

**Curriculum Objectives****Venue****Equipment****Reference**[Move up a level](#)[PSSI Homepage](#)**Revision**

- This lesson is a revision of skills taught in the previous four lessons through the station teaching approach. All of the strand units are included.
- Yard.
- Beanbags/javelins, ropes, hurdles, canes, stop watches and tape measures.
- Primary School Curriculum (1999) Physical Education, page 43.
- Teacher Guidelines, page 51.



ORGANISATION

Circuit activity incorporating running, jumping, hurdling and throwing.

The children are divided into five groups.

Each group assembles at an assigned station.

Groups rotate from station to station during the circuit of activities.

Place the appropriate number of **foam javelins** at the station. Place cones to mark distances, e.g.

- Red cone 10 metres
- Blue cone 15 metres, etc.

Place two mats lengthways overlapping each other.

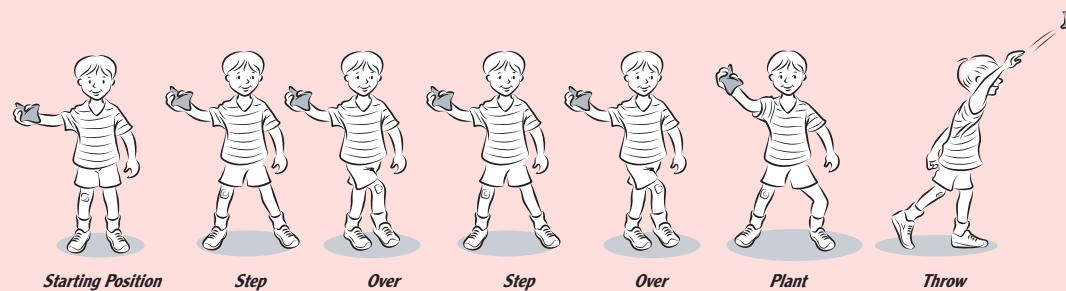
Skipping ropes for all. One long rope for group activity.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

Station 1: Javelin throw

The children should use the five step (as in illustration) or seven step approach run.



Station 2: Long jump

The children run three or four strides to the beanbag, take off from one foot and land on two. Measure the long jumps using a measuring tape. Allow the children to compare jumps with and without an approach run.



Station 3: Skip freely with ropes

The children should work individually, in pairs and as a group.

TEACHING POINTS

- Encourage the children to perfect the five step approach before progressing to the seven.

- Sink hips and bend knees slightly on take off.
- Arms swung high in flight.
- Back straight and knees bent on landing.

- Encourage variation in skipping style.

ORGANISATION

One set of hurdles

Two hurdles with one cane. Place bean bag to indicate where the approach run should begin.



If there is enough equipment, place two high jumps at this station – one at a high level and one at a medium level.

Star ★ denotes beanbag at starting place for approach run.

See **Teacher Guidelines** for guidance on maximum heights.

ACTIVITY

Station 4

Each child in turn jogs over the hurdles with an even stride pattern using a three-stride pattern of hurdling.

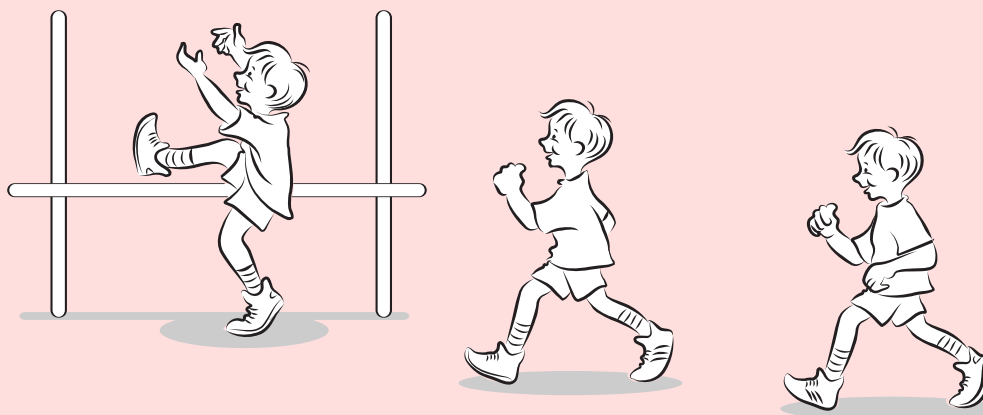


Station 5: High jump (Teaching Station)

This station is a teaching station. The children line up at the side as in diagram. In turn, each child approaches from the side with a three stride approach run and scissor kicks over, using the near leg to lead. The leg that stays on the ground is called the take-off leg.

If approaching from the right the pattern is:
Step left, step right, step left and jump.

If approaching from the left, the pattern is:
Step right, step left, step right and jump.



5 Cool down

Visit your cool down bank.

TEACHING POINTS

- Remind the children to always lead with same leg and use the stride pattern developed.
- For children who have difficulty it can be useful to ask them to call out the pattern.
 - For a right lead leg:
Left, right, left, and over.
 - For a left lead leg:
Right, left, right and over.
- 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).

DEVELOPMENT

ORGANISATION

ACTIVITY

TEACHING POINTS

The following are some further activities to provide variety.

1 Shuttle runs

Place cones approximately five metres apart.

The children work in pairs.

One runs back and forth between the cones for a period of 30 seconds while his/her partner counts the runs and monitors the time.

The children record the number of runs made.

In subsequent weeks the children will try to improve their performance.

2 Sprints

Place cones 20 metres apart. The children work in pairs. Using the formal standing start, one child sprints and the other times the run.

3 Triple jump

Measure the jumps using a measuring tape.

Allow the children to compare long jumps with triple jumps.

4 High jump

Place three high jumps at this station – one at a high level, one medium and one low.