



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Running

- Jog/run over distance in a non-competitive setting.
- Reaction sprints

Strand Unit: Jumping

- Jump for height and distance.

Strand Unit: Understanding and Appreciation of Athletics

- Develop an understanding of pace:
 - practise even paced running.
- Describe and discuss movement and ask questions about it:
 - discuss personal performance and the performance of a partner in athletic activities.
- Identify track and field events.

- Hall/yard.

- Cones/domes, beanbags, hurdles and canes and mats.

- Primary School Curriculum (1999) Physical Education, page 50.
- Teacher Guidelines, pages 58-9.
- Buntús Cards: Running for Speed 1, 2 & 3; Jumping 1, 2 & 3.

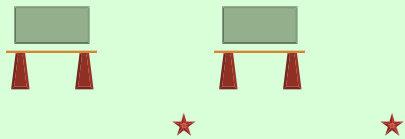


ORGANISATION

Place cones as far apart as space allows (no more than 50 metres apart). Mark the midway point with a beanbag. In pairs, the children line up facing each other.



Use agility cones (ones used for hurdles) and canes.



Place high jumps along the length of the hall with a mat behind each one.

Divide the children into groups of six or seven.

Place one child at each jump to replace the cane when it is knocked. Change over often.

The children using the left leg as the take-off leg line up to the right of the bar.

The children using the right leg as the take-off leg should line up to the left of the bar.

To ensure that the children run in from the side, place beanbag as in diagram.

ACTIVITY

Warm up and Stretching: Visit your Warm up Bank

1 Running for distance

Five-minute run in pairs

Each pair line up as in diagram. On the signal, they begin their run, going from cone to cone and switching places with their partner.

Pairs should aim to pace themselves by meeting at the half way point each time. i.e. the beanbag

2 Jumping: High jump

Step One

Revise the scissors technique introduced in 4th class. Each child runs three or four light steps and kicks high into the air, as if kicking a ball at chest height.

The children again identify the take-off leg, i.e. the leg that is on the ground before the jump.

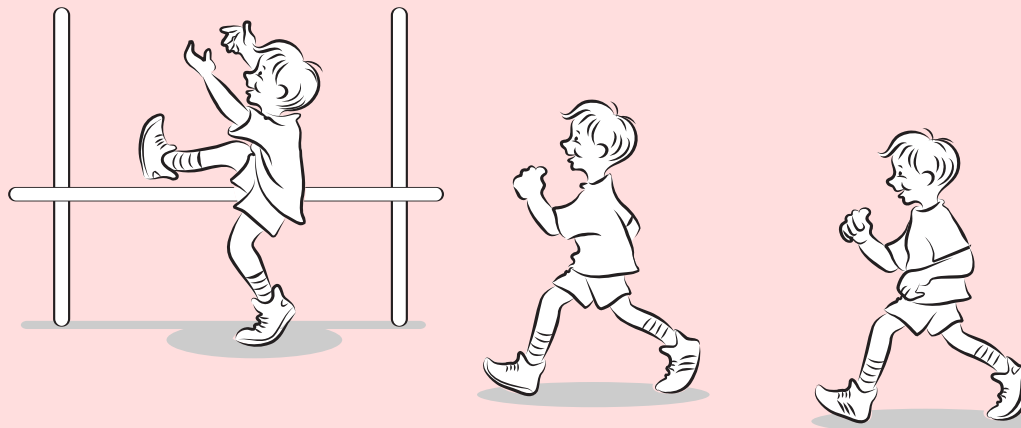
In turn, each child approaches from the side and scissor kicks over, using the near leg to lead.

If approaching from the right, develop a three stride approach:

Step left, step right, step left and jump.

If approaching from the left, the pattern is:

Step right, step left, step right and jump.



TEACHING POINTS

- All pairs run simultaneously.
- Keep reminding the children to pace their running.
- Run around the cone each time.

- To establish a starting position, the children walk three giant steps out from the middle of the jump and three to the side. Run the three steps on a curve from this point.
- Push upwards from the take-off leg.
- Kick the lead leg vigorously up and over the centre of the bar straightening it as you go (open scissors).
- Follow by bringing the other foot (take-off leg) up and over (close scissors).

ORGANISATION



Take away the hurdles and turn the mats lengthways. Groups line up four or five metres away from the mats.

Mark a take off point approximately half a metre from each mat.

Place different coloured beanbags or cones by the sides of the mats to measure distance.

Ensure that one jumping area has two mats, end to end, for the more skilled children.



Starting Line

10M



ACTIVITY

3 Jumping: Long jump

The children run three or four strides to the beanbag, take off from one foot and land on two.



4 Reaction sprints

In turn, each group gets into position on the starting line.

The children should suggest a fun starting position.

On a signal, each group rises and sprints to a designated area 10 metres away.

Return to starting line formation by walking along the perimeter of the yard.

5 Cool down

Visit your cool down bank.

TEACHING POINTS

- Remind the children of technique: Sink hips and bend knees slightly on take off. Arms swung high in flight. Back straight and knees bent on landing. Jump high in the air. Encourage the children to land softly.

Safety

- These jumping practices must be carried out with gymnastic mats or in a sand pit.
- The next child should not start until the child ahead is off the mat.
- Walk off the pit/mat at the far side.
- Encourage them to note the leg they take off from as this establishes the take-off leg for the high jump.

- Suggestions for some starting positions:

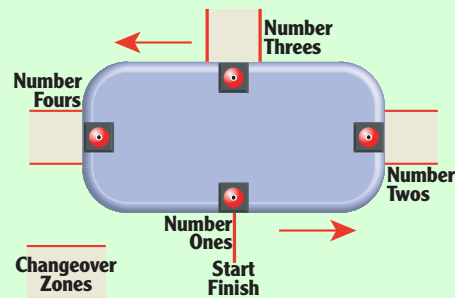
- Face away/towards finishing line.
- Crouch low and hold ankles with hands.
- Crouch low and place hands at back of head.

- Ask the children to suggest others.

DEVELOPMENT

ORGANISATION

Mark out a circular track. Place four cones for relay position. Place a beanbag three metres behind each cone and another four or five metres in front of each cone. The beanbags mark the changeover zone at each cone.



For Step 1 and Step 2 the children can move freely around the hall. For Step 3 and Step 4 organise the children as in Section 3 in the lesson so that they are jumping onto the mats.

ACTIVITY

1 Throwing: Javelin

Increase the approach run to seven strides:

Step, over, step, over, step, over, plant and throw.

Implement a throwing line beyond which the child may not step when releasing the throwing implement.

2 Relay: Introduce a changeover zone

Each team member stands at the correct cone.

Introduce a modified changeover zone for the children who have mastered the technique of relay running. As **Number 1** approaches the check mark, i.e. the beanbag, **Number 2** begins to move.

Number 2 must receive the baton before reaching the front beanbag.

Practise running a complete lap of the track with the baton being passed from **Number 1** to **Number 2** to **Number 3** to **Number 4**.

**3 Jumping: Triple jump**

Step 1: Jog, take off on one foot, land on same foot (hop).

Ask the children to repeat this several times.

Step 2: Jog, take off on one foot and land on other foot (step). Repeat several times.

Step 3: Stand, hop, step and jump.

Step 4: Jog, hop, step and jump.

TEACHING POINTS

- Remind the children to stand sideways on to direction of throw.

- Some teachers may wish to continue using the call *hand*.
- Only one team at a time should practise the new changeover system.

- The children hop from right foot and land on right foot.
- Step from right onto left.
- Spring from left to land with both feet together.