



ATHLETICS



DANCE



GAMES

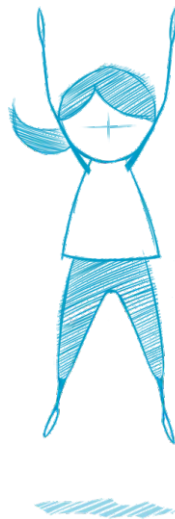


GYMNASTICS

## Description of Activity

Give each pupil a spot marker, and invite them to find a space in the playing area where they are not in contact with anyone else. Each pupil places their spot marker on the floor and stands on the spot. Invite pupils to practise jumping onto and off their spot using some of the following instructions:

- Jump very fast or slow
- Jump like a giant or a frog
- Jump with stiff legs and arms
- Jump up and down keeping your arms out from your side
- Jump on and off your spot with legs apart and land with feet apart
- Start on your spot and jump three times forward in a straight line
- Start on your spot and jump around in a wide circle until you return to your spot



## Variations

- Invite pupils to create their own different types of jump actions.
- Invite pupils to work in pairs to create a jump sequence.
- Add a low object to jump over e.g. rope, cone, beanbag.

## Equipment

An open playing area, spot markers, ropes, cones, beanbags



- Ensure there is adequate space between pupils to allow them to jump on and off their spot without crossing the path of another pupil.
- Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Provide feedback to individuals while they perform the jumping action during the activity.



- In your PE journal, draw a picture of you jumping.



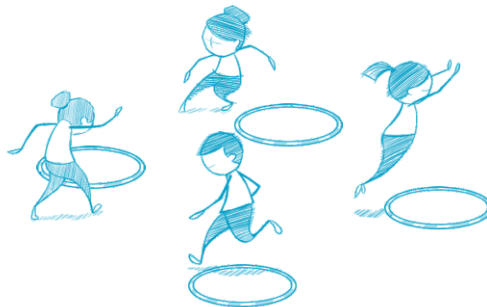
ag seasamh ar spota • léim tapaidh • léim mall • ciúin • glórach • lámha amach



## Description of Activity

Give each pupil a hoop and invite them to find a space in the playing area. Pupils place their hoop on the ground to represent an island. Invite pupils to move freely through the ocean (space between the hoops). When the teacher calls the word shark, pupils must run to find a hoop, pause and jump into it off two feet. Stay in the hoop for a count of five, and then continue moving around the playing area. Introduce further cue words such as:

- 'Waves' - jump around the playing area
- 'Fish' - move around the area using a swimming arm action
- 'Jellyfish' - dodge another pupil in the playing area



## Variations

- Invite pupils to perform a balance on the island for a count of five.
- Vary the locomotor skill used to move around the playing area e.g. hopping or skipping.

## Equipment

An open playing area, hoops



- Encourage pupils to use their arms to help them to jump higher.
- Ensure pupils exercise caution when moving around the space, by keeping their eyes open and looking forwards in the direction they are travelling.
- Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the jumping action during the activity.



- Ask a family member to practise jumping with and without their arms. Talk about which is easier.



Fonsa an dalta • oileán • ag snámh san aigéan • siorc • tonnta • smugairle róin • coiréal



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GYMNASTICS

## Description of Activity

Give each pupil a spot marker, and invite them to find a space in the playing area where they are not in contact with anyone else, and place their spot marker on the floor. On a signal, or when the music plays, pupils begin to walk around the playing area. On a second signal, or when the music stops, pupils jump onto the closest spot. The teacher invites pupils to perform a jumping action such as:

- jump on and off the spot three times
- jump from side to side over the spot
- jump around the spot
- jump forward and backwards over the spot
- perform a star jump in the air and land with both feet on the spot
- jump as far away as possible from the spot

When the music plays again, pupils continue moving around the area using a different locomotor skill e.g. run, hop, skip.



## Variations

- When teaching this activity during a gymnastics lesson, encourage the use of different pathways to approach a spot e.g. straight, curved, or zig-zag.
- Instead of performing a jump on the spot, pupils could perform a balance.

## Equipment

An open playing area, spot markers, music (optional)



- Ensure there is adequate space between pupils to allow them to jump on and off their spot without crossing the path of another pupil.
- Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Provide feedback to individuals while they perform the jumping action during the activity.



- Play some music at home. Try jumping to the beat of the music.



ceol a sheinnt • spota is cóngaraí • scil féinghluaiseachta • scipeáil • preabadh • rith



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GYMNASTICS

## Description of Activity

Arrange pupils in groups of seven, forming a circle with one pupil in the middle. The pupil in the middle begins jumping in a particular fashion chanting 'This is the way Jamie jumps'. The other pupils in the circle repeat the words and perform the jump in the same way as the pupil in the centre demonstrated. The first jumper then nominates another pupil to take their place in the centre. This second pupil chants the same words but jumps in a different way. The game continues until all pupils have had a turn.



## Variations

- This may be a good opportunity to highlight the difference between jumping for height and jumping for distance. Invite pupils to select either height or distance as the focus for their jumps, or complete one round of the circle using jumping for height only, and complete a second round of the circle using jumping for distance only.
- Include a theme for the jump actions e.g. animals, sports, jobs etc.
- Arrange pupils into smaller groups and introduce sequencing. Each time a pupil demonstrates a new jump, pupils in the circle must perform the preceding jumps, and add the new jump at the end. At the end of the round, pupils will have created a jumping sequence.

## Equipment

Hard or grass playing area, spot markers



- Ensure the circle is adequately spaced to allow pupils to jump without making contact with other pupils.
- Jumping can be a tiring activity for pupils. At intervals during the activity, provide opportunities for pupils to rest, e.g. take a stretch break.



- Ask a grown-up to help you figure out times when you use jumping during the day.



seisear i gciortal • Seo an tsíl a léimeann... • roghnaítear dalta nua • déan aithris ar an dalta



DANCE



AMES



GYMNASTICS



OUTDOOR &  
ADVENTURE

## Description of Activity

Place a parachute or blanket at one end of the playing area and scatter various pieces of PE equipment such as hoops, cones, and beanbags around the rest of the area. Invite pupils to imagine that they are going on a lion safari, and to move around the space following the instructions below when they encounter an object in the space:

- Jump over the rocks (beanbags)
- Dodge around the trees (cones)
- Swim through the watering hole (hoop)

The teacher could also include the following commands:

- ‘Shhh’ - creep quietly, the lion is coming...
- ‘Roarrrrr!’ - The lion sees us, run back to the parachute!
- Parachute - duck and hide from the lion by lifting the parachute up and all huddle underneath it for safety



## Variations

- Alter the instructions for the activity by selecting a different animal and accompanying obstacles, e.g. a polar bear in the Arctic, a gorilla in the jungle.
- Encourage pupils to come up with their own storyline and to add their own obstacles.

## Equipment

Hoops, cones, parachute (or blanket), hoops



- **Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to find a beanbag and practise jumping over and back, and then return to the activity.**



- **In your PE journal, draw a picture of the lion safari. Include an image of yourself jumping over the rocks.**



fonsaí • cóin • paraisiút • safari • poll uisce • carraigeacha • gaineamh reatha



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GYMNASTICS

## Description of Activity

Use cones to set up a playing area with a home base at one end. Pupils line up at the opposite end of the playing area to the home base. Select a pupil to be the shopkeeper, or the teacher could take on the role. On a signal, all pupils call out, 'shopkeeper, shopkeeper what have you got today?'. The shopkeeper replies, 'today I've got... bunny rabbits/ tennis balls /scissors' etc. Pupils move one step forward by performing an action for the object e.g. bunny rabbits jump forwards, tennis balls jump high, scissors jump in the air with legs outstretched etc. Pupils call out again and the activity continues until the teacher answers 'Magic Shoes'. When this happens, the teacher chases pupils until they reach the home base. The first pupil caught joins the shopkeeper.



## Variations

- Add obstacles to the playing area for pupils to jump over or move around.
- Alter the locomotor skill that pupils use for 'Magic Shoes'.
- Pupils that are caught by the shopkeeper must perform a balance for a count of five before continuing on to the home base.
- Invite pupils to create and demonstrate further jumping actions for the shopkeeper to call.

## Equipment

An open playing area, cones



- **Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the jumping action during the activity.**



- **Show someone who lives with you how to perform a bunny jump.**



- **baile • siopadóir • cad atá agat dúinn inniu? • carranna rásaíochta • coiníní • liathróidí leadóige • sciosúir • bróga draíochta**



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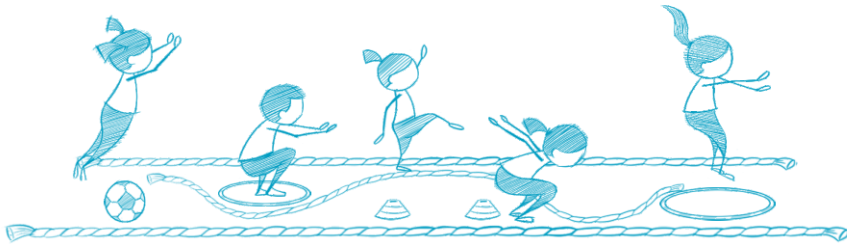
GAMES



GYMNASTICS

## Description of Activity

Arrange pupils in groups of five. Use skipping ropes, cones or chalk lines to set up an alley (two parallel lines approximately three metres apart) for each group. Scatter beanbags, spot markers and other obstacles (creatures) close together inside the alley. In turn pupils must jump from the start of the alley to the end without stepping on the creatures. If a pupil jumps on a creature they must return to the start and wait their turn before trying again. When the pupil gets to the end of the alley they must run around the alley and back to the start, tag the next member of the group to start their turn and crouch down to show they have successfully completed the activity.



## Variations

- Vary the number of obstacles in the alley to increase/decrease the difficulty.
- Invite groups to race against each other and ensure they focus on accurate jumping to move quickly through the alley.
- Vary the locomotor skill used to move through the alley, e.g. hop, side step, skip etc.
- Continue the activity for a set amount of time, encouraging groups to move through the alley as many times as they can before the time is up. Encourage pupils to take a different path on each turn through the creature alley.

## Equipment

An open playing area, cones, skipping ropes or chalk, beanbags or spot markers



- Ensure one pupil is in the creature alley at any time.
- Ensure groups are adequately spaced to allow running room for pupils to return to the starting point.



- Find a line in your home, and practise jumping over and back across the line. Look for lines on tiles, on wooden floors, in carpets, in the driveway, in the garden. Do not play on lines on the road.



cóin • téad scipeála • comhthreomhar lena chéile • bun an lána • créatúirí tosaigh arís • timpeall an lána



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## Description of Activity

Use cones to set up a defined playing area with a large square in the middle (the chaser's yard). Select one pupil to be the chaser who stands in their yard with their eyes closed or blindfolded. Invite the rest of the pupils, the bunnies, to jump around the playing space, including into and out of the chaser's yard. The chaser listens carefully to the bunnies jumping around them. When the chaser thinks that there are bunnies in their yard they call 'Bunny Trap!'. Anyone that is inside the chaser's yard must freeze. The other pupils must then try to free the frozen pupils by holding their hands and performing a jump together. The chaser tries to tag the bunnies who are attempting to free the frozen bunnies. If they are tagged, they must also freeze. Allow the activity to continue for a set amount of time, and then select another chaser.



## Variations

- Select more than one pupil to be the chaser.
- Place obstacles in the playing area for pupils to jump over or move around.
- Change the locomotor skill used to move around the space, e.g skip, hop, walk, run etc.

## Equipment

An open playing area, cones, blindfolds (optional)



- Remind pupils of safe jumping and landing technique before the game.
- Ensure pupils are comfortable with a blindfold if one is being used.
- Jumping can be a tiring activity for pupils. At intervals during the activity, provide opportunities for pupils to rest, e.g. take a stretch break.



- Think of animals that move by jumping. In your PE journal, draw a picture of three of these animals.



tóraig • clós • súile dúnta/púicín • coiníní ag preabadh • gaiste coiníní