PE & School Sport

KS2 - Athletics

Balls, Hoops, Cones, Sponge Javelins, Spots, Hurdles, Shuttlecocks, Howlers, Stopwatches, Clip boards, Recording sheets, Tape measures

Lesson	Objective	Suggested Learning Activities	Assessment
1.	**Running** To demonstrate a sprint start technique To decide on a good running technique concentrating on arm and leg movements	**Warm Up** Move as quickly as you can without running **Activity 1** In groups children will perform a series of relay type runs with different restrictions on their arms and legs. They will then decide on the best technique for running fast. Arms - Straights, Bent, Swinging, Hands on hips Legs - Short steps, Long strides, High kness, Heel flicks **Activity 2** Sprint Start technique Circuit track - 4 stations, laying on front, laying on back, box, box on one knee Which is the most effective start method?Why? Ext - Race using best start and running technique **Cool Down** Walking shadows, stick in partners shadow without running	Can students select the quickest and most effective running technique? Can students apply the correct running techniques to running in a race? Can students identify what makes a good running technique?
2.	**Running as a Team** To demonstrate how to effectively work as a team for the fastest team results.	**Warm Up** How many beanbags can your group collect in... 30 seconds, 1 minute, 2 minutes? **Activity 1** How far can you run in time sets - 5 seconds, 10 seconds, 20 seconds, 30 seconds In groups each have different roles - time, runner, cone marker. Rotate roles. **Activity 2** Running as a team (10m distance). How many times can your team run between the conest in different times? 15 seconds, 30 seconds, 1 minute, 2 minutes. Q. What happens to the number of runs you can complete? Why? **Activity 3** Children will design a running course and see how quickly they can complete it as individuals and as a team. **Cool Down** Trains - stay connected as a train, and team follows the leader	Can students estimate times for running individually and as a team? Can students identify that as time increases then so will energy expenditure? Can students think tactically about placement in team races?

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3.	**Throwing** To record and measure how far you can throw different equipment using different techniques.	**Warm Up** Messy Bedroom - 2 teams opposite side, throw balls onto other teams side **Activity 1** Split children into groups, each team will have a clip board and a worksheets attached. They will conduct their own research tasks to see which piece of equipment they can throw the furthest and using different techniques. They will be responsible for measuring and recording each persons' results. Equipment – Large Balls, Small Ball, Hoops, Quoit, Shuttle Cock, Javelin/ Howler. Technique to choose from – Underarm, Over Arm, 2 Hands, Push, Pull, Sling. **Cool Down** Over and Under relay in teams Q. Which piece of equipment went the furthest? / What technique did you use?	Can students work as a team effectively to complete the experiment? Can students identify the most effective throwing techniques for different equipment? Can students correctly measure and record results?
4.	**Jumping for height** To demonstrate jumping over objects with some height	**Warm Up** Teacher commands - High Knees, Skipping, Side Steps, Changing direction **Activity** Build up the height of the objects as you progress through lesson. Focus on how to gain a higher jump using arms and bending knees. Jump over – Cones, Blocks, Hurdles, Higher Hurdles. Practice jumping over forwards and sideways, Using arms, not using arms, without a run up, with a run up. Q- Which was the most effective method? Why? What could you do to jump even higher? **Cool Down** Follow the leader - in small groups each leader will take charge performing stretch	Can students identify what skills are needed to jump for height? Can students take off on one foot and land on the other? Can students identify how to increases the height of their jump effectively?
5.	**Jumping for distance** To demonstrate how to jump and gain the furthest distance using a single jump and combining jumps.	**Warm Up** Follow the leader in pairs **Activity 1** One footed jumping - hopping and stepping for the greatest distance **Activity 2** Two footed jumping - Can you jump the distance of your own body? Without a run up? With a run up? What could you do to get even further? **Activity 3** Combination jumps - Jump the stream using a hop a skip and a jump - try to beat personal best score **Cool Down** Slow motion hopping, skipping and jumping	Can students identify which foot they most effectively take off from? Can students co-ordinate their arm and leg movements to jump forwards? Can students identify what factors affect the distance of a jump