



Move Well, Move Often:

Beyond the Classroom

This resource can be used to support your child's physical literacy journey Beyond the Classroom. By practising Fundamental Movement Skills in the home and community settings, learning undertaken within the Physical Education class can be consolidated and enhanced outside of school.



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An interactive version of this resource is available at www.scoilnet.ie/pdst/physlit and www.pdst.ie

Move Well, Move Often:

Developing the physically literate child through the lens
of fundamental movement skills

INTRODUCTION

This resource was developed to support the development of Physical Literacy and Fundamental Movement Skills outside of the PE classroom. The Beyond the Classroom materials are designed to complement the activities that your child's teacher is using in school using the Move Well, Move Often Physical Literacy resource. The activities outlined in this resource can be completed inside the home or outside in whatever space is available to the child.

What is Physical Literacy?

Physical literacy is about having the physical skills, confidence and love of movement to be active for life.

Physical literacy addresses the whole child and respects each pupil as an individual. The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to value and take part in physical activity throughout their personal lifelong journey.

Physical Literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long enjoyment and for sporting success. Research shows that being physically active later in life depends on feeling confident in an activity setting; and that confidence, as an adult, most often comes from having learned fundamental movement and sports skills as a child.

Physical literacy, while important at all stages of life, has particular significance in the early and primary school years. It is at this stage that movement competence is developed and attitudes to physical activity are established. Equally it is a time when pupils begin to develop their self-awareness and self-concept and are hungry for knowledge.

The physically literate child can be developed by a wide range of different people and environments. Through worthwhile and beneficial experiences at school, at home and in the community children are given the ability, the confidence and the motivation to participate in physical activity now and throughout their lives. Much like learning

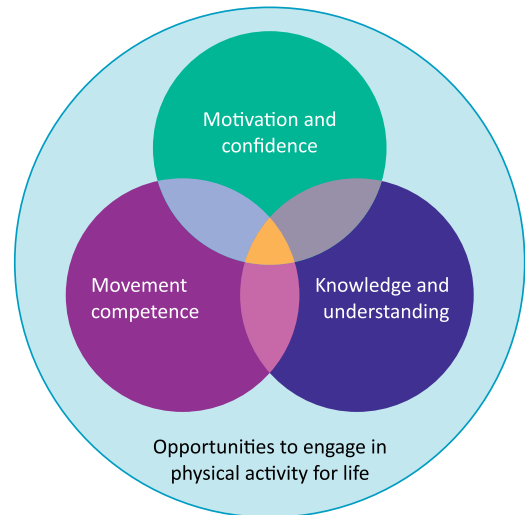


Figure 1: The Four Domains of Physical Literacy

the alphabet and words are the foundations to reading, there are fundamental movement skills that we need to develop in order to feel confident and motivated to be active.

Fundamental Movement Skills

FMS are the basic building blocks of movement and are an essential part of everyday life and recreational activity. It is only when these skills are mastered that a child can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavours. Typically, FMS are divided into three main categories, each of which is then subdivided into a variety of skills.

Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of objects using various body parts
<ul style="list-style-type: none"> Walking Running Hopping Skipping Jumping for height Jumping for distance Dodging Side stepping 	<ul style="list-style-type: none"> Balancing Landing 	<ul style="list-style-type: none"> Catching Throwing Kicking Striking with the hand Striking with an implement

How to use this resource

This resource is arranged into 15 sections - one for each of the fundamental movement skills outlined above. Children are encouraged to practise what they have learned in the PE lesson at school by completing the corresponding activities at home. Three activities are provided for each skill. Each activity is accompanied by a video clip which can be accessed at <https://www.scoilnet.ie/pdst/physlit/beyond/>, or by using a digital device (mobile phone or tablet) to scan the QR code on the relevant page. Each activity contains a warm-up, an opportunity to practise the fundamental movement skill, a home challenge and a task to complete in the child's PE journal. Examples of tasks include designing games, creating challenges, recording scores, and setting goals for the week ahead. This resource is available in both English and Irish.

Safety Considerations

Before completing the activities, watch the Introductory Video on <https://www.scoilnet.ie/pdst/physlit/beyond/> which highlights the following safety considerations:

- Check the playing space. Is it safe? Is it big enough for the activity?
- Remove any breakables such as cups, plates and ornaments from the playing space.
- Be creative! Adapt the activity to suit the number of players available to engage in the activity, the equipment available and the size of the available playing space.
- Have fun! Invite your family members, friends and people that live in your home to practise these activities with you.

Here are a few ways that you can support your child on their physical literacy journey:

Be an active role model

Children learn from what they see others do. If they see you being active and enjoying a wide range of movement activities, chances are they'll want to be more active too!

Play with your child

Create opportunities to be active or play as a family. The activities don't have to be elaborate. Something as simple as a walk to the park is great! For lots of ideas about active play in the home, visit <https://www.gov.ie/en/campaigns/lets-play-ireland/>

Introduce children to a variety of movement activities

The more variety your child experiences, the more likely they are to find something that they really enjoy. Aim to involve your child in lots of different ways to be active such as team sports, yoga, walking, climbing, swimming/ splashing, orienteering, dancing or cycling.

Encourage

Just like with reading and maths, physical literacy will take time to develop. Be patient and supportive while your child's brain and muscles grow and provide opportunities for practice.

Be an advocate

You can become involved in decisions about community design, community programmes and even physical education in your child's school. Advocate to your local council for more parks, footpaths and green spaces. Speak with your child's teacher, coach or instructor about how they are supporting your child in becoming physically literate.

Benefits of Physical Literacy

Physical fitness

Physical health

Physical skill development
in a variety of ways

Healthy lifestyle habits

Social Skills

Psychological wellbeing

Happiness

Confidence


Resilience

Cognitive skills

Educational success

Introduction

Walking involves the transfer of weight from one foot to another while moving either forwards or backwards. As probably the most used fundamental movement skill, walking appears in every facet of everyday life. Walking to school, recovering between more intensive movements in game situations, recreational activities, and moving from one room to another at home are all examples of the need for proficient walking technique.

Each activity A, B and C below is accompanied by a video clip. Click on the  links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Stand side on with hip and shoulder pointing in the direction of travel. Bend knees slightly with weight on the balls of the feet.

 [Click here for video](#)


Home Activity B

Keep head stable and eyes focused in the direction of travel or straight ahead. Step lead foot in the direction of travel.

 [Click here for video](#)

Home Activity C

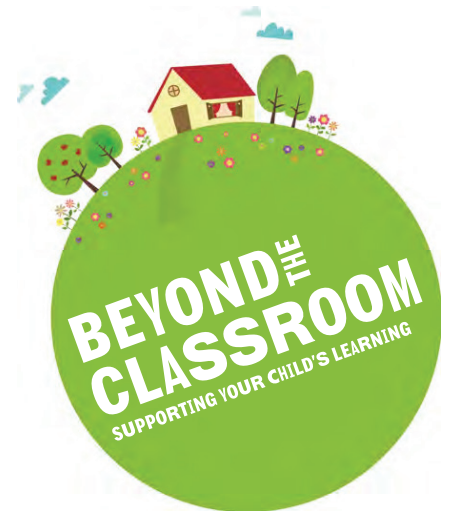
Move free foot quickly after lead foot.

 [Click here for video](#)



 [Scan here for video](#)

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Walking

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill



Home Activity A

Warm Up	Throw and Walk Throw an object in the air (beanbag, ball, teddy). Walk as fast as you can until the object hits the ground. Mark how far you walk. Can you beat your first attempt? If working in pairs, partner A will throw while partner B walks. Switch roles and repeat.			
FMS Focus	Today when walking can you focus on...			
	Step with toes pointing forward		Swing arms in opposition to legs	
Walking Practise	Safari Adventure			
	Description of Activity Invite pupils to find a space at one end of the playing area. On a signal, pupils begin walking around the area. On a second signal, pupils freeze and the teacher calls out the name of an animal such as snake, monkey, elephant, giraffe, frog, zebra, cheetah, gazelle, rabbit, lion etc. Pupils then move towards the opposite end of the playing area moving like that animal. When the pupils reach the far end of the playing area, they begin walking again until they hear the signal and the activity is repeated with another animal.			
Home Challenge	Scavenger Hunt With a family member go for a walk in your home or neighbourhood. Try to identify objects that begin with the letters of your name. Eg. L = leaves I = insects A = apple tree M = magpie			
	PE Journal When and where do you walk? In your PE journal list at least 5 times or places when you use the skill of walking. These could be everyday activities, games or sports. Draw a picture of your favorite walking activity.			


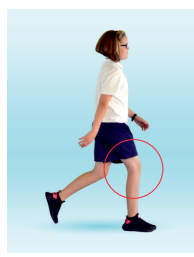



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Home Activity B

Warm Up	Chalk and Walk Use chalk, ribbon or skipping ropes etc to devise a walking routes. Include lots of different commands (eg hops, skips jumps etc) and pathways (Straight, curved, zig zag etc) throughout the walkway. Get a family member to follow the route you take.			
FMS Focus	Today when walking can you focus on...			
	Keep head up and eyes looking forward		Bend leg slightly when foot touches the ground	
Walking Practise	Road Trip			
	Description of Activity Invite pupils to find a space around the playing area. When the music starts, pupils walk around the playing area holding up an imaginary steering wheel. Teacher calls out the commands outlined in the list below for the pupils to follow. • Red: stop, • Green: go, • Yellow: slow down, • Windshield wipers: sway your arms back and forth, • Brakes: balance on one foot, • Window: roll down one window and wave to the pedestrians, • Speed Bumps: jump, • Bumpy Ride: gallop. 			
Home Challenge	Variations: • Add additional commands (eg. puncture = hopping, pump the wheels = touch the ground) • Vary the type of transportation used eg. Aeroplane, train, bicycle etc			
	With your family, plan a walking sequence with a number of actions. For example, walk with your hands in the air, walk while clapping, walk with eyes closed, walk and talk or walk to the beat of your favourite song			
PE Journal	In your PE journal, record the favourite place you like to go for a walk. What do you enjoy best about that walking route and how do you feel after the walk?			





Scan here for video



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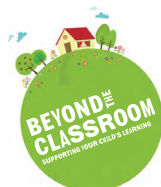
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Home Activity C

Warm Up	4 Corners Walking Start in the middle of the playing area with a number of pieces of equipment beside you (eg ball, bat, beanbag, rolled up socks etc) Walk and perform an action (eg tossing socks in the air as you travel to the first corner and return to the centre. Change the equipment or action performed as you walk to the remaining 3 corners.
FMS Focus	<div> <div> Today when walking can you focus on... </div> <div> <div> Hit heel off the ground first then toes </div> <div>  </div> </div> </div>
Walking Practise	<div> Speed Up/Slow Down </div> <div> Description of Activity Arrange pupils in groups of four and invite one pupil to act as the pace setter. The role of the pace setter is to change pace from very slow, to medium, to fast and back again. The rest of the group follow the pace established by the pace setter. Change the pace setter frequently giving each pupil a chance to be in that position. </div> <div>  </div> <div> Variations: <ul style="list-style-type: none"> • Vary the speeds you move from walking, running and sprinting • For one player get a family member to call out the change in speeds • Vary the locomotor activity eg. skipping, hopping, side stepping etc • Vary the height or level of walking (On tip-toes or bent over with head up) • Walk in different directions and pathways </div>
Home Challenge	Pick out landmarks in your neighbourhood. Estimate how long it would take you to walk to that landmark. With a family member walk to the landmark and record how long it takes. Compare it to your estimate!
PE Journal	Investigate the sport of race walking. How does the race walking techniques differ from the skill of walking? Research an Irish race walker.



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WALKING

Siúl



Maintain good posture with body straight, walk tall, head in line with the spine and looking forward



Arms swing in a small natural arc in opposition to the feet



Step with toes facing forward



When planting the foot use a heel-to-toe action



Knees should bend slightly when the foot makes contact with the ground



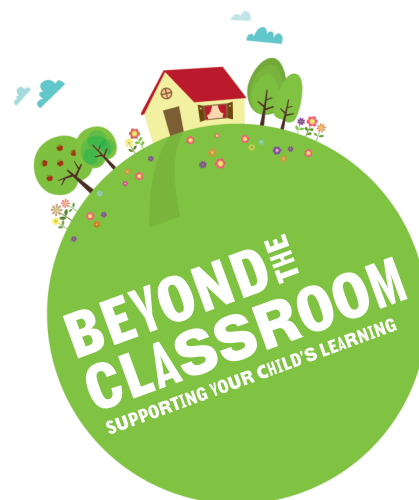
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Introduction

Running is a similar action to walking except there is a moment when both feet are off the ground at the same time. The skill of running includes jogging, sprinting and dodging. The ability to run is essential in both everyday life and sporting contexts.



Each activity A, B and C below is accompanied by a video clip. Click on the  links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Land on the ball of your foot

 [Click here for video](#)

Home Activity B

Run with high knees and eyes looking forward

 [Click here for video](#)

Home Activity C

Elbows bent at 90 degrees

 [Click here for video](#)



Running

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill





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Home Activity A

Warm Up	<p>Children respond to the following remote control actions:</p> <p>Play - walk around Rewind -walk or run backwards</p> <p>Fast forward - run quickly Pause - jog on the spot</p> <p>Volume up - Jump up Volume down - crouch down change</p> <p>Change the channel - new type of movement (hop, skip, side step, etc)</p>
FMS Focus	<p>Today when running focus on...</p> <p>Landing on the balls of their feet</p> 
Running Practise	<p>Stamina Run</p> <p>Description of Activity</p> <p>Set up a defined running area with two clear end lines. Explain to pupils that they are going to run non-stop for five minutes (a recommended objective of the PE curriculum) up and down the playing area. Explain that they should run at a sensible pace or a 'chatty pace', so that their breathing does not get too heavy and they have to stop. Alternatively, allow pupils to run in pairs, and encourage them to chat as they run. Set the pupils off running, providing constant encouragement and feedback on running technique. Provide regular time checks or display a visual timer.</p>  <p>Variations</p> <ul style="list-style-type: none"> • Vary the pace of the run to suit the pupil's ability • Vary the amount of time the pupil is required to run • Record the number of times you ran to a certain point or the length of time you ran for in total
Home Challenge	<p>Investigate how many seconds it takes you to run around the outside of your house. Invite a family member to time you. Record when completed.</p>
PE Journal	<ul style="list-style-type: none"> • Look at your scores recorded in practise activity and/or home challenge • Make a note of how much you feel you could improve by the end of the week • Write down what you can do every day to improve your score • Share with friends and family



Home Activity B

Warm Up	Get a sheet of newspaper, a small scarf or plastic bag. While standing, place the item on your chest/belly. Without using your hands, attempt to run as far as you can without letting it fall to the ground! Try to run further each time. Which item can you run the furthest distance with, without the item falling?			
FMS Focus	Today when running focus on...			
	Run with high knees		Run with eyes looking forward	
Running Practise	Go Grab it			
	<p>Description of Activity</p> <p>Arrange pupils in groups of four. Each group lines up behind a hoop at one end of the hall. Place a large variety of equipment (beanbags, balls, etc) at the other side of the playing area. On a signal, the first pupil in each group must run out, select any piece of equipment from the opposite end of the playing area, and return to their group. Only when they have placed their piece of equipment softly into their hoop can the next pupil run to retrieve another piece. The team with the most items at the end of the activity wins.</p>  <p>Variations</p> <ul style="list-style-type: none"> • Gather lots of different pieces of equipment from around the house • Try to make a happy face with the equipment; socks = eyes, tinfoil = mouth, nose = egg cup, ears = bananas, draw a face with chalk/hoop = face. How long does it take? Can you beat your own score? You could play this on your own or with a family member • Increase the distance from the equipment to your starting point 			
Home Challenge	Ask a grown-up at home to make a small scavenger hunt for you using toys under tea-towels.			
PE Journal	Describe how you feel before, during (heart beating) and after running (happier). Draw a picture of the happy face you made during the practise activity. Design another face e.g. scary face, laughing face that you could make the next time you play the home practise activity			





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Home Activity C

Warm Up	<p>Throw and Run:</p> <p>Throw an object in the air (beanbag, ball, teddy). Run as fast as you can until the object hits the ground. Mark how far you run. Can you beat your first attempt? If working in pairs, partner A will throw while partner B runs. Switch roles and repeat.</p>
FMS Focus	<p>Today when running focus on...</p>
	<p>Bending elbows at 90 degrees</p> 
Running Practise	<p>Shifting Gears and Change Speeds</p>
	<p>Description of Activity</p> <p>Before starting the activity, practise changing speed by inviting pupils to move freely around the area. When 'sprint' is called, pupils run as fast as possible. When 'jog' is called, they slow down to a medium pace. When 'slow' is called, pupils slow down to almost walking pace (but still jogging on the balls of their feet).</p> <p>Invite pupils to line up in groups of five. Place six cones in a line approximately twenty steps apart, with a set of cones for each group. Explain that between each pair of cones pupils must adhere to a different speed, e.g. slow, medium or fast. It is useful to colour code the cones, e.g. green for fast, yellow for medium and blue for slow. On a signal the first pupil in each group moves through the cones, speeding up and slowing down where appropriate. Once the first pupil finishes, they line up at the other end behind a cone and the next pupil starts. Repeat going back to the starting point.</p>  <p>Variations</p> <ul style="list-style-type: none"> • Use a variety of commands (Slow, medium, fast) • Add a different movement (Skipping, hopping, side stepping) when switching gears
Home Challenge	<p>Randomly place a variety of household items and toys around the playing area. In pairs, partner A calls an object for partner B to reach and touch with a body part. When partner B reaches the object partner A will call another object. Repeat until all objects have been called.</p> <p>If playing individually, run around reaching all the objects once. Can you remember the order in which you ran to each object? Can you repeat this sequence?</p>
PE Journal	<p>Repeat running practice A/home challenge A. Record the number of times you ran to a certain point or the length of time you ran for in total. Compare today's score with your original score.</p> <p>Go online and watch an athlete sprinting. What do you notice about how he/she runs (arms, legs, head)?</p>



RUNNING

Rith



Hold the head up, stable and eyes looking forward



Elbows bent at 90 degrees



Drive arms backwards and forwards vigorously in opposition to the legs. Ensure arms stay close to the body, 90 degree angle remains at the elbow and the drive comes from the shoulders



High knee lift with the thigh almost parallel to the ground



The kick back should be close to the buttocks (at least 90 degrees)



Lean slightly forward when accelerating and slightly backwards when slowing down



Push off from the ball of the foot and land on the heel of the foot initially, however, when the run speed increases contact will be made predominantly with the ball of the foot only



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Introduction

Hopping is a continuous sprint-like action that involves taking off and landing on the same foot. It is an important skill to master for daily life, e.g. if you are pushed off balance or lose your footing. Hopping is used in many practical activities including jumping and landing when catching a ball, playing hopscotch or dancing. Hopping is a very important part of many other fundamental movement skills including skipping, jumping and striking with the foot.



Each activity A, B and C below is accompanied by a video clip. Click on the [▶](#) links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Take off and land on the same foot.

[▶ Click here for video](#)

Home Activity B

Swing the other leg in time with the hopping leg.

Keep their head up and eyes looking forward.

[▶ Click here for video](#)

Home Activity C

Bend their arms like this and swing them to help with the hop.

[▶ Click here for video](#)



Hopping

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill



[▶ Scan here for video](#)

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PDST
Professional Development
Service for Teachers | An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

HOPPING

Preabadh



Home Activity A

Warm Up	<p>Tidy the socks:</p> <p>Lay out a number of socks/ beanbags on one side of the playing area. Then starting at the other end of the playing area, jog to the socks barefoot. Grab a pair of socks using the toes only and hop to the start. Drop the sock and jog again to the socks and repeat. How many socks can you collect in 60 seconds? Alternatively place a beanbag/sock on one foot and hop to the start.</p>
FMS Focus	<p>Today when hopping can you focus on...</p> <p>Take off and land on the same foot</p> <div data-bbox="699 703 884 936"> </div>
Hopping Practise	<p>Discover-Hop</p> <p>Description of Activity</p> <p>Pupils find a space in the playing area. Invite pupils to practise hopping in a variety of different ways, using the following prompts:</p> <ul style="list-style-type: none"> • Hop on the spot, forwards, backwards, sideways • Turn in the air and land with knees bent • Hop as quietly/noisily/quickly/slowly as possible - alternating hard and soft landings • Hop over a rope • Hop on and off a movement spot • Hop around the cones • Hop at different levels - as high as you can, with little low hops or at a medium height • Hop as far as you can for distance • <p>Pracice hopping with a partner, mirroring their hops.</p> <p>Variations:</p> <ul style="list-style-type: none"> • Use both legs to hop <div data-bbox="772 1234 1442 1503"> </div>
Home Challenge	<p>Team Hop</p> <p>Invite the family to play this activity. Line up behind a starting line in the playing area. The first player stands on the starting line and takes three hops as far as they can. The second player places the cone on the ground where the first player landed and takes three hops as far as they can from this point. The cone is moved forward again to where the player landed after taking the three hops. The challenge continues until the group cross a finish line at the end of the playing area. If playing on your own after three hops, place the marker on the ground, pause and then continue to take three more hops.</p>
PE Journal	<p>When and where do we hop? In your PE journal, describe as many times that you can you can think of when you might need to hop during sporting activities, at home and in the playground.</p>



[Scan here for video](#)



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HOPPING

Preabadh



Home Activity B

Warm Up	Roll & Hop: Roll a number on the dice and hop accordingly: 1: hop on right foot 2: hop on left foot 3: hop, throw and catch a ball 4: hop and bounce a ball 5: hop over a line 6: hop and clap		
FMS Focus	Today when hopping can you focus on...		
Hopping Practise	Swing the other leg in time with the hopping leg		Keep their head up and eyes looking forward
	Keep their head up and eyes looking forward		
Hopping Practise	Keep their head up and eyes looking forward		
	Keep their head up and eyes looking forward		
Home Challenge	Keep their head up and eyes looking forward		
PE Journal	Keep their head up and eyes looking forward		



Scan here for video



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HOPPING

Preabadh



Home Activity C

Warm Up	Spread out a variety of different colored objects in the playing area, choose three colors and follow these directions: Red - hop Blue - jump Green - step hop (stand on one foot, jump and land on the other foot) Move from object to object to object following these directions. Alternatively use chalk to draw markings on the ground.		
FMS Focus	Today when hopping can you focus on...		
	Bend arms to make an angle of 90 degrees and swing them to help with the hop		
Hopping Practise	Hop Ball		
	Description of Activity Arrange pupils in groups of four (two pairs). Give each group a hoop and a tennis ball. Invite each group to place the hoop on the floor in a space, with one pair standing on one side and the other pair standing on the other side. The aim is to bounce the ball in the hoop to be caught by the other pair, while hopping. Once ten successful passes have been completed (caught by the opposite pair), the group can take a break. If the ball bounces away, start again at one. Variations: <ul style="list-style-type: none">• Hop on both left and right legs.• Make a circle using chalk or a skipping rope• Single player: hop to the circle, hop on the spot, bounce the ball into the circle, ball bounces off the wall and catch the rebound• Use balls of varying size 		
Home Challenge	Hop & Throw Challenge: Spread a number of different obstacles around the playing area to hop over and around (skipping ropes, balls, small stones, sock etc). Pupils hop through the course and on arrival at the other side of the playing area, throw a beanbag/ball/rolled up socks into a bucket. If a player touches an object when hopping through the course,, return to the start line. After throwing the object, run to the start line and hop through the course again. Invite the whole family to participate in this challenge. Who can get the most objects into the bucket?		
PE Journal	Investigate the number of hops it takes to get from your bedroom to the bathroom in your house. In your PE journal, write down the number of hops.		



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HOPPING

Preabadh



Take off and land on the same foot, pushing off from the ball of the foot



The non-hopping leg swings in rhythm with the hopping leg



Arms bent at the elbow, swing back together then vigorously forward and upwards to assist the leg action in providing force



Bend the hopping leg slightly on landing and straighten on take off



Head and trunk should be stable with the eyes focused forward



Practise on both right and left legs to become proficient on both



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Introduction

Skipping is a rhythmical skill that involves transferring weight from one foot to another. It is used in many playground games and is important in a wide range of sporting activities such as basketball, rugby and dance. When learning how to skip it is important to focus on the step-hop rhythm rather than speed.



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Home Activity A

Keep head up and eyes looking forward.
Land on the ball of the foot.

 [Click here for video](#)

Home Activity B

Bend leg to help get ready for the hop.

 [Click here for video](#)

Home Activity C

Swing arms in opposition to their legs.

 [Click here for video](#)



Skipping

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill



 [Scan here for video](#)

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SKIPPING

Scipeáil

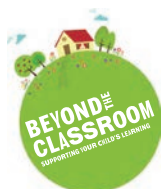


Home Activity A

Warm Up	Follow the Call: Skip: skip forwards in a straight line Turn: turn quickly and walk in the opposite direction Jump: jump from two feet to two feet Touch: touch ground with both hands bending at the knee Bellies: lie on bellies and walk again Back: lie on backs and walk again Jog: jog			
FMS Focus	Today when Skipping focus on...			
	Keep head up, eyes looking forward		Land on the ball of the foot	
Skipping Practise	Letters			
	Description of Activity Arrange pupils in pairs. On a signal, pupils from each pair begin skipping in opposite directions around the playing area. When the teacher calls out a letter e.g. 'A', pupils must skip towards each other, meet and form that letter using their body parts, either standing or lying down. When each pair has constructed the letter, invite pupils to begin skipping again and repeat the activity using another letter.  Variations: <ul style="list-style-type: none"> • One player: skip and make the shape of the letter using your body • Two Players: Skip and make the shape of two lettered words e.g. in, to, as. 			
Home Challenge	Each player begins with a number of rolled up socks/crayons/clothes pegs. Start at one side of a playing area and hold one pair of rolled up socks in one hand. An adult calls 'ready, steady, go...' then all players skip while holding their pair of rolled up socks to the other side of the playing area. Drop the object in a bucket or basket and skip back to the starting position. The 1st person to bring all their objects to the other side of the playing area is the winner. Variations: <ul style="list-style-type: none"> • One player: Within a designated amount of time (1 min.) skip, holding one object at a time and try to get as many objects to the other side of the playing area as possible. Repeat and see can you collect more objects in the same amount of time. • While the challenge is underway the adult may call 'explode' meaning all players must return with the object to the starting position. 			
PE Journal	Name and record recreational activities or games that involve skipping. Draw one of these.			



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Move Well, Move Often:

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Home Activity B

Warm Up	Human Bop it: Pupils skip for 30 sec then on hearing bop it they complete the following sequence: Kick it: kick one foot in the air Twist it: twist bodies half way around Pull it: pull from ground as if pulling a box towards you Bop it: jump in the air		
FMS Focus	Today when Skipping focus on... Bend leg to help get ready for the hop		
			
Skipping Practise	Freeze Description of Activity Pupils find a space in the playing area. Invite them to skip freely around the playing area. On a signal, or when the teacher calls 'freeze', pupils must perform a balance and hold it for a count of five. After they reach the number five, they continue skipping freely around the space. Balancing prompts may include: balance on one foot, balance on two body parts, balance on a large body part, balance on one hand and one foot etc. Pupils perform a different balance each time.  Variations: <ul style="list-style-type: none"> • Pupils may hold the balance for 3 - 5 seconds • Pupils can place household items in the playing area, skip to an item, hold a balance on reaching the item, then move to a new household item and balance • Pupils may perform pair balances with a family member 		
Home Challenge	Design a creative dance that incorporates skipping based on a theme of your choice e.g. My favourite holiday. Mark the playing area with 4 corners, begin in one corner, imagine you are in a place that you would love to visit - make a shape or action to represent the activities you do on your holidays e.g. swimming, cycling, eating ice cream. Then skip to the next corner, make a new shape/action to represent a different activity Continue until all four corners have been visited. Variations: <ul style="list-style-type: none"> • Skip along different pathways when moving e.g. zig-zag, curved, straight • Add props and costumes • Play music and skip to the beat of the music, trying skipping to music with fast and slow beats. 		
PE Journal	Design your own game using the skill of skipping. Play it with your family and share it with others.		


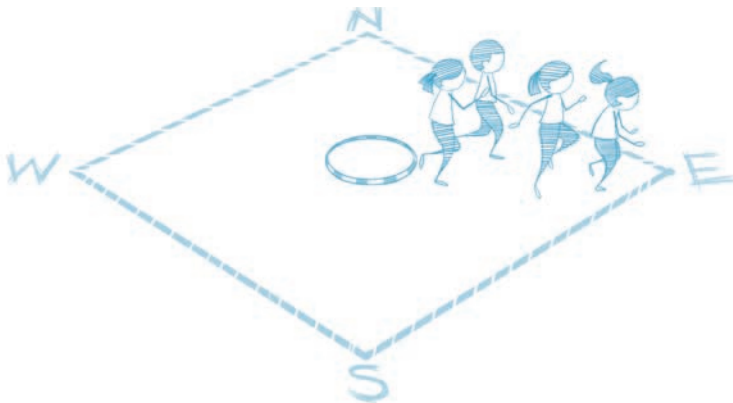


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of fundamental movement skills

Home Activity C

Warm Up	Mr. Robot: Stand still and move hands backward and forwards March on a spot without moving the arms March on the spot moving hands and feet in opposition to each other Skip on spot without hands Skip on spot with hands (how high can you go) Skip forwards (Put all the pieces together) Add music and skip to the beat of the music - try skipping to music with fast and slow beats.		
FMS Focus	Today when Skipping focus on...		
	Swing arms in opposition to their legs		
Skipping Practise	Compass Move		
	<div><div>Description of Activity Set out a playing area with four corners. Allocate each corner of the playing area to be north, south, east and west. All pupils begin by finding a space in the centre of the playing area. Teacher calls out a direction and pupils skip in that direction. Explore travel directions using a range of locomotor skills, e.g. skip west, hop east, side step north and run south.</div><div></div><div>Variations:<ul style="list-style-type: none">• To help build the rhythm of skipping, hold an object in one hand. Pass from hand to hand each time you skip. Start with the opposite leg to the hand holding the object.• Begin in the centre and call North, West, East and South. Pupils skip to each point. Repeat calling a different variations on the compass point• Pupil skips to four points on the compass and their family member records the sequence they travelled.</div></div>		
Home Challenge	All players skip to a box of old clothes you may wish to include fancy dress items e.g. coloured wigs/sunglasses. Put on the 1st item you touch and skip to home wearing the item. Each player must make five trips to the clothes box.		
PE Journal	Guess how many skips it takes to skip around your house, garden or play area. Skip around your house/garden and record your answer.		



SKIPPING

Scipeáil



Step forward and hop on the same foot with a high knee drive



Land on the ball of the foot



Repeat with the other foot and then build rhythm



Head and trunk should be stable at all times with the eyes focused forward



Knee of the support leg should bend to prepare for a hop



Arms should be relaxed and swing in opposition to the legs to help maintain balance



Move Well, Move Often:

Developing the physically literate child through the lens of fundamental movement skills



JUMPING FOR HEIGHT



Léim

Introduction

Jumping is the transfer of weight from one or two feet to two feet. Jumping for height involves jumping as high as possible from a standing position. To jump as high as possible it is important that the legs and arms work together. Jumping for height is important in a range of contexts, such as gymnastics, dance, jumping for a ball in volleyball, basketball and Gaelic football or attempting to get something down from the top shelf.



Each activity A, B and C below is accompanied by a video clip. Click on the [▶](#) links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Begin with arms behind the body.

Keep head up and eyes looking forward.

▶ [Click here for video](#)

Home Activity B

Straighten and extend arms and legs when in the air.

Bend ankles, knees and legs when landing.

▶ [Click here for video](#)

Home Activity C

Land on both feet.

▶ [Click here for video](#)



Jumping for height

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill



▶ [Scan here for video](#)

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PDST
Professional Development
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Ghairmiúil do Mhúinteoirí

JUMPING FOR HEIGHT



Léim

Home Activity A

Warm Up	Jumping dice Roll a dice and complete the corresponding jump for each number: 1 = Jump for height - As high as possible 2 = Pencil Jump - With hands stretched straight upwards 3 = tuck jump - bringing knees up to belly 4 = star jump - stretching hands and legs to side 5 = squat jump - starting bent down in low position 6 = Jump for distance - as far as possible			
FMS Focus	Today when jumping can you focus on...			
	Begin with arms behind the body		Keep head up and eyes looking forward	
Jumping for Height Practise	Twist and Shout			
	Description of Activity Invite pupils to find a space in the playing area while the music is playing. When the song (or teacher) says 'Twist' pupils must jump and rotate in the air, land safely and continue moving around. When the song (or teacher) says 'Shout' all pupils must jump up as high as they can in the air and shout as loud as they can. Variations: <ul style="list-style-type: none">• The songs 'twist and shout' and 'let's twist again' work well for this activity. Do this activity with your favorite song and pick new words upon which to jump• Change the way you move in between jumps e.g. hop, skip, side step• Change the jumping action e.g throw up a ball and jump to catch each time you hear the code word			
Home Challenge	Pillow high jump Place one pillow on the ground and attempt to jump over the pillow. Each time you successfully jump over the pillow, add another pillow on top of the stack. How many pillows can you jump over? Invite a family member to play pillow high jump with you.			
PE Journal	When and where do you jump? In your PE journal list at least 5 times or places when you use the skill of jumping for height. These could be games, sports or everyday activities. Draw a picture of your favorite jumping activity.			



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JUMPING FOR HEIGHT



Léim

Home Activity B

Warm Up	Balloon jump Throw/strike a balloon in the air. Try and jump for height as many times as possible before the balloon touches the ground. Try to beat your high score of jumps each time. For more challenge try and catch the balloon before it touches the ground.			
FMS Focus	Today when jumping can you focus on...			
	Bend ankles, knees and legs when landing		Straighten and extend arms and legs when in the air	
Jumping for Height Practise	Card Suits			
	Description of Activity Invite pupils to stand in a space and start marching on the spot. Using an oversized deck of cards, the teacher turns over the cards one by one. Each card will signify an action for pupils to perform, and the number will signify how many of each exercise they do: Diamonds: Star Jump Hearts: Jump as high as possible Clubs: Jump as far as possible Spades: Touch the ground and jump in the air     Variations: <ul style="list-style-type: none">Assign your own movement to the joker or picture cardsAssign different jumps to the card suits e.g jump onto a safe raised surface (e.g ledge/curb), jump from a raised surface and upon landing jump immediately in the air, jump to catch a ball thrown off a wall or by a family member			
Home Challenge	Bottle flip jump Tie one end of a skipping rope/ ribbon/ tights around a bottle. Tie the other end of the rope around your waist. Start with the bottle on its side on the ground. Jump for height and attempt to get the bottle to stand.			
PE Journal	Create your own game that involves the skill of jumping for height. In your PE journal describe the game you created.			



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JUMPING FOR HEIGHT



Léim

Home Activity C

Warm Up	Over, under and around Find or create an object that you can jump over, crawl under and run around, for example, a hurdle/two chairs with a hurley/broom stick on top. Complete as many over, under and arounds as you can in 1 minute. For more challenge increase the height of the jump and try and beat your best score.						
FMS Focus	Today when jumping can you focus on... <table><tr><td>Land on both feet</td><td></td><td></td><td></td></tr></table>			Land on both feet			
Land on both feet							
Jumping for Height Practise	Jump the Ball Description of Activity Arrange pupils in two groups. One group starts within a defined playing area. The others stand around the outside with four balls. The pupils outside the playing area take turns to roll the ball across the playing area to a teammate, ensuring it stays on the floor. If the ball is rolled in their direction, the pupils inside must jump over it to get out of its path. If the ball hits any pupil below the knee they join the group who are around the outside. As the ball crosses the space, the pupils on the opposite side of the space receive the ball and roll it back in. Once all of the pupils have joined the outside area, the activity starts again with the other group in the middle.  Variations: <ul style="list-style-type: none">• To play this game individually kick/strike/throw a ball against a wall. Jump for height over the ball as it returns towards you• Ask a family member to roll a ball that you will jump over• Use a balls of varying size• Use other skills to avoid the ball coming towards you e.g. a run and jump, dodging						
Home Challenge	Up up and away Record the height of your jump by jumping side on and touching a wall and having a partner record the height. Alternatively jump for height and mark the wall at the highest point of your jump with a piece of chalk or sticky post-it in your hand. Do this every day for a week. Is your jump improving?						
PE Journal	Investigate the current mens and womens world record for the high jump. Record the distance in your PE journal and measure the distance against a wall in your home.						



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JUMPING FOR HEIGHT



Léim



Eyes focused forward or upwards, head up and back straight throughout the jump



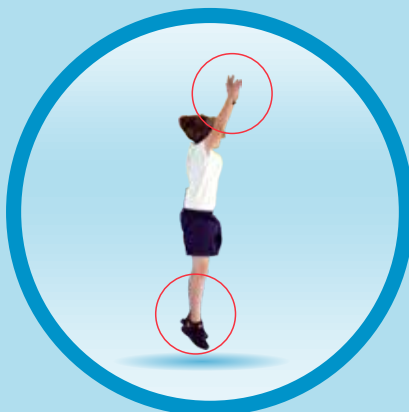
Crouch with knees bent and arms behind the body



Legs forcefully extend and straighten in the air



Arms swing forwards and upwards in time with the legs



Arms and legs extend as far as possible in the flight phase



Ankles, knees and hips bend on landing to absorb the shock



Land on both feet with no more than one step in any direction to control the landing



Move Well, Move Often:

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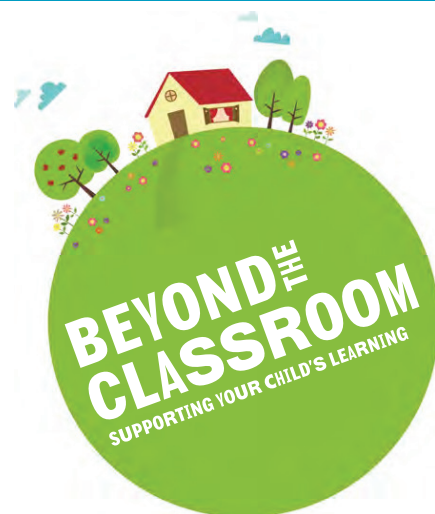
JUMPING FOR DISTANCE

Léim



Introduction

Jumping is the transfer of weight from one or two feet to two feet. Jumping for distance involves jumping forwards as far as possible from two feet, landing on two feet. **Jumping for distance** plays a huge role in many playground games such as hopscotch. It is also important in both gymnastics and dance.



Each activity A, B and C below is accompanied by a video clip. Click on the links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Get ready by bending knees, hips, ankles and arms behind the body. Keep head up and eyes looking forward.

[Click here for video](#)

Home Activity B

Push off from both feet at the same time. Straighten and extend arms and legs when they are in the air.

[Click here for video](#)

Home Activity C

Land on both feet.

[Click here for video](#)



Jumping for distance

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill



Move Well, Move Often:

Developing the physically literate child through the lens of fundamental movement skills

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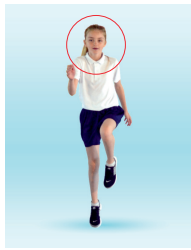


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JUMPING FOR DISTANCE

Léim



Home Activity A

Warm Up	Mr. Men: Move around the playing area to match the following characters: Mr. Muddle - walk/run backwards Mr. Strong - move flexing your muscles Mr. Rush - move quickly Mr. Slow - move slowly Mr. Bounce - bounce around Mr. Small - crouch down and move			
FMS Focus	Today when jumping can you focus on...			
	Get ready by bending knees, hips, ankles and arms behind the body		Keep head up and eyes looking forward	
Jumping for distance Practise	Jumping Spots			
	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 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 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.			
Home Challenge	Variations: <ul style="list-style-type: none">• Use a hula hoop, chalk or a circle of small stones in place of spot markers.• Remember to land safely when jumping. See the Beyond the Classroom activities for landing to work further on this skill.			
	The Family Picnic: Place a variety of household objects around the playing area. Starting at one end of the playing area jump into the space and collect one object at a time. After collecting the object you are allowed to run back to the picnic basket at the start with the item. How quickly can you and a family member collect all the objects to make the picnic? Try and beat your own score/time. For more challenge jump back to the 'picnic basket' with the item held between your legs.			
PE Journal	When and where do you jump? In your PE journal list at least 5 times or places when you use the skill of jumping for distance. These could be games, sports or everyday activities. Draw a picture of your favorite jumping activity.			



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JUMPING FOR DISTANCE

Léim



Home Activity B

Warm Up	Jump around the playing space like a variety of different animals: Kangaroo/dinosaur - jumps with hands tucked into belly Frog - squat down with two hands touching ground between legs before jumping. Jump forward and land with hands and feet on the ground Rabbit - crouch and move hands forward, then jump feet in and repeat Monkey - crouch low and jump sideways with arms and legs touching ground at same time Can you recreate the jumps of any other animals?		
FMS Focus	Today when jumping can you focus on...		
	Push off from both feet at the same time		Straighten and extend arms and legs when they are in the air
			
Jumping for distance Practise	<div>Where's North?</div> <div>Description of Activity</div> <p>Pupils find a space within the playing area, standing on their own spot marker. The direction cards are placed on the four walls of the playing area to indicate directions. The teacher calls a variety of jumping commands for pupils to perform using the direction cards, e.g. jump west, then jump north, then run to the east wall.</p> <div>Variations:</div> <ul style="list-style-type: none">• Add in extra compass points such as north east, south west etc.• Create your own sequence of compass jumps 		
Home Challenge	<div>Dice jump/Card jump</div> <p>Each player rolls the dice. Jump for distance the amount of times shown on the dice. Stop on the spot after completing your last jump and mark your place. Repeat rolling the dice in turn. Which family member can reach the end of the playing area first? If no dice is available, use playing cards from 2-9. Draw a card from the pile in the middle of the playing area and jump the amount of times shown on the card.</p>		
PE Journal	Create your own game that involves the skill of jumping for distance. In your PE journal describe the game you created.		



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JUMPING FOR DISTANCE

Léim



Home Activity C

Warm Up	<p>Popcorn jumping</p> <p>Imagine you are the popcorn in the bag/pot that is being cooked. Jump (pop) around in a variety of different ways to cook the popcorn.</p> <p>Two feet to two feet Two feet to one foot One foot to one foot (Jump and land on same foot) One foot to one foot (Jump and land on opposite foot) One foot to two feet</p> <p>Star jump - jump, make star shape in air and land</p> <p>Tuck jump - jump bringing knees up high to belly and land</p>						
FMS Focus	<p>Today when jumping can you focus on...</p> <table><tr><td>Land on both feet</td><td></td><td></td><td></td></tr></table>			Land on both feet			
Land on both feet							
Jumping for distance Practise	<p>Shark Infested Waters</p> <p>Description of Activity</p> <p>Set out a large quantity of spot markers and hoops as islands for pupils to land on. Arrange pupils in groups of four and position them at one end of a defined playing area. Invite the first group to jump their way from island to island to the other end of the playing area. When the first group have completed the task, invite the second group to take a turn, and so on. Pupils should try to avoid landing in shark infested waters.</p>  <p>Variations:</p> <ul style="list-style-type: none">• Do this activity indoors with pillows or outdoor with chalk/tape/stone circles• Make a map of 'safe' islands to land on. If you land on an unsafe island return to the start• Jump in different pathways - straight, zig zag, curved						
Home Challenge	<p>Practise jumping for distance from a standing position. Measuring your jump using a measuring tape or by marking a point on the ground. Invite family members to practise and try to beat their own records. Can you jump the length of your own body? Record your results in your PE journal and note any improvements over a period of time.</p>						
PE Journal	<p>Investigate the current mens and womens world record for the long jump. Record the distance in your PE journal and measure the distance in your playing space.</p>						



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JUMPING FOR DISTANCE



Léim



Get into the 'ready' position by bending the knees, hips and ankles



Head up and eye focused forwards



Explode forward from the ready position



Swing the arms back behind the body then quickly forwards and upwards



Push off from both feet together, with the toes the last part of the body to leave the ground



land on both feet at the same time bending the hips, knees and ankles to absorb the impact



legs straighten during the flight phase




Move Well, Move Often:

Developing the physically literate child through the lens of fundamental movement skills



Introduction

Dodging is a locomotor skill that involves quick changes of direction. Good balance and stability is important when dodging. The skill of dodging is part of a wide range of playground activities and is important in many team sports. It is important that children practice dodging on both sides.

Each activity A, B and C below is accompanied by a video clip. Click on the  links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

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Home Activity A

Keep body as low as possible.
Keep head up and eyes looking forward.

 [Click here for video](#)

Home Activity B

Plant foot, bend knee and push off from the outside of the foot to change direction.

 [Click here for video](#)

Home Activity C

Dodge on both sides.

 [Click here for video](#)



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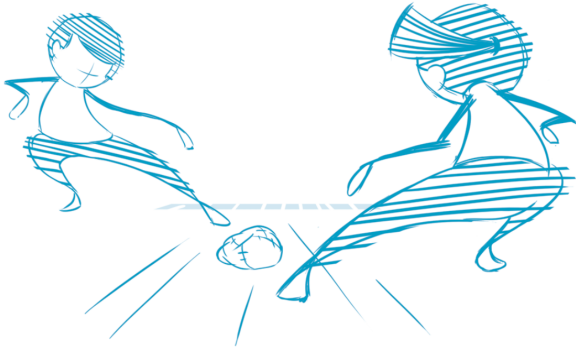
Dodging

Click [here](#) to see a video of this fundamental movement skill

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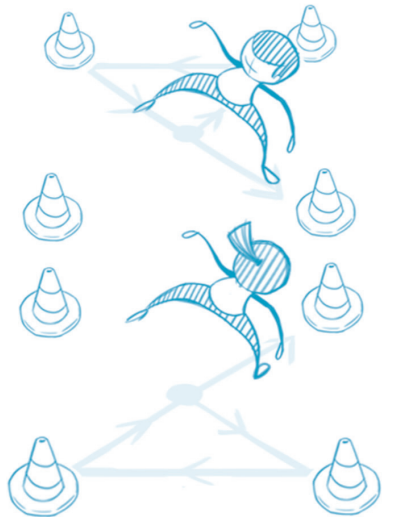


Home Activity A

Warm Up	Spider Web Agility Wrap toilet paper around items to make a web. Once you have made your web find how many ways you can move through the web. Dodge through areas where there is no toilet paper.			
FMS Focus	Today when Dodging focus on...			
	Keep head up, eyes looking forward		Keep body as low as possible	
Dodging Practise	Let's Dodge			
	Description of Activity Use cones to mark out two end lines approximately five metres apart. In pairs, pupils stand one behind the other at one end line. They then place a beanbag approximately three metres in front of them. The first partner in line, walks towards the beanbag, dodges right to get around the beanbag, and proceeds to the end line. Their partner then does the same. Return with a left dodge around the beanbag. As pupils feel more comfortable, start to vary the speed of the dodge by jogging and running.			
Home Challenge	Variations: <ul style="list-style-type: none">• If playing on your own set up more beanbags or cones in the circuit and practise dodging off both sides• Write L or R on each marker. Mix them up. Dodge left or right based on the letter at each point• With chalk draw an area around the beanbag. Can you stay inside this area as you dodge?			
	Four Point Dodge Set up 4 markers to make a square shaped playing area. Run to make the pattern of a variety of the following letters X, L, T, Z, V, W, X. Dodge at the angles of the letters. Hold an object in your hand or bounce/kick a ball for more challenge. If playing with a partner try to replicate their letter.			
PE Journal	<ul style="list-style-type: none">• Certain activities require pupils to follow rules in order to enjoy it fully. Can you think of an activity which is more enjoyable when everyone plays by the rules? Why?• Often lessons we learn playing activities apply to everyday life. In your PE journal think of one instance where you learned a useful life lesson while taking part in sport.			





Home Activity B

Warm Up	<p>Push the button</p> <p>Place sport markers, tape or chalk drawn circles (buttons) randomly in the playing area. Move around the playing area trying to push as many 'buttons' on the ground as possible with one foot. Remember to dodge as you push the button each time.</p>			
FMS Focus	<p>Today when Dodging focus on...</p>			
	<p>Plant foot, bend knee and push off from the outside of the foot to change direction</p>			
Dodging Practise	<p>Dazed and Confused</p>			
	<p>Description of Activity</p> <p>Set up two squares (one metre by one metre) using four cones for each square. Place a spot marker in the centre of each square. A gap of two metres should be left between both squares. Pupils are arranged into pairs (A and B). A pair of pupils stand on the centre spot marker of both squares facing each other. The aim of the activity is for pupil B to mirror the movements of pupil A. Pupil A touches any cone and their partner attempts to mirror the action. Invite pupils to progress to touching two cones, then three cones, etc, with an aim to daze and confuse your partner. Keep the duration of each activity to thirty seconds.</p> <p>Variations:</p> <ul style="list-style-type: none"> • If playing on your own number the cones and memorise a sequence • Dodge to cones to make up a number • How many rotations of the square can you dodge to in 30 seconds? • Carry/Bounce/Dribble a ball as you dodge 			
Home Challenge	<p>Kick/Throw & Dodge</p> <p>Set out a playing area approximately 2 metres in width. With a ball stand 1 metre away from a wall. Kick or throw the ball, move towards the ball returning from the wall and dodge away from the ball as it returns towards you. Stay facing the wall throughout the activity. Add in an extra ball for more challenge. For further challenge, add an element of deception after kicking/throwing the ball e.g. pretend to dodge left before dodging right. Play with a partner if available.</p>			
PE Journal	<p>In your PE journal, list five activities that use the skill of dodging.</p>			



Home Activity C

Warm Up	5,4,3,2,1 Dodge! Run for 5 strides before dodging Skip for 4 and dodge walk for 3 and dodge Hop for 2 and dodge Jump for 1 and dodge Can you come up with your own?			
FMS Focus	Today when Dodging focus on...			
	Dodge on both sides			
Dodging Practise	Musical Statues			
	Description of Activity Invite pupils to find their own space in the playing area. When the music is played, pupils move around the area using a locomotor skill such as walking, running, hopping, skipping, jumping etc. When a pupil encounters another pupil on their way around the area, they must dodge to avoid them. When the music stops, pupils must perform a balance and hold it for a count of five. Restart the music and alter the locomotor skill to repeat the activity.  Variations: <ul style="list-style-type: none">• Change direction to the beat of the music eg. dodge left or right every number of beats/ every time you hear a certain word etc (eg.Dodge on 'Shark' for Baby Shark!)• Practise your dodging to create a zig zag pathway			
Home Challenge	Tap & Dodge Face a family member in the playing area. You must stay facing your partner. Try to dodge your partner as they try to tap your knee. How many taps can you get in 30 seconds? Reverse roles and play again. Progress to both trying to tap and dodge.			
PE Journal	In your PE journal, design and draw a playground game that involves dodging.			



DODGING

Cor i leataobh



Head up and eyes focused forward



Low body position



Lower the body during the change of direction



To add a deceptive element to the dodge, step/lean one way and push off in the other direction



To change direction plant foot, bend knee and push off from the outside of the foot



Practise on both sides



Move Well, Move Often:

Developing the physically literate child through the lens of fundamental movement skills



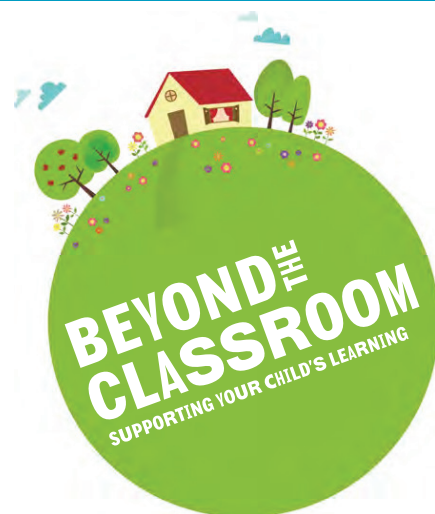
SIDE STEPPING

Shleaschéim



Introduction

The **side step** involves the body moving sideways as it faces forwards. It is an important skill in a great deal of sporting activities such as moving from side to side in tennis, squash and badminton, tracking an opponent's movement in rugby or basketball or taking part in a dance routine.



Each activity A, B and C below is accompanied by a video clip. Click on the links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Stand side on with hip and shoulder pointing in the direction of travel.
Bend knees slightly with weight on the balls of the feet.

[Click here for video](#)

Home Activity B

Keep head stable and eyes focused in the direction of travel or straight ahead.
Step lead foot in the direction of travel.

[Click here for video](#)

Home Activity C

Move free foot quickly after lead foot.

[Click here for video](#)



Side Stepping

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill



Move Well, Move Often:

Developing the physically literate child through the lens of fundamental movement skills

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SIDE STEPPING

Shleaschéim

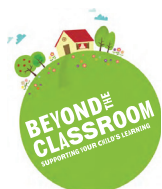


Home Activity A

Warm Up	Side step around the playing area in a variety of: <ul style="list-style-type: none">• directions (forwards, backwards, left, right)• pathways (straight, curved, zig-zag)• speeds (fast, slow)• levels (high, medium, low) Try to make the outline of your name or family member on ground by side stepping		
FMS Focus	Today when side stepping can you focus on...		
	Stand side on with hip and shoulder pointing in the direction of travel		Bend knees slightly with weight on balls of the feet
			
Side Stepping Practise	Touch The Spot, Over The Spot Description of Activity Use cones to set out a large defined playing area. Place spot markers randomly throughout the playing area and invite the pupils to find a space inside the area where they are not in contact with anyone else. On a signal, pupils side step slowly around the playing area. If the teacher calls touch, all pupils must side step to their nearest spot and touch it with their toe. If the teacher calls over, all pupils must side step over the nearest spot. Variations: <ul style="list-style-type: none">• Instead of spot markers use chalk to draw spots on the ground/rolled up socks• Remove one object after each round.• Assign different body part to different coloured markers eg. blue -touch the spot with fingers.• Give children a time limit to reach a spot marker, if children don't reach the spot marker within the time limit they must go to 'jail' where they can do 10 jumping jacks before returning to the activity• Increase/ decrease the space between the spots.• Use a ball/ bat and ball when side stepping. 		
Home Challenge	At home, make a maze using lines of socks, skipping ropes, lego bricks, books, scarves or towels, chairs and bed sheets or any other household materials to form the sides of the maze. Include straight and curved lines in the maze. Practise side stepping through the maze. Ask a family member to join you. Record how long it takes you to side step through the maize.		
PE Journal	In your PE journal, design a playground game that involves side stepping.		



Scan here for video



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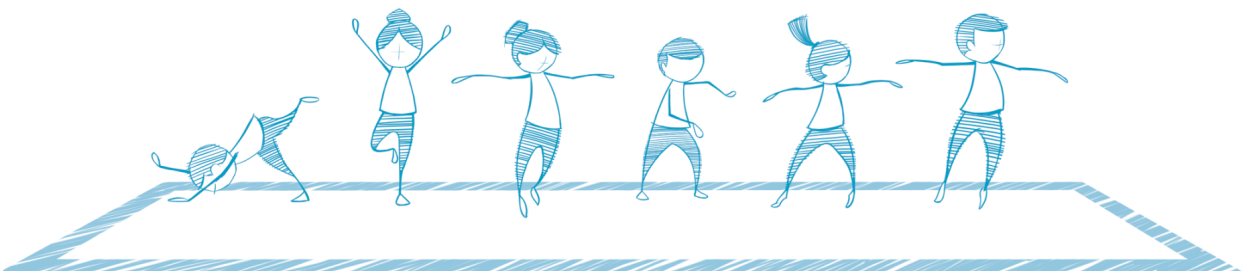


SIDE STEPPING

Shleaschéim

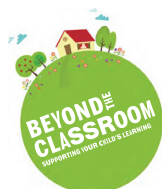


Home Activity B

Warm Up	<p>Here, There, Where and Elsewhere</p> <p>Invite a family member to call the following directions:</p> <p>There & point in any direction: side step in the direction pointed to</p> <p>Where: bounce on the spot</p> <p>Here: sidestep back to their original spot</p> <p>Elsewhere: side step around the playing area</p>						
FMS Focus	<p>Today when Side Stepping can you focus on...</p> <table><tr><td>Keep head stable and eyes focused in the direction of travel or straight ahead</td><td></td><td>Step lead foot in the direction of travel</td><td></td></tr></table>			Keep head stable and eyes focused in the direction of travel or straight ahead		Step lead foot in the direction of travel	
Keep head stable and eyes focused in the direction of travel or straight ahead		Step lead foot in the direction of travel					
Side Stepping Practise	<p>Side Step and Freeze</p> <p>Description of Activity</p> <p>Use cones to set up a large playing area. Pupils side step around the playing area until the teacher calls freeze. When freeze is called, pupils stop and perform a balance using the description given, e.g. balance on one foot or balance on two body parts.</p>  <p>Variations:</p> <ul style="list-style-type: none">• Side step to the beat of your favourite song• Side step to both the left and right side• Balance on 1, 2,3, 4 or 5 body parts						
Home Challenge	<p>With your family, choose a theme and create a movement sequence using side stepping, shapes and balances. Add a suitable song and side step to the beat of the music. Try to include other locomotor and manipulative skills such as skipping, hopping, balancing. etc. Add costumes and props when creating the movement sequence.</p>						
PE Journal	<p>In your PE journal, record sporting activities and recreational activities where the skill of side stepping is important.</p>						



Scan here for video



Move Well, Move Often:

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SIDE STEPPING

Shleaschéim

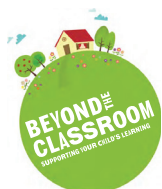


Home Activity C

Warm Up	Gather the Treasure Place a number of household items e.g. socks, shoes, milk cartons, cereal boxes at one end of the playing areas (the treasure chest). Side step and collect one item and return it back to the start as quickly as possible. How many items can you collect in 60 seconds? Invite the family to play and race against someone else to see who can collect the most items in 60 seconds.			
FMS Focus	Today when Side Stepping can you focus on...			
	Move free foot quickly after lead foot			
Side Stepping Practise	Step and Sync			
	Description of Activity Use cones to create a line through the middle of the hall. Arrange pupils in pairs and invite them to face each other on either side of the line. Pupils are tasked with synchronising their side stepping movement as they travel the length of the hall. Pupils are then given a ball to pass to each other as they side step across the hall. 			
	Variations: <ul style="list-style-type: none">• For one player, throw a ball against a wall and catch the rebound while side stepping• For one player, strike a ball against a wall using a bat and catch the rebounding ball while continuing to side step• For one player bounce a ball and side step			
Home Challenge	The Side stepping Course Pick out landmarks in the home or garden e.g. flower pots, garden gate, wall of house, etc. create a side stepping course. Invite a family to record the length of time it takes to side step around the course. Swap roles. Also side step through the course in reverse order.			
PE Journal	Draw a map of the side stepping course you created in your PE journal.			



Scan here for video



Move Well, Move Often:

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SIDE STEPPING



Céim ar leataobh



Stand side on with hip and shoulder pointing in the direction of travel



Knees slightly bent with weight on the balls of the feet



Head stable and eyes focused forward or in the direction travelled



Lead foot steps in the direction travelled



Free foot follows quickly behind



There should be a brief period where both feet are off the ground



Arms out to the sides for balance



Movement should be rhythmical

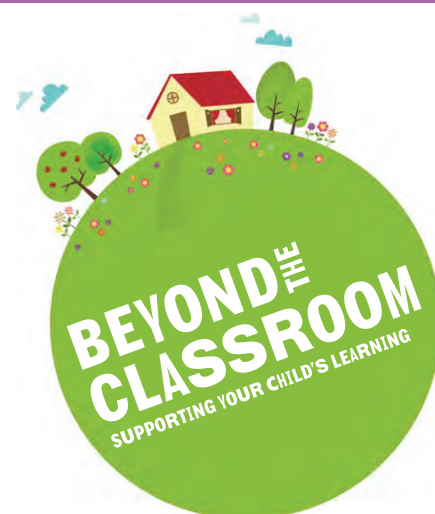


Move Well, Move Often:
Developing the physically literate child through the lens of fundamental movement skills



Introduction

The ability to **land** safely is a hugely important fundamental movement skill. We use landing in a wide range of activities, from jumping off the bed, jumping to catch a ball in Gaelic football or vaulting in gymnastics. It is important to know how to land correctly during the skill of jumping.



Each activity A, B and C below is accompanied by a video clip. Click on the ▶ links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Land with feet wide apart.
Hold the balance for three seconds.

▶ [Click here for video](#)

Home Activity B

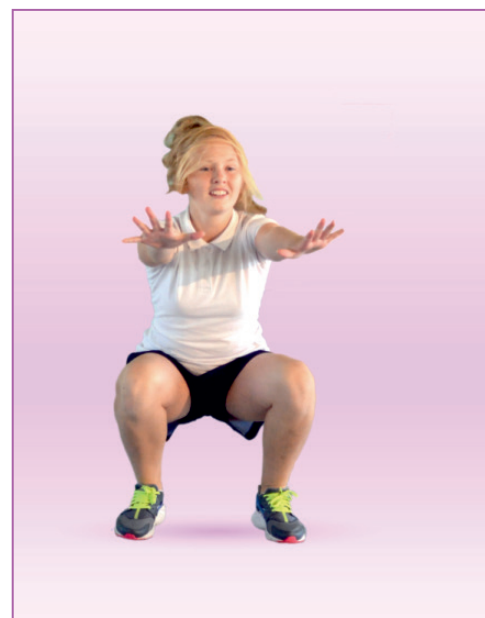
Bend knees and land on toes, ball, then heel.

▶ [Click here for video](#)

Home Activity C

Keep head stable and eyes looking forward.
Stretch arms out in front to hold the balance.

▶ [Click here for video](#)



Landing

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill






Move Well, Move Often:

Developing the physically literate child through the lens of fundamental movement skills

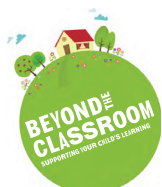
▶ [Scan here for video](#)

Home Activity A

Warm Up	Bumpy Road Pupils pretend to travel on bumpy road to warm up; Speed Limit = Walking Bumpy Road = Skipping Narrow Road = Side Stepping Potholes = Jump & Land Flat tyre = Hopping
FMS Focus	<p>Today when landing focus on...</p> <div> <div data-bbox="261 595 687 857"> Land with feet wide apart </div> <div data-bbox="687 595 895 857">  </div> <div data-bbox="895 595 1329 857"> Hold the balance for three seconds </div> <div data-bbox="1329 595 1538 857">  </div> </div>
Landing Practise	<p>Jump, Land Like Me</p> <p>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.</p>  <p>Variations:</p> <ul style="list-style-type: none"> Set up a number of different points using household items eg teddy bear or cartons, cardboard boxes Perform and practise a number of the following jumps and lands... Jump from 1 foot to 2 feet Skip one, jump and land Jump, turn and land Which is the most difficult jump to land from? Can you hold the landing for 3 seconds?
Home Challenge	<p>Design a jumping and landing sequence. Sequence could include:</p> <ul style="list-style-type: none"> 1 & 2 footed jumps & landings lateral jumps and landings Hops Different travel movements
PE Journal	<p>In your PE journal, draw a jumping and landing sequence. Teach it to a friend or family member.</p>





Scan here for video



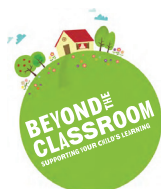
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Home Activity B

Warm Up	Raised Surface Jumping & Landing <ul style="list-style-type: none"> Find a safe and stable raised surface Jump from raised surface to ground Jump from ground to raised surface Land on one & two feet Jump, spin 90, 180, 270, 360 degrees and land
FMS Focus	Today when landing focus on... <div data-bbox="261 674 683 748"> Bend knees and land on toes, ball, then heel </div> <div data-bbox="691 674 890 927">  </div>
Landing Practise	Rope Shape and Jump <p>Description of Activity</p> <p>Each pupil takes a skipping rope. Invite pupils to find a space within the playing area and use their skipping ropes to make a shape such as a square, triangle or rectangle on the ground. Pupils jump from corner to corner and concentrate on good landing technique.</p> <div data-bbox="518 1151 1246 1464">  </div> <p>Variations:</p> <ul style="list-style-type: none"> Use chalk, ribbon, scarf, clothing if no skipping rope Start and finish at different points of the shape For more challenge try to jump over and across the skipping rope Can you make your initials with the ropes and follow the jumps Get a friend to copy your landing pattern
Home Challenge	Landing Challenge <p>Invite a family member to observe your landing. Complete at least 5 high jumps and 5 long jumps. Look out for bending knees (imagine sitting on a stool) and land on toes, ball then heel (land quiet as a mouse). How far or how high can you jump and land correctly?</p>
PE Journal	<p>Record the length or height of the jump you completed with the best landing technique. Draw a picture of that landing technique.</p>









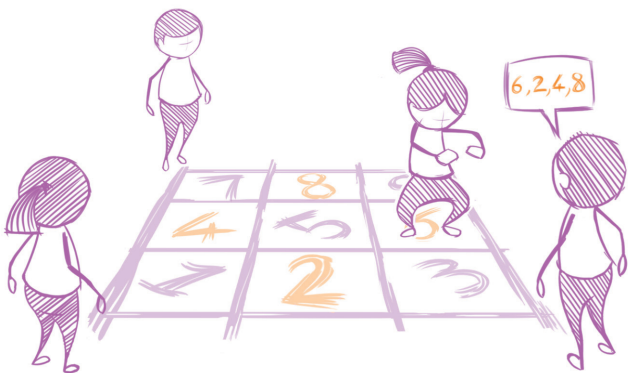
Scan here for video



Move Well, Move Often:

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Home Activity C

Warm Up	<p>Use a ball, balloon or carton or other suitable catching object;</p> <ul style="list-style-type: none"> • Hold object out in front and perform a number of jumps and landings • Jump to catch at highest point and land - hold landing for 3 seconds • place object between feet, lift object up, jump and land • Bounce the ball, jump, land and catch low to the ground 		
FMS Focus	<p>Today when landing focus on...</p> <table border="1"> <tr> <td data-bbox="260 629 683 891"> <p>Keep head stable and eyes looking forward</p>  </td><td data-bbox="687 629 1528 891"> <p>Stretch arms out in front to hold the balance</p>  </td></tr> </table>	<p>Keep head stable and eyes looking forward</p> 	<p>Stretch arms out in front to hold the balance</p> 
<p>Keep head stable and eyes looking forward</p> 	<p>Stretch arms out in front to hold the balance</p> 		
Landing Practise	<p>Memory Mats</p> <p>Description of Activity</p> <p>Arrange the pupils in groups of four (A, B, C and D). Draw a small square grid containing nine boxes for each group on the ground with chalk. Write the numbers one to nine in the boxes. Pupil A begins by listing a sequence of named squares onto which pupil B must jump. Limit the sequence to four jumps which may be performed forwards, backwards or in a sideways direction. Focus on landing properly after each jump. Once pupil B has finished the sequence, pupil B then lists a sequence for pupil C and so on.</p>  <p>Variations:</p> <ul style="list-style-type: none"> • Use post its, playing cards or numbered paper instead of chalk • If playing on your own, perform a sequence and see if you can repeat that sequence. Alternatively prior to playing, write a number of sequences and perform them. Eg. 1,3,4,7. • Perform a sequence that adds up to a number 		
Home Challenge	<p>The Pillow Challenge:</p> <p>Complete 5 jumping jacks, then jump over a pillow and land properly, flip the pillow and repeat. How many lands can you do in 30 seconds/ 1 minute?</p> <p>Next round choose a different activity e.g touch the ground 5 times, hop on one foot, do a balance for 5 seconds, skip with a skipping rope x 5 skips</p>		
PE Journal	<p>When and where do you land? In your PE journal list at least 5 times or places when you use the skill of landing. These could be games, sports or everyday activities.</p>		

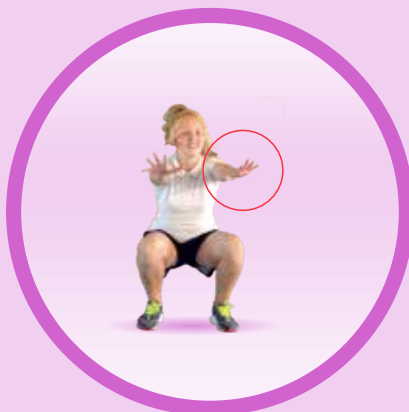


LANDING

Tuirlingt



Head up, stable and looking straight ahead



Arms should be stretched out in front to maintain balance



Land with the feet wide apart but still in a stable position



Bend the knees



Stomach should be pulled in and bum tucked under the body




Land on the feet in the order toes-ball-heel

Introduction

Balance is essential for all physical development. We will be focusing on a one leg static balance as well as dynamic balances. When balancing on one leg, the centre of gravity needs to be over the base of support. Always ensure that children have enough personal space when performing a balance.



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Home Activity A

Keep head up, eyes looking forward and arms as still as possible

 [Click here for video](#)

Home Activity B

Keep legs as still as possible with flat foot on the ground

 [Click here for video](#)

Home Activity C

Bend the other leg, without it touching the leg on the ground

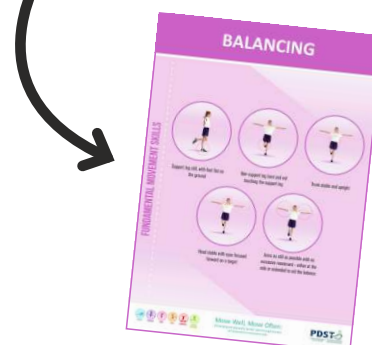
 [Click here for video](#)



Balancing

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill



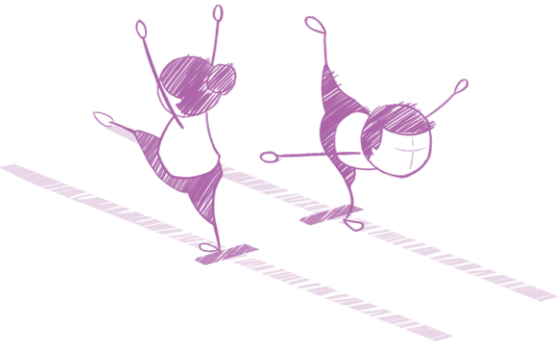


 [Scan here for video](#)

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Home Activity A

Warm Up	<p>Roly Poly: Pupils lie down on the ground with their arms by their side and feet together. Invite pupils to explore balancing on their bottom using the following instructions:</p> <ul style="list-style-type: none">• Curl up into a ball, bringing your knees in close to your chest and wrapping your arms around the legs• Roll gently from side to side• Roll forward and backwards, keeping the arms wrapped around the legs, until you come all the way up to a seated position• Lift your legs up off the ground, keeping your knees in close to your chest. Can you balance like this• Stretch your arms out to the side and straighten your legs out in front of you, without letting your feet touch the floor. Can you balance like this• Bring your knees back into your chest again and roll back gently onto the floor			
FMS Focus	Today when balancing focus on...			
	Keep head up, eyes looking forward		Keep arms as still as possible	
Running Practise	Walk the Line			
	<p>Description of Activity</p> <p>Pupils walk along a line on the floor (this could be a line painted on the floor, a strip of tape or a line of spot markers). Invite pupils to:</p> <ul style="list-style-type: none">• turn fully around in the middle without losing balance or toppling off the line• complete the task with their eyes closed (in pairs with one pupil acting as a guide)• hold a shape for a count of three as they balance on the line.			
	<p>Variations</p> <ul style="list-style-type: none">• Alternatively use a skipping rope, low kerb, chalk to make a line, look for lines on the kitchen tiles, wooden floors, carpet in your home. Also look for lines on the footpath, in the driveway or garden. Do not use lines in the road• Hop, skip, side step, walk, jump (two feet - two feet, two feet - one foot, one foot - two feet, one foot - one foot), jump & turns 90/180/360 degrees before, between and after walking on the lines• Lines can be straight, zig-zag, curved or spiral• Imagine you are in the circus - walk the line as if you are a tightrope walker, make and hold a shape before and after crossing the tightrope			
Home Challenge	Practise Individual, partner and group balances. Click here to see partner and group balance or research more balances online.			
PE Journal	List all the sporting and recreational activities where it is important to maintain balance.			





▶ [Scan here for video](#)



Move Well, Move Often:

Developing the physically literate child through the lens of fundamental movement skills

Home Activity B

Warm Up	<p>Jump, Land & Stick:</p> <ul style="list-style-type: none"> • Jump from one foot to one foot, land and hold your balance • Jump from two feet to two feet, land and hold your balance • Jump from one foot to two feet, land and hold your balance • Jump from two feet to one foot, land and hold your balance • Can you balance with your eyes closed, extend the length of your jump, jump forwards, jump left and right while maintaining your balance
FMS Focus	<p>Today when balancing focus on...</p> <p>Keep legs as still as possible with flat foot on the ground</p> 
Running Practise	<p>Beanbag Balance</p> <p>Description of Activity</p> <p>Set up a large playing area using cones. Invite three pupils to be taggers and three pupils to be rescuers. The remaining pupils balance a beanbag on their head in their own space in the area. On a signal pupils walk or run around the area trying not to get tagged. If pupils are tagged or if their beanbag touches the ground they freeze and perform a static balance holding their arms out to the side until they are released by the rescuers.</p>  <p>Variations</p> <ul style="list-style-type: none"> • Pupils can play this activity individually by walking from one side of the playing area to the other by walking with the beanbag on their head. If the beanbag drops, hold a balance for 5 seconds and return to the starting point • Instead of a beanbag use a folded towel, homemade bean bag or slipper • Vary the method of travel to running, skipping, hopping, side stepping • Move at a variety of different levels, different pathways (curved, zig-zag, straight, spiral) while balancing the beanbag on the head • Travel through a homemade obstacle course while balancing the object on your head
Home Challenge	<p>Layout a number of markers around the playing space, move from marker to marker by:</p> <ul style="list-style-type: none"> • Moving like a ship (travel using the bottom, hands and legs) then balance using 5 body parts • Moving like a shark (travel with your tummy, hands and legs on the ground) then balance using 4 body parts • Moving like a bear (travel using hands & feet on the ground with belly facing the floor) balance using 3 body parts <ul style="list-style-type: none"> • Moving like a crab, (travel using hands & feet on the ground with belly facing the sky) balance using 2 body parts • Moving like a caterpillar (Same as moving like a bear except hands and legs move in turn), balance on 1 body part <p>Practise it with a family member.</p>
PE Journal	<ul style="list-style-type: none"> • Draw the balances you did today and circle the different body parts used. • Research 'yoga for kids' online and practise with a family member.



▶ [Scan here for video](#)



Move Well, Move Often:

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Home Activity C

Warm Up

Animal Shapes: Perform a variety of shapes, hold for a number of seconds. How long can you hold each shape?

Giraffe: Feet together, shoulders close to ears. Straighten hands and arms, stretch to try to touch the ceiling

Star: Feet hip distance apart, arms straight out

Chair: Squat with hands out in front. Chest should be as “proud as a peacock”

Frog: Deep squat with knees inside shoulders

Bridge: From frog shape, extend hands forward and bum high to make a bridge shape

Lazy Seal: Feet and hips on the ground, head beside shoulders and push up to bring belly button off the ground

Hedgehog: Push bum back onto the heels, forearms and forehead to the ground

L shape: Sit on the floor to make the shape of the letter L with the feet extended away from the body and the back straight. Imagine string is pulling the crown of the head to the sky

Butterfly: Sit on the floor, bend legs and spread apart to make a diamond shape with feet together. Grip ankles and push legs towards the ground with elbows

FMS Focus

Today when balancing focus on...

Bend the other leg, without it touching the leg on the ground



Running Practise

Shifting Gears and Change Speeds

Description of Activity

Invite pupils to spread out in the playing area and find a space. When the music is played pupils move around the area using a locomotor skill of the teacher's choice. Encourage dodging and avoiding the other pupils. When the music stops pupils must perform a balance and freeze for ten seconds. Any pupil that moves must complete five jumping jacks before joining in again. Restart the music and repeat.

Variations

- Vary the method of travel - skipping, hopping, jumping, walking, jogging, side stepping etc
- Vary the tempo of the music and move to the beat
- To increase the challenge when balancing put your hand/foot on a ball, book or raised surface



Home Challenge

Choose a theme and design a movement and balance sequence and practise it at home with a family member eg. the circus: move like an elephant, hold a balance pretending to be a tightrope walker, walk on the tightrope, jump like a clown, hold a balance pretending to be an acrobat, hop and swing like a monkey and hold a balance pretending to be a juggler.

PE Journal

Record the sequence designed, choose a different theme (eg. a sports event, an adventure in the jungle, a summer holiday) and create another sequence.



BALANCING

Cothromaíocht



Support leg still, with foot flat on the ground



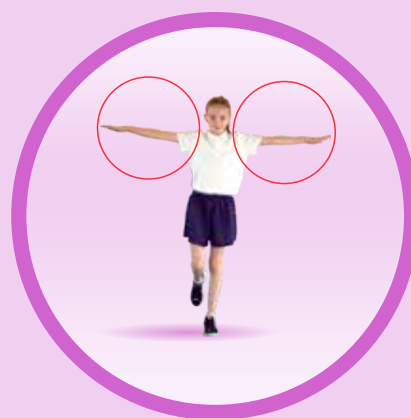
Non-support leg bent and not touching the support leg



Trunk stable and upright



Head stable with eyes focused forward on a target



Arms as still as possible with no excessive movement - either at the side or extended to aid the balance



Move Well, Move Often:

Developing the physically literate child through the lens of fundamental movement skills



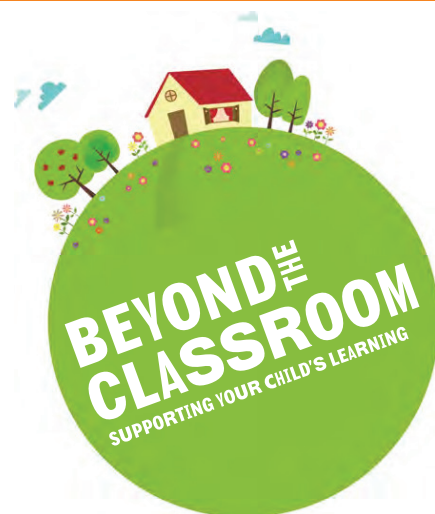
CATCHING

Gabháil



Introduction

Catching is a skill that is closely associated with throwing. The ability to catch is vital in order to play a wide range of games such as Gaelic football, basketball, rugby, hurling, baseball, rhythmic gymnastics and playground games. It is important to practice catching using small objects.



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Home Activity A

Reach hands out to meet the object and keep eyes looking at the object at all times.

[Click here for video](#)

Home Activity B

Only use hands to catch and hold the object
Cup and relax hands including fingers to receive the object.

[Click here for video](#)

Home Activity C

Bend elbows when catching.

[Click here for video](#)



Catching

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill






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Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

Home Activity A

Warm Up	Bottle flip fun: In the playing area complete 3 exercises e.g. lunges, jumping jacks, squats, jumps. For every 3 exercises completed you earn 3 bottle flip attempts. Bottle flipping is when a partially filled plastic bottle is thrown in the air in an attempt to land it upright on its base or cap. How many successful bottle flips can you get in one minute? Try and beat your own record.		
FMS Focus	Today when throwing focus on...		
	Reach hands out to meet the object		Keep eyes looking at the object at all times
Throwing Practise			
	Sit and Bounce Description of Activity Invite pupils to sit on the ground with legs astride. Each pupil has a ball. Pupils bounce the ball on the ground to head height and catch it again before the ball hits the ground. Invite pupils to alternate the hand used to bounce or catch the ball, e.g. bounce with the left hand and catch with the right; bounce with one hand and catch with two. After some time, invite pupils to practise from a standing position. 		
Home Challenge	Variations: <ul style="list-style-type: none">• While sitting bounce the ball on ground, quickly sit up on your knees before catching• While sitting bounce the ball on ground, quickly get to your feet before catching• As an alternative to a ball use rolled up socks, a teddy or a pillow. Instead of allowing these to bounce, throw in the air and catch before hitting the ground.		
	PE Journal In your PE journal, list five everyday activities or sports that involve catching. Draw a picture of your favorite activity that involves catching.		


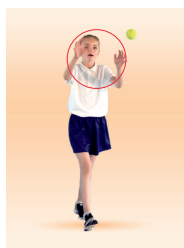
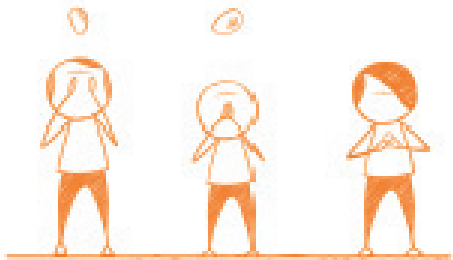


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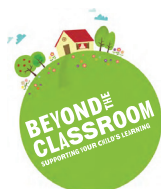
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Developing the physically literate child through the lens
of fundamental movement skills

Home Activity B

Warm Up	Boats and Crabs Sit in a boat balance position with your bum on the floor and feet off the ground. Get a plastic shopping bag/scarf or make it more challenging use a beanbag (use a sandwich bag and rice to make your own). Use one hand to throw the object over your belly and across your body (the boat). Attempt to catch the object with the other hand. How many catches can you get in an assigned time period? o add further challenge, complete this activity in the crab position with your belly facing upwards and your arms and legs used to support your bodyweight.			
FMS Focus	Today when throwing focus on...			
	Only use hands to catch and hold the object		Cup and relax hands including fingers to receive the object	
Throwing Practise	Catch it if You Can!			
	Description of Activity Invite pupils to find a space in the playing area where they are not in contact with anyone else. Give each pupil a beanbag and invite them to practise throwing it up in the air and catching it while standing still. Include some of the following challenges: <ul style="list-style-type: none">• How many catches can you count before the beanbag drops?• Can you clap before catching the beanbag?• Can you clap under your leg before catching the beanbag?• Can you turn around before catching the beanbag? Invite pupils to walk around, still throwing the beanbag up in the air and catching it. Pupils count how many catches they complete while walking. Continue to provide instructions for challenges before the catch such as clap hands, click fingers, touch the ground, turn around etc.			
Home Challenge	Variations: <ul style="list-style-type: none">• As an alternative to a ball use rolled up socks, a teddy bear, balloon, plastic shopping bag or a pillow.• Throw the object in the air, quickly sit down and stand before catching the object• Throw the object in the air, run to a designated point nearby and back before catching			
	Homemade basketball hoop catching challenge With the help of an adult, create an indoor basketball hoop by cutting all of the flaps apart from one off a cardboard box. The remaining attached flap is placed on top of an open door, before the door is then closed to keep the box in place. Using a pair of socks one person attempts to throw in the hoop you have created from a distance. The other person attempts to catch the rebounds from the throws before the object touches the ground.			
PE Journal	In your PE journal, write down any differences you encounter when catching balls of different sizes. Which is most challenging, which is easiest and why?			



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Home Activity C

Warm Up

Catching challenges

- While standing, bounce a ball, spin 360 degrees and catch the ball again.
- While standing, bounce a ball, touch the floor with 2 hands and catch the ball

Allow 2-3 bounces at the start before progressing to one bounce only. Vary the height of the bounce by using stronger and stronger bounces.

- Place a beanbag on top of a larger bouncy ball (e.g. basketball). Allow the ball and beanbag drop and bounce together. Attempt to catch the beanbag as it hops off the ball before it touches the ground.

Balance a rolled up pair of socks on one foot. Flick the socks up in the air using your foot and attempt to catch. Alternate between legs used and the height of the flicks. Do this standing up and sitting down.

FMS Focus

Today when throwing focus on...

Bend elbows when catching



Throwing Practise

Sevens

Description of Activity

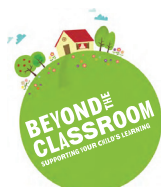
Arrange pupils in pairs (A and B) and allocate three metres of wall to each pair. Pupil A performs the activity while pupil B counts for them. The aim of the activity is to throw a tennis ball against the wall and catch it to complete the following challenges.

- 7: throw a tennis ball against the wall and catch it seven times.
- 6: throw the ball so that it first hits the ground then the wall and catch it six times.
- 5: bounce the ball five times on the ground without stopping.
- 4: hold your leg up and throw the ball underneath so it bounces off the wall and catch it four times.
- 3: throw the ball against the wall and as it comes back pat-bounce it three times. Repeat three times.
- 2: throw the ball and clap in front, behind and in front again before re-catching. Repeat twice.
- 1: throw the ball, turn a full circle and catch the ball.

Each time a pupil drops the ball sequence it is their partner's turn. Pupils take up where they left off on the next attempt.



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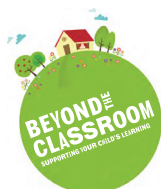
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Home Activity C (Continued)

Throwing Practise (continued)	<p>Variations:</p> <ul style="list-style-type: none"> • As an alternative to a ball use rolled up socks, a teddy bear, or pillow • Move closer or further away from the wall • Complete an action while waiting to catch (e.g. throw, star jump, catch) • Throw the ball slightly to the left or right and move to catch • Use two balls with one in each hand. Throw at the same time and catch one in each hand • Using two balls, throw ball A, while waiting to catch ball A throw ball B before then catching ball A. Continue the sequence
Home Challenge	<p>Bottle bash catch</p> <p>Play bottle bash catch with a family member. Place a plastic bottle on the edge of a table or a raised surface. One person uses a catching object (e.g. socks) to try and knock the bottle off the table on to the ground. The other player attempts to catch the bottle hit before it touches the ground. Players receive a point for every successful catch.</p>
PE Journal	<p>Design your own catching challenge. Describe the catching challenge in your PE journal and ask a family member or friend to complete your challenge.</p>



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CATCHING

Gabháil



Eyes focused on the object throughout the catch



Move feet to place the body directly in the path of object and secure a wide base of support



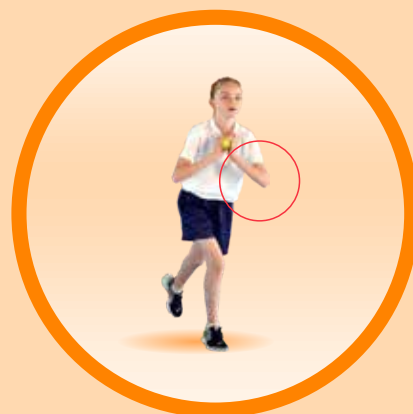
Fingers and hands are relaxed and slightly cupped to receive the object



Hands reach out to meet the object



Catch and control the object with the hands only



Elbows bend at least 90 degrees to absorb the impact



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THROWING

Caitheamh



Introduction

The skill of **throwing** goes hand in hand with catching and involves propelling an object away from the body. This skill has many variations, including the underhand throw, overhand throw, roll and the two handed throw. The skill is used in a wide range of activities such as throwing a javelin, serving in volleyball, chest pass in basketball, rolling in lawn bowls, pitching in baseball or throwing a paper airplane. It is recommended that soft items such as bean bags, foam balls or other light objects be used to practice throwing initially.

Each activity A, B and C below is accompanied by a video clip. Click on the links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/phylsit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Stand side on pointing the non-throwing shoulder towards the target.

[Click here for video](#)

Home Activity B

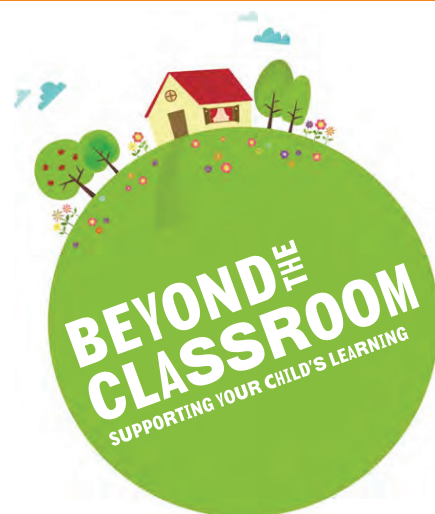
Step towards the target with the foot of the non throwing side and Bring the throwing arm back behind the body in preparation for the throw.

[Click here for video](#)

Home Activity C

Keep eyes looking at the target at all times and Move the throwing hand forward while looking at the target.

[Click here for video](#)



Throwing

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill




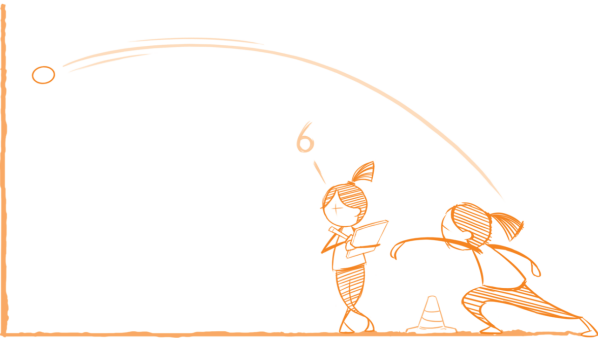
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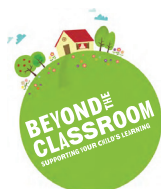
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Home Activity A

Warm Up	<p>Move around the space carrying a throwing object (ball, beanbag, teddy, rolled-up socks) in your hand as you travel. After 5 steps moving in various ways (e.g. running, hopping, jumping, side stepping) stop and;</p> <ol style="list-style-type: none"> 1. Practise moving the ball around the body using hands only and 2. Progress to moving the ball in and out, between legs using the hands in a figure of 8 pattern. 			
FMS Focus	Today when throwing focus on...			
	Stand side on pointing the non-throwing shoulder towards the target			
Throwing Practise	Tennis Ball Challenge			
	<p>Description of Activity</p> <p>Pupils work in pairs, one throwing and the other counting. The aim is to throw the ball against the wall and catch it again as many times as possible in thirty seconds. For safety reasons ensure that groups are spaced at least three metres apart.</p>  <p>Variations:</p> <ul style="list-style-type: none"> • If doing this activity on your own add in some movement between throws • Vary the throwing object (e.g. teddy bear, ball, beanbag, rolled up socks) • Vary the type of throw required e.g throw and catch with the left hand only/right hand only, throw with one hand etc. • Increase the distance from the wall • Throwing off 2 walls variations 			
Home Challenge	Draw, paint, or make a target on the wall using objects such as chalk, paper or post-its.			
PE Journal	List/draw five things in your home that you can throw. Which object do you predict you can throw the farthest? Try it out!			










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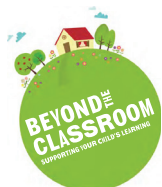
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Home Activity B

Warm Up	<ul style="list-style-type: none"> Practice 5 imaginary throws as hard as possible! (underhand left & right, overhand left & right) Take 3 steps travelling before performing an imaginary throw Imagine you are a bowler or a baseballer as you throw 		
FMS Focus	<p>Today when throwing focus on...</p> <table border="1"> <tr> <td data-bbox="261 595 687 857"> <p>Step towards the target with the foot of the non throwing side</p>  </td><td data-bbox="895 595 1329 857"> <p>Bring the throwing arm back behind the body in preparation for the throw</p>  </td></tr> </table>	<p>Step towards the target with the foot of the non throwing side</p> 	<p>Bring the throwing arm back behind the body in preparation for the throw</p> 
<p>Step towards the target with the foot of the non throwing side</p> 	<p>Bring the throwing arm back behind the body in preparation for the throw</p> 		
Throwing Practise	<p>Knock Em Down Pinball</p> <p>Description of Activity</p> <p>Arrange pupils in groups of four. Groups line up fifteen metres apart, either side of a line of skittle targets as shown. Groups take turns to roll a ball, trying to knock over a target in the middle. If a pupil successfully knocks over a skittle, they can claim this skittle and bring it over to their side. Continue playing until all of the skittles have been claimed.</p>  <p>Variations:</p> <ul style="list-style-type: none"> Increase the distance from the target Set up targets at home using old bottles, toilet roll, teddys, cartons Place the target in the middle of the playing space. After each throw move (run, hop, skip) to the other side of the playing space. Vary the throwing object (e.g. teddy bear, ball, beanbag, rolled up socks) Vary the type of throw e.g underhand and overhand, two handed etc 		
Home Challenge	<p>Play a game of throw with your child. How many can you both throw accurately in a row. Take a step backwards everytime you complete 5 successful throws.</p>		
PE Journal	<p>Discuss with your child three sports or everyday activities where throwing is important. Draw a picture of one of the sports or times when you throw.</p>		

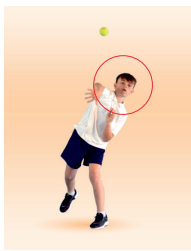




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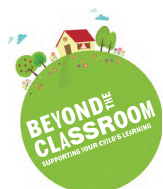
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Home Activity C

Warm Up	Moving around the space change your way of moving every 30 seconds; -Run from the tiger (fast running) -Go through the quicksand (run with high knees) -Flick sand off shoes (heel flicks) -Swing on the vines (swingin arms) -Jump over puddles (jumping) -Duck under branches (get low when running)		
FMS Focus	<div>Today when throwing focus on...</div> <div><div>Keep eyes looking at the target at all times</div><div></div><div>Move the throwing hand forward while looking at the target</div><div></div></div>		
Throwing Practise	<div>Target Throw</div> <div>Description of Activity</div> <p>Arrange pupils in groups of four. Give each pupil a beanbag and give each group a hoop. Invite the groups to find a space in the playing area and to place their hoop on the ground in the centre of the group. Pupils stand one metre back from their hoop and take turns to throw their beanbag into the hoop. If they are successful, they can take a step back and throw from there next time. If they are not successful, they have to try again from that distance. Pupils continue throwing to see how many steps away from their hoop they can get.</p> <div></div> <div>Variations:</div> <ul style="list-style-type: none">• Place the target in the middle of the playing space. After each throw move(run, hop, skip) to the other side of the playing space. If doing in pairs, partner could hold hoop to their side as a target• Vary the throwing object (e.g. teddy bear, ball, beanbag, rolled up socks)• Vary the type of throw e.g underhand and overhand, two handed etc• Increase the distance from the target• Vary the target (e.g. a box , a washing basket, a baby’s bath)		
Home Challenge	Design your own activity that involves throwing. Try to get all the family involved playing the activity.		
PE Journal	Write a description or draw a picture of your throwing game and share it with a friend or family member.		



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THROWING

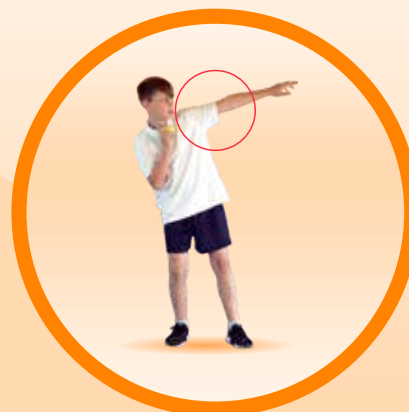
Caitheamh



Hold the object in one hand



Eyes focused on a target throughout the throw



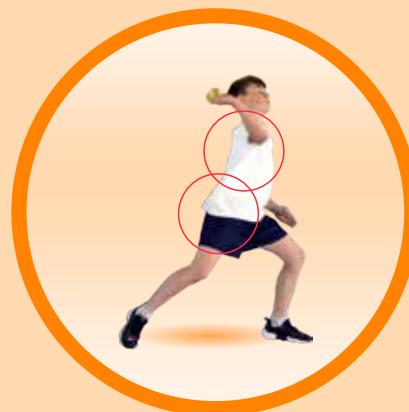
Stand side on with non-throwing shoulder towards a target



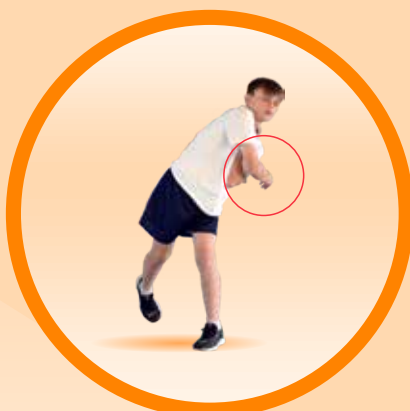
Bring the throwing arm back behind the body, swinging it down and backwards in preparation to throw



Step toward a target with the foot of non-throwing side (transferring weight from the back foot to the front foot)



Hips then shoulders rotate forwards



Throwing arm moves forward, releases the object, then follows through in the direction of a target and down across the body



It is good practise to raise the non-throwing arm and point it in the direction of a target in the preparation phase, then lower it when throwing



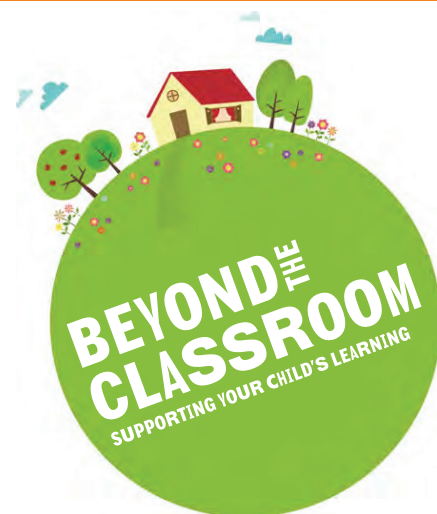
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Introduction

Kicking or striking with the foot or is a skill used in many sporting activities in Ireland. Kicking is a very useful tool to develop coordination between the foot and the eye. Activities that use the skill of kicking include rugby, soccer, Gaelic football and Australian Rules football. It is important when learning to kick that children try to kick as hard as they can.



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Home Activity A

Approach the ball from behind and slightly to the side.

Place the non-kicking foot to the side of the ball.

 [Click here for video](#)

Home Activity B

Bring the kicking leg forward fast, making contact with the ball using the shoe laces or instep of the foot.

Swing the arm opposite the kicking leg forward and sideways.

 [Click here for video](#)

Home Activity C

Follow through afterwards in the direction of the target.

 [Click here for video](#)



Kicking

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Click [here](#) to download a poster for this skill



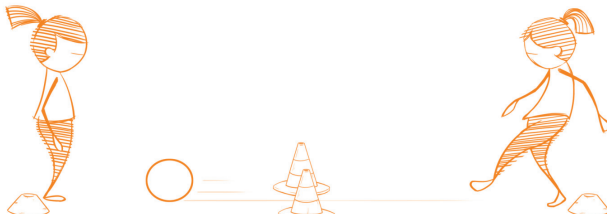


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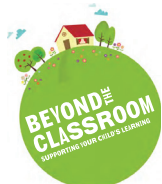
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Home Activity A

Warm Up	<p>Pupils place the beanbag/rolled up socks/ball at their feet and pass or slide the beanbag from one foot to the other while:</p> <ul style="list-style-type: none">standing in the same spotwalking, jogging, running, side stepping forwards/backwardsmoving forwards in a straight, zig - zag or curved pathwaydribble the ball around objects (avoid touching the objects) spread out around the playing area			
FMS Focus	Today when Kicking can you focus on...			
	Approach the ball from behind and slightly to the side		Place the non-kicking foot to the side of the ball	
Kicking Practise	Through The Gate			
	<p>Description of Activity</p> <p>Arrange pupils in pairs with one ball per pair. Each pupil stands on a spot facing their partner who is also standing on a spot ten metres away. Set up a gate between each pair using two cones. Pupil A attempts to kick the ball to pupil B through the gate. One point is awarded for each pupil that successfully kicks the ball through the gate.</p> <p>Variations:</p> <ul style="list-style-type: none">For a single player: set up a 'gate', kick the ball and retrieve the ballA chair can be used as the 'gate', to add an extra challenge add a number of chairs that pupils will kick the ball through.Increase or decrease the distance between the player and the width of the gate.When the ball is kicked, pupils can trap the ball by placing their foot on the ball. 			
Home Challenge	<p>Set up the target station - take a bath mat/ hand towel/ small blanket and place it on the floor, put a used cereal box/empty milk carton on the bathmat. Stand at least one metre away from the target station, kick a rolled up pair of sock/beanbag/small ball and try to knock the cereal box. Scoring system - 1 point = socks land on the mat but target is not knocked over, 2 points - target is knocked but socks roll off the mat, 3 points - target is knocked and socks stay on the mat. For more challenge use objects of varying size and increase the distance from the target</p> <p>Variations:</p> <ul style="list-style-type: none">When playing with a family member, play together to make a combined score of 10Invite a family member to play too, who can get the highest score in 1 min			
PE Journal	<p>Ask a grown-up to help you to search online for a picture of a footballer kicking a ball. In your PE journal, list three things you notice about their kicking technique.</p>			



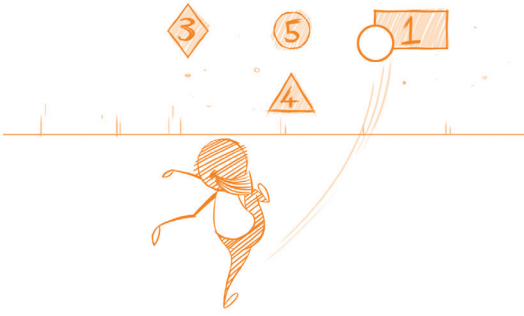


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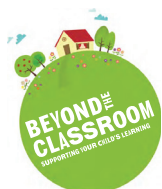
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Home Activity B

Warm Up	Each pupil balances a beanbag/rolled up socks/ball on their foot and attempts to flick it up into the air. Pupils attempt to catch the beanbag with their hand and replace it on their foot. Alternate the foot used to flick the object and flick it up as high as possible. How many flicks can you do without dropping the object? Try to flick the bean bag to your partner.		
FMS Focus	Today when Kicking can you focus on...		
	Bring the kicking leg forward fast, making contact with the ball using the shoe laces or instep of the foot		Swing the arm opposite the kicking leg forward and sideways 
Kicking Practise	Kick to Score		
	<p>Description of Activity</p> <p>Draw or stick target areas at various heights on a wall. Points should be placed in the centre of each target from one to five. Arrange pupils in groups of three or four. Pupils are given a score to achieve, e.g. ten. Groups must hit the targets on the wall to achieve that score.</p> <p>Variations:</p> <ul style="list-style-type: none"> • How many points can you score in one minute? • Encourage pupils to trap the rebounding ball with their foot • Increase the distance from the targets • Use the non dominant foot to score double points • Record your top score and try to beat the next time you play 		
Home Challenge	<p>Divide the playing space in the middle with a rope or string. Each player takes five household items (used cereal boxes, empty plastic bottles, empty milk cartons) and sets them up on one side of the playing area. Spread the household items apart (e.g. not all at the back, sides, or front). Each player has a ball. Players kick the ball at the same time to the other side of the playing area to try to knock over one of the other player's objects with their kick. After the kick, players retrieve their ball and kick again. The game is played until one player has knocked over all of the other player's items.</p> <p>Variations:</p> <ul style="list-style-type: none"> • For a single player, try to knock as many objects in a limited amount of time. • For a single player, assign a different score to objects of different size. smaller objects - 2 points, taller objects - 4 points. How many points can you score in 1 minute? • Players can move to block a shot once they kick their ball. 		
PE Journal	In your PE Journal, list all the activities that involve the skill of kicking. Draw a picture of your favourite activity!		




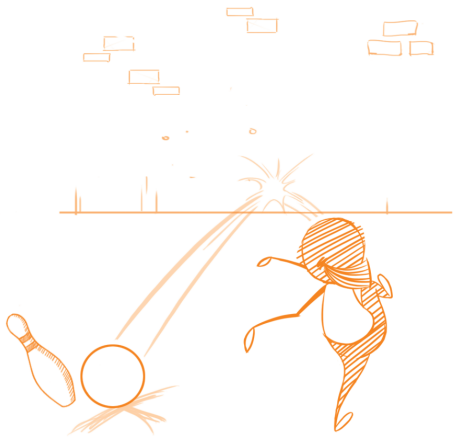
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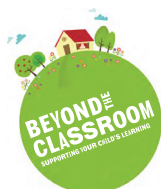
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Home Activity C

Warm Up	Pupils balance a beanbag/rolled up socks/small soft ball on their foot and flick it into the box/washing basket/rubbish bin. As pupils progress they can try to kick the ball on the ground/from their hands into the target.		
FMS Focus	Today when Kicking can you focus on...		
	Follow through afterwards in the direction of the target		
Kicking Practise	Bouncing Wall Strike		
	<p>Description of Activity</p> <p>Arrange pupils in groups of four with one cone/skittle and one football each. The first pupil places their cone three to five metres from the wall within their designated playing area. This pupil then places their ball next to the skittle and kicks it, aiming to hit the skittle on the rebound. If the cone is hit, the cone is then moved one metre further away from the wall. A goal line can be set ten metres from the rebound wall. A goal is scored when a pupil has successfully progressed the cone, metre by metre, back across the goal line.</p> <p>Variations:</p> <ul style="list-style-type: none"> • Use an empty milk carton, used cereal box, empty plastic bottle instead of a skittle. • Use dominant and non dominant legs • For two players: work together to move the target object to the goal line or each pupil has their own target object, the 1st target object to cross the goals line will be the winner. 		
Home Challenge	<p>Xs and Os:</p> <p>Draw/Mark 9 boxes on the ground using chalk, ropes or cones. Pupils kick rolled up socks/ beanbag/ ball and try to land the object in one box. Mark the box with - x/o using chalk/two different coloured clothing items. Continue the activity until one player has a straight line of xs/os.</p> <p>Variations:</p> <ul style="list-style-type: none"> • For a single player, try to land the ball in three boxes that make a straight line from three kicks - mark where the ball lands • Place household objects into each box as targets and aim to knock over the target • Kick the ball on the ground or from the hands 		
PE Journal	Design a game that involves the skill of kicking. Create a scoring system, rules and one way the game could be made more challenging for the players.		



▶ [Scan here for video](#)



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Developing the physically literate child through the lens
of fundamental movement skills

KICKING

Ciceáil



Approach the ball from behind and slightly to the side



Place the non-kicking foot to the side of the ball



Swing the kicking leg back to make an angle of at least 90 degrees



Bring the kicking leg forward fast, making contact with the ball using the shoe laces or instep of the foot



Swing the arm opposite the kicking leg forward and sideways



Follow through in the direction of the target



Ensure that the trunk leans forward and the arm opposite the kicking leg swings forward during contact



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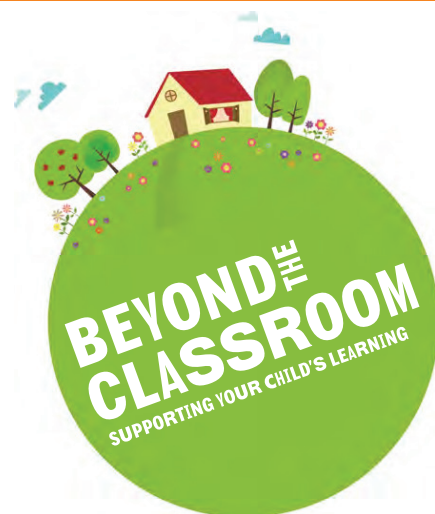
STRIKING WITH THE HAND

Ag bualadh le lámh



Introduction

Striking and object with the Hand involves volleying and bouncing a ball. Striking with the hand is important in a range of sporting activities including basketball, Gaelic football, netball, volleyball and handball. Balloons can be very useful when exposing pupils to striking with the hand, while soft balls are great when beginning to learn to bounce.



Each activity A, B and C below is accompanied by a video clip. Click on the links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Bend knees and keep legs comfortably apart.
Keep eyes on the object.

[Click here for video](#)

Home Activity B

Push the ball downwards and pull the hand back as the ball rebounds in a cushioning action (no slapping action).

Keep the ball below the waist.

[Click here for video](#)

Home Activity C

Keep fingers spread open and relaxed.

[Click here for video](#)



Striking with the Hand

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill



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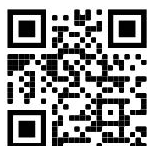
STRIKING WITH THE HAND

Ag bualadh le lámh

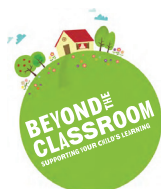


Home Activity A

Warm Up	Hold the top of an empty cardboard kitchen roll or paper roll holder using one hand. Using your other hand flick the opposite bottom end sending it into the air as high as possible. Catch the holder before it hits the ground. Catch with 2 hands, catch with 1 hand (add variations) Play this game with a family member and count how many successful strikes and catches you complete in an assigned time period.			
FMS Focus	Today when striking with the hand can you focus on...			
	Keep eyes on the object		Bend knees and keep legs comfortably apart	
Striking with the Hand Practise	<p>Balloon Tennis</p> <p>Description of Activity</p> <p>Give each pupil a balloon and invite them to find a space in the playing area where they are not in contact with anyone else. Pupils must strike the balloon upwards into the air and keep it there using only the hands. After a set amount of time, the teacher calls out various body parts such as: right hand only; left hand only; alternating hands; elbow, shoulder, head, chest, back, knee, foot etc. Pupils must keep the balloon up in the air using only that body part until the next instruction is called.</p> <p>Variations:</p> <ul style="list-style-type: none"> • Use a large zip lock bag filled with air or a number shopping bags rolled into one closed shopping bag as an alternative to a balloon • Have a balloon race from • Move to opposite side of playing area as quickly as possible while keeping balloon in the air • Progress to completing the same activities using a ball instead of a balloon 			
Home Challenge	<p>Over the river</p> <p>Set up a square playing area and use an ironing board, chairs or household items to create a halfway barrier line (river). One/two family members stand on each side of the river. Aim to strike the balloon over the river to the other side. How many strikes can you get collaboratively before the balloon hits the ground? Play competitively and try to get the balloon to land on the opposite side to earn a point. Use two balloons at the same time or a ball with a designated number of allowed bounces for more challenge. If playing individually, play against a wall.</p>			
PE Journal	Describe a strategy or trick you used to try and score points in today's home challenge. Was it successful? Why or why not? Name another strategy you could try when playing again next time.			



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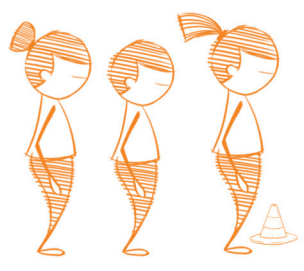



STRIKING WITH THE HAND

Ag bualadh le lámh

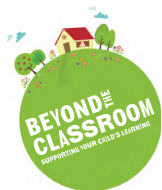


Home Activity B

Warm Up	<p>Popcorn</p> <p>Make a ball (popcorn) by scrunching up old pieces of paper. To cook the popcorn using your hands only volley the paper ball upwards making the popcorn 'pop'. As it drops, attempt to volley it upwards again and keep the rally going and the popcorn popping. Count how many pops you can get in a row or how many you can do in a minute. Try and beat your own score. For more challenge use one hand only.</p>
FMS Focus	<p>Today when striking with the hand can you focus on...</p> <div> <div data-bbox="256 667 686 929"> <p>Push the ball downwards and pull the hand back as the ball rebounds in a cushioning action (no slapping action)</p> </div> <div data-bbox="691 667 890 929">  </div> <div data-bbox="895 667 1324 929"> <p>Keep the ball below the waist</p> </div> <div data-bbox="1329 667 1540 929">  </div> </div>
Striking with the Hand Practise	<p>Dribble, Dribble</p> <p>Description of Activity</p> <p>Arrange the pupils in small groups, with each group lining up behind a cone at one end of the playing area. Give each group one ball. The first pupil in each group dribbles the ball halfway up the playing area and then dribbles back, handing the ball to the next player. The pupils are tasked with completing a variety of dribbling techniques in a non competitive environment as follows:</p> <ul style="list-style-type: none"> • right hand up, left hand back • right hand to left hand dribble - 'crossovers' • through the legs • at different levels - high, middle, low. • backwards, forwards, sideways. <p>Variations:</p> <ul style="list-style-type: none"> • Do the dribbles while stationary on a spot • Sit and stand while maintaining a dribble • Dribble with one hand and with the other throw and catch another ball • Dribble close to the body, far away from body and around the body <div>   </div>
Home Challenge	<p>The dribble drive</p> <p>Go for a dribble drive and get a family member to call out the following instructions. Encourage other family members to join you in participating. Red light (hold the ball) green light (dribble forwards) amber (continue dribbling paused on spot) mountain road (dribble in a zig zag pathway) curvy road (dribble in a curved pathway) turn on the wipers (dribble ball from one hand to other hand) left indicator (left hand dribble only) right indicator (right hand dribble only) Reverse (dribble walking backwards) Under the bridge (crouch body low while dribbling)</p>
PE Journal	<p>Name three sports in which 'striking with the hand' is important. List them in your PE journal and draw the striking technique required for each one.</p>



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STRIKING WITH THE HAND

Ag bualadh le lámh

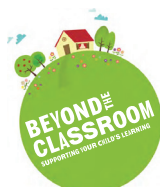


Home Activity C

Warm Up	Roller coaster warm up Imagine you are sitting on a rollercoaster. Sit on the ground with knees bent and feet raised off the ground and hands over your head. As the roller coaster turns left or right lean your body in this direction while still holding the sitting position. Waves your hands in the air As the roller coaster goes up a hill lean backwards, as the roller coaster goes down the hill lean forwards.
FMS Focus	<div> Today when striking with the hand can you focus on... </div> <div> <div> Keep fingers spread open and relaxed </div> <div>  </div> <div></div> <div></div> </div>
Striking with the Hand Practise	<div> Bouncing Wall Strike </div> <div> Description of Activity Give each pupil a cone and ask them to position it one metre from away from the boundary wall. Ensure there is at least two metres of space between the pupils either side. Give each pupil a football and invite them to stand side on to the wall at their cone with their left shoulder pointing towards the wall. Invite the pupils to drop the ball from their left hand, allow it to bounce once, and use their right hand to strike the ball across their body against the wall, catching it as it returns. After a designated amount of time, invite pupils to turn to face the opposite shoulder towards the wall, and to drop the ball from their right hand and strike with the left. Encourage pupils to change their stance to catch the ball face on and then reset before the next striking attempt. As pupils become familiar with the action invite them to strike the ball as it returns from the wall rather than catching it. </div> <div>  </div> <div> Variations: <ul style="list-style-type: none"> • How many strikes can you get in a minute? • Play with a family member taking every second strike. How many strikes in a row can you get collaboratively? • Play competitively and mark out playing area allowing 1 or 2 bounces before ball must be returned against wall </div>
Home Challenge	Goal to goal With a family member make two goals facing each other with jumpers or shoes. One person stands in each of the goals. Lean over and strike a ball with your hand attempting to score a goal on the other side. Ball must stay low to the ground. Ball may be stopped with hands only. For more challenges both players go into plank position instead of standing. Strike with one hand while maintaining balance with the other hand and feet. If playing individually strike against wall and try to make as many saves as possible in designated time period.
PE Journal	In your PE journal describe which striking with the hand skill you enjoy most. Is it the dribble, the overhead volley or the side on strike? Why?



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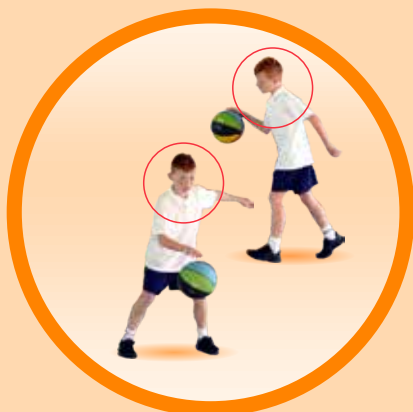
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STRIKING WITH THE HAND



Ag bualadh le lámh



Keep eyes on (and in time over) the ball



Knees bent and feet a comfortable distance apart



Lean slightly forward at the waist



Fingers are spread open but relaxed



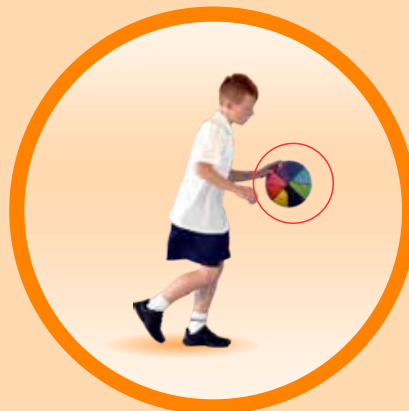
Push the ball downwards with the fingers while also controlling the movement with the wrist



Follow through when bouncing and pull the hand back as the ball rebounds in a cushioning action (no slapping action)



Keep the ball below waist height



When on the move (dribbling), bounce the ball slightly forward in front of the body



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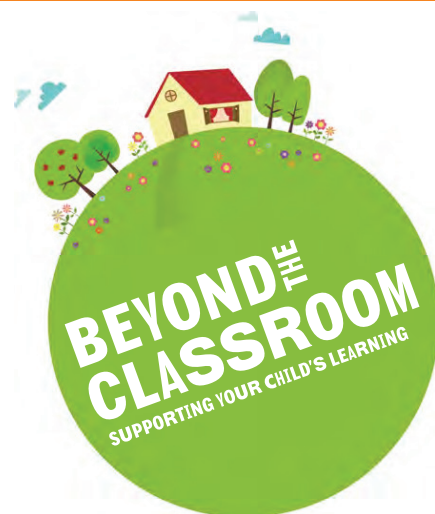
STRIKING WITH AN IMPLEMENT

Ag bualadh le huirlis



Introduction

Striking with an Implement (also referred to as the two handed strike) involves applying force to an object using an implement. This striking action is found in many sporting contexts such as tennis, hurling, cricket, baseball, rounders, hockey and golf. Striking a stationary object can be very useful when exposing pupils to striking with an implement.



Each activity A, B and C below is accompanied by a video clip. Click on the links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Stand side on to the target.

Bend knees and keep legs comfortably apart.

[Click here for video](#)

Home Activity B

Keep eyes on the ball at all times.

Keep hands together at the base of the implement.

[Click here for video](#)

Home Activity C

Extend arms fully when striking and follow through in the direction of the target.

[Click here for video](#)



Striking with an Implement

Click [here](#) to see a video of this fundamental movement skill

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STRIKING WITH AN IMPLEMENT

Ag bualadh le huirlis

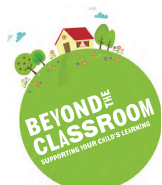


Home Activity A

Warm Up	Bat and Ball Bop Balance a ball on a bat or any other implement and object. Maintain control of the object while carrying out some of the following instructions: <ul style="list-style-type: none">• jump with feet together/feet apart• stand on one leg/on tippy toes• hold the racket in one hand and rub your head with the other• toss the ball in the air and catch it in your hand/racket			
FMS Focus	Today when striking with an Implement can you focus on...			
	Stand side on to the target		Bend knees and keep legs comfortably apart	
Striking with an Implement Practise	The Force Be With You			
	Description of Activity Arrange pupils in groups and line each group up behind a cone along one edge of the playing area. Invite each group to set up three target squares using spot markers at one metre intervals from their cone, as shown in the image. Each group has a unihoc stick (or other striking implement) and a beanbag. Pupil A strikes the beanbag gently, aiming for it to stop travelling inside the first target square. Pupil A then hands the stick to the next person in line and runs to retrieve the beanbag. Pupil B then repeats the action. On the pupil's second turn, they must attempt to land their beanbag inside the second target square, and the game continues until pupils have successfully landed their object in each target square.  Variations: <ul style="list-style-type: none">• Use a tennis racket and tee/hockey stick, or bat and ball/pair of socks to vary the equipment• Time how long it takes you to get the objects into the 3 targets before returning 'home'• Strike off both left and right• Move the targets closer or further away from you depending on the level of challenge			
Home Challenge	Over and back! Set up a playing area and use household items to create a halfway line. One/two family members stand on each side of the divide. Strike the object (balloon, ball, beanbag) over to the other side. How many strikes can you get collaboratively? Play competitively and try to get the objects to land on the opposite side to earn a point. If playing individually, play against a wall.			
PE Journal	Create your own homemade striking implement! Record in your PE journal the materials you used to create yours. Use a variety of household items to design the implement eg. paper plates, sellotape, lollipop stick, spatula, fly swatter etc.			



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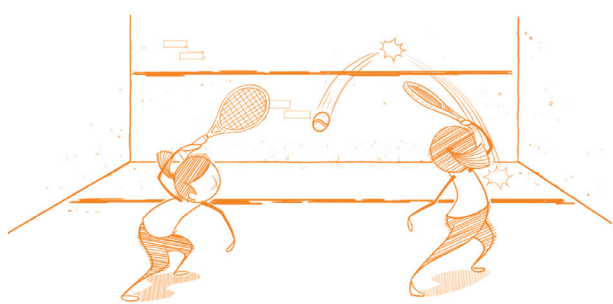


STRIKING WITH AN IMPLEMENT

Ag bualadh le huirlis

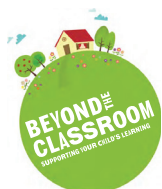


Home Activity B

Warm Up	<p>Toss the Pancake</p> <p>Using a beanbag and racket/bat or another striking implement. Place the beanbag on the racket. Toss the beanbag in the air and catch it on the racket on its return. Begin with a short, low toss and gradually increase the height. Remember to soften the grip and cushion the object as it returns to the racket.</p>
FMS Focus	<p>Today when striking with an Implement can you focus on...</p> <div> <div data-bbox="255 629 683 891"> <p>Keep eyes on the ball at all times</p>  </div> <div data-bbox="893 629 1321 891"> <p>Keep hands together at the base of the implement</p>  </div> </div>
Striking with an Implement Practise	<p>Wall Ball</p> <p>Description of Activity</p> <p>Arrange pupils in pairs with a bat or racket each. Use tape or chalk to draw a line one metre off the ground along a wall or fence. Draw a second line on the ground one metre from the fence or wall indicating a 'no volley zone'. The aim of the game is to hit the ball at the wall above the line for their opponent to return. Invite each pair to play a rally, hitting the ball before or after one bounce. A pupil is not permitted to enter the 'no volley zone'. Invite pupils to play for a set amount of time, or challenge them to work together to reach a target, e.g. a rally of twenty strikes.</p> <p>Variations:</p> <ul style="list-style-type: none"> • Vary the striking implement and object - Use a bouncy ball for extra challenge or use a balloon if still developing your technique • Try playing the activity without the lines first and progress if necessary • Can you get 5 , 10 or 20 strikes in a row? How many can you get in 30 seconds? • Vary the 'one bounce rule', allow the ball to bounce as many times as you wish 
Home Challenge	<p>How far can it Go?</p> <p>Using a bat and ball (or any other striking implement and object) face a family member a suitable distance apart. Try to bypass your partner by striking the ball past him/her. Get your partner to mark where your ball lands. Mark your farthest strike of 5 efforts. After 5 strikes reverse roles and continue. If restricted on space practise striking as hard as possible against a wall or use a pair of rolled up socks and/or homemade implement.</p>
PE Journal	<p>Name three sports or activities in which 'striking with an implement' is important. List them in your PE journal and draw the striking technique required for each one.</p>



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STRIKING WITH AN IMPLEMENT

Ag bualadh le huirlis

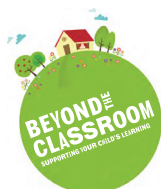


Home Activity C

Warm Up	Bounce Use a racket and a ball or any other implement and object. Begin by bouncing the ball on the ground using the racket/bat. Progress to walking/running/hopping while bouncing the ball.			
FMS Focus	Today when striking with an Implement can you focus on...			
	Extending arms fully when striking and follow through in the direction of the target			
Striking with an Implement Practise	Bouncing Wall Strike			
	Description of Activity Arrange pupils in relay teams of equal numbers. Each team has two unihoc sticks and one tennis ball or puck. Set up a relay lane for each team by placing cones three feet apart in a straight line. Invite all teams to line up behind their first cone. On the whistle, the first pupil from each team dribbles the ball/puck in and out through the cones using their unihoc stick. When they reach the last cone, invite each pupil to strike the ball/puck along the ground back to the next pupil on their team. Each pupil follows their pass, hands the unihoc stick to the next in line and rejoins their line. When each pupil has completed their attempt, the entire team must crouch down to show they are finished. Variations: <ul style="list-style-type: none">• If playing on your own, after dribbling through the lane, strike the ball off a wall and return 'home'• How many times can you get through the relay lane in 30 seconds?• Vary how you bring the ball through the lane. eg. tossing the ball in the air, balancing the ball on your bat/stick/racket or striking the ball downward			
Home Challenge	Goal to goal With a family member make two goals facing each other with jumpers or shoes. One person stands in each of the goals. Lean over and strike a ball with your hand attempting to score a goal on the other side. Ball must stay low to the ground. Ball may be stopped with hands only. For more challenges both players go into plank position instead of standing. Strike with one hand while maintaining balance with the other hand and feet. If playing individually strike against wall and try to make as many saves as possible in designated time period.			
PE Journal	Design an obstacle course in your PE Journal that includes dribbling a ball around the course. Also include one or more of the following; Striking to a target Striking to a partner Striking through a goal Use a hurley or other implement at home. Why not give it a go. Invite a friend or family member to design it with you.			



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STRIKING WITH AN IMPLEMENT



Ag bualadh le huirlis



Stand side on to the target



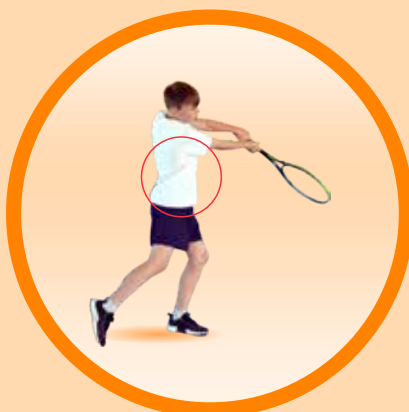
Eyes should be focused on the ball throughout the striking action



Hands should be together at the base of the implement with the hand at the end matching the front foot



Feet shoulder width apart, knees slightly bent with weight on the back foot in the preparation phase



Step forward with the front foot, rotating hips and shoulder during the striking action



Follow through the ball and around the body



Arms should be extended fully at the point of contact with the ball



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The PDST is funded by the Teacher Education Section (TES) of the Department of Education and Skills (DES) and is administered by Dublin West Education Centre.



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