

Health and Physical Education

Home Learning: Year F-2 (Week 4, 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 and teachers 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>The skill elements they need to focus on to improve their sprinting and jumping.</p>	<p>Do</p> <p>Be able to support your body weight on your feet and hands and perform a jump from 2 feet and land on 2 feet preceded by a short run.</p>	<p>Understand</p> <p>That a two-feet jump and landing provides a controlled take-off and landing for games and sports.</p>

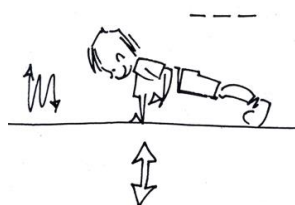
Warm-up challenge
You will do a warm-up each week.

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

**Instructions
(Follow the steps)**

Marching on Hands

x10



Begin in a front support position as shown in the diagram above. On the spot, take 10 marching steps with your hands and arms. As you march say, "left, right, left"

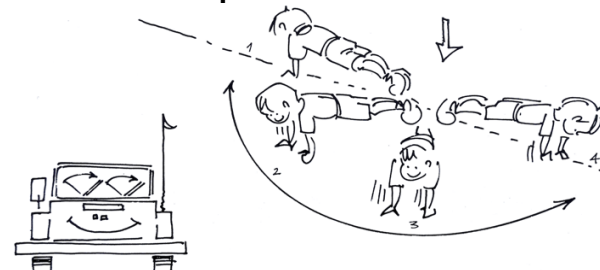
The hands are lifted about 10 cm off the ground.

What to look for:

- *Straight body without sagging or without elevating rear*

Schrembri, G. *Gym Fun Part I, Lesson Plan Program for schools and clubs*, Australian Gymnastics Federation Inc. 1984 p. 10

Windscreen Wipers



Begin in a front support position as in the previous activity.

Walk your body via rapid sidesteps of the hands until the line is met. Sidestep with your hands in the reverse direction until you meet the line.

The activity finishes with the child returning to the starting position.

What to look for:

- *Feet remain fixed*
- *Minimal bending of arms*
- *Rapid 'walking' on hands*

Schrembri, G. *Gym Fun Part I, Lesson Plan Program for schools and clubs*, Australian Gymnastics Federation Inc. 1984 p. 23

Parents and Teachers can help

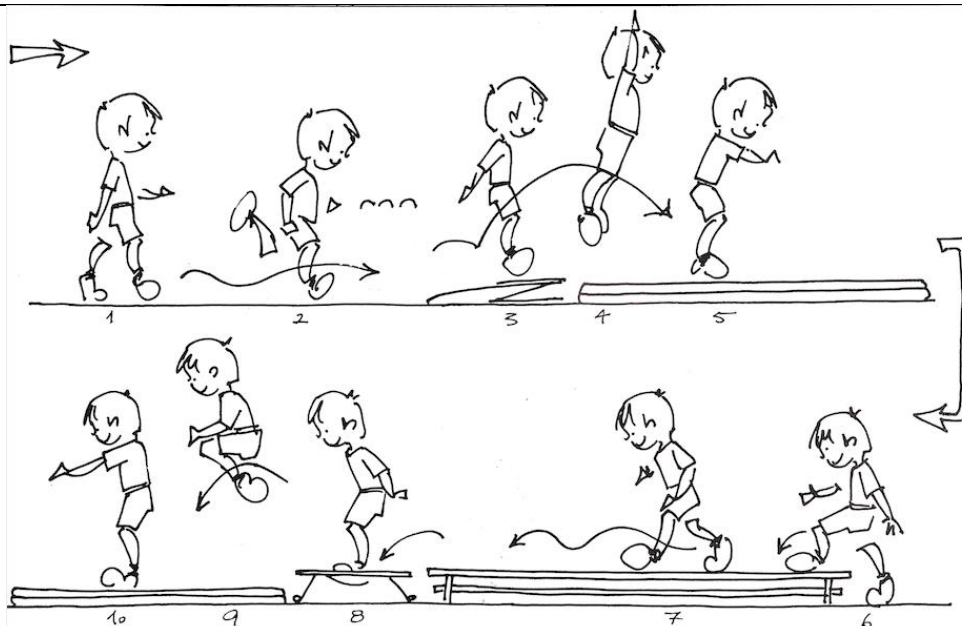
Parents or Teachers can assist the child (children) by ensuring that the surface for both activities is cushioned (carpet or a rug or exercise mat).

**The Activity:
Run and Take-off**

Equipment: Beat-Board, Mini-tramp, 1 bench, 2 Mats

Where: Outdoors on grass or inside on carpet or boards

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, 6-7), take a hurdle step and then take-off (3, 7) without pausing and then land on two feet without taking a step to balance (5, 10).

Look for:

Beatboard

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

Mini-Trampoline

- Controlled tight squat with opening before landing
- Controlled landing without steps

N.B. Both jumps can be performed without a beatboard or Mini- Trampoline.

Apparatus

Carpet covered beatboard and two layers of mats

The mini-trampoline must have a full frame cover and at least two layers of secured tumbling mats must be used.

Safety:

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

Used a raised surface before the mini-trampoline with beginners.

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.

REMIN

- 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: Can you jump far?	
Equipment: A box, hoop and rope	
Where: Children are spread out in a defined grass or hard surface area.	
Instructions: Can you jump ...?	<ul style="list-style-type: none"> as quietly/loudly as possible forwards/backwards from a small crouch very fast/slow in a straight line like a giant/frog as if you are on ice making a circle with a partner with legs and arms stiff keeping your arms out from your side with your legs apart and land with your feet apart

CHANGE	Add stationary objects: Can you jump ... over a box, across a rope, through a hoop? Combine actions: Can you jump quietly while making an 'O' shape? Jump your own height: Measure your height on the ground using a marker. Try jumping in different ways to reach your height.
ASK	Which ways of jumping felt easy to you? Why do you think this was? Which ways of jumping did you find difficult? Why? What do you need to do to land safely?
REMIND	Remind children to <ul style="list-style-type: none"> look towards where they are jumping

Adapted from: Cowley, V. Developing Fundamental Movement Skills Resource, Sport and Recreation New Zealand 2019 <https://sportnz.org.nz/managing-sport/search-for-a-resource/guides/fundamental-movement-skills> cited 11 May, 2020 p. 67

The Game: Can you jump up?	
Equipment: A target sticker on the wall, or to touch a hanging ball, streamers or balloons.	
Where: Children are spread out in a defined grass or hard surface area.	
Instructions: Can you jump up ...?	<ul style="list-style-type: none"> as high/low as you can from a crouched position and land lightly/heavily and on same/different spot without using your arms as quickly as you can and keep your head down and remain stiff being as relaxed as you can and land slightly forward like a rocket and land in your own space like a growing flower

CHANGE	<ul style="list-style-type: none"> Introduce a target: For example, children jump up to a sticker on the wall, or to touch a hanging ball, streamers or balloons.
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	<ul style="list-style-type: none"> Combine actions: Jump up and ... shoot a basket, hop over a rope, turn in the air.
ASK	<ul style="list-style-type: none"> Which jumps made you feel like you were jumping high? Which jumps made it difficult for you to jump high? Why was this?
REMIND	<ul style="list-style-type: none"> Remind children to land safely: Absorb the shock of landing by landing on the balls of your feet, bending the knees and hips. Remind children to look at the target while jumping.

Adapted from: Cowley, V. Developing Fundamental Movement Skills Resource, Sport and Recreation New Zealand 2019 <https://sportnz.org.nz/managing-sport/search-for-a-resource/guides/fundamental-movement-skills> cited 11 May, 2020 p. 67



Assessment Task

Fill in the blank spaces in the sentences below:

I think that I am a _____ runner because _____

I think that I am a _____ jumper because _____

I think that I am _____ running and then jumping off two feet because _____

I am a safe runner and jumper because I _____

I need help to _____

What things would you tell one of your friends to improve their running?

What things would you tell one of your friends to improve their running?

What things would you tell one of your friends to improve their run up and jump?

Attachment 1

Skill: Sprint Running

Skill Video: <https://www.youtube.com/watch?v=9pEDMCL9AJw>

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 Video: https://www.youtube.com/watch?v=Zl6Me69IX_E

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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