Sample Planning Tools for embedding FMS in your PE Plan

The following suite of planning tools are intended for illustrative purposes only. A whole-school approach should be incorporated when planning for Physical Education to ensure that PE provision is broad and balanced, and that all FMS are developed across the school years. Schools should select the number of skills for development in any given year in accordance with pupils' needs and aligned with their School Plan. It is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Schools could endeavour to provide opportunities to develop the other FMS not covered above during break-times or as part of a programme for active classrooms.

It is not intended that the development of fundamental movement skills replaces the PE lesson — rather, it is intended that this skill development is integrated into the PE lesson in line with the overall school plan. Begin by selecting the strand that you are planning to teach, and then embed the teaching of a FMS into that strand. In this way, you can focus a lens on skill development within a lesson that is based on one of the strands of the PE curriculum. Focus on one skill until all of the teaching points are covered — this may take four to six weeks depending on the number of teaching points in that skill. It is suggested that teachers introduce one teaching point (maximum two) per lesson.
Sample Planning Template A – Planning according to months of the year

This plan represents a whole-school approach, where all classes teach the same strand and the same skill at the same time during the year. This plan will need to be reviewed every year and new FMS selected and embedded into the strands, to ensure that all 15 FMS are covered over a two-year period. Alternatively, schools could use two copies of this template (as outlined on the following page) to create a two-year plan whereby all skills are represented across a two-year period. This plan is not intended to be prescriptive, schools are advised to create a plan that best suits their needs.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Walking</td>
<td>Running</td>
<td>Balancing</td>
<td>Landing</td>
</tr>
<tr>
<td></td>
<td>OUTDOOR &amp; ADVENTURE</td>
<td>ATHLETICS</td>
<td>DANCE</td>
<td>GYMNASTICS</td>
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<table>
<thead>
<tr>
<th>Term 2</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jumping for Height</td>
<td>Skipping</td>
<td>Catching</td>
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<tr>
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<td>GYMNASTICS</td>
<td>DANCE</td>
<td>GAMES</td>
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<table>
<thead>
<tr>
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<th>April</th>
<th>May</th>
<th>June</th>
<th>Subject to pool timetabling per class</th>
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<tbody>
<tr>
<td></td>
<td>GAMES</td>
<td>OUTDOOR &amp; ADVENTURE</td>
<td>ATHLETICS</td>
<td>AQUATICS</td>
</tr>
<tr>
<td></td>
<td>Kicking</td>
<td>Hopping</td>
<td>Throwing</td>
<td>Jumping for Distance</td>
</tr>
</tbody>
</table>

Move Well, Move Often – Developing the Physically Literate Child through the lens of Fundamental Movement Skills – PE Planning Tools

www.pdst.ie/Physical-Education-Main • www.scoilnet.ie/pdst/physlit
# Whole School PE Plan

## YEAR 1

<table>
<thead>
<tr>
<th>Term</th>
<th>Month</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>FMS</td>
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</table>

<table>
<thead>
<tr>
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<th>January</th>
<th>February</th>
<th>March</th>
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</thead>
<tbody>
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<th>May</th>
<th>June</th>
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</thead>
<tbody>
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<tr>
<td></td>
<td>FMS</td>
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## YEAR 2

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<th>November</th>
<th>December</th>
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<tr>
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<td>FMS</td>
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<table>
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<th>January</th>
<th>February</th>
<th>March</th>
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</thead>
<tbody>
<tr>
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<td>Strand</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>FMS</td>
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<thead>
<tr>
<th>Term</th>
<th>Month</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Strand</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>FMS</td>
<td></td>
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</tr>
</tbody>
</table>
**Blank Sample Planning Template B – Planning according to months of the year**

This plan presents a whole school approach to the planning of PE Strands, but offers individual teachers autonomy over the FMS taught within that strand. Teachers are reminded to ensure that a variety of skills are taught in each year.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Month</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Month</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMS</td>
<td>3rd &amp; 4th</td>
<td>5th &amp; 6th</td>
<td>3rd &amp; 4th</td>
<td>5th &amp; 6th</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Month</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMS</td>
<td>3rd &amp; 4th</td>
<td>5th &amp; 6th</td>
<td>3rd &amp; 4th</td>
<td>5th &amp; 6th</td>
</tr>
</tbody>
</table>
Sample Planning Template C – Planning according to 6 x 6 week blocks

This plan represents a whole-school approach, where all classes teach the same strand and the same skill over a 6-week block. This plan will need to be reviewed every year and new FMS selected and embedded into the strands, to ensure that all 15 FMS are covered. Teachers should collaborate with each other to ensure a broad and balanced range of FMS are covered in consecutive years. This plan is not intended to be prescriptive, schools are advised to create a plan that best suits their needs. A blank example of a 6-week block whole-school approach is presented on the following page.

<table>
<thead>
<tr>
<th>6 weeks (specify dates)</th>
<th>6 weeks (specify dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GAMES</strong></td>
<td><strong>DANCE</strong></td>
</tr>
<tr>
<td>Catching</td>
<td>Landing</td>
</tr>
<tr>
<td><strong>GYMNASTICS</strong></td>
<td><strong>AQUATICS</strong></td>
</tr>
<tr>
<td>Balancing</td>
<td>Jumping for height</td>
</tr>
<tr>
<td><strong>ATHLETICS</strong></td>
<td><strong>OUTDOOR &amp; ADVENTURE</strong></td>
</tr>
<tr>
<td>Kicking</td>
<td>Hopping</td>
</tr>
</tbody>
</table>

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Sample Planning Template D – Planning according to 6 x 6 week blocks

This sample plan presents a whole-school approach where all classes focus on the same strand at the same time, but individual class teachers retain autonomy over the FMS that is covered during that time. This plan adopts a 6-week block approach. Teachers should select the strand they intend to teach and outline the dates for the 6 week block, and then map the appropriate FMS onto the plan for their particular class. Schools should ensure that all 15 skills should be taught 2 – 3 times over the course of the 8 school years.

<table>
<thead>
<tr>
<th>6 week block (dates)</th>
<th>Strand</th>
<th>Fundamental Movement Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>J. Infants</td>
</tr>
<tr>
<td></td>
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<tr>
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<td></td>
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</tbody>
</table>

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**Example Planning Template D – Planning according to 6 x 6 week blocks**

This plan is for illustrative purposes only and is not intended to be prescriptive: schools are advised to create a plan that best suits their needs.

<table>
<thead>
<tr>
<th>6 week block (dates)</th>
<th>Strand</th>
<th>Fundamental Movement Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>04.09.18 – 12.10.18</td>
<td>Throw</td>
<td>J. Infants</td>
</tr>
<tr>
<td></td>
<td>Kicking</td>
<td>S. Infants</td>
</tr>
<tr>
<td>15.10.18 – 30.11.18</td>
<td>Walking</td>
<td>J. Infants</td>
</tr>
<tr>
<td></td>
<td>Landing</td>
<td>S. Infants</td>
</tr>
<tr>
<td>03.12.18 – 25.01.19</td>
<td>Balancing</td>
<td>J. Infants</td>
</tr>
<tr>
<td></td>
<td>Jumping for Height</td>
<td>S. Infants</td>
</tr>
<tr>
<td>29.01.19 – 08.03.19</td>
<td>Catching</td>
<td>J. Infants</td>
</tr>
<tr>
<td></td>
<td>Dodging</td>
<td>S. Infants</td>
</tr>
<tr>
<td>12.03.19 – 03.05.19</td>
<td>Running</td>
<td>J. Infants</td>
</tr>
<tr>
<td></td>
<td>Striking with an implement</td>
<td>S. Infants</td>
</tr>
<tr>
<td>07.05.19 – 21.06.19</td>
<td>Skipping</td>
<td>J. Infants</td>
</tr>
<tr>
<td></td>
<td>Side stepping</td>
<td>S. Infants</td>
</tr>
</tbody>
</table>

Move Well, Move Often – Developing the Physically Literate Child through the lens of Fundamental Movement Skills – PE Planning Tools

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**Discussion Activity: Opportunities to focus on FMS across the PE strands**

The table enables school staff to identify FMS that could be particularly suitable for teaching within each of the PE strands. This table is for illustrative purposes only and is not intended to be exclusive, as some FMS could be embedded across all strands. It is at the discretion of each individual school to decide which FMS to focus on, what strand to embed it in, and when to focus on it during the school year in line with the school plan for PE. Tick the box(es), which identify which strand would be best suited for embedding the teaching of each particular skill.

<table>
<thead>
<tr>
<th>Athletics</th>
<th>Games</th>
<th>Dance</th>
<th>Gymnastics</th>
<th>Outdoor &amp; Adventure</th>
<th>Aquatics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Hopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skipping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jumping (height)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Jumping (distance)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dodging</td>
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</tr>
<tr>
<td>Side-stepping</td>
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<td></td>
</tr>
<tr>
<td>Balancing</td>
<td></td>
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</tr>
<tr>
<td>Landing</td>
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</tr>
<tr>
<td>Throwing</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Catching</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Kicking</td>
<td></td>
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<tr>
<td>Striking with the hand</td>
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</tr>
<tr>
<td>Striking with an implement</td>
<td></td>
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</tbody>
</table>

**Notes:**
Discussion Activity: Select a fundamental movement skill to focus on in planning for teaching each of the following strands:

<table>
<thead>
<tr>
<th>Locomotor Skills</th>
<th>Stability Skills</th>
<th>Manipulative Skills</th>
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</thead>
<tbody>
<tr>
<td>• Walking</td>
<td>• Balancing</td>
<td>• Catching</td>
</tr>
<tr>
<td>• Running</td>
<td>• Landing</td>
<td>• Throwing</td>
</tr>
<tr>
<td>• Hopping</td>
<td></td>
<td>• Kicking</td>
</tr>
<tr>
<td>• Skipping</td>
<td></td>
<td>• Striking with the hand</td>
</tr>
<tr>
<td>• Jumping for height</td>
<td></td>
<td>• Striking with an implement</td>
</tr>
<tr>
<td>• Jumping for distance</td>
<td></td>
<td></td>
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<tr>
<td>• Dodging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Side stepping</td>
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</tr>
</tbody>
</table>

Locomotor Skills: Walking, Running, Hopping, Skipping, Jumping for height, Jumping for distance, Dodging, Side stepping

Stability Skills: Balancing, Landing

Manipulative Skills: Catching, Throwing, Kicking, Striking with the hand, Striking with an implement

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**Discussion Activity: The Relationship between Physical Education and Physical Literacy**

**Physical Education** refers to activities taught as part of the curriculum within class time, where there is an emphasis on learning.

**Physical Literacy** is not an alternative or in competition with **Physical Education**. Physical Literacy is broader than just Physical Education and can be developed at school, at home or in the community. Quality PE does however provide one of the best opportunities to develop physical literacy. Physical Literacy can be considered as a goal or outcome of high quality PE.

The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to value and take part in physical activity throughout their personal lifelong journey.
## Sample Lesson Plan

**Focus on the Fundamental Movement Skill of Landing in a Gymnastics lesson**

<table>
<thead>
<tr>
<th>Class Level</th>
<th>1st – 6th Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Strand Unit</td>
<td>Movement</td>
</tr>
</tbody>
</table>

### Curriculum Objectives

The child should be enabled to
- Create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape and speed.
- Show increased control in take-off, flight and landing
- Select and link a range of movement actions to travel on the floor and on apparatus.

### Learning outcomes

The child should be enabled to
- Learn one new teaching point for the skill of landing
- Practice the skill of landing in a gymnastic sequence
- Understand the importance of landing correctly
- Identify how to improve their skill of landing
- Develop their ability to work as part of a group.

### Fundamental Movement Skill

Landing

### Resources

Move Well, Move Often resource, cones, spot markers, music, Gymnastics Sequence Card 1, Gymnastics Actions Card

### Introduction

1. **Intended learning outcome:** Today we will pay special attention to the skill of landing in our gymnastics lesson. It is very important that we land properly. Why is this?
2. **Introduce teaching points:** Today we will focus on the teaching point - **arms should be stretched out in front to maintain balance.** Can anyone show me what this looks like? Why is this important? How will this improve our landing technique? Demonstrate to the pupils how this is done.
3. **Revise prior learning:** Recap on the teaching point covered in the previous lesson **“head up, stable and looking straight ahead”**
   Can anyone remember what we learned last week that can help us when we are landing?
Warm Up

**Bodyparts Cones:**
- Spread spots or cones around the playing area. Assign a body part to each colour.
  - Blue – hand
  - Red – foot
  - Green – elbow
  - Yellow – tummy
  - White – knee
- All pupils jog, skip, jump and land, side-step etc. around the spots. On a signal, pupils stop at the nearest spot and match a body part to the spot.
- Consider using only two colours at the beginning and add more colours (and instructions) as the game continues.

**Dynamic Warm Up:** (choose from the following)
- Jumping jacks, high knees, walking lunges, jumping over a line, inch worms, squats, arm circles, hip circles, trunk rotation, leg swings, ankle rotations.

*Teacher will continue to monitor and remind the children of the previous lesson’s landing teaching point - head up, stable and looking straight ahead during the warm up activities.*

**Main Content:**
Demonstrate the new teaching point for landing - **arms should be stretched out in front to maintain balance.** Invite a pupil to model the teaching point. Pupils jump 5 times and land, specifically focusing on the new teaching point.

**Activity:** *Crocs (Move Well, Move Often, Book 2, page 132)*
- Scatter as many spot markers as possible around the playing area, close enough together so that pupils can jump from one to the other. Use cones to set out the boundary of the playing area. Select a pupil to be the tagger (croc). Pupils start from the cones around the boundary of the playing area and try to jump from marker to marker to get across to the cone on the other side. Pupils can be tagged when their feet are not on a marker. When tagged, pupils should return to their start point and try again.

*During the activity, observe and remind pupils of the teaching point for today’s lesson - arms should be stretched out in front to maintain balance.*
Development – Gymnastic Sequence (whole-part-whole approach)

Whole:

1. Travelling:
   - Invite pupils to name different ways of travelling e.g. running, hopping, skipping, etc. Ask pupils to move around the area using a chosen way of travelling. On hearing the teacher’s signal (whistle or clap), pupils change the way they travel.
   - Invite pupils to move around the area using different body parts e.g. hands and feet.
   - Invite pupils to move around the area again, this time they choose when to change their mode of travel. Then encourage pupils to change again after a count of 8 beats.
   - Encourage pupils to increase/decrease their speed when travelling.
   ⇒ In this activity, pupils are beginning to practise sequencing travelling movements.

2. Directions/ Pathways:
   - Invite the pupils to name various directions for travelling e.g. forwards, backwards, diagonal, etc. Direct pupils to move in each of the directions, pupils choose their method of travel (walk, run, skip, hop etc.).
   - Elicit from the pupils’ different pathways of travel e.g. curved, straight, zig-zag etc.
   - Pupils choose a direction, pathway and a way of travelling and move around the playing area. Pupils change their direction, pathway and way of travelling after a count of 8.
   - Give each participant a coloured spot. Ask them to place it anywhere in the playing area, remembering their colour.

3. Shape and levels:
   - Invite pupils to stand on their coloured spot (e.g. red).
   - Invite them to make each of the following shapes - tall, small, wide, narrow, twisty (arms), bendy (angles in elbows, shoulders, knees etc.), small and twisty, tall and bendy.
   - Invite pupils to move around the playing area following spots of their chosen colour e.g. (red spot...red spot). Upon arrival at their coloured spot, pause and make a shape of choice.

4. Jumps:
   - Ask pupils to move around the playing area, using different methods of travelling and alternating their speed, direction, pathway and levels.
   - Upon arrival at the coloured spot of choice, invite pupils to jump towards a spot and on landing focus on today’s teaching point. Ensure pupils land with feet apart.

Part:

- Pupils gather in the centre of the room and revise the teaching point for landing - arms should be stretched out in front to maintain balance. The teacher can demonstrate or invite a proficient pupil to do so.
- In pairs, pupils move around the space and when they approach a spot, jump and land focusing on today’s teaching point for landing. Partner A must move around with Partner B, observing their landing and offering feedback on the teaching point. Partners alternate their roles after 5 jumps and lands.

Whole – Embedding landing in a Gymnastics Sequence:

- In groups of four, pupils create a sequence incorporating each of the following:
  - ✓ A strong starting shape
At least 3 different ways of travelling
✓ 4 jumps with a focus on landing particularly the today’s lesson teaching point of landing
✓ A change in levels
✓ A strong finishing shape

This sequence and all of the movement actions are outlined on Gymnastics Sequence Card 1 which can be downloaded from http://www.pdst.ie/physlit

- Allow each group time to prepare and practice their sequence.
- Half the class perform their sequence while the other half observe.
- **Option for peer assessment:** each pupil is asked to observe another who is performing their sequence, using the peer assessment template for landing. Focus only on today’s teaching point for landing.
- Music can be played during the performances.

### Conclusion

**Opportunity for Feedback**

Pupils give and discuss feedback on the skill of landing or the performance of the sequence that was observed. Feedback strategies such as two stars and a wish or feedback sandwich can be used to support appropriate feedback.

**Assessment:**

Pupils complete the self-assessment web for landing and draw a picture of their landing technique in their PE journal. This is available to download from www.scoilnet.ie/pdst/physlit and is attached at the end of this lesson.

**Summary:**

Summarise the importance of safe landing and the teaching points of landing practiced to date:
1. Head up, stable and looking straight ahead.
2. Arms should be stretched out in front to maintain balance.

### Cool Down activities

**Slow it down:**

- Pupils jog slowly around the playing area, moving from a jog to a fast walk to a slow walk.
- Pupils breathe in slowly while stretching the arms out and up over their heads and breathe out slowly as their arms are lowered.
- Pupils complete a number of gentle stretches for their neck, shoulders, legs and ankles.

**Take Home Activities:**

- Recreate an activity like Crocs at home and play with your neighbours or family members.
Self-Assessment Web

Landing

- Hold the landing for three seconds
- Head up and eyes forward
- Arms stretched out in front for balance
- Stomach pulled in and bum tucked under the body
- Land in order: toes-ball-heel
- Land with feet wide apart, but stable
- Bend the knees

1. I don’t think I can do this
2. I can do this but I find it hard
3. I can do this most of the time.
4. I can do this all of the time

Pupil’s Name:
While attempting this skill, I felt:

Rate your effort level:
Light Moderate Vigorous

Teacher comment:

Date:
Sample Lesson Plan

Focusing on the Fundamental Movement Skill of Balancing in a Gymnastics lesson

<table>
<thead>
<tr>
<th>Class Level</th>
<th>1st - 6th Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Strand Unit</td>
<td>Movement</td>
</tr>
</tbody>
</table>

**Curriculum Objectives**

The child should be enabled to
- Create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape and balances.
- Select and link a range of movement actions to travel on the floor.
- Develop good body tension and posture through gymnastics positions and movements.
- Observe and describe movement.

**Learning outcomes**

The child should be enabled to
- Revise all teaching points for the skill of balancing
- Practice the skill of balancing in a gymnastic sequence
- Understand the importance of balancing
- Identify how to improve their skill of balancing
- Develop their ability to work as part of a group.
- Engage in a process of self-assessment of balancing

**Fundamental Movement Skill**

Balancing

**Resources**

Move Well, Move Often resource, spot markers, beanbags, music, Gymnastics Sequence Card 2, Partner Balances Card

**Introduction**

1. **Intended learning outcome:** Today we will revise the teaching points for the skill of balancing in our gymnastics lesson. Balancing is a very important skill. Why is this?
2. **Introduce teaching points:** Today we will revise all of the teaching points for balancing. Can anyone show me one of these teaching points? Why is this important? How will this improve our balancing technique? Demonstrate to the pupils how this is done.
   
   **Teaching points for balancing:**
   - Support leg still, with foot flat on the ground.
   - Trunk stable and upright.
   - Non-support leg bent and not touching the support leg.
   - Head stable and eyes focused forward on a target.
   - Arms as still as possible with no excessive movement.

3. **Revise prior learning:** Recap on the teaching point covered in the previous lesson “**arms as still as possible, with no excessive movement, extended at the side**” and limbs pointed. Can anyone remember what we learned last week that can help us when we are balancing?
Warm Up

Pairnéirí:
The pupils run around the play area. When the teacher calls out the number one, they must find a partner, shake hands introduce themselves and tell them what school they are from. This is partner handshake #1. The participants leave their partner and run around the hall once more (the way of moving can be changed each time by the teacher). This time teacher calls out the number two and the pupils must find a new partner and shake hands. This is partner handshake #2. The process is repeated up to number five. At this point call out the numbers can be called out at random. The pupils must find the correct partner that corresponds to that number. There is a lot of memory work in this activity and it is a great energizer.

1,2,3 Action:
- Invite the pupils to stand facing each other in pairs. Give each pupil a letter A or B. ‘A’ starts by saying the number 1. B follows by saying the number 2, and A says 3. Continue until the pupils are familiar with the three number pattern – 1, 2, 3, 1, 2, 3, 1, 2, 3,
- Now ask the pupils to replace the number 1 with a jump, so instead of saying the number one, the pupil jumps (two feet to two feet on the spot, high as they can). The numbers 2 and 3 are spoken as before.
- Once the pupils are comfortable with this (jump, 2, 3, jump, 2, 3,) invite them to replace the number 2 with an action of their choice. So the pattern is now jump, action, 3, jump, action, 3.
- Continue by replacing the number 3 so that all of the numbers are now actions. Allow the activity to continue for a set amount of time, and then reverse the process.

Main Content:
Remind pupils of the teaching points for balancing. We will revise these throughout the lesson.

Activity: Shape Detective (Book 3, Page 104)
Arrange pupils in a circle with one pupil in the centre. This pupil is the Shape Detective and their job is to discover who the Shape Leader is. The detective is blindfolded (or closes their eyes) while one pupil in the circle is chosen silently to be the leader. The leader guides the pupils through a range of shapes and balancing activities on the spot. The group copies the leader. The detective removes the blindfold or opens their eyes, and must try to guess the identity of the leader. The leader must keep changing the balance every couple of seconds, while trying to avoid being identified. The detective has three chances to guess who the leader is. Repeat the activity by choosing a new leader each time.

Development – Gymnastic Sequence (whole-part-whole approach)

Whole: exploring individual and partner balances

1. Individual Balances
- Invite the pupils to find a space in the room and perform a balance.
- Discuss what the balance should look like. It should be aesthetically pleasing with non-support limbs extended, straightened and pointed away from the body where possible.
- Pupils should be able to hold the balance for a minimum of 3 seconds.
- Invite pupils to perform a balance on
  - 2 body parts
  - 3 body parts
  - 4 body parts
  - 5 body parts
- Pause at intervals to point out a good balance that looks aesthetically pleasing.

- Use four parts – two hands and two feet.
- Use three parts – two hands and one foot.
- Use two parts – one knee and one elbow.
- Use one part – one foot.

- Balance on a large body part (belly, back, bum), tightening the core to straighten all limbs.

- Balance on the back and shoulders with the legs and feet pointing straight up in the air. Hands should be on the lower back supporting the back and core. Teacher can stand behind the pupil with their feet either side of their head, and support them in holding their legs straight in the air. Invite pupils to attempt this with one leg straight in the air and the other leg bent if they are finding it difficult to lift both legs.
Partner Balances:
- Arrange pupils in pairs. Partners face each other, crossing their arms and holding hands, leaning back with both bodies straight.
- Partner A begins with all fours on the ground. Partner B performs a high plank on the ground with their feet on the back of their partner.
- Invite pairs to explore and create three further partner balances.

Examples of partner balances are outlined on Gymnastics Sequence Card 1 which can be downloaded from [http://www.pdst.ie/physlit](http://www.pdst.ie/physlit)

- Invite each pair to perform one partner balance for the group. Pause the balance and offer feedback where necessary (straighten limbs, elbows locked, toes pointed, head up, shoulders directly over wrists, etc.)

**Part: Self-assessment**
Invite the pupils to complete the self-assessment wheel on balancing. **This is available to download from [www.scoilnet.ie/pdst/physlit](http://www.scoilnet.ie/pdst/physlit), and is attached at the end of this lesson.**

**Whole – Embedding balancing in a Gymnastics Sequence:**
- Invite each pair to partner up with another pair to create groups of four. In their groups, pupils create a sequence incorporating each of the following:
  - A strong starting shape
  - At least 2 different ways of travelling
  - 2 jumps
  - Balances: 2 x individual (including T balance), 2 x partner, 1 x group
  - A strong finishing shape
This sequence and all of the partner balances are outlined on Gymnastics Sequence Card 2 which can be downloaded from http://www.pdst.ie/physlit

- Play some music and allow each group time to prepare and practice their sequence.
- Half the class perform their sequence while the other half observe.
- Music can also be played during the performances.

Conclusion

Opportunity for Feedback
Teacher gives and discusses feedback on the skill of balancing or the performance of the sequence that was observed. On returning to class, pupils draw a picture of all the ways they incorporated balancing into their sequence in their PE journal.

Summary:
Use the balancing poster to summarise the teaching points of balancing:

- Support leg still, with foot flat on the ground.
- Trunk stable and upright.
- Non-support leg bent and not touching the support leg.
- Head stable and eyes focused forward on a target.
- Arms as still as possible with no excessive movement.

Cool Down activity

1. The pupils jog around the area gradually slowing from a jog to a walk to a slow walk to standing.
2. Breathe in slowly while stretching the arms out and up and breathe out slowly as the arms are lowered.
3. Make large circles with a variety of body parts while breathing in and out slowly (arms, elbows, knees, hips, wrists, ankles).
4. Take ten steps on tippy toes then ten steps on heels.
5. Shake out the legs and the arms.
6. Pupils face each other in pairs, holding hands. Each pair side skips for ten steps to the left then the right. Then nine, eight, seven, etc. until they are standing still. Clasping wrists they pull against one another and sink down to the ground and then back up again.
7. In pairs, they perform whole body stretches wide, narrow, high, mirroring each other’s actions.
8. Holding hands, gradually sink all the way down to the floor this time.
9. Sit with legs out in front. Gently stretch to the right and then back, forward and then back, to the left and then back.
10. Sit cross-legged or lie in a comfortable position breathing in and out slowly with eyes closed. The teacher asks them to: (a) listen to sounds around them; (b) to think about their favourite part of the lesson and to visualise the activity. Play some calming music. After a couple of minutes, call the pupils one by one to line up before returning to class.

Take Home Activity:
Practise balancing on one leg at home every day this week when you are brushing your teeth.
Self-Assessment Web

Balancing

Support leg still with foot flat on the ground

Non-support leg bent and not touching other leg

Arms as still as possible

Trunk stable and upright

Head up and eyes forward

1. I don’t think I can do this
2. I can do this but I find it hard
3. I can do this most of the time.
4. I can do this all of the time

Pupil’s Name:
While attempting this skill, I felt:

Rate your effort level:
Light ☐ Moderate ☐ Vigorous ☐

Teacher comment:

Date:
Sample Lesson Plan

**Focusing on the Fundamental Movement Skill of Balancing in a Dance lesson – Compass Dance**

<table>
<thead>
<tr>
<th>Class Level</th>
<th>All Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand</td>
<td>Dance</td>
</tr>
<tr>
<td>Strand Unit</td>
<td>Exploration, creation and performance of dance</td>
</tr>
<tr>
<td>Curriculum Objectives</td>
<td><strong>The child should be enabled to</strong></td>
</tr>
<tr>
<td></td>
<td>• Explore movements of body parts and body actions</td>
</tr>
<tr>
<td></td>
<td>• Explore different levels, pathways, shapes, balances and directions in space</td>
</tr>
<tr>
<td></td>
<td>• Explore and communicate through body movements a range of moods and feelings</td>
</tr>
<tr>
<td></td>
<td>• Create, practise and perform dances showing a clear beginning, middle and end using techniques of unison (all dancers moving at the same time) and canon (B follows A)</td>
</tr>
<tr>
<td></td>
<td>• Work in small groups to create and perform a dance</td>
</tr>
<tr>
<td></td>
<td>• Perform a dance to music showing a sensitivity to rhythm changes and phrasing</td>
</tr>
<tr>
<td></td>
<td>• Show poise, balance, control and coordination when moving and stopping</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td><strong>The child should be enabled to</strong></td>
</tr>
<tr>
<td></td>
<td>• Revise all prior teaching points for the skill of balancing and focus specifically on today’s teaching point ‘arms as still as possible with no excessive movement’</td>
</tr>
<tr>
<td></td>
<td>• Practice the skill of balancing in a creative dance</td>
</tr>
<tr>
<td></td>
<td>• Understand the importance of balancing</td>
</tr>
<tr>
<td></td>
<td>• Identify how to improve their skill of balancing</td>
</tr>
<tr>
<td></td>
<td>• Develop their ability to work as part of a group.</td>
</tr>
<tr>
<td>Fundamental Movement Skill</td>
<td>Balancing</td>
</tr>
<tr>
<td>Resources</td>
<td>Move Well, Move Often resource, music deck of cards, beanbags</td>
</tr>
</tbody>
</table>

**Introduction**

1. **Intended learning outcome:** Today we will revise the teaching points for the skill of balancing in our gymnastics lesson. Balancing is a very important skill. Why is this?
2. **Introduce teaching points:** Today we practise the following teaching points for balancing: **Arms extended to the side, as still as possible with no excessive movement.** Can anyone show me how to do this? Why is this important? How will this improve our balancing technique? Demonstrate to the pupils how this is done.
3. **Revise prior learning:** Can anyone remember what we learned last week that can help us when we are balancing?

**Teaching points for balancing:**
- Support leg still, with foot flat on the ground.
- Trunk stable and upright.
- Non-support leg bent and not touching the support leg.
- Head stable and eyes focused forward on a target.
- Arms as still as possible with no excessive movement.
Warm Up

Card Suits: (Move Well, Move Often, Book 3, Page 65)
Invite pupils to stand in a space and start walking on the spot. Using an oversized deck of cards, assign an action to each suit in the deck, e.g.

- Diamonds: Lunges
- Hearts: Jump as high as possible
- Clubs: Star Jumps
- Spades: Squats

The teacher begins by turning over the cards one by one. The suit on the card indicates the action the pupils must perform, while the number indicates the repetitions, e.g. 10 of diamonds means 10 lunges. Jack, Queen and King can be omitted from the pack or can signify 10. Joker cards signify a jog around the playing area for a designated time. Alternatively, arrange the pupils into groups and divide the pack of cards among the groups.

Frost and Sun (Move Well, Move Often, Book 1, Page 91)
Give two pupils a blue bib and a ball or beanbag and invite them to be the frost. Give two other pupils a yellow bib and a ball or beanbag and invite them to be the sun. The frost must chase the remaining pupils and tag them by touching them with the beanbag or ball. Once tagged the pupil becomes frozen and must perform a balance with their hands held out to the side. They can only become defrosted when they are touched by the sun with the yellow beanbag/ball. After a set amount of me, pause the activity, select new taggers and play again.

Main Content : The Compass Dance (whole-part-whole approach)
Remind pupils of today’s teaching point for balancing: **Arms extended to the side, as still as possible with no excessive movement.** We will incorporate balancing into the Compass Dance and it is important for you to show me that you can do this!

Whole: group creation of the Compass Dance

Introduction to creating dance
Invite pupils to line up in groups of 4.
Begin by walking on the spot. Invite pupils to count their steps out loud, counting up to 25. This doesn’t have to be in unison. **When we are creating dance, it’s important to be able to count our steps.**

Now invite pupils to count their steps together, in unison, out loud, up to 25.
Now, invite pupils to continue to count in unison, however every time they reach the number 8, they go back to 1 and continue counting again. Continue counting in unison in this pattern: 1,2,3,4,5,6,7,8, 1,2,3,4,5,6,7,8, 1,2,3,4,5,6,7,8

Invite pupils to count faster, slower etc.
Discuss the use of 8 beats in a bar in music and dance.
The Compass Dance

Part 1 – moving around the compass points.
Assign compass points to each wall of the room – N, S, E, and W. Walk on the spot facing North. Once you reach the number 8, turn to face West and continue walking, moving through South, East, and back to North. Repeat until pupils are comfortable counting their steps and turning on the 8th step. Discuss the qualities of the turn
Left turn, anti-clockwise, quarter turn, 90 degree turn.

Now we are going to break down our 8 steps into two parts – 4 steps forward and 4 steps back. Facing North, march forward for a count of 4. On the fourth count, introduce a kick or heel-tap. March back for a count of 4, and introduce a clap. Add the turns and repeat this movement for each point of the compass.

Now we are going to change the way we move towards each compass point. Here is where you can invite suggestions from the pupils for the creation of the dance. The basic movement around the compass remains the same, but what we do to get to each compass point will change slightly.

For example:
North: wave hands in front of hips towards N, wave hands over head back to the centre.
West: swim front crawl towards W, backstroke back to the centre.
South: rolail polail towards S, moonwalk back to centre.
East: move at a low level with jazz hands towards E, click fingers and flap elbows back to centre.

Part 2: Introducing balances at each compass point.
Invite pupils to move towards North for a count of 4, and then hold a T balance at North for a count of four. Move back to centre for a count of 4, and then hold a T balance in the centre on the opposite foot for a count of 4. Repeat this process at each point of the compass, but choose your own balance for West, South and East.

Add music and perform part 1 and part 2.
Play the song Uptown Funk by Bruno Mars (or another piece of music with a similar beat). Perform the Compass Dance to the music. Part 1 and Part 2 will bring you as far as the chorus. When you get to the chorus, freestyle!

Part: practising the skill in isolation
Focus on the T Balance. Remind pupils of the teaching point we are focusing on today: arms as still as possible with no excessive movement, extended to the side to aid the balance.

Invite pupils to find a space in the room. Play a new piece of music. When the music stops, pupils find a partner, face each other and perform a T balance, focusing on the teaching point. Play the music again and invite pupils to continue moving around the space. Invite them to change the way they are moving: travelling method, direction, level, pathway, speed, etc. Invite them to add turns. When the music stops, find a new partner and perform the T balance on the opposite foot. Repeat this process a few more times.
Whole – Group dance creation and completion of the compass Dance

Repeat the Compass Dance and remind pupils to focus on the teaching point for balancing when they are performing their balances in part 2.

Development:
Creating dance in groups – choose from the following options:

Option 1: Invite each group of four (in their line) to change the way they move in part 1 of the dance. They must continue to move forward and back to the compass point and back to centre, and to move around the compass points on each count of 8, but they can alter the actions they do at each point (swim strokes, jazz hands etc.

Option 2: Invite each group to create a dance for the chorus. They must include a group shape and a change of position when creating this dance. They will not move forward and back to the compass points for this piece. In the music Uptown Funk, there are 6 counts of 8 for the chorus, so each group can decide what to do for this 6 counts of 8. Once the groups have begun to put a structure on this part of the dance, play the chorus a couple of times for them to practice.

Repeat the Compass Dance together. Each group will have varying movements for certain parts of the dance but they will all be able to perform it together.

Conclusion

Opportunity for Feedback
Teacher gives and discusses feedback on the performance of the dance, including the creation of dance and the performance of the balances during the dance. On returning to class, pupils write or draw instructions for the Compass Dance in their PE journal.

Summary:
Use the balancing poster to summarise the teaching points of balancing learned to date:

- Support leg still, with foot flat on the ground.
- Trunk stable and upright.
- Non-support leg bent and not touching the support leg.
- Head stable and eyes focused forward on a target.
- Arms as still as possible with no excessive movement.

Cool Down activity

Step in, step out

Arrange pupils in a circle, shoulder to shoulder. When the teacher says ‘step in’, all pupils step in. When the teacher says ‘step out’, all pupils step out. When you have practised this a couple of times, continue using the following instructions:

★ Say what I say, do what I say
★ Say what I say, do the opposite
★ Say the opposite, do what I say
Slow dynamic and static stretching.
In the circle, lead the pupils through a range of slow movements such as hip circles, deep breaths, arm lifts, forward folds. Invite the pupils to sit cross-legged or lie in a comfortable position breathing in and out slowly with eyes closed. The teacher asks them to: (a) listen to sounds around them; (b) to think about their favourite part of the lesson and to visualise the activity. Play some calming music. After a couple of minutes, call the pupils one by one to line up before returning to class.

Take Home Activity:
Show someone how to do the Compass Dance at home. Practise your T balance in front of the mirror.

Opportunity for Self-Assessment:
Use the self-assessment web (middle and senior classes) or the self-assessment template for junior classes. All assessment templates are available to download from www.scoilnet.ie/pdst/physlit
Self-Assessment Web

Balancing

Support leg still with foot flat on the ground
Non-support leg bent and not touching other leg
Arms as still as possible
Trunk stable and upright
Head up and eyes forward

1. I don’t think I can do this
2. I can do this but I find it hard
3. I can do this most of the time.
4. I can do this all of the time

Pupil’s Name:
While attempting this skill, I felt:

Rate your effort level:
Light ☐ Moderate ☐ Vigorous ☐

Teacher comment:

Date:
Gymnastics Sequence 1

Create a gymnastics sequence that incorporates the following:

- A strong starting shape
- At least 3 different ways of travelling
- A strong finishing shape
- A change in levels
- 4 jumps
Create a gymnastics sequence that incorporates the following:

- A strong starting shape
- A strong finishing shape
- At least 2 different ways of travelling
- Balances:
  - 2 Individual (including 1 T Balance)
  - 2 Partner
  - 1 Group balance
- 2 jumps
Gymnastics
Partner and Group Shapes

Can you create any other partner shapes?

Images from PSSI lesson plans and Yoga Pretzel Cards