



Curriculum Objectives

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. There is one new element:

Strand Unit: Jumping

- Jumping for height.
- Scissors technique.

- Yard.

- Beanbags/javelins, ropes, hurdles, canes, stop watches and tape measures.

- Primary School Curriculum (1999) Physical Education, page 43.
- Teacher Guidelines, page 51.

Venue

Move up a level

Equipment

PSSI Homepage

Reference



ORGANISATION

Circuit activity incorporating running, jumping, hurdling and throwing. The children are divided into five groups. Each group assembles at an assigned station. Explain each of the activities in turn. Groups rotate from station to station during the circuit of activities.

Place the cones to mark the distance thrown, e.g.

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

Place two mats lengthways overlapping each other. Place beanbags to mark the distances

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

ACTIVITY

Warm up and stretching: Visit your warm up bank.

Station 1 Javelin throw

Plant foot and throw, aiming to increase distance each time.

**Station 2 Long jump**

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

Station 3 Skipping

Skip freely with the ropes individually or as a group.

TEACHING POINTS

- Use the approach technique learned – Step, over, plant and throw.

- Sink the hips and bend the 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

ACTIVITY

Station 4 Hurdling

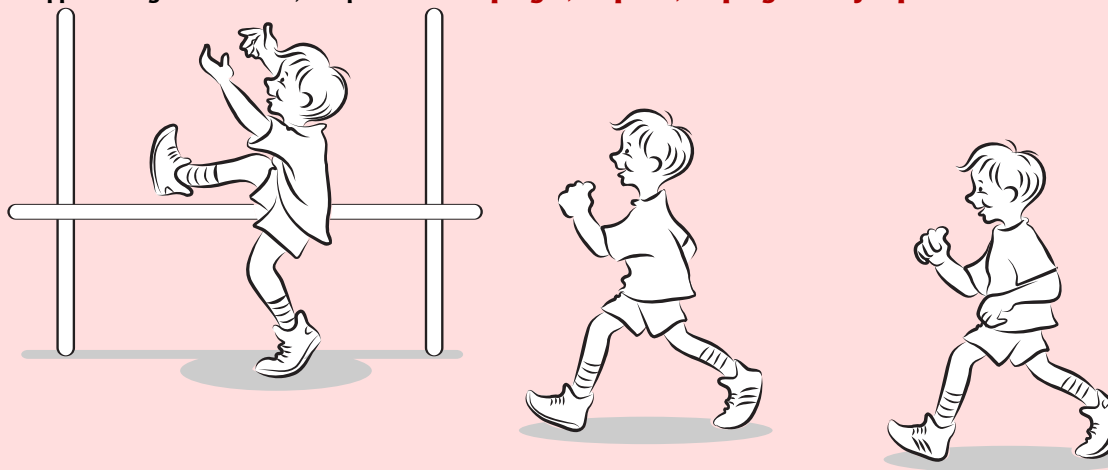
Each child in turn jogs over hurdles with an even stride pattern, to develop a three-stride pattern of hurdling.

**Station 5 High jump – Teaching station**

The children line up at the side as in diagram. In turn, each child approaches from the side 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, 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.**

**5 Cool down**

Visit your cool down bank.

TEACHING POINTS

- Remind the children to always lead with the 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. They should run the three steps on a curve from this point.
- The children should push upwards from the take-off leg.
- Kick the lead leg vigorously up and over the centre of the bar, straighten it as you go (open scissors).
- Follow by bringing the other foot (take-off leg) up and over (close scissors).

DEVELOPMENT

ORGANISATION

Groups line up one behind the other.
Place the pieces of a jigsaw under a cone opposite each line.

ACTIVITY

The following are some further activities to provide variety.

1 Shuttle runs

Place cones approximately 10 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 40 metres apart. The children work in pairs. Using the formal standing start, one child sprints and the other times the run.

3 Long jump

Measure the long jumps using a measuring tape.
Allow the children to compare jumps with and without an approach run.

4 High jump

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

5 Fun relay

The following fun relay can be used to conclude the lesson.
In turn, each child runs to the cone, collects one piece of the jigsaw and returns to the line.
The team continues until all the pieces of the jigsaw have been collected.
The first team to complete the jigsaw are the winners.

TEACHING POINTS

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