i>Radar</i> – students run with hands up and make beeping noises  <i>Sharks</i> – students link a body part with another player until everyone is joined together</p> <p>Divide students into pairs and allocate one mat to each pair. Students perform the upper body, middle body and lower body stretches.</p> <p><b>Locomotor skills – Climbing and hanging</b>            Discuss situations where learning how to climb is important. Ask questions such as:            - When would you need to use the skills of climbing and hanging?            Demonstrate the various grips that can be used. In pairs, ask students to demonstrate the various grips using the equipment provided.            Demonstrate the grip and hanging on the bar or playground equipment. Ask students to demonstrate the following:            - Long hang. Jump up to grasp the bar with the over grip, hang as straight as possible and look ahead.            - Stand facing the bar. Jump forward to hang on the bar. Use the over grip; use the under grip. Swing back and forth.            Dismount by dropping straight down to the floor to a safe motorbike landing.</p> <p><b>Circuit activities</b>            Organise the class into groups of five or six. Allow students three to five minutes at each activity station.</p>	<p>Ensure safety mats are placed under the bars or playing equipment.</p> <p><b>Grips</b>  <b>Over Grip:</b> Thumb underneath and fingers on top  <b>Under Grip:</b> Fingers underneath and thumb on top.  <b>Mixed grip:</b> One hand with over grip and the other hand with under grip</p> <p><b>Swings</b>  <b>Swings in Hang:</b> Arms and legs straight, head focused forward.  <b>Swing in Support:</b> Shoulders slightly forward, maintain rigid body and extended body. Elbows bend slightly during the swing forward.</p> <p>Students need to stand back from the equipment when waiting for their turn.</p>

Outcomes	Learning experience	Teaching notes and planned assessment
	<p><b>Station 1</b> Hang ten. Students hang and curl their knees. On their next turn students curl, twist or make shapes of their own.</p> <p><b>Station 2</b> Mini-cartwheels. Draw a large circle on the floor with chalk. Students use the circle as a guide to practise mini cartwheels. Students who are confident can perform full cartwheels.</p> <p><b>Station 3</b> Tuck jump. Students take slight run up, jump onto springboard, demonstrating a tuck jump, landing on a mat.</p> <p><b>Station 4</b> Balance, jump and land. Students walk along the balance beam, straight jump off the beam onto the crash mat and land using the motorbike landing.</p> <p><b>Station 5</b> Rolling choice. Students demonstrate a roll of their choice along a row of mats.</p> <p><b>Finishing off</b> Play the game <i>Sharks and islands</i>. Place 10 hoops randomly around the playing space. The hoops are the islands. Select two students to be the sharks. Sharks attempt to tag students who are not on an island. Only one player is allowed on an island at a time for a count of five seconds. Students caught while off the island become sharks.</p>	<p>Mini-cartwheels involve students transferring their weight from arms and kicking up slightly. Remind students "hand-hand-foot-foot". Students should face the centre of the circle and turn in the direction they feel most comfortable.</p>