



Move up a level

PSSI Homepage

## Curriculum Objectives

### Strand Unit: Running

- Walk/jog in a non-competitive setting for extended periods.
- Sprinting:
  - practise moving in a straight line;
  - practise the standing start.

### Strand Unit: Jumping

- Experiment with various ways of jumping:
  - practise the five different jumps.

### Strand Unit: Understanding and appreciation of athletics

- Develop an understanding of the basic rules of athletic events:
  - standing start for sprinting;
  - running in a straight line or lane without impeding others.

## Venue

- Hall/yard.

## Equipment

- Skipping ropes, cones, beanbags and whistle.

## Reference

- Primary School Curriculum (1999) Physical Education, page 26.
- Buntús Cards: Introductory – Domes and Dishes.



## ORGANISATION

Scatter cones/domes around the play area at random.

To finish – on a signal each child collects one item to return to the side.

Then the children space out around the play area.

## ACTIVITY

**Warm up and stretching: Visit your warm up bank.**

### 1 Running over distance

The children run around the play area, dodging around obstacles.

On a signal from the teacher the children could:

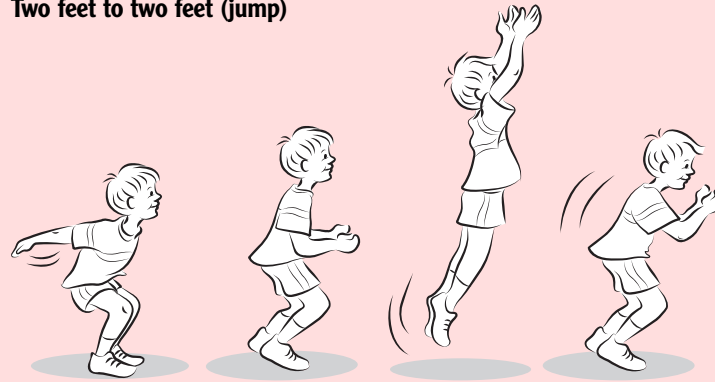
- stand on one leg beside a cone
- touch a cone/dome and sit
- run around a cone/dome etc.

As much as possible, make these activities fun.

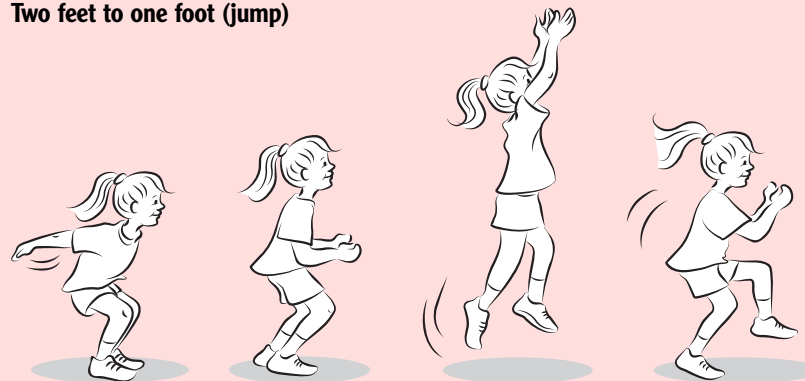
### 2 Jumping

Each child explores various ways of jumping with the teacher directing, e.g.

- Two feet to two feet (jump)



- Two feet to one foot (jump)



## TEACHING POINTS

- Encourage a steady pace with quick darting movements to dodge obstacles for approximately 40 seconds.
- The children must run around obstacles not over them.
- The children should watch out for others.

- The knee of the take-off leg/s is slightly bent.
- Keep the back straight throughout the jump. The arms drive upwards as the child rises off floor, as if to catch a high ball.
- Encourage gentle jumping. Encourage safe landings by landing on the balls of the feet, then on the heels and bending the knees.

**Q** What animal jumps on two feet to move from place to place?

- Do not spend more than two or three minutes at this activity.

ORGANISATION

ACTIVITY

TEACHING POINTS

- One foot to the same foot (hop)



- One foot to one other foot (step)



- One foot to two feet (jump)

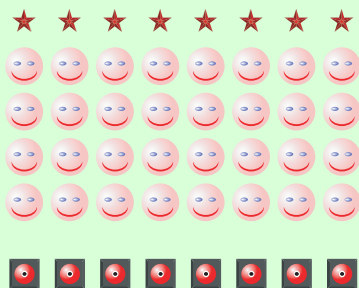


## ORGANISATION

The children line up in lines of seven or eight, one line behind the other as in diagram.

Place a second marker of the same colour ten metres away. The teacher chooses a way to help the children know their own group, i.e. colour or number.

Place an identifying beanbag or number at the back of each group to help the children to find their position when returning.



Star ★ denotes beanbag at starting position.

Remove all the cones/markers to the side.

## ACTIVITY

### 3 Running: Sprinting distance 10-20 metres

#### Step 1

Each line of children in turn practices the following:

- Each child walks from one marker to the marker opposite.
- Each child now jogs from one marker to the marker opposite.

#### Step 2

Each line of children stands back from the marker.

Introduce practice for a standing start.

On hearing:

- on your marks – walk to the marker
- set – crouch low by bending the knees
- go – run/sprint.



### 4 Concluding activity

Finish with a playground game.

### 5 Cool down

Visit your cool down bank.

## TEACHING POINTS

- The teacher calls *go* to start.
- The emphasis is on walking in a straight line.
- Encourage the children to look at the cone they are moving towards.
- The children walk back along the perimeter to return to their place.
- Repeat until most of the children can walk to the correct marker without difficulty.

**Q** How do we make sure that, in a race, everybody starts at the same time?

**R** Use of special calls – on your marks, set, go.

- Remember to enforce this standing start for every practice to set up a good habit of starting by the children.
- The children should return by the perimeter and line up again to repeat. Take this practice slowly.
- If the children perform it well, subsequent classes will run more smoothly.

## DEVELOPMENT

## ORGANISATION

## ACTIVITY

## TEACHING POINTS

**1 Running over distance**

Increase the length of time.

**2 Sprinting**

Develop the starting position for sprints:

- On your marks – walk to the marker
- Set – crouch low by bending the knees
- Go – run/sprint.

**3 Jumping**

Repeat the jumping activity from Section 2 of this lesson.

Now ask the children to explore with various combinations as in hopscotch.

Give suggestions, e.g. one foot to one foot, to two feet.

Ask the children to copy one child's sequence.

**Q** Why do we run?

**Q** What is jogging?

**R** Slow run

**Q** What is running very fast called?

**R** Sprinting