

## Health and Physical Education

### Home Learning: Year R-2 (Week 1 Term 2)

<b>Strand(s)</b>	Movement & Physical Activity
<b>Sub-strands</b>	Moving our body Understanding movement Learning through movement
<b>Achievement Standard</b> (relevant sections)	<b>Reception</b> They perform fundamental movement skills and solve movement challenges. Students use personal and social skills when working with others in a range of activities. <b>Year 1/2</b> Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.
<b>Content Descriptors</b>	<b>Reception</b> Practise fundamental movement skills and movement sequences using different body parts ( <a href="#">ACPMPO08</a> ) Participate in games with and without equipment ( <a href="#">ACPMPO09</a> ) Identify and describe how their body moves in relation to effort, space, time, objects and people ( <a href="#">ACPMPO11</a> ) Cooperate with others when participating in physical activities ( <a href="#">ACPMPO12</a> ) <b>Year 1/2</b> Perform fundamental movement skills in a variety of movement sequences and situations ( <a href="#">ACPMPO25</a> ) Create and participate in games with and without equipment ( <a href="#">ACPMPO27</a> ) Incorporate elements of effort, space, time, objects and people in performing simple movement sequences ( <a href="#">ACPMPO29</a> ) Propose a range of alternatives and test their effectiveness when solving movement challenges ( <a href="#">ACPMPO31</a> ) Identify rules and fair play when participating in physical activities ( <a href="#">ACPMPO32</a> )
<b>Green</b>	This is what the child needs to know, do, and / or understand
<b>Red</b>	This is what the parents can do to support and enhance the learning <b>Variations:</b> This is how you can modify the activity <b>Ask:</b> Questioning to support learning <b>Remind:</b> Key teaching points to support skill development

#### By the end of the lesson, you will...

Know	Do	Understand
2-3 skill criteria for sprinting	Be able to run rhythmically	When to sprint in activities & games

#### Warm-up challenge

You will do a warm-up each week.

To celebrate our return to school, we share what we have been doing when we get together as a group.

<b>Instructions</b>	<b>Musical Running</b>
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<b>(Follow the steps)</b>	<b>Where:</b> Outside on a grassed or concrete area <b>Instructions:</b> Children run around the area within a set boundary in time with the music. <b>Variations:</b> Change the speed of the music Increase or decrease the area in which your child runs Run with exaggerated knee lift Run exaggerating arm swing
<b>Parents can help</b>	Help your child to play music through a speaker of different speed or musical rhythms  Demonstrate how you run in time to the beat of the music and how this changes when the music speeds up or slows down.

### The Game: Zig Zag Running

<b>Equipment:</b> 6 or more things for your child to run around e.g. pot plants, trees, bushes, chairs
<b>Where:</b> Outside in an open area
<b>Instructions:</b> Children run in a zig zag pattern winding in between various obstacles

<b>CHANGE</b>	<ul style="list-style-type: none"> <li>Alter the number and placement of the obstacles</li> <li>Run around the obstacles using exaggerated knee lifts</li> </ul>
<b>ASK</b>	<ul style="list-style-type: none"> <li>Where are you looking?</li> <li>How much do you lean to the side as you sprint around an object?</li> <li>Why do you lean to one side when you do this?</li> </ul>
<b>REMIND</b>	<ul style="list-style-type: none"> <li>Children about the skill elements listed below</li> </ul>

Adapted from: Walkley, J, Troth, M. & Baldock R. (1993) *Sport It! Teacher Resource Manual: Tactical Directions*, Crows Nest, NSW, Australia.

### The Game: Outdoor Obstacle Course

<b>Equipment:</b> Chairs, table(s), trees, bushes, pot plants, posts, other things in the backyard
<b>Where:</b> Backyard on a variety of surfaces (e.g. concrete, grass, paving, sand pit, etc.)
<b>Instructions:</b> Set up an obstacle course using available obstacles in the yard. Run the course in a variety of ways

<b>CHANGE</b>	<ul style="list-style-type: none"> <li>Change the direction of running: clockwise, anti-clockwise, with a parent or a sibling, against a set time</li> </ul>
<b>ASK</b>	<ul style="list-style-type: none"> <li>What is your favourite obstacle? Why?</li> <li>How could you run the course in less time?</li> <li>What elements do you need to remember to run faster?</li> <li>Where and when will you need to run as fast as you can?</li> </ul>
<b>REMIND</b>	<ul style="list-style-type: none"> <li>About incorporating up to 3 Elements of the sprint (see below)</li> </ul>

Adapted from: Walkley, J, Troth, M. & Baldock R. (1993) *Sport It! Teacher Resource Manual: Tactical Directions*, Crows Nest, NSW, Australia.

## Reflection

Complete the sentences below.

Today I learned to...

Today I showed respect by...

I could use the skill I learned to...

## Skill: Sprint Running

### Skill Elements

- Eyes are focussed forward while running
- Knees bend at right angles during the drive
- Arms bend at elbows and move opposite to legs
- Arms swing forward and not across the body
- Leg extends during the push
- The body leans slightly forward
- Hands and fingers positioned correctly (not clenched)
- Landing on the balls of the feet



**From:** Pill, S (2015) *Play with purpose: For Fundamental Movement Skills Teaching: A teaching guide for early years and primary educators for physical education and daily PE*. Kent Town, SA: ACHPER (SA).

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