

Health and Physical Education

Home Learning: F - Year 2 (Week 5, Term 2) Summative Assessment

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) Follow rules when participating in physical activities (ACPMPO14)</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 teachers and 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>The skill elements they need to focus on to improve their sprinting and jumping.</p>	<p>Do</p> <p>Be able to perform a jump from 2 feet and land on 2 feet preceded by a short run.</p>	<p>Understand</p> <p>How and when to use a two-feet jump and landing providing a controlled take-off and landing for games and sports.</p>

Warm-up challenge

As in previous lessons you will do a warm-up each week.

This week's warm up

Shapes

Students move about a defined playing area randomly. When the teacher/parent calls 'jump' the children perform a jump of their choice.

Instructions
(Follow the steps)



Schrembri, G. *Gym Fun Part I, Lesson Plan Program for schools and clubs*, Australian Gymnastics Federation Inc. 1984 p. 27

Teachers/Parents can help

Teacher/parent calls 'jump'.

In the variation the teacher/parent calls specific jumps of 'free choice'.

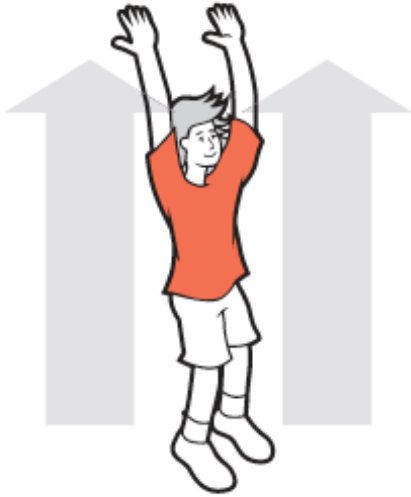
Encourage children to perform asymmetric or novelty jumps on the call of 'free choice'.

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 ...?

- 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

- Introduce a target: For example, children jump up to a sticker on the wall, or to touch a hanging ball, streamers or balloons.
- Combine actions: Jump up and ... shoot a basket, hop over a rope, turn in the air.

ASK

- Which jumps made you feel like you were jumping high?
- Which jumps made it difficult for you to jump high? Why was this?

REMIND

- Remind children to land safely: Absorb the shock of landing by landing on the balls of your feet, bending at the knees and hips.
- Remind children to look at the target while jumping.

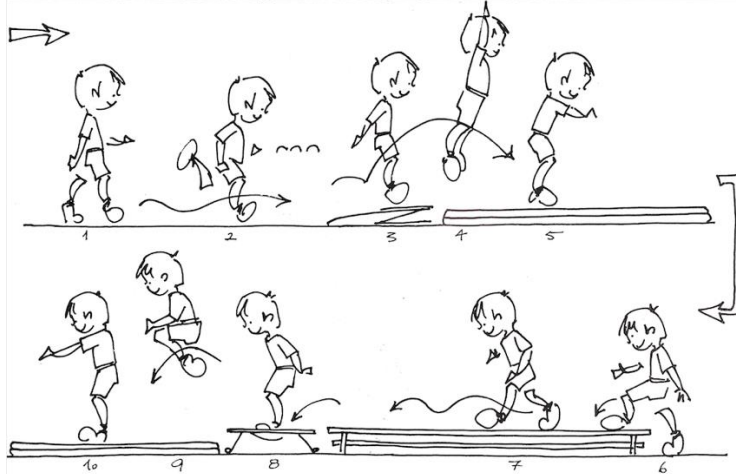
Adapted from: Cowley, V. Developing Fundamental Movement Skills Resource, Sport and Recreation New Zealand 2019 <https://sportnz.org.nz/managing-sport/search-for-a-resource/guides/fundamental-movement-skills> cited 11 May, 2020 p. 67

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-feet 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



Summative Assessment Task(s):
Equipment: Computers or pen/pencils and assessment sheets.
Where: Classroom or Gym
Instructions: Select one or two of the Summative assessment tasks on the following pages to provide evidence of children's learning during this unit of work.

Summative Assessment Task 1

Cognitive Reinforcer



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).

Look at the picture of the girl sprinting.

List below some of the games you play that involve sprinting.

1)

2)

3)

4)

What do you need to remember to sprint as fast as you can?

1)

2)

3)

4)

5)

6)

7)

8)

Adapted from: Fundamental movement skills: Book 2 - The tools for learning, teaching and assessment, Department of Education WA 2013 p106

Summative Assessment Task 2

Cognitive Reinforcer

Skill: Sprint Run and Vertical Jump



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).

Look at the picture of the girl sprinting and the boy jumping.

What are some of the games or sports you play that involve running and jumping?

- 1)
- 2)
- 3)
- 4)

What do you need to remember to run and then jump?

- 1)
- 2)
- 3)



4)

5)

6)

7)

8)

Adapted from: Fundamental movement skills: Book 2 - The tools for learning, teaching and assessment, Department of Education WA 2013 p106

Summative Assessment Task 3

Encouraging Questions with a Partner

Skill: Sprint Run and Vertical Jump

Ask your partner the following questions about the games you played and how you feel about running and jumping.

What happened in the game(s) you played today?	
Why did this happen?	
What surprised you in the game?	
What was fun?	
How confident are you to run and jump in games?	<div> <div>Not Confident</div> <div>Confident</div> <div>Very Confident</div> </div>
Why do you place yourself here??	

Adapted from: Fundamental movement skills: Book 2 - The tools for learning, teaching and assessment, Department of Education WA 2013 p108

Summative Assessment Task 4

Observation Checklists

Skills: Sprint Run and Vertical Jump

Teacher:

Class

Student

Skill: Sprint Run

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

Element	Always	Sometimes	Rarely
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 (relaxed)			
Landing on the balls of the feet			

Comment:



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). p. 86

Skill: Vertical Jump

Element	Always	Sometimes	Rarely
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			

Comment:



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). p. 91

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