



**Irish Heart
Foundation**

The National Stroke & Heart Charity

Action for Life

Physical literacy through PE and SPHE

**JUNIOR
INFANTS**

**SENIOR
INFANTS**

**FIRST
CLASS**



Head



Heart



Hands



LESSON PLANS



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



About the Irish Heart Foundation

The Irish Heart Foundation is a community of people who fight to protect the cardiovascular health of everyone in Ireland. Our mission is to eliminate preventable death and disability from heart disease and stroke and to support and care for those living with these life-changing conditions.

The Irish Heart Foundation is almost entirely funded by public donations, which enable us to provide the fantastic supports and programmes used by schools around Ireland. Every donation helps more people in Ireland to live longer, healthier lives. For more information on how schools can support in fundraising, please contact hello@irishheart.ie

About Irish Heart Foundation's work in schools

The Irish Heart Foundation supports schools in their mission to nurture children's wellbeing. We provide curriculum-friendly resources through our primary school health and wellbeing programme to build healthy habits for life. Get in touch with us at schools@irishheart.ie.

For more information and FREE resources, visit www.irishheart.ie/schools.



Visit
irishheart.ie/actionforlife
for the full Action For Life
programme



Oide

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PE Agreement

- The PE Agreement is like a class contract, created with input from all pupils in the class.
- The PE Agreement helps to clarify what sort of atmosphere the class wants to create for PE (e.g. inclusive, cooperative, respectful, friendly) and what pupils can do to make this happen.
- Working with pupils, choose the 5 most important points for the class that they can count out on fingers to allow for easy recall during PE.

The PE Agreement template can be found overleaf. Poster-sized versions for printing are also available at irishheart.ie/schools.



Creating the PE Agreement

- 1 Share with pupils that they are going to create their own agreement for things we should keep in mind during PE. Discuss what it means to “value” each other and show “respect” and give examples of what this might look like (e.g. listening to each other, making sure everyone is included, speaking positively to each other etc.)
- 2 Ask pupils to close their eyes and think about what a great PE class looks like, feels like and sounds like.
- 3 Pupils could work in small groups and discuss this with each other.
- 4 Ask pupils or groups to volunteer some words or descriptions that they came up with and note these on the whiteboard (or a large sheet of paper, or post-its).
- 5 Generate discussion around each of the points and give all pupils a chance to contribute or ask questions.
- 6 When all points are on the board, the class will vote for which ones they think are the most important for your class PE Agreement.
- 7 Each pupil chooses the 3 points that they think are most important (give each pupil 3 small circle stickers to place beside the words on the sheet, or invite pupils to use a whiteboard marker to draw 3 circles or ticks beside their favourite points).
- 8 Count up the votes until there are 5 main points for the PE Agreement.
- 9 Write these onto the PE Agreement poster, or onto sheets of paper to blu tack onto the **numbered** boxes. Additional points could also be added in the white space around the poster. Add pictures if desired.
- 10 Pupils then sign the agreement at the bottom with their names, or a thumbprint.
- 11 These points can be changed or adapted throughout the year as necessary, if all pupils are in agreement.





**Irish Heart
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Our Class PE Agreement

We will value each other and show respect by....



Before and After Physical Activity

Warming Up, Cooling Down and Stretching



WARM UP

- Before we do exercise, like doing PE or sports training, it is necessary to prepare our bodies by warming up.
- When we are active, the heart and lungs work harder and faster to circulate blood around the body.
- Warming up involves doing light activity to gradually increase our heart rate so that the body is prepared for more intense physical activity.

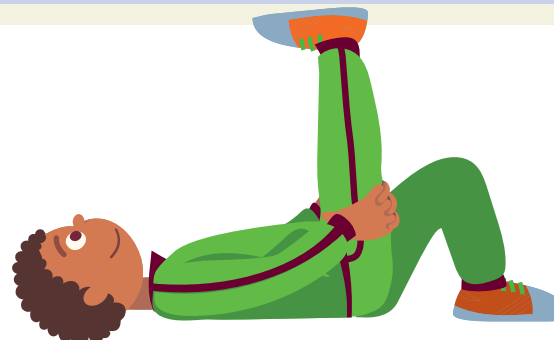
Warm Up Stretch: After warming up our bodies and muscles with light activity, we then do a Warm Up stretch. We do not stretch without first warming up because our muscles are a little bit like plasticine. When we take plasticine out of the packet or tub, it is cold and hard. We need to warm it up by moving it around to make it soft and stretchy. Our muscles are similar; they need to be moved around and warmed up to become flexible enough to stretch.

- ➔ Full body stretches are suggested in each Action For Life lesson plan before the first main activity (Warm Up Stretches) and at the end of each lesson (Cool Down Stretches). Particular attention should be given to stretching the body parts used within the lesson.
- ➔ The stretch should be held when a gentle tension is felt in the muscle.
- ➔ If doing a specific stretch causes pain, stop the stretch. **Stretching should not cause pain.**

COOL DOWN

- When we finish exercising, we are still breathing fast and our hearts are still working hard to deliver blood all around the body.
- If we stop suddenly, the body thinks it is still exercising and continues to react as if it is.
- Cooling down means doing a lighter activity to ease the body out of its work mode and allow the breathing and heart rate to return to normal.
- Stopping suddenly without doing a Cool Down could make us feel dizzy or unwell and can make the muscles sore.

Cool Down Stretch: Cool Down stretches should be done after the cool down to keep the muscles strong, flexible and healthy. Cool Down stretches are usually held for longer than Warm Up stretches and done in a seated or lying down position for a deeper stretch. Stretching can help to prevent muscle soreness after physical activity.



Stretches are detailed on the pages overleaf.



Warm Up Stretches

○ = Area where stretch should be felt

- ➔ Hold the position when a gentle tension is felt; you should not feel pain or discomfort.
- ➔ Keep breathing normally through the stretches.
- ➔ Hold each stretch for 8-10 seconds.

1 Quad Stretch

- Stand with feet hip distance apart.
- Bend left knee and catch foot.
- Gently pull heel to bum.
- Hold onto wall for support if necessary.
- Keep hips level and both knees close together.



2 Hamstring Stretch

- Step right foot backwards.
- Bend right knee, leaning upper body forward from hips with back straight.
- Place hands on thigh for support (not on knee).
- Gently push hips backwards as if sitting into a chair.
- Stretch should be felt on back of upper part of the straight leg.



3 Calf Stretch

- Step left leg back, keeping right knee bent from Hamstring Stretch.
- With straight back leg and feet flat on the ground, push weight through back heel into ground.
- Stretch should be felt in bottom of back of straight leg.
- Push against a wall or move feet further apart for deeper stretch.



Complete stretches 1, 2 and 3 on left leg, then change to right leg.

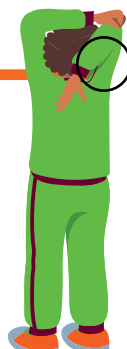
4 Chest and Shoulder Stretch

- Stand with feet hip distance apart.
- Lace fingers together behind the back with palms facing the body.
- Gently squeeze shoulder blades together and lift arms only as far as comfortable.



5 Tricep Stretch

- Stand with feet hip distance apart.
- Raise both arms overhead.
- Bend one elbow and allow hand to drop between shoulder blades.
- Reach fingertips down spine and support elbow with other hand.
- Repeat with opposite arm.



6 Upper Back Stretch

- Interlock fingers with palms facing body.
- Bring arms to shoulder height and drop chin to chest.
- Gently reach arms forwards, feeling the stretch between the back of your shoulders.



7 High Reach Stretch

- Stand with feet hip distance apart.
- Hold hands above head and stretch upwards.
- Feel the stretch along the whole upper body.



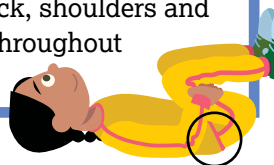
Cool Down Stretches

○ = Area where stretch should be felt

- ➔ Hold the position when a gentle tension is felt; you should not feel pain or discomfort.
- ➔ Take slow deep breaths during the stretches.
- ➔ Hold each stretch for 10-15 seconds, unless otherwise specified.

1 Lower Back Stretch

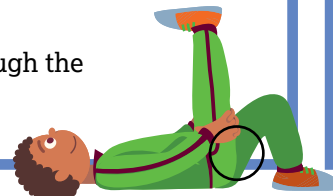
- Lie on back with knees bent and feet flat on floor.
- Place hands at back of thighs and pull knees gently towards chest.
- Keep upper back, shoulders and head on floor throughout the stretch.



2 Lying Hamstring Stretch

- Lie on back with knees bent and feet flat on floor.
- Lift one leg and hold hands around back of thigh.
- Gently pull leg, only as far as comfortable, keeping the leg straight.
- Stretch should be felt through the back of the lower leg.

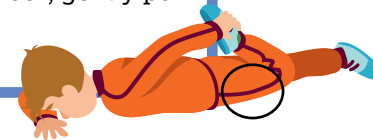
Repeat with opposite leg



3 Lying Quad Stretch

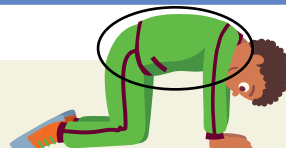
- Turn onto front of body to lie on stomach.
- Rest head on forearm.
- Bend one leg and hold foot with hand on same side.
- Keeping both hips on the floor, gently pull the heel towards the bum.

Repeat with opposite leg



4 Cat Stretch

- Kneel with both hands on floor (knees below hips and hands below shoulders).
- Let out a deep breath, tuck chin towards chest and round the back – imagine that you are trying to move your belly button up to the sky.
- Do not hold this position as you will move slowly into Cow Stretch on next breath in.



Move slowly from Cat Stretch to Cow Stretch and back for a few breaths – slowly moving into Cat Stretch on breath out and Cow Stretch on breath in. Repeat sequence 3-4 times.

5 Cow Stretch

- Kneel with both hands on the floor as in Cat Stretch.
- Taking a deep breath in, arch the back, tilt the chin and look up.
- Gently press the stomach down and the hips up.



6 Seated Calf Stretch

- Sit on floor with legs wide.
- Bend one knee, bringing the sole of the foot to rest on the inner thigh of the opposite leg.
- Point toes of straight leg towards the face and reach gently towards toes, keeping back straight.
- Stretch should be felt in the back of the bottom of the straight leg. *Repeat with opposite leg*



7 Inner Thigh Stretch

- Sitting on floor with straight back, bend both knees, placing soles of feet together.
- Hold legs at ankles, sit up tall and allow knees to fall towards the floor (don't push the legs).
- For a deeper stretch, hold feet and lean slightly forward.



8 Seated Chest Stretch

- In a seated position on the floor, place both hands behind the back.
- Rest the palms of the hands on either side of the spine at the lower back with fingertips facing downwards.
- With straight back and head facing forward, gently press elbows together to stretch across the chest.



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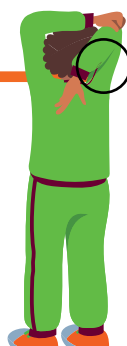
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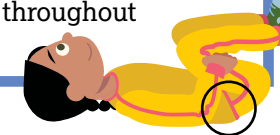
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Cool Down Stretches

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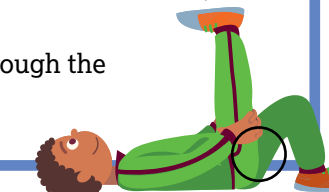
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Repeat with opposite leg



3 Lying Quad Stretch

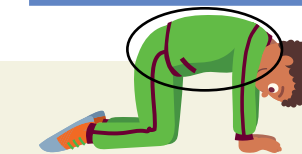
- Turn onto front of body to lie on stomach.
- Rest head on forearm.
- Bend one leg and hold foot with hand on same side.
- Keeping both hips on the floor, gently pull the heel towards the bum.

Repeat with opposite leg



4 Cat Stretch

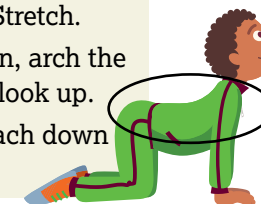
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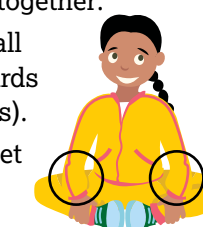
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- With straight back and head facing forward, gently press elbows together to stretch across the chest.



- ➔ Hold the position when a gentle tension is felt; you should not feel pain or discomfort.
- ➔ Take slow deep breaths during the stretches.
- ➔ Hold each stretch for 10-15 seconds, unless otherwise specified.



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Learning Outcomes

Through this lesson, pupils should be enabled to...

HEAD



Recite the 'right way' to take off and land a jump (with rhyme).

HEART



Demonstrate care and consideration when interacting with others.

HANDS



Experiment with various ways of jumping (for height or distance).

WARM UP - Hoop Jumps

Set-up: Disperse hula hoops (one per pupil) around playing area. Ask pupils to each find a space on the floor to stand, not inside a hoop and not too close to another pupil.

- ➔ Pupils walk around the playing area, avoiding the hoops (or “*jump like a kangaroo*”, “*march like a soldier*”, “*hop like a rabbit*” etc.).
- ➔ On the teacher’s ‘go’ signal, pupils jump into an empty hoop and land on two feet with knees bent.
- ➔ Teacher can add additional instructions when pupils are walking around the playing area: “*walk heavily like an elephant*”, “*run lightly like a bird*”.



MODIFICATION: For pupils who are wheelchair or mobility device users, replace hoops with disc markers to move onto when signalled. Assign an upper body movement to perform when on the disc marker in place of the jump.

SAFETY! Emphasise that pupils must avoid jumping onto the edge of the hoop as this could result in slipping.

STRETCH
before moving to Activity 1
(see Warm Up stretches)

MORE ACTION: Add additional commands when in the hoop: “*stand on one leg*”, “*keep one foot/heel inside the hoop*”, “*put the other foot/toe outside the hoop*”, “*lift shoulders up and down*”.

TOP TIP Demonstrate taking off and landing on two feet when jumping. If you notice a pupil who is not landing on two feet, provide a verbal cue, e.g. “*this time try to land on two feet*”.

ACTIVITY 1 - Frogs and Lily Pads

Set-up: Adjust the hula hoops from the Warm Up to create different sized gaps between hoops. Play a musical backing track.

Hoops are lily pads and area outside of hoops is the pond.

- ➔ Pupils walk, run, skip, jump or hop around the pond (outside the hoops) to music.
- ➔ When the music stops, pupils jump onto a lily pad (inside a hoop).
- ➔ Teacher encourages “*big jumps*” and “*small jumps*”.
- ➔ Teacher reminds pupils to “*only jump into an empty hoop*”.
- ➔ Teacher brings hoops closer together and prompts pupils to jump from hoop to hoop freezing when music stops (“*taking off with two feet and landing with two feet*”).



MODIFICATION: Use a visual signal (such as putting arms in the air) as well as stopping music for pupils with hearing impairment. Use a ‘buddy system’ to partner a pupil who may need additional support (if taking this approach ensure all pupils have partners, not just those who require additional support).

MORE ACTION: Invite pupils to tip-toe, skip or hop from one hoop to another. To extend the activity, instruct pupils to hula hoop around their waist when the music stops. The pupil who keeps the hoop up for the longest time is tasked with being the DJ; they press ‘play’ and ‘pause’ on the music until another DJ emerges.



Use **rhyming cue** to prompt the ‘right way’ to take off and land when jumping. “*Bend your knees, up you go, jump and land, two feet in a row*”. Pupils recite rhyme as a class in a ‘call and response’ style to aid memory of the skill components.

SPHE

Strand:
Myself and Others
Strand Unit:
Relating to Others

PE

Strand:
Athletics
Strand Unit:
Jumping



ACTIVITY 2 - Stone, Bridge, Tree

Set-up: Ask pupils to clear hoops from playing area. Divide pupils into groups of 6 and instruct groups to spread out around the playing area.

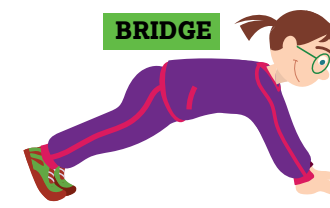
- ➔ Teacher demonstrates, or selects pupils to demonstrate, the 3 actions for the class.
- ➔ In each group, 3 pupils are chosen to be a stone, a bridge and a tree, positioned 3m apart.
- ➔ Remaining pupils in the group line up to perform the drill: “*Jump the stone; Crawl under the bridge; Run around the tree*”.
- ➔ Pupils take turns completing the drill one at a time, with pupils tagging the next teammate (with a high five) when finished.
- ➔ Pupils swap roles once all teammates have completed the sequence.
- ➔ Teacher can also instruct pupils to skip to the stone, hop to the bridge and run to the tree etc.

MODIFICATION: Use appropriate signalling methods for pupils with hearing or vision impairment (e.g. large print cards with names of movement or diagrams, or clear verbal cues). Change instructions for each movement to suit abilities of pupils (e.g. “*Climb the tree*” (with upper body), “*Skim the stone*” (with arms), “*Go under the bridge*” (two pupils standing facing each other holding hands up to make a bridge)).

TREE



BRIDGE



STONE



MORE ACTION: Include a storytelling component, for example:

“*In a forest far away there was a big tree that swayed in the wind, a little bridge with a curvy arch and a stone that was tiny like a pebble. All the rabbits in the forest loved to jump over the stone, crawl under the bridge and run around the swaying tree. But they had to do it quickly and get back to their burrow before the fox spotted them*”.

Activity can also be done as a full class with 2-3 each of stones, bridges and trees scattered around a large circle (ensure all pupils are moving around the circle in the same direction).



Remind pupils of the **PE Agreement**. Tell them you are looking for pupils to encourage one another. Tell pupils there are various ways to make the bridge (noted in **Modification** above). Guide pupils to attempt these different **variations**. Provide a **choice** of the bridge that makes them feel most comfortable.



Recitation

Form a circle before ending the PE lesson. Ask pupils to remind you of the ‘right way’ to take off and land when jumping. Ask pupils to recite rhyme as a group.



Questioning

Highlight some points from the *PE Agreement*, ask pupils to tell you times that they were helpful, worked as a team etc.



Observational Checklist

Use the PDST *Move Well Move Often* teacher checklist to assess the skill of jumping, observing 3-5 pupils per lesson.

Action for Life

LESSON
1

COOL DOWN - Swaying Trees

Set-up: Disperse hoops around playing area and play slow gentle music to accompany this Cool Down.

- ➔ Pupils walk calmly around playing area avoiding hoops.
- ➔ When teacher makes a “*whooooo*” sound, pupils step into a hoop (one per pupil) and “*sway like a tree in a gentle wind*”.
- ➔ When teacher makes a “*whishhhhh*” sound, pupils step into a hoop and “*crouch down low like a small stone at the bottom of a river*”.
- ➔ When teacher utters “*whooooo*” followed by “*whishhhhh*”, two pupils step into a hoop together, one pupil imitates the tree and one pupil imitates the pebble.
- ➔ Pupils return to walking around playing area until they receive a new cue from the teacher.

STRETCH
at the end of the lesson
(see Cool Down stretches)

Assessment of / for learning



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Learning Outcomes

Through this lesson, pupils should be enabled to...



Discuss and describe how to jump high.



Practise being fair and equitable when working with others (in pairs).



Participate in skipping activities with and/or without ropes.

SPHE

Strand: Myself and Others
Strand Unit: Relating to Others

PE

Strand: Athletics
Strand Unit: Jumping



Equipment for Lesson:

Skipping ropes,
Learning to Skip card
and *PE Agreement* poster
(from resource pack)

Action for Life

LESSON
2

WARM UP - Animal Park

Set-up: Pupils spread out around the playing area.

- ➡ Teacher prompts pupils to “*check your personal space*”.
- ➡ Teacher gives the following instructions (i) “*crouch down and make yourself as small as a snail*”, (ii) “*reach up high and make yourself as tall as a giraffe*”, (iii) “*stretch your arms out to make yourself as wide as an elephant*”, (iv) “*wag your tail like a happy puppy*.”
- ➡ Teacher prompts pupils to “*march on the spot with knees up and arms swinging*.”
- ➡ Teacher varies the pace and force of the march, e.g. “*as slow as a snail*”, “*as fast as a puppy*”, “*as heavy as an elephant*”, “*as light as a bird*.”
- ➡ Teacher adds “*Jump like a kangaroo*”, then alternates between marching in different ways and jumping.

MODIFICATION: Use appropriate signalling methods for pupils with hearing impairment (e.g. large print cards with pictures of different animals). For pupils with vision impairment, allow extra time to describe each movement and guide with verbal feedback.

STRETCH
before moving to Activity 1
(see Warm Up stretches)

MORE ACTION: March in a circle (ensuring all pupils are moving in the same direction). Call out “*Move like a __*” instructions like above, returning to marching after each movement. Encourage pupils to come up with their own suggestions for animals to move like.



Use **rhyming cue** to support knowledge and understanding that there is a ‘right way’ to march: “*When soldiers march, they aim to please. So swing your arms and lift those knees*”. Use rhyming cue to prompt the ‘right way’ to jump: “*Bend your knees, up you go, jump and land, two feet in a row*”.

ACTIVITY 1 - Skipping Orientation

Set-up: Disperse skipping ropes (one per pupil) around the playing area.

Pupils go to a skipping rope and position it in a straight line (like the number one or the capital letter ‘I’) on the floor. Teacher demonstrates the following movements for pupils to practise along or beside the rope.

- ➡ Walking or jogging up and down the rope.
- ➡ Sidestepping up and down the length of the rope (facing the rope).
- ➡ Walking heel-to-toe forwards (pretend you are on a tight rope) and backwards, taking it nice and slowly.
- ➡ Jumping over the rope from one side to the other moving sideways down the length of the rope (facing the rope).
- ➡ Straddling the rope with hands and feet and ‘crawling’ up and down the length of the rope.
- ➡ Doing small quick jumps up the line in a zig-zag from one side of the line to the other (emphasise jumping on balls of feet to move quickly), progressing to double jumps on each side (this is particularly good practise for those learning to skip).
- ➡ Ask pupils to suggest rhymes as they jump down the length of the rope (this can help to find the rhythm required for skipping).

MODIFICATION: For pupils who are wheelchair or mobility device users, stick a line of masking/electrical tape to the floor (or draw with chalk) instead of rope and assign an upper body movement. For pupils with vision impairment, use brightly coloured ropes or partner all pupils.

MORE ACTION: Vary the force (speed and height) of skills; hopping quickly or slowly, jumping low to the ground or high off the ground.



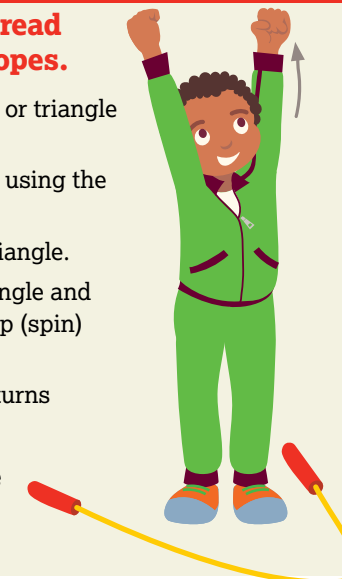
Use willing students to provide **peer demonstrations** of walking/jumping down the rope etc. Deliver **individual feedback privately on one skill**. Give **feedback** to a variety of pupils to **reinforce the message** that we can *all* make improvements.

ACTIVITY 2 - Skipping Moves

Set-up: Put pupils into pairs and request class to spread out around the room, each pair with two skipping ropes.

- ➡ Pupils work with their partner to create the shape of a square or triangle on the floor using their ropes.
- ➡ Taking turns, pupils jump in and out of the square or triangle using the verbal prompts “*...your turn... my turn*”.
- ➡ Teacher instructs pupils to jog slowly around the square or triangle.
- ➡ One at a time, pupils are prompted to stand in the square/triangle and demonstrate a quarter turn jump, half turn jump, full turn jump (spin) in the centre.
- ➡ Teacher emphasises the importance of being fair and taking turns throughout.

MODIFICATION: Pupils who are wheelchair or mobility device users and their partners can use a longer length of rope, or ball of wool/twine to create the shape.



MORE ACTION: Encourage pupils to practise skipping with the skipping rope (use *Learning to Skip* resource card for teaching points). For pupils who can already skip, try double bounce (basic skip), single bounce, side to side (ski jump) or backwards skip.



Teacher should make reference to the **PE Agreement** and state that you are looking for excellent turn-taking skills. **Empower** pupils to use the language “your turn, my turn”. Teacher provides pupils a **choice** to come up with their own movements in the square/triangle, once more emphasising turn-taking.

COOL DOWN - Capital Letters

Set-up: Ask pupils to work individually with a rope each.

- ➡ Together with the teacher, pupils ‘air write’ the letters L, V, U and O.
- ➡ Pupils arrange their skipping rope into a given capital letter e.g. L, V, U or O.
- ➡ Pupils are instructed to walk or jog around the capital letter shape.

STRETCH
at the end of the lesson
(see Cool Down stretches)



Assessment of / for learning



Questioning

During/after Activity 1, ask pupils to describe and discuss what they have to do to jump high or low (big or small). Which body parts/movements help us to jump higher?



Self-assessment

During Activity 2, ask pupils to show you their favourite ‘new moves’. Record why they like that move and how they came up with it. You could use school camera (if school policies allow) to photograph the move and add it to your assessment folder.



Observation

Use the PDST *Move Well Move* Often assessment tools (Teacher Checklist or Infant Self-assessment) to record observations on hopping.



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Learning Outcomes

Through this lesson, pupils should be enabled to...



Demonstrate an understanding of following directions (forward, backwards, left, right).



Demonstrate persistence and resilience by making mistakes and trying again.



Practise moving in a variety of directions, shapes and speeds.

SPHE

Strand: Myself
Strand Unit: Self-identity; Developing Self-confidence

PE

Strand: Outdoor and Adventure Activities
Strand Unit: Orienteering



Equipment for Lesson:

Cones, Foam balls, Blu tack, Disc markers, *Home Cards* (red), Blank sheets of paper, *Animal Cards* (yellow) and *PE Agreement* poster (from resource pack)

Action for Life

LESSON
3

WARM UP - Here, There and Everywhere

Set-up: Create large square playing area using cones.

- ➡ Pupils line up at 'base' (back of the playing area) and respond to the following directions:
Here: Walk/run to the opposite end of the square area.
There: Walk/run to an area that the teacher is pointing to.
Everywhere: Walk/run on the spot/jumping jacks/ bounce on the spot.
- ➡ Teacher reinforces positional language throughout - front/back, forwards/backwards e.g. *"You've nearly reached the front"*, *"We are all lined up at the back"*, *"Are we ready to run to the front/back/everywhere?"*



MODIFICATION: For pupils who are wheelchair users, complete half jumping jacks with arms only or spin in a circle. Use appropriate signalling methods for pupils with hearing impairment (large print cards with arrows or diagrams of designated destination).

STRETCH
before moving to Activity 1
(see Warm Up stretches)

MORE ACTION: Change run to any other locomotor skill (walk, hop, skip, slide, jump or gallop). Encourage pupils to walk both forwards and backwards (looking over their shoulder to avoid falling or bumping).



Use **WALT** (We Are Learning To) to emphasise **following directions** – forwards, backwards, left and right. Support activity using verbal and visual prompts (e.g. signs with directional words).

ACTIVITY 1 - Partner Ball Carry

Set-up: Put pupils into pairs and give each pair a foam ball. Ask pairs to each stand at a cone from the previous activity.

- ➡ Pupils stand side-by-side and place the ball between them at the side of their hips. Pupils aim to move as a coordinated pair, keeping the ball in place without touching it.
- ➡ Teacher delivers directional instructions such as: *"Walk carefully towards the front of the hall"*, *"Walk carefully towards the back of the hall"*, *"Walk towards the left side"* (indicate with gestures).
- ➡ Partners switch sides to use opposite side of the body. As pairs get more comfortable moving together while keeping the ball between them, the speed can be increased: *"Walk quickly towards the front of the hall"*.



MODIFICATION: Vary the size of the ball and body part used to suit a pupil's ability. A bigger ball may suit pupils having difficulty in completing the task. Swap partners halfway through the activity.



MORE ACTION: Call out different body parts for pairs to keep the ball between (back, elbows, knees, stomach etc.). Allow pupils to come up with new ways to hold a ball together with a new partner. Create groups of 6 to complete a relay in pairs with one ball per group. Challenge pairs to move to a cone and back to their group, keeping the ball between a specific body part. Pupils can use their hands to pass the ball to the next pair.



Allow enough **time** for pupils to practise keeping the ball between them. If a pair drops their ball, emphasise that everyone will drop the ball – this is normal and helps us learn. Remind children of the *PE Agreement*, use **WILF** (What I'm Looking For) emphasising traits like working together and being kind to one another. Highlight and encourage **communication** between the pair. **Highlight** things a pair does well e.g. moving slowly and together, talking aloud.

ACTIVITY 2 - Gone Travelling

Set-up: Disperse disc markers around playing area, with a yellow *Animal Card* face down on each one. Stick red *Home Cards* to the walls. Divide pupils into pairs and instruct each pair to stand at a disc marker.

- ➡ On instruction, pupils turn over their *Animal Card* at their disc marker.
- ➡ In their pairs, pupils run around the room, working together to find the *Home Card* on the wall that matches their animal.
- ➡ When pairs have found the correct location of their matching *Home Card*, they discuss how the animal moves (does it swim, fly or crawl?).
- ➡ Pairs travel back to their disc marker, moving in the style of the animal on their card (i.e. if their home is a web, they crawl like a spider).
- ➡ When pairs return to their disc markers, they must place the *Animal Card* back on the floor face down.
- ➡ Each pair then finds a new disc marker and repeats with a different animal.

MODIFICATION: Place cards on a raised surface to allow pupils who have difficulty reaching the ground to retrieve the card. Assist pupils struggling to identify the correct destinations by giving prompts.



MORE ACTION: Ask pairs to think of another animal not on the cards. Instruct pairs to run around the playing area and call *"groups of 4"* so that two pairs are together. Each pair tells the other what animal they chose, then moves in the style of the animal the other pair chose towards the *Home Cards*. Add blank sheets of paper to the wall to make new *Home Cards* if none match the chosen animal. Pupils can discuss where the chosen animal might live and draw the homes on the sheets.



Allow each pair enough **time** to arrive at their destination and remind them that this is not a race. Provide additional **verbal cues**, privately, to pairs that require support.

COOL DOWN - Rabbit Rhyme

Set-up: Request all pupils to clear equipment from previous activity.

- ➡ Teacher instructs pupils to spread out around the room and crouch down like rabbits sleeping in a burrow.
- ➡ Teacher narrates:
"In a hole beneath the ground, lives a rabbit without a sound, Slowly it wakes, (begin to slowly stretch up)
A big breath it takes, (take a deep breath)
Stretches its paws, (stretch arms and legs)
And peers outdoors, (stretching forward and looking side to side) *Better not stay,* (crouch back down)
It jumps away" (bunny hop away like a rabbit).



STRETCH
at the end of the lesson
(see Cool Down stretches)

Assessment of / for learning



Teacher-designed Task

In small groups, ask pupils to spread out along a line. Ask pupils to close their eyes and instruct them to take one step forward/backward, right or left. Note accuracy (See 'Observation' assessment)



Questioning

Debrief after Activity 1. Ask children about their teamwork; *"Who worked well with their partner?"*, *"How did you decide who would go forward, or backwards?"*, *"Did you talk together?"*, *"What made you a good team?"*.



Observation

Keep a checklist of pupils' ability to follow directions. Note accuracy of Teacher-designed Task with a checklist.



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Learning Outcomes

Through this lesson, pupils should be enabled to...



List 3 different locomotor skills (i.e. skills where the body travels such as walking, running, hopping, skipping, jumping).



Ask each other relevant questions to seek clarification.



Move appropriately using a variety of locomotor skills to find an object.

SPHE

Strand: Myself
Strand Unit: Self-identity; Developing Self-confidence

PE

Strand: Outdoor and Adventure Activities
Strand Unit: Orienteering

Equipment for Lesson:

Cones, Crayons, *Treasure Checklist*, *Treasure Cards* and *PE Agreement* poster (from resource pack)

Action for Life

LESSON
4

WARM UP - Ship, Sea, Shore

Set-up: Using cones, create three long parallel lines. Ask pupils to line up along the middle line.

Pupils respond to the directions of ship, sea, shore by running to the corresponding line.

Ship: Middle line

Sea: Left line

Shore: Right line

MODIFICATION: Use appropriate signalling methods for pupils with hearing impairment (e.g. large print cards with arrows or diagrams of designated destination pupils must run to). For pupils with vision impairment, pair all pupils for this activity and use disc markers in place of cones.

STRETCH
before moving to Activity 1
(see Warm Up stretches)

MORE ACTION: Change 'run' to any other locomotor skill (walk, hop, skip, slide, jump, leap). Add extra movements for directions, e.g. **Ship:** Move to middle line and stretch out arms like a sail; **Sea:** Move to left line and make swimming motions with arms; **Shore:** Move to right line and crouch down to dig in the sand. Add additional directions and movements:

Hit the deck: Lay down on stomach.

Scrub the deck: Crouch down and make scrubbing action on floor.

Clear the deck: Lie on back with legs in the air.



Verbally introduce learning outcomes via **WALT** (We Are Learning To) "We are learning to use different locomotor skills. Locomotor skills include hopping, skipping, jumping, sliding and running".

ACTIVITY 1 - Buried Treasure

Set-up: Keep the middle 'Ship' line from the Warm Up and let pupils know that this is now our pirate ship. Disperse the rest of the cones around the room. Place a *Treasure Card* under each of the scattered cones on either side of the pirate ship line.

- ➔ Pupils are put into pairs (or choose a partner) and each pair gets a crayon and a *Treasure Checklist*.
- ➔ Pairs stand at the pirate ship line.
- ➔ Each pair must move from the pirate ship to find the treasure by walking to an unattended cone and checking underneath.
- ➔ When pupils find a piece of treasure on their checklist, they colour in the corresponding box, place the treasure back under the cone and move to the next unattended cone.
- ➔ When all 5 pieces of treasure have been uncovered, pupils return to the pirate ship.

MORE ACTION: Place multiples of the same piece of treasure under several cones. After all pupils have completed their checklist, play a matching game where pupils try to identify cones that hide the same pieces of treasure. Use directional language (e.g. The blue cone at the front, to the left, to the right etc.). Instead of colouring in the treasure checklist when they find a piece of treasure, pupils could be asked to keep a tally of how many pieces of each type of treasure are in the playing area.



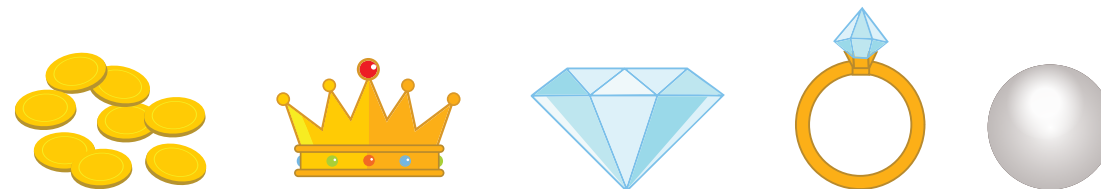
Remind pupils of the **PE Agreement** and that you are looking for pupils to work together. Some younger children may not yet have sufficient oral language skills to work effectively with a peer. **Role play** or **model** the types of questions that pupils could ask each other to be successful in this task: "What treasure is on our list?", "How many pieces of treasure do we need to find?", "What treasure have we found?", "What treasure do we need to find?".

ACTIVITY 2 - Matching Treasure

Set-up: Keep cones and treasure setup from previous activity (treasure hidden under cones).

- ➔ Pupils walk (or skip, hop, or other locomotor skill) around the cones in the playing area.
- ➔ When teacher calls "Dig for treasure!", pupils find an unattended cone and pick up the treasure hidden under the cone.
- ➔ When teacher calls "Find your match!", pupils work together to find the classmate(s) with the same piece of treasure.
- ➔ Teacher calls 'Buried treasure!' and pupils hide their treasure under the nearest empty cone.

MORE ACTION: Pupils could be asked to match treasure based on colour (gold treasure group, silver treasure group) or first letter sound (coin/crown etc.). Ask pupils to identify which piece of treasure is found the most, least etc. Treasure could be replaced with letters or numbers with pupils asked to match with other vowels, odd numbers, even numbers etc.



Allow pupils enough **time** to find their matching treasure, remind them that this is not a race. Provide **additional cues** for pupils who struggle to find their match – "hold your treasure on your forehead", "Say your treasure out loud" etc.

COOL DOWN - Waves of the Sea

Set-up: Pupils clear equipment from previous activity.

- ➔ Pupils walk around the playing area pretending to be waves in a big sea.
- ➔ Pupils are instructed to begin by walking slowly, being careful not to touch other waves in the sea (other pupils).

Teacher gives the following directions:

- ➔ **Tall waves** (stretch high while walking).
- ➔ **Small waves** (crouch down low and walk on hunkers).
- ➔ **Gentle waves** (walk upright swaying upper body from side to side).
- ➔ **Crashing waves** (jump and stamp on the spot).
- ➔ **Calm sea** (freeze and smile).

STRETCH
at the end of the lesson
(see Cool Down stretches)

Assessment of / for learning



Questioning

After the Warm Up, ask pupils to list all the ways that they moved from the ship, to the sea and to the shore. Count all of the ways together as a group. Invite willing pupils to name 3 locomotor (travel) skills.



Questioning

Discuss with pupils why Activity 1 was easier to do working in pairs. List all of the ways they worked together: "One held the checklist, one held the crayon", "One remembered the missing treasure, one lifted the cone".



Observation

Identify pupils who struggled/ excelled at finding their matching treasure. Record these observations.



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Learning Outcomes

Through this lesson, pupils should be enabled to...

HEAD



Demonstrate

body awareness and identify if their heart is beating fast or slow.

HEART



Give and take turns during an activity.

HANDS



Work with a partner to perform simple movements (marching, running, skipping, side-stepping, hopping) following the teacher's directions.

SPHE

Strand: Myself and Others
Strand Unit: Relating to Others

PE

Strand: Dance
Strand Unit: Exploration, Creation and Performance of Dance

Equipment for Lesson:

Sticky labels, Crayons/Colouring pencils, Music, PE Agreement poster (from resource pack)

Action for Life

LESSON 5

WARM UP - Beating Hearts

Set-up: Provide pupils with blank stickers and colours and allow 1-2 minutes for pupils to design their own heart sticky labels.

- ➡ Teacher explains that the heart is on the left side of the body and assists pupils with identifying their left side to place their decorated sticker over their heart.
- ➡ Teacher demonstrates how to feel a heartbeat by putting hand to chest slightly to the left and explains that they will call this “*heart check*”.
- ➡ Teacher instructs pupils to clap out what the beat of their heart sounds like (teacher demonstrates fast and/or slow rhythms).
- ➡ Teacher leads slow march on the spot and claps hands to the rhythm.
- ➡ Teacher increases speed of clapping as marching gets faster.
- ➡ Teacher calls out “*heart check*” and asks pupils do they notice anything unusual about their heart (beating, thumping, and pounding). Teacher reassures pupils that this is normal and that our hearts beat faster when we are active.



STRETCH
before moving to Activity 1
(see Warm Up stretches)

MORE ACTION: Replace marching with a variety of locomotor skills, afford pupils the authority to call out ‘*heart check*’.



TOP TIP

Use a **visual prompt** (sticker) to help pupils identify where their heart is. **Demonstrate** an effective way to check heart beat (open palm over the sticker).

ACTIVITY 1 - Shoulder to Shoulder

Set-up: Instruct pupils to form a large circle.

- ➡ Teacher demonstrates performing different movements on the spot (marching, running, skipping, side-stepping, hopping).
- ➡ Teacher encourages pupils to come up with additional movements.
- ➡ Teacher then leads the group in moving around the play area clockwise, performing these movements in counts of 8 (i.e. “*march 2,3,4,5,6,7,8*”; “*hop 2,3,4,5,6,7,8*”).
- ➡ Teacher plays music and nominates different pupils to choose a movement.

Teacher stops the music and calls out an instruction for pupils to find a partner and touch:

- ➡ Shoulder to shoulder.
- ➡ Back to back.
- ➡ Toe to toe.
- ➡ Elbow to elbow.
- ➡ Knee to knee.

MODIFICATION: Begin the activity in pairs allowing pupils with limited mobility to move with their partner.



MORE ACTION: Use different types of music, with different types of beats encouraging pupils to move in time with the beat. To increase the challenge, call out more than one body part at a time (e.g. hand to hand and toe to toe).



TOP TIP

Remind pupils of the **PE Agreement**, use **WILF** (What I'm Looking For) to emphasise important traits like working together and being kind to one another. Ask a willing pair to demonstrate the task (**peer demonstration**).

ACTIVITY 2 - Brushstrokes

Set-up: Ask pupils to spread out around the room and ensure they have their own space. Put on some slow gentle music.

- ➡ Teacher tells pupils that they are going to make imaginary paintings using parts of their body as the paintbrush.
- ➡ When the music plays, teacher calls out a body part to ‘paint’ with (elbow, foot, nose, knee, stomach etc.).
- ➡ Teacher can specify what type of picture to paint or allow pupils to come up with their own ideas.
- ➡ Pupils are encouraged to match the speed of their movement to the speed of the music.
- ➡ Every few minutes, teacher calls out a different body part to ‘paint’ with.
- ➡ Music of different speeds can be played to encourage faster or slower painting.



MORE ACTION: Suggest things to paint that need specific types of movement (e.g. a giraffe with a long neck, a swirly snail shell, a wriggly worm, the sea with zig-zag waves). Give further descriptions of the canvas to be painted – it could be huge or tiny, it could be above the pupils requiring them to lie down and paint (like Michelangelo painting the ceiling of the Sistine Chapel), or it could be on the floor.



TOP TIP

Emphasise that there is no ‘right’ or ‘wrong’ way to move in this activity. Pupils should be **encouraged** to visualise their painting and move fast or slow to the music. Allow enough **time** for pupils to explore moving in different ways for each body part; some positions may require more balance or flexibility than others.

COOL DOWN - Shadow Dancing

Set-up: Put pupils into pairs and ask each pair to face each other.

- ➡ One pupil in each group is assigned the role of the ‘Mirror’.
- ➡ The Mirror has to mimic the movements of their partner.
- ➡ After mirroring several movements, the pair swap over.

Teacher can suggest the following movements, encouraging pupils to vary the speed and rhythm to make it more challenging to mirror the movements:

- Make a big smile.
- Lift shoulders to ears and lower them.
- Circle shoulders backwards.
- Move waist side to side.
- Raise both arms overhead.
- Stretch arms out like a bird's wings.
- Lift right/left knee.
- Shrink down low.
- Lift up high on to your toes.



STRETCH
at the end of the lesson
(see Cool Down stretches)

Assessment of / for learning



Questioning

Ask pupils to discuss which body parts were harder/easier to match to other people (Activity 1) and to use to ‘paint’ with (Activity 2).



Self-assessment

Ask pupils to think about the activities in this lesson and consider the following questions: *Where did I get stuck? What did I do? What helped me? Who did I ask? What new thing did I learn?*



Task

Throughout the rest of the week, ask pupils every so often to identify where their heart is, with and without their heart sticker.



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Learning Outcomes

Through this lesson, pupils should be enabled to...



List different types of movements and actions performed at the circus.



Practise giving and taking turns during an activity.



Respond to a narrative using appropriate movement and actions (e.g. gallop like a horse, walk slowly backwards, move like a tiger, freeze).

SPHE

Strand: Myself and Others
Strand Unit: Relating to Others

PE

Strand: Dance
Strand Unit: Exploration, Creation and Performance of Dance

Equipment for Lesson:

Disc markers, Music, Mats, PE Agreement poster and Feelings Finder (from resource pack)

Action for Life

LESSON
6

WARM UP - Changing Leaders

Set-up: Instruct pupils to stand at one end of the playing area and divide pupils into groups of 4.

- ➡ Each group nominates a leader and lines up behind them.
- ➡ When the music starts, pupils imitate the leader's movements. This can be on the spot or travelling.
- ➡ When the music stops and teacher calls, "*change*", the last pupil in the line jogs to the front and becomes the new line leader.
- ➡ Each leader performs a new movement for the line to imitate.
- ➡ Teacher can provide verbal prompts to assist leaders looking for inspiration (snake, deep-sea diver etc.).

MODIFICATION: Use coloured signal e.g. green ball/ racket/flag to assist pupils with hearing impairment to know when to 'change'. For pupils with vision impairment, leader describes movement (e.g. "*Wave your arms and stamp your feet.*").

STRETCH
before moving to Activity 1
(see Warm Up stretches)

MORE ACTION: To extend the activity, perform as a whole class line, or two class lines. Begin or conclude this activity with well known 'line dances' such as *The Macarena, Saturday Night or Baby Shark*.

ACTIVITY 1 - Surf's Up

Set-up: Create one large circle of disc markers with sufficient space for all pupils to stand around the edge.

- ➡ Teacher instructs pupils to jog around the circle. Teachers calls "*dive*" and pupils pretend to 'dive' with their arms into the sea (centre of the circle).
- ➡ Pupils are encouraged to "*crouch down and wait for the waves to come in*", then to "*jump over the waves*" (teacher counts down "*3,2,1, JUMP!*").
- ➡ Pupils use arms to 'swim', following teacher instructions – "*swim forwards*" and "*swim backwards*".
- ➡ When teacher calls "*surf's up*", pupils run to a disc marker and lie on their front, pretending to swim out to the waves (kicking legs, using arms).
- ➡ When teacher calls "*surf time*", pupils hop on top of their imaginary board, balance with knees bent and feet apart.
- ➡ Teacher calls "*dive*" to begin the sequence again.



MORE ACTION: Provide additional instructions when pupils are on their imaginary surfboard: "*Lean to the right, lean to the left*". "*Surf on one leg then on the other*". "*Get really low – bend the knees*". Later, the activity can be repeated using beach or surfing themed music, choose a willing pupil to lead the class with prompts.



TOP TIP

Using **stories** to create movement is a really useful way to improve movement skills. Research shows that when we make reference to body parts ("*bend your knees, extend your arms*" etc.) some pupils get confused and overwhelmed. By **prompting** pupils to 'ride a surfboard' you can signal a specific movement while making the task clear and fun.

ACTIVITY 2 - Circus Acts

Set-up: Ask pupils to remain in a circle from previous activity (pupils can spread out beyond the disc markers to give more space).

Teacher instructs pupils to perform the following movements, while moving clockwise:

- ➡ **Horses:** Gallop around the circus ring.
- ➡ **Stilt walkers:** Walk with legs straight like you are on stilts.
- ➡ **Monkeys:** Swing like a monkey.
- ➡ **Tigers:** Prowl like a tiger on hands and knees.
- ➡ **Jugglers:** Pretend to juggle lots of balls.
- ➡ **Tightrope walkers:** Walk around the circle heel-to-toe with arms out for balance.

MODIFICATION: Use visuals (e.g. cards with pictures) or clear demonstrations for the circus acts to assist pupils with hearing impairment to know what action to complete.



MORE ACTION: Add musical accompaniment (e.g. 'Join the Circus') to boost energy and confidence. To extend the activity, task a group of pupils to act out a specific circus act (with or without music). Ask the rest of the pupils to guess the act. Demonstrate how to extend the act with extra movements (e.g. a tightrope walker might first climb a ladder, then check the rope, then walk the rope).



TOP TIP

Provide effective **demonstrations** of the horse galloping, monkey climbing, tiger prowling, tight rope walker etc. Use **visual prompts** (flash cards and video) if possible. Invite willing pupils to **demonstrate** and **positively reinforce** their efforts.

COOL DOWN - Sound System

Set-up: Ask pupils to spread out around the playing area. Demonstrate which direction to move in (clockwise or anti-clockwise).

Teacher calls out different directions.

- ➡ **Fast forward:** Run.
- ➡ **Rewind:** Walk backwards slowly.
- ➡ **Pause:** Jump on the spot.
- ➡ **Stop:** Freeze.

SAFETY! Emphasise that pupils need to look back over their shoulder and move slowly when walking backwards to ensure they don't bump into other pupils.

STRETCH
at the end of the lesson
(see Cool Down stretches)

Assessment of / for learning



Questioning

Ask pupils to identify different movements you might see or do at the circus (or at the zoo, seaside etc.). Record them as a group, with words, drawings or photos. Emphasise that everyone moves differently and that's normal.



Questioning

Ask pupils to rate their enjoyment level during today's PE class using the *Feelings Finder*.



Observation

Record each pupil's ability to follow movement prompts, noting any pupils that are finding particular movements or directions challenging.



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Learning Outcomes

Through this lesson, pupils should be enabled to...



Describe how to move like different creatures.



Practise being brave and attempting different movements that they might not have tried before.



Demonstrate movement actions (such as crab walk and cat walk) and body awareness using a variety of body parts.

SPHE

Strand: Myself
Strand Unit: Self-identity; Developing Self-Confidence

PE

Strand: Gymnastics
Strand Unit: Movement



Equipment for Lesson:

Masking tape (or similar, or skipping ropes),
Disc markers,
Cones, Hula hoops,
Beanbags, Music

Action for Life

LESSON

7

WARM UP - Linking Lines

Set-up: Use masking tape or skipping ropes to create two or more straight lines. Place disc markers at the beginning of, and halfway along, the first line.

- ➡ Pupils line up behind first disc marker.
- ➡ Teacher (or a nominated pupil) demonstrates walking carefully along the tape with arms out. Teacher emphasises touching the back of the heel of one foot to the tip of the toe of the other foot (pretend the floor on either side of the tape is lava).
- ➡ Pupils go up one line and down the other until they arrive back at the start.
- ➡ Pupils wait until the pupil in front of them is halfway along the first line (at second disc marker) before taking their turn.

MODIFICATION: For pupils who are wheelchair or mobility device users, assign an alternative action or task, such as keeping a beanbag balanced on the head while moving along the line, or estimating how many pushes of the wheels it will take to get to the end of the line.

STRETCH
before moving to Activity 1
(see Warm Up stretches)

MORE ACTION: Use different movements: side stepping, hopping, taking big steps, jumping with two feet from side to side over the line. Add a wiggly or zig-zag line in addition to the straight lines to increase challenge.



TOP TIP

Teacher provides expert **demonstration** highlighting components of skill that pupils 'typically' forget (heel touches toe of the other foot for every step). Provide **verbal cues** to support pupils with performing the movement.

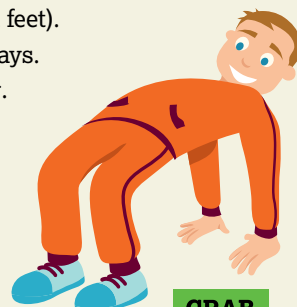
ACTIVITY 1 - Shapes and Animals

Set-up: Use cones to create a large square playing area. Ask pupils to spread out around the square. Demonstrate the direction to move in (clockwise or anti-clockwise).

- ➡ Pupils walk around inside the playing area.
- ➡ When prompted, pupils move like a cat (walking on hands and feet).
- ➡ Teacher instructs the cats to walk forwards, backwards, sideways.
- ➡ Teacher prompts cats to show one paw, wag their tail and purr.

This is followed by a change of animal:

- ➡ Travel as **jumping frogs** by (bending knees and putting both hands on the floor, push off with hands and feet into air).
- ➡ Return to the **cat** walk.
- ➡ Flip the cat! Now pupils are a **crab** (hands pointing towards feet).
- ➡ Walk around like crabs (sideways, forwards and backwards).



CRAB

SAFETY! Ensure that all pupils are travelling in the same direction within the square. Emphasise that everyone needs to be aware of the space around them to not bump into their classmates when moving around the playing area.

MORE ACTION: Travel up and down the lines from the Warm Up activity using different animal movements. Teacher prompts pupils to walk like a three-legged cat (two hands and one leg, or one hand and two legs) and travel keeping head up. Extend the lesson by introducing music e.g. 'Carnival of the Animals'. Ask pupils to guess which animal the music represents, and to show you which animal it is by using their movements. Flick through a number of movements from this suite of music which includes elephants, lions, swans etc.



TOP TIP

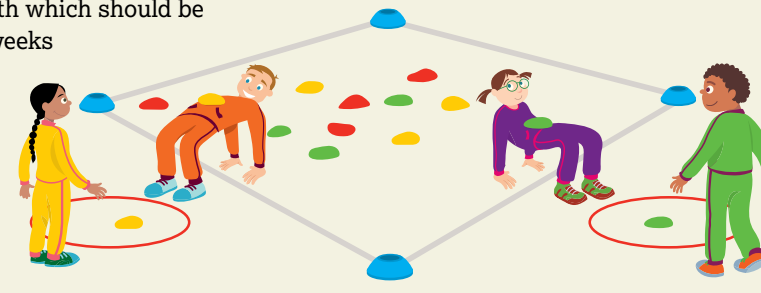
Provide **visual prompts** (such as pictures of frogs jumping) to guide knowledge and understanding of the way different creatures move. Use **terminology** referring to different parts of the animal's body (paws, claws, shell etc.) allowing pupils to identify what part of their body it most closely resembles.

ACTIVITY 2 - Hungry Crabs

Set-up: Place a hula hoop outside each edge of the square playing area and scatter beanbags around the inside area. Divide pupils into 4 groups and ask each group to stand behind a hoop.

- ➡ The area inside the cones is the 'sea' and the bean bags are 'crab food'.
- ➡ Pupils from each group take turns to travel one by one by crab walking (or crawling, if preferred) forwards, backwards or sideways inside the boundaries.
- ➡ Pupils collect one piece of crab food (beanbag) at a time.
- ➡ Pupil places the beanbag on their stomach (or in their pocket, or hood) and crab walks back to the team's hula hoop.
- ➡ When the beanbag is placed in the hula hoop, the next pupil in the group goes off to collect more crab food.
- ➡ Each team tries to collect enough crab food to have a big dinner.

MODIFICATION: Place beanbags on a raised surface to allow pupils who have difficulty reaching the ground to retrieve the beanbag. Demonstrate variations of the crab (Easy – low back arch, bum close to the floor; Hard – straight back, bum high off the floor). The activity requires upper body strength which should be built up over a number of weeks rather than in one lesson. In the early stages, consider adapting the crab walk to a 'kangaroo jump' or a 'horse gallop' which are more focused on the lower body.



TOP TIP

Allow pupils the **choice** to use a variation of the crab walk. Tell pupils that every crab is different and so are we. **Encourage** pupils to use the crab walk that is most comfortable for them and to attempt the task with courage.

COOL DOWN - Action Song

Set-up: Ask pupils to assist in removing the beanbags, cones and hula hoops from previous activity to create a clear playing area. Put on music ('The Birdie Song') and tell pupils to find space around the playing area.

Teacher demonstrates the actions of the song:

- ➡ "Make your hands look like bird beaks".
- ➡ "Flap your arms like wings".
- ➡ "Wiggle your back".
- ➡ "Skip around in a circle".

Choose willing pupils to lead.

STRETCH
at the end of the lesson
(see Cool Down stretches)

Assessment of / for learning



Questioning

Ask pupils to describe the movements they did for 2 different animals. Discuss the parts of the body we use when walking like crabs. Introduce the term 'muscle' into the class's vocabulary.



Teacher-designed Task:

Discuss favourite animals and prompt pupils to think about what they like most about them. Ask pupils to draw pictures which show what they like about their favourite animal.



Observation

Record observations of pupils' abilities to follow movement prompts, and any movement types where they have particular difficulty.



Irish Heart Foundation

The National Stroke & Heart Charity

Learning Outcomes

Through this lesson, pupils should be enabled to...



Demonstrate an understanding of ordering and sequencing through correct movement responses (first, next, last).



Demonstrate persistence and resilience by making mistakes and trying again.



Practise moving in a variety of directions, shapes and speeds.

WARM UP - Late for School

Set-up: Ask pupils to spread out and find a space of their own.

- ➡ Teacher asks pupils to perform actions as they tell this story.
- ➡ Use exaggerated movements and expressions for each action.

Pupils pretend they are asleep and suddenly wake up –

“Oh no - you are late for school! Brush your teeth, wash your face, put your clothes on, run downstairs, run back upstairs you forgot to put on your socks!

Back downstairs, drink juice, eat cereal and toast, get your lunch, put on school bag, open front door, shut door, run down the street, jump over the hedge, look both ways, cross the road. Finally you arrive at school. Slow down to catch your breath,

Stop – the gates are shut – it’s Saturday!”

STRETCH

before moving to Activity 1 (see Warm Up stretches)

MORE ACTION: Narrate different sequences (preparing for bed, going to the beach etc.), mimic books the class are working on (e.g. *We’re Going on a Bear Hunt*), call upon pupils to narrate. Alter the pace of the movement sequence, performing it first slowly and then as fast as possible.



Outline the **sequence** using first, next and last. Use first, next and last to guide effective movement throughout PE. This can be extended to the classroom by using **visual prompts**. Use pegs to hang pictures of things that pupils might do in the morning on a piece of string in the classroom and challenge pupils to hang them in the order of first, next, last.

ACTIVITY 1 - Teacher Says

Set-up: Ask pupils to line up side-by-side along one edge of the playing area.

The aim is to reach the other side of the playing area.

- ➡ The teacher uses the phrase, “*Teacher Says..*” followed by the name of an action (see below) which pupils complete to move forward.
- ➡ When the teacher says “*Teacher Says stop!*” pupils stop performing that action and wait until the next one is called.
- ➡ Actions to use include:

Crab walk: Crawl on hands and feet with stomach facing up.

Kangaroo: Jumps with feet together.

Tiger: Low crouching crawl.

Duck: Move forward in a squat with elbows bent and hands on waist.

Tight rope walker: Walk with arms extended outwards for balance.

If teacher calls out an action without saying “*Teacher Says*” and a pupil moves forward, they must return to the start line.



MORE ACTION: Call out consecutive actions quickly to add to the challenge. Introduce ‘Freeze!’ instruction for pupils to hold the movement position until given a new instruction. Play game several times, allowing different pupils to act as ‘teacher’.



TOP TIP

Use **instructions** that do not refer to actual skills or body parts (e.g. crab walk, rabbit etc.) to support attention and retention.

SPHE

Strand: Myself
Strand Unit: Self-identity; Developing Self-confidence



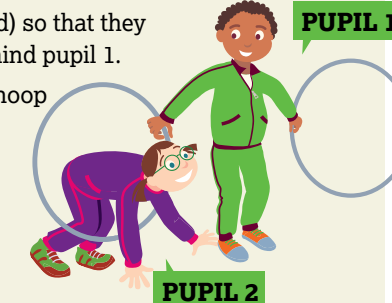
PE

Strand: Gymnastics
Strand Unit: Movement

ACTIVITY 2 - Silly Goggles

Set-up: Put pupils into pairs and give each pair two hoops. Pupils spread out so that each pair has enough space.

- ➡ Pupil 1 holds both hoops at their sides (as pictured) so that they look like spectacles or goggles. Pupil 2 stands behind pupil 1.
- ➡ On teacher’s signal, pupil 2 moves through one hoop (moving from behind to in front of pupil 1) then moves through the other hoop (moving from in front of to behind pupil 1).
- ➡ When pupil 2 has completed the course, pupil 1 gives them the hoops. Pupil 2 then holds the hoops like goggles, as pictured, for pupil 1.
- ➡ When pupils are confident in this movement, try moving at different speeds, moving through hoops without touching the edges, or lifting one or both hoops higher.



MODIFICATION: Use extra large hoop to allow pupils with balance or mobility difficulties to complete the activity.



MORE ACTION: Form groups of 4 from the pairs, with 3 lining up behind a leader who is holding the ‘silly goggles’ (hoops) as above. One pupil moves through one hoop and runs to the far end of the activity area and back again, returning to their team through the other hoop. The next teammate repeats this. After the third teammate returns, the pupil holding the ‘silly goggles’ drops the hoops, runs to the far end of the play area and back again. Groups stand inside the hoops to signify that they have finished.



TOP TIP

Remind pupils of the **PE Agreement**, use **WILF (What I’m Looking For)** to emphasise working together and encouraging one another. Ask a willing pair to demonstrate the task (**peer demonstration**). Use and reinforce ‘encouraging’ language (e.g. “*You’re doing a great job*”, “*I like how careful you are being*” etc.).

Equipment for Lesson:

Hula hoops,
PE Agreement poster (from resource pack)

Action for Life

LESSON

8

COOL DOWN - Hello/Goodbye

Set-up: Instruct pupils to place their hoops on the floor and sit down beside them with legs and arms stretched out in front.

Teacher demonstrates the positions for saying Hello and Goodbye with hands and feet (pictured)

Hello Position: Fingers and toes all pointing upwards.

Goodbye Position: Fingers and toes pointing forward.

Demonstrate positions with feet first, then arms/hands, before doing both together.

- ➡ Alternate between hands and feet saying Hello and Goodbye.
- ➡ Hand and foot on left side say Hello and on right side say Goodbye.
- ➡ Opposites: Left hand and right foot say Hello while right hand and left foot say Goodbye, then alternate.
- ➡ Switch back and forth between positions slowly, then at a more challenging speed.
- ➡ Finish by stretching out flat on floor, turning onto hands and knees and standing up.

GOODBYE

HELLO



STRETCH

at the end of the lesson (see Cool Down stretches)

Assessment of / for learning



Teacher-designed task

Back in the classroom, task pupils with sequencing (first, next and last) a selection of physical activities e.g. riding a bike (put on helmet, get on bike, pedal).



Self-assessment

Ask pupils to share encouraging language that they or their partner used during the lesson. Record this language on a chart. Discuss how encouraging language makes us feel.

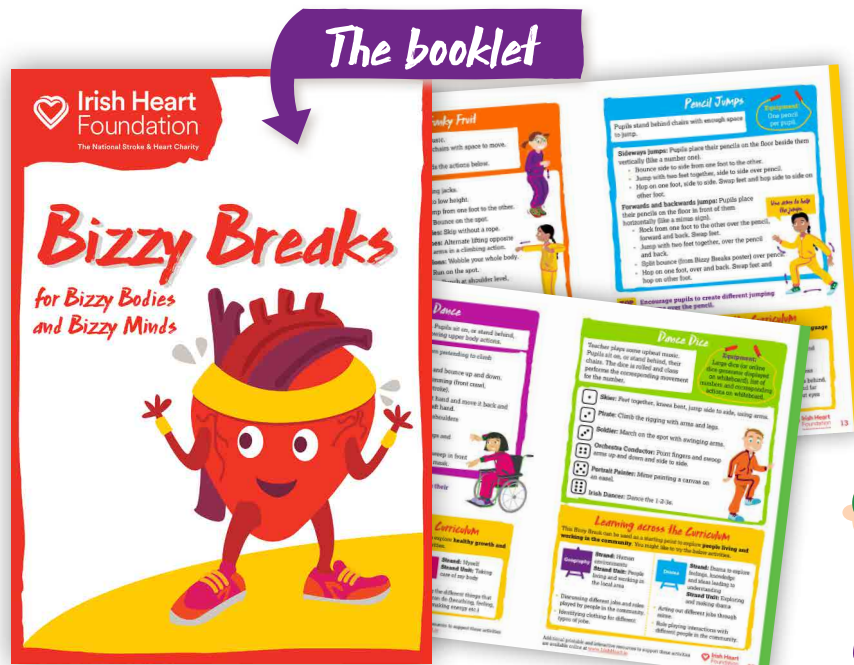


Observation

Record pupils’ abilities to follow movement prompts.

Looking for more ideas to promote an active classroom?

Why not try **Bizzy Breaks** – a collection of physical activity and mindfulness activities to promote wellbeing in your classroom



Visit www.irishheart.ie/schools for all the activities, videos, posters and additional classroom resources.



- ✓ 5-10 minute activities.
- ✓ Improves concentration and focus.
- ✓ Ideal for movement breaks or transitions.
- ✓ All activities linked to the curriculum.
- ✓ Requires minimal space or equipment.
- ✓ Printable activity sheets, lesson plans, interactive PowerPoints and more.
- ✓ All available FREE online – print or use digitally.

It's all FREE!



The poster

Resource Pack

- Learning to Skip
- Home Card – Underground
- Home Card – Cave
- Home Card – Water
- Home Card – Nest
- Home Card – Web
- Animal Cards
- Treasure Checklist
- Treasure Cards
- Feelings Finder



Learning to Skip

- 1 Practise initially with just arms, swinging the rope from the heels to the front of the toes and back again while standing, keeping feet flat on the ground.

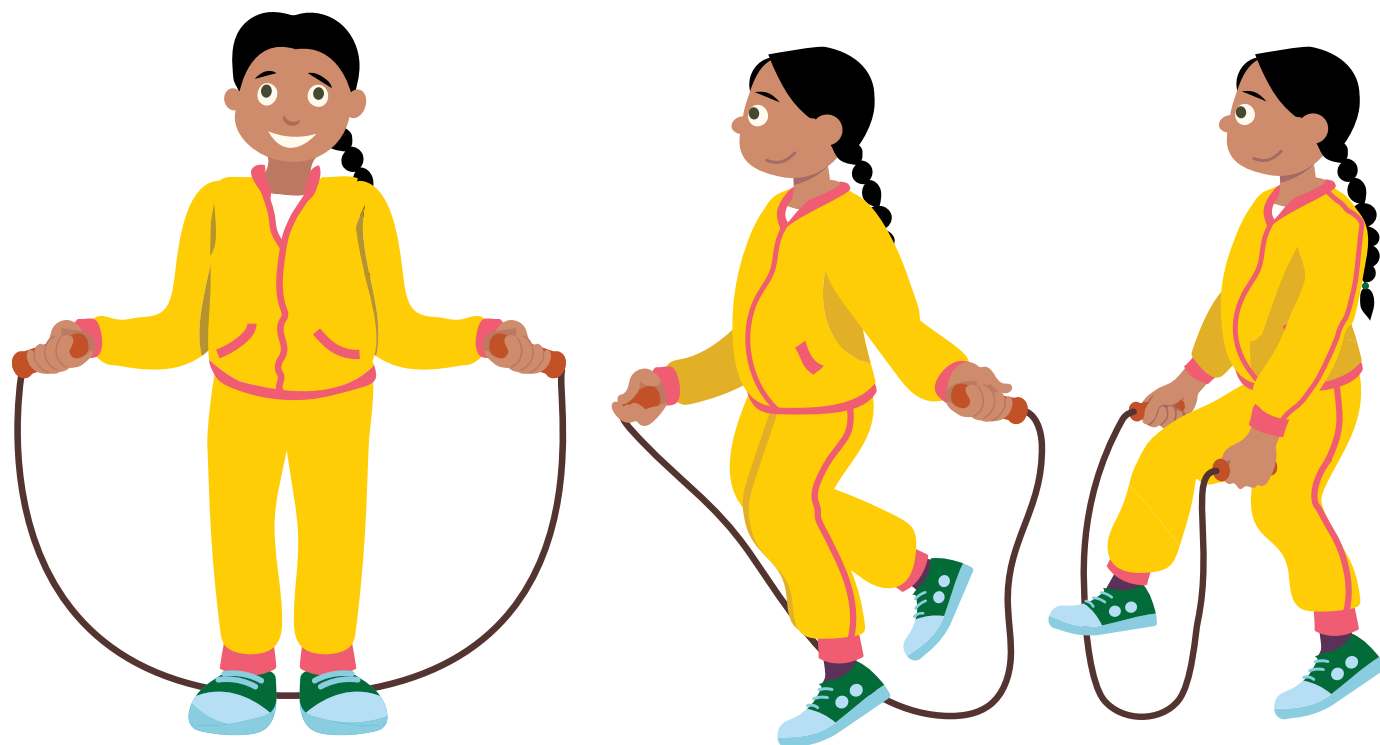
Focus on:

- ➔ gripping handles of the skipping rope.
- ➔ making big arm circles.
- ➔ moving both arms at the same time.

- 2 When comfortable with arm movements, introduce feet. Step over the rope while walking or running, or try small jumps over the rope.

Focus on:

- ➔ getting used to the rhythm of the turning rope.
- ➔ understanding where the rope is without having to look.
- ➔ jumping at the right time when the rope gets close to the feet.



Action for Life

LESSON 2

Games or activities that involve jumping rhythmically over a stationary rope or line with both feet at the same time, will help to develop the foundations of skipping.



Modifications for skipping

For pupils who are wheelchair users, use two short ropes or scarves. Hold one in each hand and rotate at sides.

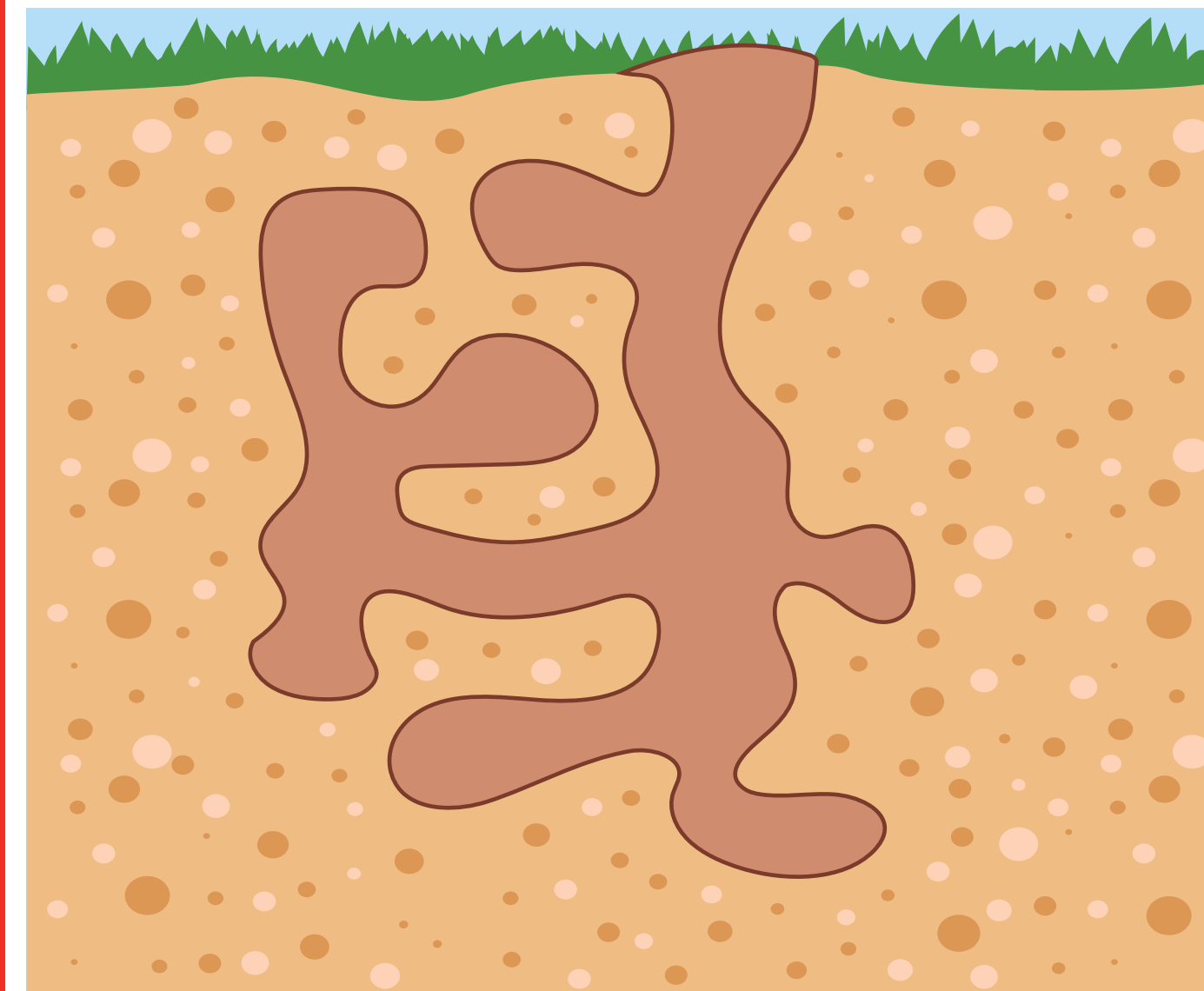
Start with one hand and progress to moving both in a rhythmic motion at same time.



LESSON 3

Action for Life

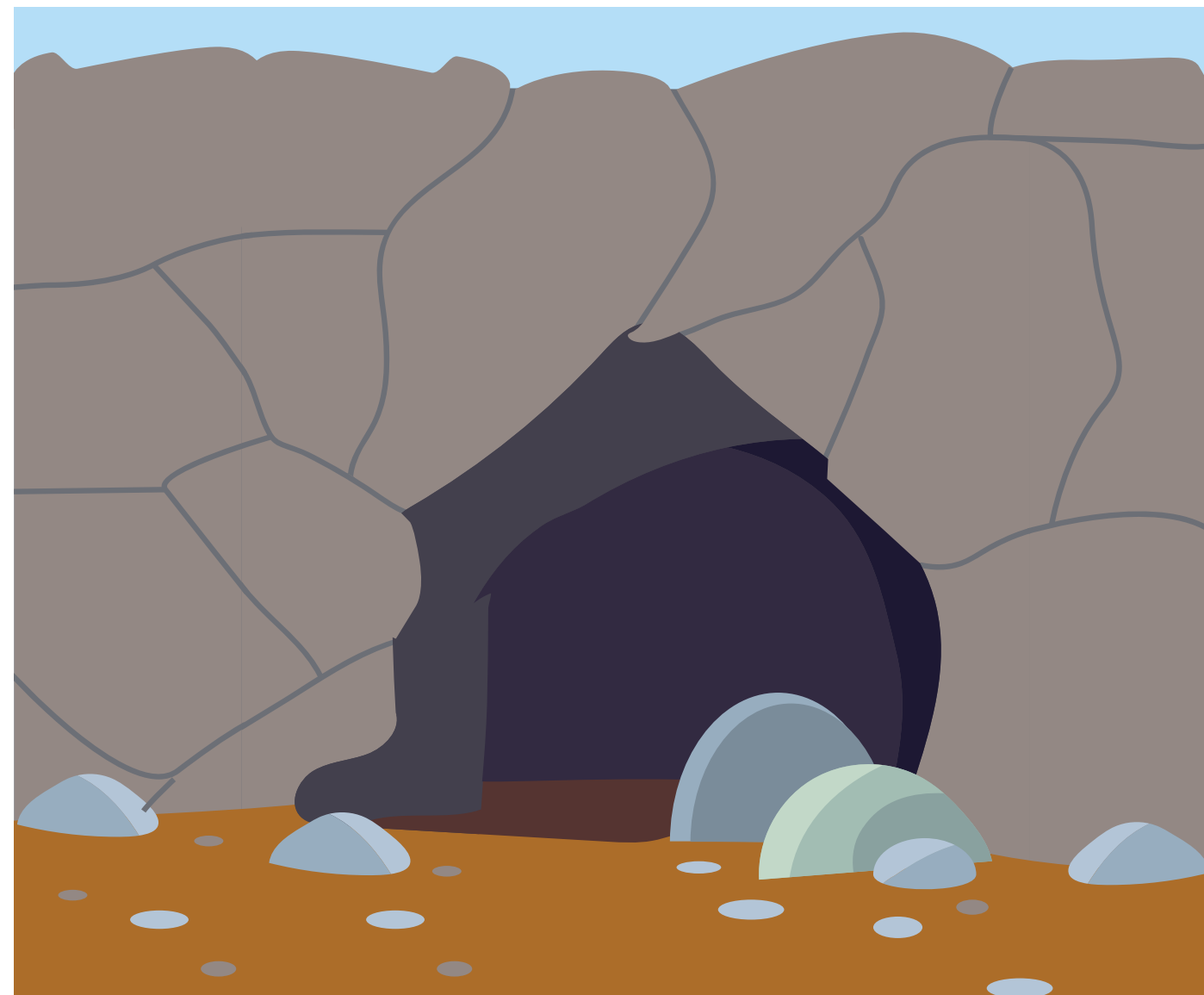
Home Card – Underground



Home Card - Cave

Action for Life

LESSON
3



LESSON
3

Action for Life

Home Card – Water



Home Card – Nest

Action for Life

LESSON
3



LESSON
3

Action for Life

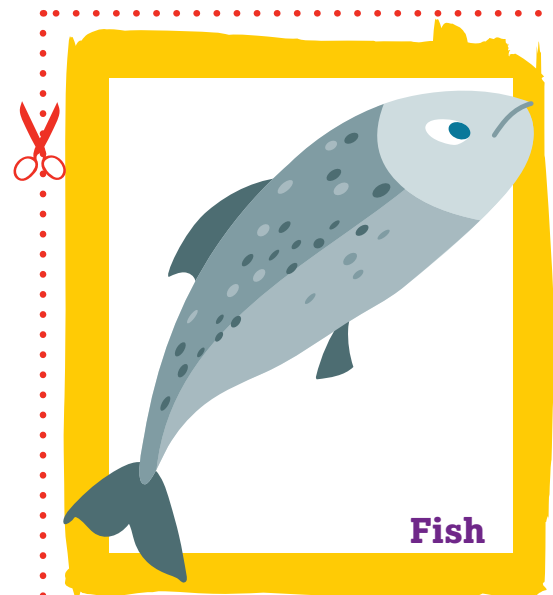
Home Card – Web



Animal Cards



Cut out and laminate
(at least 1 card per pupil)
for Lesson 3.



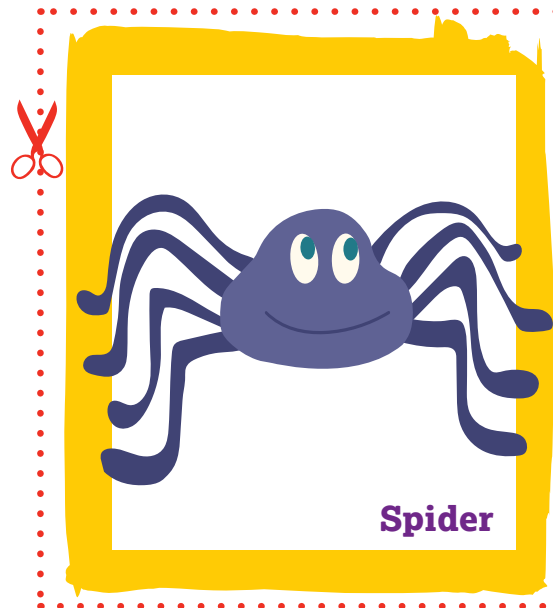
Fish



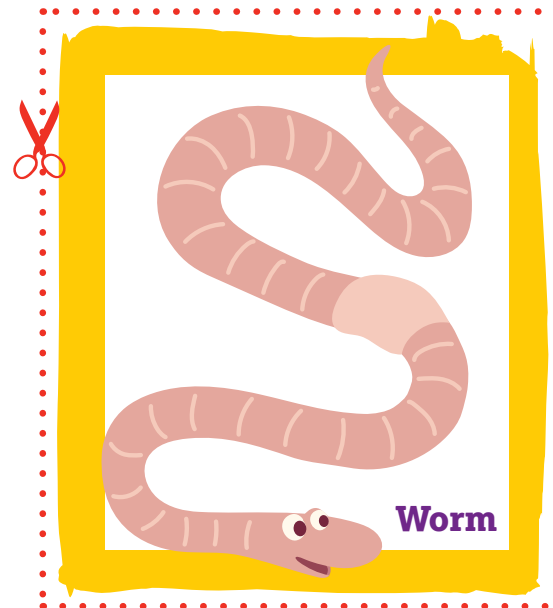
Bear



Bird



Spider



Worm

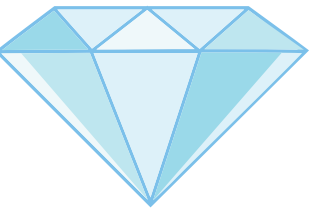
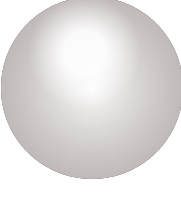
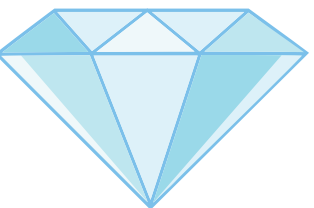
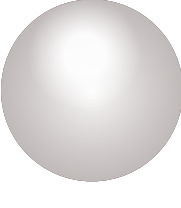
Action for Life

LESSON
3

LESSON
4

Action for Life

Treasure Checklist

 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐

Photocopy (one per
pair of pupils) and cut
into strips for Lesson 4



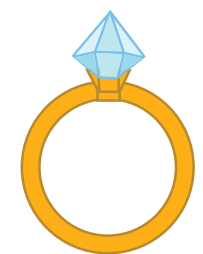
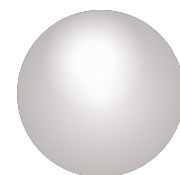
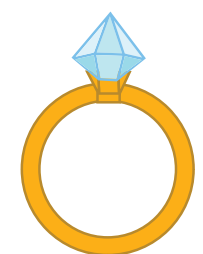
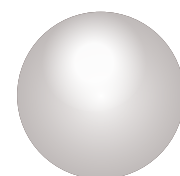
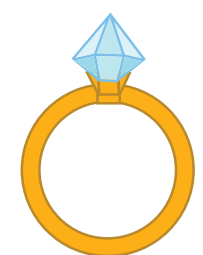
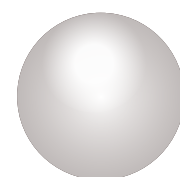
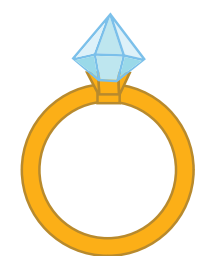
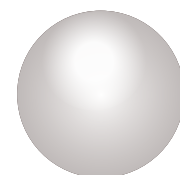
Give one strip to
each pair for keeping
track of the treasure
they find.

Treasure Cards

Action for Life

LESSON
4

✂

Cut out and laminate
(at least 1 card per pupil)
for Lesson 4.



LESSON
6

Action for Life

Feelings Finder

1	2	3	4	5
				



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For more information on the suite of supports
for schools and training programmes for CPD,
contact schools@irishheart.ie