

Health and Physical Education

Home Learning: Year F-2 (Week 2, Term 2)

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

By the end of the lesson, you will...		
<p>Know</p> <p>2-3 skill criteria for sprinting and jumping</p>	<p>Do</p> <p>Be able to run rhythmically and jump from 2 feet and land on 2 feet</p>	<p>Understand</p> <p>How to sprint and then jump from two feet in activities & games</p>

Warm-up challenge:
You will do a warm-up each week.
To celebrate our return to school, we will share the learning and games we have been doing when we get together

Equipment Where Instructions (Follow the steps)	Zig Zag Running (<i>Repeat one activity from last week's lesson</i>) 6 or more things for your child to run around e.g. pot plants, trees, bushes, chairs Backyard on a variety of surfaces (e.g. concrete, grass, paving, sand pit, etc.) Set up a course using available obstacles in the yard. Run the course in a variety of ways. This could include running: <ul style="list-style-type: none"> • Over ice cream containers • Around pot plants, bushes and trees • Under a chair or table • Through a doorway or • In between a gap between pot plants, bushes or shrubs
Parents can help	Parents can assist children in designing the course and perhaps moving objects and checking that the environment is safe. Remind children to incorporate up to 3 Elements of the sprint.

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

The Game: Individual Activities	
Equipment:	ropes, beanbags, milk cartons, small boxes, pillows, cushions, chalk
Where:	A space inside or outside
Instructions:	Jump forwards, sideways and backwards (see Attachment 2: Vertical Jump for skill criteria elements)

CHANGE	<ul style="list-style-type: none"> • Jump over small equipment e.g. ropes, beanbags, milk cartons, small boxes, pillows, cushions • Jump up and mark a wall with chalked (or wet) fingers • Combine jumps with other movements: e.g. run and jump • Jump up to touch the top of the door frame each time you walk through a door way
ASK	<ul style="list-style-type: none"> • What do you need to do to jump further? • What do you need to do to jump higher? • Review the skill elements from Attachment 2 and ask which of these elements helps them to improve their jumping.
REMIND	Remind children about up three (3) skill criteria (elements)

Adapted from: Meaney, P. M. SPORTSART, *Developing your kids skills at home*, Australian Sports Commission, 1993

The Game: Jumping Fly	
Equipment:	Up to ten (10) sticks
Where:	Carport, Garage or open space
Instructions:	Place flat sticks about 30 cm apart in a straight line. <i>Safety: Do <u>not</u> use sticks on hard surfaces such as concrete if your child cannot land lightly and absorb the shock through their knees and ankles on the balls of their feet.</i> Child lines up at one end of the line of sticks and tries to jump over each stick and land only once between each stick. Should they successfully reach the end of the line of sticks they can take one more jump and call for one of the sticks to be moved and placed in the spot where they landed. The game continues until the child cannot complete the course.

CHANGE	<ul style="list-style-type: none"> • This game can also be played with an adult or sibling by children/people taking it in turns to jump over the line of sticks. • Use a combination of running, stepping (leaping) and jumping to complete the course.
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<p>ASK</p>	<ul style="list-style-type: none"> • How far are you trying to jump so that you cannot only be successful in the next jump but also in the jump after this one? • Can I hear your feet land on the ground or are you landing lightly? • How could you improve the length of your jumps? <ul style="list-style-type: none"> ◦ What are you doing with your arms to jump further? ◦ How deeply are you bending your knees? ◦ Can you bend too low before you jump? • Ask the child(ren) to select 2-3 elements of the skill (see attachment 2) upon which they can focus to improve their jumping height or distance.
<p>REMIND</p>	<ul style="list-style-type: none"> • Child(ren) to land softly on the ground • Child(ren) to focus on one or two of their selected skill elements.

Adapted from: Meaney, P. M. *SPORTSART, Developing your kids skills at home*, Australian Sports Commission, 1993



I Can

Complete the 'I can' sentences below.

Name:

I know these elements of the jump, They are:

- 1.
- 2.
- 3.

This is me jumping (photo or drawing)

I would like to

This is what I will do now to improve my jump:

Adapted from: *Fundamental movement skills: Book 2 - The tools for learning, teaching and assessment*, Department of Education WA, 2013

Attachment 1

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).

Attachment 2

Skill: Vertical Jump

Skill Elements

- Eyes are focussed forward throughout the jump
- Crouch by bending at the knees
- During crouch the arms swing back behind the body
- Upward movement occurs with a forceful extension of the legs and forward swing of the arms
- Arms extend upwards above the body and the arms straighten as the legs straighten
- On landing the knees bend to absorb the impact
- On landing the feet initially contact the ground with the balls of the feet



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