



ATHLETICS



DANCE



GAMES



GYMNASTICS

## Description of Activity

Arrange the pupils in pairs facing each other. Give each pair a cone and two spot markers. Each pupil stands at a cone and places two spots side by side in front of them. On a signal, both pupils jump onto their respective spots (wide stance with one foot on each spot). Pupils are encouraged to point both hands (pistols) at their partner and shout 'bang!' (hands out for balance). Pupils reset the activity and await the next signal.



## Variations

- Encourage the pupils to try jumping for height.
- Start the activity with pupils standing at their cones, with their back facing towards their partner's back. On the signal, pupils must now turn and jump to land on the spots.

## Equipment

An open playing area, cones and spot markers



- Demonstrate for the pupils what the motorbike landing looks like:
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- Play this game at lunchtime with your friends.



i mbeirteanna • dhá chón os a gcomhair • tarraing • plab



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GYMNASTICS

## Description of Activity

Use cones to mark out a designated space within the playing area. Place various small pieces of PE equipment such as skipping ropes, cones, balls, etc. within the designated space. Arrange pupils in pairs. Pupil A is the leader and pupil B must shadow their movements. These movements could include any of the locomotor skills such as walking, running, skipping, hopping, jumping, side stepping etc, performed at various levels (high, middle, low). Pupil A may lead pupil B to jump over an obstacle in the playing area, focusing on correct landing technique. After a set period of time, reverse the roles and continue the activity.



## Variations

- Alter the locomotor skill used to move around the playing area.
- Pupils must perform a balance after they land.
- Pupils could work in groups of three with one pupil giving feedback to the other two pupils on their landing technique.

## Equipment

An open playing area, cones, skipping ropes and other small pieces of PE equipment such as beanbags, quoits, etc



- Ensure pupils have adequate space to move around and that there are enough obstacles for everyone to jump over. Encourage pupils to exercise caution when jumping over an obstacle and to ensure that another pair are not already using that obstacle.
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- Practise landing at home by jumping over a small cushion, teddy or other small item. Ask a grown-up to make sure your landing area is safe.



constaicí • téad scipeála • cóin • liathróidí • ceannaire • leibhéal ard • leibhéal íseal



ATHLETICS



DANCE



GALES



GYMNASTICS

## Description of Activity

Arrange the pupils in small groups and give each group six spot markers (or hoops). Each group lines up behind the first spot, and the remaining spots are placed in a straight, curved or zig-zag line in front of the group. Invite one pupil in each group to be the leader. The remaining pupils follow the leader as they perform a sequence of jumps across the spots. Pupils can select two feet jumps, hops, one-to-two feet jumps or two-to-one feet jumps. The last jump should be a jump for height with a stable landing.



## Variations

- Allow pupils to practise one type of jump only to ensure the focus is on correct landing technique for each jump.
- Instead of following the leader, allow each pupil to create their own sequence when it is their turn to jump along the spots.

## Equipment

An open playing area, spot markers or hoops



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



- **Play hopscotch in the yard at lunchtime. Practise good landing technique.**



- **léim ar dhá chos • léim ó chos amháin go cos eile • léim ard • gluaisrothar**



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GAMES



GYMNASTICS

## Description of Activity

Select one pupil to stand at one end of the playing area, and to play the role of Mr Wolf. The other pupils line up along the boundary line at the other end of the playing area. Mr Wolf turns his back to commence the activity. The other pupils call out 'What's the time Mr Wolf?'. Mr Wolf turns around and answers with a time (e.g. three o'clock). He then turns his back again while the pupils advance three spaces by jumping forward. They repeat the chant 'What's the time Mr Wolf?', to which Mr Wolf will continue to respond until the pupils come very close to the end line. Once the line of pupils come close, Mr Wolf can respond to the chant by saying 'It's dinner time!' at which point he will turn and chase the pupils back to the starting line with the aim of catching them. Select another pupil to be Mr Wolf and repeat the activity.



## Variations

- Change the locomotor skill used to move towards Mr Wolf, e.g. walk, hop, side step, etc.
- The activity can also be called Mrs Wolf. Invite a female pupil to act out this role.

## Equipment

An open playing area



- **Emphasise the FMS of landing. Encourage pupils to hold the landing position before taking the next jump.**
- **Ensure pupils exercise caution when running away from Mr. Wolf. Turn around and run back to the start in a straight line to avoid colliding with other pupils.**
- **Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.**



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



mactíre • cén t-am é, a mhactíre? • níos congaráí • am dinnéir



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GYMNASTICS

## Description of Activity

Invite pupils to find a space within the playing area where they are not in contact with anyone else. Place the PE equipment (ropes, hoops, cones, spot markers) randomly around the playing area. Teacher calls out the following chant: 'Moving through the forest, What do you see? I think I see a monkey, BOINGGGG! Jumping after me!'

For a set amount of time, pupils run away from the imaginary monkey, jumping over the PE equipment and landing safely. The teacher can call out some of the following commands as the pupils are running around:

- Duck under the fallen branch!
- Leap over the fallen log!
- Dodge around the banana peel!
- Hide from the monkey! (crouch down)



## Variations

- Pupils select an animal and move around the playing area like that animal.
- Invite pupils to try backwards jumps or sideways jumps over the equipment.
- Change the rhyme so that pupils focus on a different locomotor skill.

## Equipment

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



- Encourage pupils to hold the landing position for a count of three before moving on.
- Ensure pupils have adequate space to move around and that there are enough obstacles for everyone to jump over. Encourage pupils to exercise caution when jumping over an obstacle and to ensure that another pupil is not already using that obstacle.
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- Landing safely is important. Talk to a grown-up about ways we can protect ourselves if we fall at home.



sa dufair • feicim moncaí • ordaithe • géaga • cor i leataobh • téigh i bhfolach



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## Description of Activity

Arrange the pupils in pairs (A and B) and give each pair two spot markers and one skipping rope. Place the two spots on the ground a short distance apart and place the skipping rope in between the spots. Invite pupils to imagine that they are stranded on one side of a stream. Pupil A performs a jump for distance from one spot over the rope with a safe landing on the other spot. When pupil A lands, pupil B counts to three as pupil A holds the landing. Roles are then reversed.



## Variations

- Increase the distance between the spots
- Encourage pupils to jump for distance off two feet.
- Introduce some elevated surfaces for pairs to jump off, such as steps, benches, blocks etc.

## Equipment

An open playing area, spot markers, skipping ropes



- Ensure the emphasis is placed on correct landing technique.
- Ensure groups are spaced out and that pupils are not jumping across the path of other groups.
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- In the yard, practise jumping over a rope with a friend. Give them feedback.



i mbeirteanna • léim fhada • tuirlingt • sábháilte



ATHLETICS



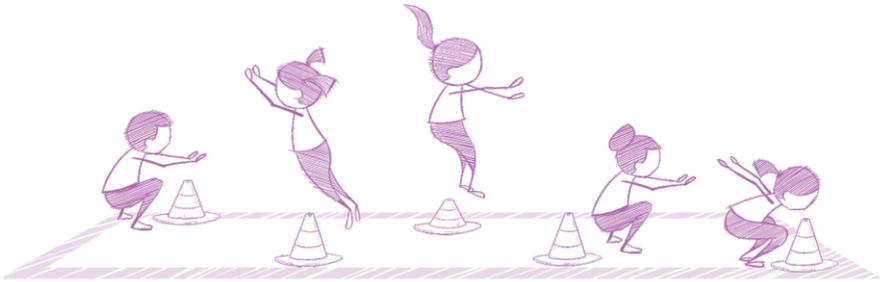
DANCE



GAMES

## Description of Activity

Arrange the pupils in pairs and scatter the cones randomly around the playing area. Pupil A chants the rhyme below for pupil B who must jump off two feet over the cone (the candlestick) and attempt to land safely on the other side of the cone. Pupil B should jump over three cones while pupil A is saying the rhyme: 'Jack be nimble, Jack be quick, Jack don't land on the candlestick'. After pupil B has completed three jumps and three landings, swap roles and play again.



## Variations

- Use cones of varying heights depending on the ability of the pupils.
- Chant a different nursery rhyme and have the pupils come up with their own landing idea for everyone to try.
- Invite pupils to add a line to the story each time it is their turn to say the chant.

## Equipment

An open playing area, cones



- Ensure pupils have adequate space to move around and that there are enough cones for everyone to jump over safely. Encourage pupils to exercise caution when jumping over a cone and to ensure that another pair are not already using that cone.
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- Design a game around your favourite nursery rhyme that involves landing. Play this game with a friend in the yard.



coinnleoir • gasta • rím • léim thar na cóin • gluaisrothar



ATHLETICS



DANCE



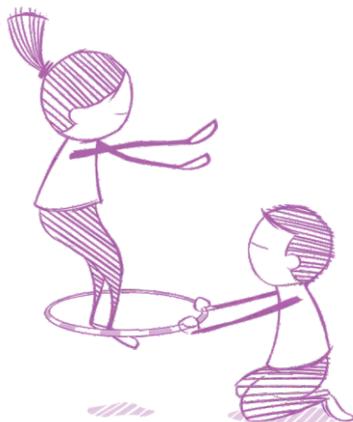
GAMES



GYMNASTICS

## Description of Activity

Arrange the pupils in pairs, with one hoop between each pair. Begin by placing the hoop flat on the ground. Pupils take turns to jump into and out of the hoop, five times each. Progress the activity by inviting one pupil to raise the hoop slightly off the ground. The other pupil must now jump in and out of the hoop, taking care to practise correct landing technique. Each pupil takes five jumps into the hoop before swapping roles and repeating the activity. Again progress the activity by inviting the pupils to raise the hoop slightly higher off the ground.



## Variations

- Pupils can jump in and out of the hoop using forwards, backwards, and sideways jumps, focusing on correct landing technique each time.
- Partners use the hoops to perform a sequence of jumps and landings which last thirty seconds. Pupils take turns to perform the sequence for the class.
- Invite pupils to perform a static balance after every landing.

## Equipment

Hoops



- At its highest point, the hoop should be no higher than the knees of the pupil that is jumping. The pupil holding the hoop may wish to kneel or sit down.
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- Ask a grown-up to perform some jumps and landings for you at home. Give them feedback on their landing.



ar na glúine • fonsa ós a gcomhair • léim isteach • léim amach • léim go cliathánach • tuirlingt