### Arvalee School

### PE ideas for the house and garden

### Image result for arvalee school logo

P.E: FUNDAMENTAL MOVEMENT SKILLS

*Within this document there are some ideas for your child and everyone in the family to stay active…*

**Stay Safe –Keep Active – Have Fun**

### Objectives

Stay active and have fun…

**Barriers to learning:**

Physical, social and emotional disabilities. Behavioural issues. Lack of experience; lack of understanding; lack of concentration; social impairment; communication difficulties; inflexible thinking; behavioural issues; sensory issues; noise intolerance; difficulties with turn-taking; inability to share joint attention; problems with organising thoughts; processing delays; opting out; demand avoidance strategies.

**Strategies to overcome barriers:**

Accepting; explaining; encouraging and supporting; praising and rewarding; using appropriate differentiation strategies; staff knowledge, understanding and experience in recognising, identifying and responding to children’s individual needs, group tasks, pair pupils up with TA’s, sensory circuits, stations.

# **Rewards:**

Positive praise and rewards (stickers and certificates) for all children for appropriate behaviour and self-control, positive interactions, engaging with activities, completing activity. Praise for completing Suitable rewards…

**Assessment:**

Video/watch your child having fun with P.E.

|  |  |
| --- | --- |
| **STEP stands for** | **How can I change…?** |
| **S** | Space | Where the activity is happening? Small/big space |
| **T** | Task | What is happening? |
| **E** | Equipment | What is being used?  |
| **P** | People | Who is involved? 1,2,3 people etc… |

### Listing of Skills

1. **Locomotors**

* Jumping – taking off with both feet and landing on both feet, progression (Hopscotch movements).
* Hopping – Propelling the body up and down on the same foot.
* Walking – Each foot moves alternately, with one foot always in contact with the ground or floor. Your weight is transferred from the heel of your foot to the balls of the foot. The body is straight ant tall; your eyes are looking directly forward and the arms swinging in opposition with your legs.
* Running – Same as walking but done at a much faster pace. At one moment both feet may be off the ground and should be done with a slight body lean forward.
* Skipping – A series of step hops done with alternate feet
* Leaping – elongated step designed to cover distance or move over a low obstacle
* Sliding – going from one side to another by a one-count movement with the leading foot stepping to the side and the other foot following quickly.
* Dodging: To use body to change direction by pushing off foot. Ensure body is lowered during change of direction and happens during one step. Dodge from both sides of body.
* Galloping – similar to sliding but progress is in a forward direction. One foot leads and the other is brought rapidly forward to it.

2. **Non-Locomotors/Body management**

* Bending – movement at a joint
* Stretching – a movement that moves body parts away from the body center
* Pushing – controlled and forceful action performed against an object to move the body away from the object or move the object in a desired direction by applying force to it.
* Pulling – Controlled and forceful action that moves an object closer to the body or the body closer to an object
* Twisting – the rotation of a selected body part around its own long axis
* Turning – rotation around the long axis of the body (body as a whole)
* Rolling- Using whole body to perform a range of rolls (Gymnastic theme)

3. **Manipulatives/ Object Control**

* Propulsion

-Throwing – an object is thrust into space and is accelerated through the movement of the arm and the total coordination of the body (Overarm/ Under arm)

-Striking – to hit sharply with hand (one hand/two), fist, racquet/object, or foot

-Kicking – striking with the feet

* Reception

-Catching – using the hands to stop and control a moving object

* Redirecting an object in flight
* Bounce a ball: Bounce ball with control using two and one hands while standing still and also moving.
* Punt: Kicking ball from hand (Gaelic/Rugby).



### Listing of skill drills and application activities

Jumping

* Simple drill: Stand in a stationary spot then performs a jump: 2-2, 2-1, 1-2. Jump like a range of animals.
* Compound drill: Run for 10 feet then perform a jump. Jump like a range of animals, jump over skipping ropes, hoops soft hurdles etc.
* Application: Free movements – The students will be in their own area where they can perform any movement they have learned in the day and they will move in any direction then they will change to a new movement when the whistle blows.

Hopping

* Simple drill: Stand and hop on one/two feet straight up and down.
* Compound drill: Hop on one/two feet forwards, backwards and sidewards over cones/hoops hurdles. Progression: Jump over cone/hoop then lunge/squat to lift it and put in their area.
* Application: Free movements, and High fives – Students move in different directions throughout the area. On signal, they are challenged to run toward partner, jump or hop, and give a “high five” while moving. Emphasis should be place on timing so that the “high five” is given at the top of the jump or hop. Combinations of changing the level as well as changing the speed of the movement can be developed. Assault course hopping like a bunny.

Walking

* Simple drill: the students will walk on a straight line
* Compound drill: students will walk through obstacle course of cones
* Application: Free movements or walk on balance snake, bench, climbing stones. Play mess the room; Fill hall with balls/bean bags and cones, pupil will have to walk around room picking up one object at a time and taking to their hoop. Progression: Pupils can only walk on markers, climbing stones etc.

Running

* Simple drill: students will run on a straight line at different speeds focusing on arm and leg movements. Thumbs moving from hips to lips, back straight and extend legs.
* Compound drill: students will run through an obstacle course of cones.
* Application: Free running – students run in any direction, changing direction at will

Skipping

* Simple drill: students will skip (with ropes and without) on a straight line.
* Compound drill: students will skip through an obstacle course of cones
* Application: Free movements

Leaping

* Simple drill: The students will start running then leap
* Compound drill: the students will start running then leap over cones, hurdles, mats etc.
* Application: Running around the room, when whistle blows; High five your partner. Run around room, when whistle blows, leap and catch an imaginary ball. Introduce balls.

Sliding

* Simple drill: students will slide on a straight line
* Compound drill: students will slide through an obstacle course of cones
* Application: Rhythm movements – Rhythm can guide locomotor movements, with changes in tempo being part of the activity. The intensity of the sound can be translated into light or heavy movements.

Dodging

* Simple drill: Set up cones or markers in a zig zag formation. Pupils have to run round cones/markers pushing off one foot/side of body to another.
* Compound drill: Run with a bean bag/ball around zig zag cone/markers and throw bean bag in a hoop/target.
* Application: Pupils will play tail tag also known as ‘Foxes and hens’ using bibs or tag belts. Pupils will run around a coned area in the hall (vary the running area) trying to dodge the catcher (Fox) from getting their tag/bib. If caught pupils can do star jumps, stretch out tall, curl up small etc. Progression: Hens/runners can try to pick up bean bags/hen feed and put in hoops before be tagged by Fox/catcher.

Galloping

* Simple drill: students will gallop on a straight line
* Compound drill: students will gallop through an obstacle course of cones
* Application: Free movements, and Relays – the teacher will split the class into groups then have them perform a relay race. The students must do whatever movement they are asked to do then tag the next person to go. The teacher may change the movement at any time.

Bending

* Simple drill: Bend at the waist and then other body parts
* Compound drill: Bend at the waist then jump into air (repeat)
* Application: Secret movement – the teacher has written a number of movements on cards and selects one. Direction is given by saying “I want you to show me the secret movement.” The children select a movement and continue the movement without change until they are signaled to stop, the teacher identifies those who performed the movement on the card. The movement is then demonstrating by those who chance upon it, and all perform it together. If no one comes up with the movement pattern on the card, repeat the activity by asking the children to change their responses.

Stretching

* Simple drill: Students stretch one body part (Static hamstring, quadriceps and dynamic (on the move stretches).
* Compound drill: Students stretch more than one body part at the same time.
* Application: Student led stretches for warm-ups. Dynamic stretching as part of circuit training.

Pushing

* Simple drill: Push a ball (big gym ball/small) to a partner.
* Compound drill: student perform a push up, partner push. Counterbalance. Push body backwards on a bench.
* Application: Ball activities – youngsters dribble balls as in basketball or as in soccer. When a change is signaled, they stop, balance on one leg, and push the ball under the other leg, around the back, and overhead, keeping both control and balance. Other challenges can be supplied that involve both movements with the ball are manipulative actions performed in place.

Pulling

* Simple drill: have a partner, grab hands and pull against each other (Tension)
* Compound drill: Pull your partner on a scooter
* Application: Play a game of tug of war – the class is split into two teams and they try to gain the majority of the rope. The maximum amount of time for this is 40 seconds. If a team doesn’t win by this 40 seconds then the team that has the most rope wins. Parachute activity – the students will play with the parachute having bean bags pop up in the middle without them falling off the parachute.

Twisting

* Simple drill: Stand up tall like a tree then imagine a gust of wind blows the tree twisting your body from side to side.
* Compound drill: Start running then jump and twist your body landing on two feet, knees bent.
* Application: Secret movement, and Athletic movements – students move and stop on signal. They then perform an athletic skill move, such as a basketball jump shot, leaping Gaelic/Rugby pass catch, volleyball spike, or soccer kick. Students should place emphasis on correct form and timing. A variation of the activity is for students to move with a partner and throw a pass on signal, punt a ball, or shoot a basket. The partner catches the ball or rebounds the shot.

Turning

* Simple drill: Stand up tall and turn your body passing a ball to a partner.
* Compound drill: Run then Turn your body to throw a ball in different directions.
* Application: Athletic movements; Multi skill games.

Rolling

* Simple drill: Pupils perform a pencil roll (extending arms and legs, keeping whole body tensed when rolling), perform a sausage roll: hold legs and arms when rolling.
* Compound drill: Use body to roll to a hoop then decide on new roll/travel movement then go to next hoop etc.
* Application: During a gymnastic theme lesson, combine different rolls with other travel movements to develop a sequence.

Throwing

* Simple drill: Throw a bean bag/ball in the air as high as you can (height). Throw as far as you can (distance).
* Compound drill: Throw a bean bag to your partner focusing on judging height/distance and accuracy of pass.
* Application: Accuracy throw – the students will be in groups of two and try to throw as many beanbags through a hula hoop/target in 30 seconds. After the 30 seconds the students have 10 seconds to switch and get ready to throw again. Each person will go three times then we will see which group has the most accuracy. Progression: Assault course developing a range of Locomotor skills with emphasis on throwing.

Kicking

* Simple drill: Kick the ball, focus on use foot to strike ball and make it move.
* Compound drill: Kick the ball on a spot at the wall or to a partner.
* Application: Kick the ball to a partner/target (goal) under control or playing a small sided football game.

Catching

* Simple drill: Throw bean bags in the air and catch it with one or two hands. TP: Hands form a ‘Cobweb/big W’ or use arms and hands to forma basket.
* Compound drill: Move and throw the bean bag, ball up and then catch it with one or two hands also focusing on having good eye contact with flight of ball at all times also bending. Squatting, lunging legs inorder to cacth the ball/bean bag.
* Application: Play catch with a partner, move around and try to catch on the run, change size of balls. Progress into Multi skill games and sports (Basketball, Team Handball, Gaelic).

Bounce a ball (two/one hand)

* Simple drill: Bounce a ball standing still then move to markers/hoops around hall and bounce ball and catch using ‘basket’ shaped arms and hands then move to new marker.
* Compound drill: Bounce ball in hoops and catch, focusing on getting as many as possible within a certain time. Progression: Pupils will aim to develop a continuous bonce while travelling focusing on using fingers to control ball also having agile feet and legs to move with direction of ball.
* Application: Conditioned games of (basketball, team handball and Gaelic football)

Punt a ball (kick from dropping from hands)

* Simple drill: Drop ball onto foot and make a connection. Focusing on kicking for distance/height. Let ball bounce then kick.
* Compound drill: Kick from hands at a target/partner.
* Application: Play a cone target game: Pupils stand behind a cone in the hall with a ball. Pupils aim to kick ball at cone to gain a point.

**Other games to play during at home if appropriate… NOTE: When certain equipment is mentioned such as, cones etc… Use cushions or other suitable objects, be creative…**

* Animal shapes – have the pupils pick an animal and have them perform what that animal would do, then on the whistle have them pick a new animal.
* Airplanes – children pretend to be airplanes. When told to take off, they zoom with arms out swooping, turning, and gliding. When they are commanded to land, they drop to the floor in prone position, simulation a plane at rest. To start their engines and take off, they can perform a series of push-ups, and move up and down whole simulating engine noise.
* Crossing the river – a river can be set up as the space between cones/cushions. Each time the children cross the river, they use a different type of locomotor (see above) movement. Children should be encouraged not to repeat a movement. Play is continuous over a minute or so.
* Beanbag touch and go – beanbags are spread throughout the area. On signal pupils move and touch as many different beanbags as possible with their hands. Different body parts can be specified for children to use for touching. Different colors of beanbags can be selected, and the command might be “touch as many blue beanbags as possible with your elbow.” Children can also move to and around a beanbag. The type of movement can be varied.
* Medic tag – Three or four students are designated as “taggers.” They try to tag other students; when tagged, a student kneels as if injured. Another student can ‘help” the injured player with a touch, allowing the student to resume play.
* Hunters and Prey: Pupils will play a game called ‘HUNTERS’: Pupils will be split into 2 groups.

One player acts as ‘prey’ walking/jogging/ moving as different animals within coned area. The other players ‘HUNTERS’ must stand at a red cone not moving their feet within coned area. HUNTERS must pass ball (ground pass/ chest pass) to the person closest to the prey so they can try and touch the prey with ball. The hunter that touches prey becomes prey. Then start new game.

Progression: Prey has to collect food (bean bags) and bring to their home (Hoop). Hunters can throw ball at prey. Hunters can move.

* Children will play ‘Mess the room’:

Divide into two teams. Scatter, bean bags, quoits, balls, cones in middle of area. When teacher shouts go, pupils run to get equipment and throw into the other teams area. Play for 30 secs. Whoever has the least objects wins. Progression: Pupils can tidy objects into their own hoops.

* Children will play ‘fill the hoop’: Children will stand at cone and try to fill the three hoops (Underarm throw).
* Children will then play ‘Fill hoop and mess’ (Whole class) balance objects on body parts while travelling and put into hoops around room. Introduce a ‘Messer’ who throws objects out of hoop, continue for a minute etc.
* Children will play ‘Hit the target’: children will be in groups of 2/3 trying to hit cones using underarm throw. Children will keep score on how many they get out of 3 throws.
* ‘Heads, hands, ball’, developing concentration and coordination. Pupils, follow teacher commands, touch head, shoulder ‘BALL’, first person to grab ball wins.
* Children will complete stations developing the underarm throw:
* Children will play ‘Hit the target’: children will be in groups of 2/3 trying to hit cones using underarm throw. Children will keep score on how many they get out of 3 throws.
* Pupils will get into pairs and throw ball to each other. There will be circle mats scattered around the hall, pupils will stand on mat and throw ball to partner then move to new mat. Repeat.
* Pupils will then progress onto ‘TUMBLE TOWER’: One player stand a hoop with a cone (TOWER) inside and defend the tower. Other players will stand at cones around the hoop and pass the ball to each other trying to hit the cone (TOWER).
* Children will play a short game of ‘Cone ball’: Same rules as Handball only aiming to hit cone.

Psychomotor:

* Displays correct movements
* Participates
* Assessed by daily points awarded by teacher observation

Cognitive

* Able to identify cues for movements
* Teacher asks questions for class discussion
* Assessed by teacher observation

Affective

* Able to work together, get along with others, and has respect for everything and everyone, which is assessed by teacher observation.

Skills Check list for each student

|  |  |  |  |
| --- | --- | --- | --- |
| Skills | Yes | No | Comments |
| Locomotors* Jumping
* Hopping
* Walking
* Running
* Skipping
* Leaping
* Sliding
* Galloping
 |  |  |  |
| Non-Locomotors* Bending
* Stretching
* Pushing
* Pulling
* Twisting
* Turning
 |  |  |  |
| Manipulatives* Throwing
* Striking
* Kicking
* Catching
 |  |  |  |