

St Josephs!

Mrs Frosts PE at Home!



I hope everyone is staying safe out there and I will miss teaching you PE while we are not at school, but the good news is you already have all the skills, tools and knowledge you need to keep your body healthy.

I hope you can use all that we've learned in PE this year to stay active every day and if it's safe and the weather is nice you can get outside and play in your backyards to keep yourselves active.





I've included some suggested daily workouts and some challenges for you to try out and also linked up some resources and activities that you can check out if you get bored or need a fun activity to do.




We were due to participate in Athletics and Gymnastics this term so below are some activities you might choose to get your body ready!

Have fun!! Mrs Frost! 🏃💪🏊🏸🥎🏌️🏃



1. Try today's Zumba https://www.youtube.com/watch?v=FP0wgVhUC9w	2. Try PE Activities with the DOE	3. Follow this table with your favourite music. Work for 20	4. Try copying the dance moves in Just Dance
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	GetActive@Home resources	<p>seconds and rest for 10</p> 	<p>https://www.youtube.com/watch?v=RefJ2QOsVLo</p> <p>https://www.youtube.com/watch?v=uMuJxd2Gpxo</p> <p>https://www.youtube.com/watch?v=XR-np8bkA3c</p> <p>Cairns Hospit...</p>
<p>5. Go to the Cosmic Kids Yoga link and choose a routine to follow</p> <p>https://www.youtube.com/user/CosmicKidsYoga</p>	<p>6. Try these kids warm up exercises</p> <p>Kids workout 1 Beginners</p> <p>Kids HIIT Workout 2</p>	<p>7. Try "Go Noodle"</p> <p>https://www.youtube.com/watch?v=KhfkYzUwYFk</p> <p>Or you choose</p> <p>https://app.gonoodle.com/channels</p>	<p>8. Try a "Pop see Ko". Then see if you can make your own</p> <p>Koo Koo Kang...</p>
<p>9. Go outside and jump on the trampoline (If you have one) or skip</p>  <p>https://www.elevaterope.com/jump-rope-tricks/</p> <p>Make up a dance to your favourite song</p> <p>Just Dance YouTube channel Play Musical Statues</p>	<p>10. Go for a run or walk with your family</p> 	<p>11. Ride your bike with your family</p>  <p>'Look! No pedals mum': New way to teach children how to ride a bicycle</p>	<p>13. Find a ball. Try with a tennis ball or Large ball.</p> <p>Bounce a ball 10 times with your right hand</p> <p>Bounce it 10 times with your left</p> <p>Bounce it with alternate hands</p> <p>Throw it up with one hand above your head and catch with 2, 10 times</p> <p>Throw it up above your head and clap before you catch it.</p> <p>How many claps can you do? Throw the ball against the wall and catch.</p>  <p>Catching_chal...</p>

<p>14. Complete the following circuit then rest for 1 minute and repeat again 4 times)</p> <p>10 Star Jumps 10 Ski jumps(side to side jumping 10 hops on your right leg 10 hops on your left leg 10 opposite knees to elbow 10 Squats</p> 	<p>15. Play handball with someone from your family.</p>  <p>https://www.familiesmagazine.com.au/how-to-play-handball-rules-for-kids/</p>	<p>16. Get skilled get active - 12 Videos of FMS</p> <p>https://www.youtube.com/playlist?list=PLrOa7LNP0maWa6EPInkvHlk3VsBqhuMZq</p> <p>You can test yourself against the criteria! Or even teach a sibling!</p>	<p>18. Walk around your house or the back yard and count how many steps it takes. Do it forwards, backwards, side shuffles. Hold a plank for 1 minute.(or challenge a family member to a Plank off!)</p> <p>https://www.youtube.com/watch?v=qMZ7Df_sy3E</p> 
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Other games could be -

Challenges - Challenge 1 - The Chaplin Walk -

https://www.youtube.com/watch?v=mUQpFi3cTrs&list=PLsPL1_cJ9coCqG-UjMygro92aBskp2Dw8&index=1

Challenge 2 - The Shoe Balance -

https://www.youtube.com/watch?v=2siFkq5-0vg&list=PLsPL1_cJ9coCqG-UjMygro92aBskp2Dw8&index=5

Challenge 3 - The Moving Square -

https://www.youtube.com/watch?v=yjpJ1VuPZZY&list=PLsPL1_cJ9coCqG-UjMygro92aBskp2Dw8&index=12

Netball skills and drills - <https://sunshinecoastlightning.com.au/skills-and-drills-with-lightning/>

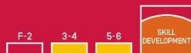
Soccer skills and drills -

https://www.playfootball.com.au/skills-hub/players?utm_source=&utm_medium=Email&utm_campaign=&utm_term=1338501

Some gymnastic activities-

[3-Hands-2-Feet.pdf](#)

SPORTAUS



3 hands, 2 feet

Pairs hold hands and run randomly around the room then, on your call, perform a specified balance.



What you need

- > 1 scatter mat per pair or a soft grassed area

What to do

- > On 'GO!', pairs move freely around the room holding hands until they hear your signal.
- > Call out combinations including any of the following: feet, bottom, shoulders, knees, hands, backs, elbows.
- > Players find a mat and assume the position called (e.g. if you call out 'THREE HANDS, TWO FEET!', pairs form a balance with only these number of body parts touching the ground).
- > Players hold their position for a set time (e.g. 10 seconds).
- > Players must always be in contact with one another to maintain balance.

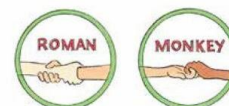


Change it

- > Balance with a partner who is a different size.
- > Introduce equipment (such as hoops, balls and bean bags) that must also be used in the balance.

Safety

- > Make sure players are performing their balance on their mat or soft grass.
- > Do not allow players to use their head as a balance option.
- > Ensure players securely 'brace' one another with appropriate hand grips (e.g. the monkey grip or Roman grip). These must be firm and strong.



- > Match participants appropriately.
- > Make sure players are controlling their exits from the balance.

Ask the players

- > Is it easier to balance closer to the ground or further away?
- > How many body parts do you need to have in contact with the floor to feel balanced?
- > Can players of different sizes counter-balance?
- > What is flexibility? Which balances require greater flexibility?
- > What made you feel more confident to tackle a specific balance?

LEARNING INTENTION

3 hands, 2 feet extends players' ability to hold a basic shape and introduces making and holding shapes in groups, which is needed for many balancing activities. It can be followed by an activity such as *Mini pyramids* which further develop this skill.

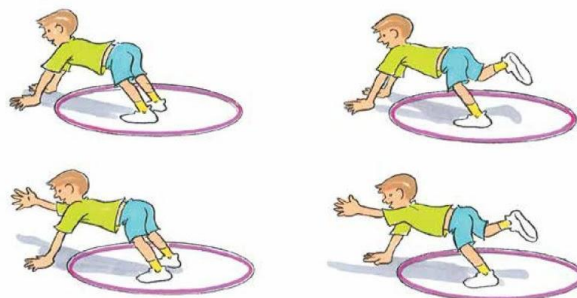
[Hoop-stretch.pdf](#)

SPORTAUS



Hoop stretch

Players explore balancing with different body positions while stretching from inside a hoop.



What you need

- > 1 piece of chalk, skipping rope or hoop per player

What to do

- > Players stand in a hoop or a marked circle.
- > Players make a body position with both feet inside the hoop and both arms outside of the hoop.
- > They hold the position for a set time, then stand up and repeat using a different position where feet are inside and hands outside the hoop.

Change it

- > Have 2 hands on the floor and 1 foot off the floor.
- > Put 1 hand on the floor and 2 feet on the floor.
- > Have 1 hand off the floor and 1 foot off the floor.
- > Move a raised foot or hand.
- > Vary the length of time the position needs to be held for (e.g. 5-30 seconds).

Safety

- > Check there is enough space between players.
- > Start with a short duration for balances and increase the holding time as the activity proceeds.
- > Do not bounce in any stretch position.

Ask the players

- > How many different balances can you make from inside the hoop?
- > Which body parts are you stretching with each balance?
- > Does one limb feel more flexible than the other?
- > Which movements made it harder/easier to maintain balance?
- > How did your muscles feel when you held the balances for longer times?

LEARNING INTENTION

Hoop stretch can be used as a warm up activity to develop balancing skills.

playing for life

COOPERATIVE PLAY

SPORTING SCHOOLS

SPORTAUS

Take a seat!

Players lean against a wall in a 'seated' position and do a variety of ball-handling activities.

What to do

Setting up

- > Free wall space without obstructions
- > **Individual activity** – one medium-sized ball each
- > **Pairs activity** – one ball per pair
- > **Group activity** – one ball per group

Playing

- > Try the activities shown.
- > These activities can be demanding on the 'skiing muscles' [quadriceps] – start with 15–20 second bursts.
- > Mix up individual, pair and group ('down the line') activities to provide rest breaks.
- > Players can be grouped in small teams of 3–4 and compete against each other or pairs can compete against other pairs.

Change it

- > This activity can accommodate different ability levels – use a chair if required.
- > Vary the type of ball, distance between players and type of pass (e.g. in 'down the line' the distance between some of the players can be adjusted for throwing variations).
- > **Down the line** – try *all mixed up*, players try to make every pass different.
- > **Pairs activity** – after one throw and catch, partners quickly change places.
- > **A second ball between the knees** works the 'horse-riding muscles' [adductors].

Safety

- > Ensure no attachments on the wall space used.
- > Start with gentle passes and throws.

Scoring

- > How many consecutive throws/catches in a set time?
- > Not scoring is an option.

Ask the players

- > What parts of your body are working hard in each activity? How can you tell?
- > What can you do to help you sit for longer?

LeARNING INTENTION

Take a seat allows students to develop muscular endurance whilst practicing catching and throwing skills in different movement situations.

PHYSICAL LITERACY ELEMENT

MUSCULAR ENDURANCE STRENGTH

CONFIDENCE

SELF-REGULATION [PHYSICAL]

ACHIEVE CONTENT DESCRIPTION

ACPPM04
ACPPM06

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Sporting Schools

Games to try



NSW School Sport – Get active @ home

Catching challenge

Time: 20 minutes

Activity

Individual

Try as many of the following challenges as you can.

- How many times can you clap your hands while the ball is in the air?
- Throw the ball/item between your legs and catch it.
- Bowl the ball overarm into the ground and catch it after it bounces.
- Drop the item from shoulder height and catch it before it hits the ground
- How high can you throw the item into the air and catch it?
- Catch the item one-handed, try to use the other hand.
- How many times can you spin on the spot while the item is in the air?
- Can you touch the ground while the item is in the air?



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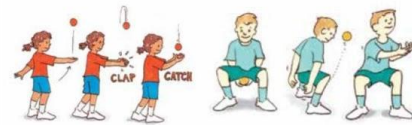
Equipment

- Any item you can throw, catch and, if possible, bounce.
- Examples – small ball, plush toy, bean bag, soft grocery item, piece of fruit.

Activity variations

Try some of these challenges:

- Each time you make a catch take one step back, see how far back you can go.
- Catch the item one-handed.
- Throw the item with your eyes shut.
- Catch the item behind your back.
- Catch the item in a hat.
- Each time you drop the ball you have to:
 - drop to one knee
 - drop to two knees if you drop it again
 - put one hand behind your back if you drop it again
 - if you drop it again you are out, start again.



Adapted from Sport Australia, 2019, Playing for life [Catching Challenge](#)

French_Cricket.pdf

PE at home -

<https://www.youtube.com/playlist?list=PLymEYkREIRPuJ8yGRE6UUkVkBUCkL0eFg>

<https://app.education.nsw.gov.au/sport/participation/getactive>

[GetActive@Home resources](#)

Yoga - <https://www.youtube.com/user/CosmicKidsYoga>

Monopoly PE Style!

https://docs.google.com/presentation/d/12m_vdFSifrbGckvPgDkbpEWy8RvpBuoMcMuCGHwFO6c/edit#slide=id.p1

Fitness Programs - choose any and work out to Music- choose one a day!

<https://darebee.com/programs.html>

Fitness Workouts for the whole family - Tabata - watch out!

<https://www.youtube.com/watch?v=sHgLdjyhbDA>

Try these - there are activities for Gymnastics and fitness and catching and throwing challenges! Enjoy!

Fun Activities for all....heaps of fun!!

Primary 3-6

FMS Skills Challenge

Try the challenges below and tick the I can statements when you achieve them:

Overarm Throw

- ☐ I can throw to a target 5 steps away
- ☐ I can throw to a target 10 steps away
- ☐ I can throw to a big target 5 times in a row
- ☐ I can throw to a small target on a wall
- ☐ I can throw to a small target on a wall 5 times in a row

Catch

- ☐ I can throw a ball up in the air and catch it 5 times
- ☐ I can throw a ball at a wall and catch it with 2 hands
- ☐ I can throw a ball at a wall and catch it with 1 hand
- ☐ I can catch a high ball above my head
- ☐ I can jump and catch a ball in the air

Kick

- ☐ I can kick a ball into a big goal
- ☐ I can kick a ball into a small goal
- ☐ I can kick a ball into a small goal 5 times in a row
- ☐ I can kick a ball into a goal with a run up
- ☐ I can kick a ball around an obstacle into a goal (bend the ball around a defender!)

Bounce

- ☐ I can bounce a ball 10 times in a row with my fingertips
- ☐ I can bounce a ball 10 times in a row without looking at the ball
- ☐ I can bounce a ball 10 times in a row alternating hands (left-right-left...)
- ☐ I can bounce a ball at below knee height to hip height
- ☐ I can bounce a ball through my legs

Infant

PE Challenge Stations

Balloon Tap Station

You need:

- a balloon (a scrunched-up newspaper ball or tennis will work too),
- a bat (otherwise use your hand)

☐ *I can strike a balloon with my hand 15 times in a row without the balloon hitting the ground*

☐ *I can strike a balloon with my hand 15 times without moving*

☐ *I can strike a balloon with a bat 10 times without the balloon hitting the ground*

☐ *I can strike a ball with a bat 10 times without the ball hitting the ground*

Target Station

You need:

- A ball (could use an option for targets)
- Objects to make targets

- ☐ *Set up one target and stand 5 steps away – can you underarm roll/throw and hit the target?*
- ☐ *Set up one target and stand 10 steps away – can you underarm roll/throw and hit the target?*
- ☐ *Build a target with three or more objects and throw from 5 steps away. Count how many throws it takes to knock them all down*
- ☐ *Build a target with three or more objects and throw from 10 steps away. Count how many throws it takes to knock them all down*

Scarf Catch Station

You need:

- a scarf (could also use a hand towel or scrunched up newspaper ball. A small soft toy or tennis ball can make these more challenging)
-
- ☐ *I can throw a scarf into the air and catch it with one hand*
 - ☐ *I can throw a scarf into the air with one hand and catch it with the other hand*
 - ☐ *I can throw a scarf into the air, clap three times and then catch it*
 - ☐ *I can throw a scarf into the air, spin in a circle and then catch it*

Leap, hop, jump Station

You need:

- 2 markers (cones, boxes, bottles etc) spaced 20 steps apart

- ☐ *How many leaps (big steps) does it take you to get from one marker to the other?*
- ☐ *How many hops does it take you to get from one marker to the other on your left leg? Try on your right too!*
- ☐ *How many jumps does it take you to get from one marker to the other?*

Sprinting Activity

<https://www.youtube.com/watch?v=2hU04lFAr7Q>

students to: • “Engine is starting” – on the spot slow run.

- “Engine is warming” – on the spot fast run.
- “Engine is revving loudly” – on the spot high knee lift sprint.
- Count down “5, 4, 3, 2, 1” – on the spot high speed running on tip toes (balls of feet).
- “Blast Off” – students sprint to their choice of line either the 10m or 20m, and walk back.
- Repeat several times.

•Emphasise correct technique at each stage of the activity. - check with Get Skilled get Active video

•Move around and provides skill specific feedback and detect and correct error

- Alter the distance to sprint.

students to -

measure 20m-50m straight or round a garden and time a sprint - record the time and try and perform faster the next time!

Skill components



1 4 5 6



2



3

1. Lands on ball of the foot.
 2. Non-support knee bends at least 90 degrees during the recovery phase.
 3. **High knee lift (thigh almost parallel to the ground).**
 4. **Head and trunk stable, eyes focused forward.**
 5. Elbows bent at 90 degrees.
 6. **Arms drive forward and back in opposition to the legs.**
- (Introductory components marked in bold)

students to

practise a standing start -

Use the following teaching cues to teach the standing start:

"On your marks"

.

place forward foot behind the line; pointed directly down the track

.

have the other foot back; with heel lifted, pointed directly down the track

.

place feet shoulder width apart.

"Set"

.

bend at hips and knees

.

put opposite arm and leg forward

.

look at the ground, one metre in front of feet

"Go"

.

look ahead

.

make your feet follow an imaginary line.

WEEK 2

1. Skill Development - JUMPING

Practising the vertical jump

Demonstrate the vertical jump to the students outlining the components of the vertical jump.

Use the teaching cues:

- Look up
- Focus your eyes on where you want to go

- Get ready to explode up high, get ready to take off
- Swing your arms back and up
- Straighten your legs when in the air
- Bend your knees on landing
- Control your body and balance yourself when landing
- Land with feet the width of your shoulders apart

Skill components



1 2



3 4



5 6

1. **Eyes focused forward or upward throughout the jump.**
 2. **Crouches with knees bent and arms behind the body.**
 3. Forceful forward and upward swing of the arms.
 4. Legs straighten in the air.
 5. Lands on balls of the feet and bends knees to absorb landing.
 6. Controlled landing with no more than one step in any direction.
- (Introductory components marked in bold)

Jumping game

- Place numbered markers along the side of the long jump pit or grassed area. Line the students up 10m back from the end of the long jump pit or grassed area.
- One at a time students run in and jump as far into the pit or grassed area as possible. The students score points according to the marker next to where they land.
- Played River/Bank/ Bridge

WEEK 3

1. Skill Development - THROWING

Push the sock/bean bag: Demonstrate the pushing action to be used.

- To push the bean bag extend the arms forward and then release. This is different to a throw.
- To throw a ball or bean bag, the throwing arm moves in a downward and backward arc; the thrower steps towards target area with foot opposite throwing arm and the throwing arm follows through, down and across the body.
- Pair students up and provide each pair with a bean bag. One student pushes the bean bag while the other waits their turn.
- Have the students attempt to push a bean bag with two hands from the chest from:
 - a sitting position
 - a kneeling position
 - a standing position
- Emphasise a pushing action and make sure the students hold the bean bag in their fingers,

- not in the palm of their hand.
- To develop a one hand putting action, have the students push the bean bag from next to their neck into the ground approximately one metre in front of them. Demonstrate to students.
- Ensure students put from the neck (under the jaw, in front of the ear, next to the windpipe). Make sure they use the pushing action, and don't throw the beanbag. Elbows should be held up and away from the body and the hand and fingers should follow the shot (bean bag) towards the target.

PRIMARY LEVEL

2. Skill Development - you could use a boules or tennis ball

1. Teach the children the correct grip for holding the shot and inspect their efforts.

Emphasise:

- The shot is held at the base of the fingers with three fingers behind and the thumb and small fingers to the respective sides

2. Ensure that the children understand the correct positioning of the shot prior to performing a put.

Emphasise:

- Shot against neck, under jaw, in front of ear. (Hold shot next to windpipe)

3. The children put the shot into the ground to a target approximately 1 - 1.5m away.

Emphasise:

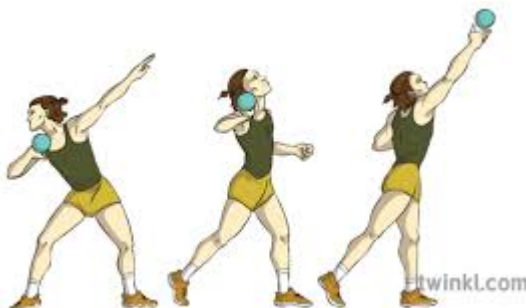
- Correct grip
- Throwing hand follows shot towards target; drive shot down to target

4. The children perform a full standing throw for accuracy to a target. Practice first without shot to become familiar with movement.

Emphasise:

- Side-on preparatory stance
- Pivot back foot to turn hips and chest to front, while transferring weight from back to front foot
- Throwing arm extends in a powerful "punching" action, pushing the shot away from the neck
- Deliver shot from a tall, balanced position, watching the shot's flight

<https://www.youtube.com/watch?v=HFei17H7sAc>



Clean palm dirty neck - Chin/ Knee/ toe all in a row - chin knee toes- let it go!

4. Skill Development

At home children can throw a teddy bear (we use rubber chickens at school)

1. Teach the children the correct grip for holding the discus. Children to try.

Emphasise:

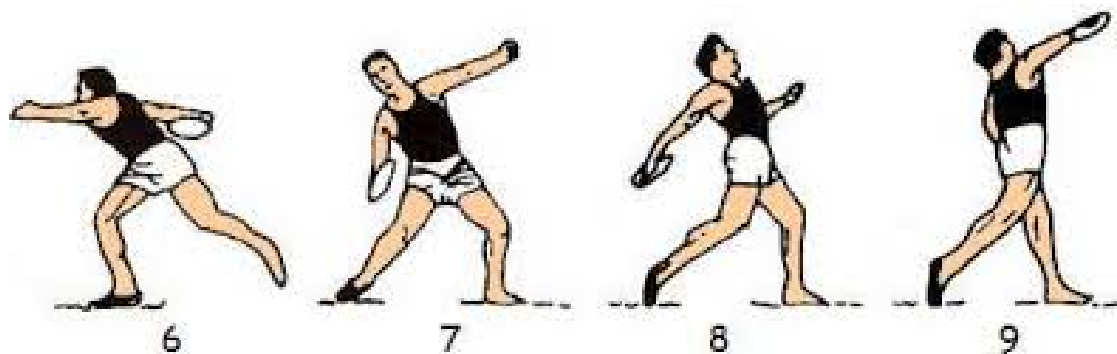
- Discus flat against hand
- Pads of fingers over the rim
- Thumb rests on the back of the discus - does not go over the edge

2. "Waterfall" - The children become familiar with the correct discus release by pretending the discus is "water over a waterfall". Simply stand, hold the discus upright; let it roll over the index finger so it lands in front of their feet on its edge.

3. The children roll the discus at a target.

Emphasise:

- Correct release over index finger
- Control and accuracy of discus
- A "long" arm on release



DISCUS SEQUENCE OF MOVEMENT

7 Minute Animal HIIT

DO EACH ANIMAL MOVE AS MANY TIMES AS YOU CAN IN 45 SECONDS. TAKE A 15 SECOND BREAK IN BETWEEN.



HOP, HOP, HOP LIKE A FROG



HANDS AND FEET ON THE FLOOR
HIPS HIGH, WALK LEFT AND RIGHT



LOW SUMO SQUAT, THEN USE YOUR
HANDS TO BALANCE AND SHUFFLE
AROUND THE ROOM



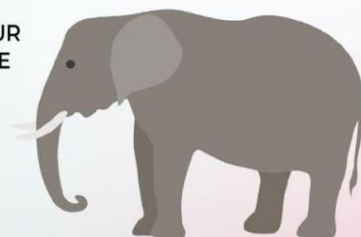
JUMP UP AND DOWN WITH YOUR
ARMS AND LEGS SPREAD WIDE



RUN IN PLACE AS FAST AS YOU CAN!



SIT AND PLACE YOUR PALMS ON
THE GROUND BEHIND YOU. LIFT YOUR
HIPS AND CRAWL ON YOUR
HANDS AND FEET



MARCH IN PLACE STOMPING THE GROUND
WITH ALL YOUR STRENGTH

FLIP A COIN WORKOUT

@workouts_daily

	Heads:	Tails:
1st time	15 jump squats	25 calf raises
2nd time	:60 jog in place	25 jumping jacks
3rd time	20 kneeling pushups	10 pushups
4th time	20 jumping jacks	:50 jog in place
5th time	40 high knees	40 jumping jacks
6th time	35 crunches	20 sit-ups
7th time	10 pushups	20 kneeling pushup:
8th time	:60 jog in place	25 jumping jacks
9th time	50 crunches	20 sit-ups

Activity Name	Description	Outcome Focus
PART 1		
Locomotor Moves	<p>With bean bag on the floor in personal space:</p> <ul style="list-style-type: none"> □ Walk around the activity area and count all of the bean bags. □ Jog in the area. On signal, freeze and point to any beanbag. □ Gallop in the area. Freeze, listen for a color, and then find a beanbag that color and touch it with your toe. □ Leap over beanbags in area. □ Slide (jump, hop, skip) in the area. When music stops, find a new bean bag and stand on it. 	Travels in Relationship with Objects
Toss and Try	<p>Toss bean bag straight up and then:</p> <ul style="list-style-type: none"> □ Clap 1 time before it hits the floor. □ Clap 1 time and then try to catch it. □ Clap as many times as you can before it hits the floor. □ Clap as many times as you can and then try to catch it. □ Toss with right hand only (repeat tasks above) □ Toss with left hand only (repeat tasks above) □ Toss and turn 360 degrees before the bean bag hits the floor. □ Start with the beanbag on top of your foot. Flip it into the air and try to catch it. 	Catches a Soft Object
Super Moves	<p>With bean bag on the floor:</p> <ul style="list-style-type: none"> □ Stretch your body and log roll over it back and forth. □ Start low like a frog, and then jump over it backward and forward; side-to-side. □ Sit on the floor. Stretch and curl by picking the beanbag up with your feet, reaching and touching it with your hands, and then stretching and setting it back down. 	Demonstrates Twisting, Bending, Stretching

