



Term: 1 Block: 1

Week: 4 Lesson: 2 – Stuck in the Mud (Indoor)

<p>Strand(s): Athletics</p> <p>Gymnastics</p> <p>Games</p>	<p>Strand Unit(s): Understanding and Appreciation of athletics Jumping Running</p> <p>Understanding and Appreciation of Gymnastics Movement</p> <p>Understanding and Appreciation of games Creating Playground games Sending, receiving and travelling</p>
<p>Learning Objectives: The Children will be enabled to:</p> <ul style="list-style-type: none"> ■ React and demonstrate a variety of movements when signalled (run/ bear crawl etc) ■ Demonstrate both the dish shape and the superhero shape individually and in one consecutive movement ■ Explain and participate in the classic game, Stuck in the Mud <p>Curriculum Objectives:</p> <p>Understanding and appreciation of athletics</p> <ul style="list-style-type: none"> ■ Describe and discuss movement and ask and answer questions about it ■ Develop an understanding of pace <p>Jumping</p> <ul style="list-style-type: none"> ■ Practise the standing jump for distance ■ Explore the various ways of jumping, to include taking off from one foot or two feet and landing on two feet <p>Running</p> <ul style="list-style-type: none"> ■ Practise the standing start ■ Practise reaction sprints ■ Walk, jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes <p>Understanding and appreciation of gymnastics</p> <ul style="list-style-type: none"> ■ Observe and describe movement and ask and answer questions about it 	

<p>Movement</p> <ul style="list-style-type: none"> ■ Develop good body tension and posture through gymnastic positions and movements ■ Select and link a range of movement actions to travel on the floor and on apparatus ■ Create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape, speed and effort <p>Understanding and appreciation of games</p> <ul style="list-style-type: none"> ■ Discuss and improve control in movement skills relevant to games <p>Creating and playing games</p> <ul style="list-style-type: none"> ■ Play playground games <p>Sending, receiving and travelling</p> <ul style="list-style-type: none"> ■ Practise skills previously experienced 		
<p>Content/Activities:</p> <p><u>Warmup:</u></p> <ul style="list-style-type: none"> ● Controlled Chaos – Class are divided into two groups, one at each end of the hall. ● On the word ‘ Go’ Group one runs forward, on the next ‘Go’, group 2 moves forward and group 1 moves back to their end of the hall. Repeat ● Repeat with running, hopping, bear crawls, superhero jumps and crab walking <p><u>Dish to Superhero:</u></p> <ul style="list-style-type: none"> ● Children to lie on their backs with straight arms and legs, then lift arms and legs at the same time to create the dish shape ● Children to lie on their stomachs, lifting straight arms and legs, pushing stomachs into the ground to create the superhero shape ● Practice rolling from one shape to the other <p><u>Game:</u></p> <ul style="list-style-type: none"> ● Stuck in the Mud ● 2 children are chosen as ‘taggers’. The class runs around and the ‘taggers’ must tag as many children as they can. Those tagged must freeze until they are saved by another free played going under their legs. Chasers changed every 90 seconds 		
<p>Methodologies: Active Learning Cooperative games Use of ICT Exploration of Movement</p>		<p>Assessment: Teacher observation Peer/ Self-assessment Questioning</p>
<p>Differentiation: By task By pace</p>	<p>Linkage/Integration: SPHE: Listening skills, cooperation, turn taking</p>	<p>Resources: FitCrew ICT</p>

By support and explanation	Literacy: Listening and Oral Language Gaeilge	
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