

Health and Physical Education

Home Learning: F- Year 2 (Week 3, 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>

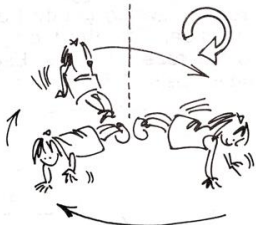
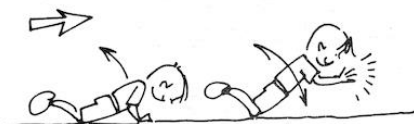
By the end of the lesson, you will...

Know	Do	Understand
The skill elements they need to focus on to improve their sprinting and jumping	Be able to perform a jump from 2 feet and land on 2 feet preceded by a short run	That a two-feet jump and landing provides a controlled take-off and landing for games and sports

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

<p>Instructions (Follow the steps)</p>	<p>Windmill</p>  <p>Hands walk in a circle while feet remain fixed</p> <p>Push off and Clap</p>  <p>See how many you can do successfully</p> <p>Schrembri, G. <i>Gym Fun Part II, Lesson Plan Program for schools and clubs</i>, Australian Gymnastics Federation Inc. 1984 p. 30</p>
<p>Parents can help</p>	<p>Parents can assist their child by ensuring that the surface for both activities is cushioned (carpet or a rug or exercise mat). A cushion or pillow may be used to provide a soft surface for the knees in “Push off and Clap”. The running activities in this lesson are closely related to the jumping off 2 feet as the child needs to run before they jump. This sequence may take younger children a while to think about and practice.</p>

<p>The Game: Random Running</p>	
<p>Equipment: None</p>	<p>Where: Open space on a grassed or hard surface</p>
<p>Instructions: Run in various ways: Run by varying</p> <ul style="list-style-type: none"> • Direction • The level (low, medium or high) • The effort (soft, strong, forceful) • The time qualities (slowly, quickly, accelerating, decelerating) • The use of different body parts (legs, arms, head, trunk) 	

<p>CHANGE</p>	<ul style="list-style-type: none"> • Variations as listed above in ‘Instructions’.
<p>ASK</p>	<ul style="list-style-type: none"> • Ask your child(ren) about the skill elements of running that they need to focus on to improve their balance while running.
<p>REMIND</p>	<ul style="list-style-type: none"> • Remind students that they need to jump off two-feet and land on two-feet. • Remind students to run with control.

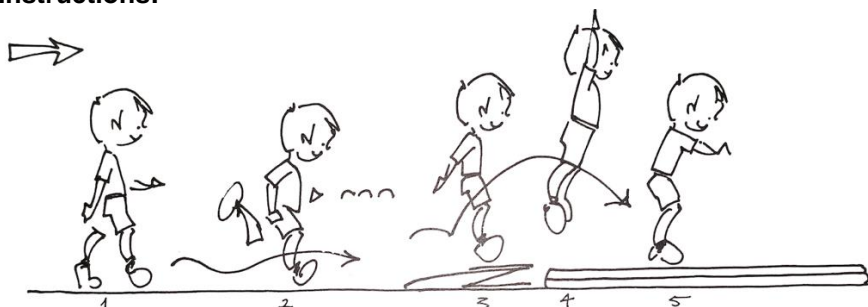
Adapted from: Schrembri, G. *Gym Fun Part II, Lesson Plan Program for schools and clubs*, Australian Gymnastics Federation Inc. 1984 p. 32

The Activity:
Run and Take-off

Equipment: A Mat

Where: Outdoors on hard surface or grass

Instructions:



In this activity ask the child to run a few steps take a hurdle step and then jump off two feet. To change from a running to jumping off two feet the child needs to run (1-2), take a hurdle step and then take-off (3) without pausing and then land on two feet without taking a step to balance (5).

Look for:

- A brisk run up without falter
- An explosive take-off
- A straight body in flight
- A controlled landing

Safety: Make the run-up short (3-4 steps).

CHANGE

- Vary the length of the run up once the child can control the run, jump and landing
- Make a shape in the air during their jump (e.g. X, T, I)
- Perform a 1 foot leap and compare this with a 2 foot take off to determine whether they control their body in the air better with a 2 feet take off.
- Use a mini-trampoline or beat board if available.

ASK

Ask children to stick their landing and land as quietly as possible.

REMIND

Remind children to control their take-off and landing without steps.

Adapted from: Schrembri, G. Gym Fun Part I, Lesson Plan Program for schools and clubs, Australian Gymnastics Federation Inc. 1984 p. 49

The Game:
Running Ragged

Equipment: Smartphone/Tablet to video child running

Where: Outside on flat grass or hard surface. This could include running could be at a local park or along the footpath

Instructions:

- Run with short steps lifting your knees up high
- Run with long steps
- Run backwards with care (check that the area is clear)
- Run and change direction
- Run around obstacles in the yard (e.g. trees, bushes, pot plants, outdoor furniture, etc.)
- Run like a tall person
- Run like a dog



- Run like a horse
- Run like an elephant

ASK

- Ask children to focus on no more than 3 Skill Elements (see Attachment 1)

REMIND

- Remind the child to focus on the skill elements which they find most challenging

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



Assessment Task

Name:

Draw 3 pictures of you running, jumping off two feet and landing on two feet.

Write a sentence under each drawing highlighting one or two skill elements on which you are concentrating in each picture.

Three large, empty rounded rectangular boxes are provided for the student to draw and write. Each box is outlined in blue and is intended for a separate drawing and description of a movement skill.

Adapted from: *Fundamental movement skills: Book 2 - The tools for learning, teaching and assessment*, Department of Education WA, 2013 p.100

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



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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