

KEY STAGE 2 (Years 5 & 6)

Athletic Activities

“In this unit children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. As in all athletic activities, children think about how to achieve the greatest speed, height, distance or accuracy.”

Acquiring & Developing Skills

Children should learn:

- to develop the consistency of their actions in a number of events
- to increase the number of techniques they use

Selecting & Applying Skills

Children should learn:

- to choose appropriate techniques for specific events

Knowledge & Understanding of Fitness and Health

Children should learn:

- to understand the basic principles of warming up
- to understand why exercise is good for fitness, health & wellbeing

Evaluating & Improving Performance



Children should learn :









- to evaluate their own and others' work and suggest ways to improve it

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Lesson Overview

No.	Main Objectives	Activities & References	Equipment & Resources
1 	Running for Speed <ul style="list-style-type: none">▪ developing greater fluency & coordination of movements▪ developing the basic skills for acceleration▪ sustaining speed over longer durations of time or distance	Quick Start (EA) Develop Fast Running (TOP) How Far? (EA) Core Task 1 (QCA)	cones or markers stop watches tape measures
2 	Running Over Obstacles <ul style="list-style-type: none">▪ developing greater fluency, efficiency & speed▪ developing a three stride pattern over hurdles▪ developing hurdling technique	Keeping Pace (EA) Sprint & Hurdle (EA) Running over Hurdles (TOP) Hurdle Relay (EA)	cones or markers hurdles, canes

No.	Main Objectives (of the 4 throws 2 in yrs 3 & 4 2in yrs 5/6)	Activities & References	Equipment & Resources
3 	Running for Distance <ul style="list-style-type: none"> developing greater fluency & efficiency sustaining pace over longer distances running at different tempos for longer durations 	Around the World (EA) Walking & Jogging (TOP) Design a Circuit Core Task 1 (QCA)	cones or markers stop watches paper, pencils, clipboards
4 	Throwing (Pull Throw) <ul style="list-style-type: none"> throwing with greater control, efficiency & accuracy generating greater force in throwing developing a range of throwing techniques 	Angles (EA) Throwing for Distance (TOP) Throwing for Accuracy (TOP) Core Task 3 (QCA)	small & large balls tennis balls, beanbags soft javelins, benches shuttlecocks, foam balls
5 	Throwing (Push Throw) <ul style="list-style-type: none"> throwing with greater control, efficiency & accuracy generating greater force in throwing developing a range of throwing techniques 	Throwing for Distance (TOP) Throwing for Accuracy (TOP) Core Task 3 (EA)	cones or markers, bench small & large balls beanbags, primary shots, tape measures
6 	Throwing (Fling & Heave Throws) <ul style="list-style-type: none"> throwing with greater control, efficiency & accuracy generating greater force in throwing developing a range of throwing techniques 	Throwing for Distance (TOP) Throwing for Accuracy (TOP) Fling It (EA) Heave It (EA)	cones or markers small & large balls primary discus & hammer beanbags & tape measures
7 	Jumping for Distance <ul style="list-style-type: none"> developing power, control & consistency developing the approach, take off, flight & landing developing a range of jumping techniques 	Five Bounding Strides Run & Jump (EA) Step, Stride & Jump (TOP) Core Task 2 (QCA)	cones or markers gym mats, chalk, tape measures mini hurdles
8 	Jumping for Height <ul style="list-style-type: none"> developing power, control & consistency developing the approach, take off, flight & landing developing a range of jumping techniques 	Jump Start (EA) Jumping for Height (TOP) Edward Scissor Legs Vertical Jump	cones or markers hurdles safety mat paper, pencils, rulers
9 	Relays <ul style="list-style-type: none"> developing fluency & efficiency in running as a relay team developing changeover skills working together in teams & taking turns a different roles 	Sprint Start Relay (TOP) Passing & Receiving (EA) Tick-tag Relay (TOP) Core Task 1 (QCA)	cones or markers beanbags & batons stopwatches
10 	Competition format <ul style="list-style-type: none"> learning to measure & record performance applying a range of techniques to different challenges setting personal challenges & improving performances 	Jumps Challenge Throws Challenge Run Challenge	cones, tape measures, paper, pencils, clipboards, hurdles, javelins, footballs, shots, cricket/rounders ball

Learning Outcomes**Children learn to:**

- A & D** Develop greater fluency and coordination in running for speed
A & D Develop and understand the basic skills and techniques for acceleration
A & D Learn to sustain pace over longer durations
S & A Apply different and appropriate starting positions to different events
S & A Organise themselves in small groups and take turns at different roles
K & U Explain how warming up can affect their performance
K & U Say why speed is important to other activities and games
E & I Measure and record performance and aim to improve performance

SPEED or the ability to sprint is an essential element of many sports & activities. The racket player needs speed across the court, whilst the long distance road cyclist needs to be able to generate speed in the deciding sprint stages of a race.

Running for Speed: SPRINTING**Olympic Events:**

100metres, 200 metres, 400 metres, and Relays

FACT: Did you Know?

- ❖ The fastest man in the world over 100 metres is world record holder Asafa Powell (Jamaica) with a time of 9.77 seconds set in Athens in 2005.
- ❖ In the 2003 London Marathon Gezahegne Abera (Ethiopia) beat Stefano Baldini (Italy) by a stride after a blistering sprint in the final stages of the race which split the leading pack of five runners by just 7 seconds after a grueling 26.2 miles.

Warm Up**1. Trains**

In a defined area mark six to eight stations with cones.

Organise children into groups of four or six.

At each station indicate a dynamic warm up or mobility exercise. These might include the following: arm circling, jumping jacks, trunk twists, leg swings, marching on the spot, heel flicks, etc.

One child in each group is the leader and starting at a walking pace leads their group around the area.

On command "Exercise Stations" the leader takes their group to an empty station and the group carries out the exercise at that station.

Once everyone in the group has completed the exercise the next child in the train takes the lead and takes the group around the area moving at a jog or a run.

On command "Exercise Stations" the train must go to a different station and perform a different set of exercises.

Continue until all trains have visited each of the exercise stations.

Skills/Challenge**2. Quick Start**

From a start line mark the distance of 20 metres from the line with a cone.

Organise children into pairs.

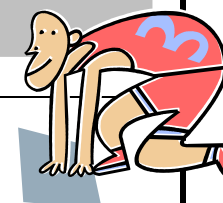
The children take turns to be the starter and runner.

The starter calls "On Your Marks" and waits for the runner to get into one of the following starting positions: kneeling, sitting cross-legged, lying supine, lying prone.

Teaching Points**Encourage children to:**

- think about the quality of their movements
- move with controlled speed
- warm up safely
- explain why warming up is important

CORE TASK 1 – children see how far they can run in 5 seconds. Children aim to beat their own distance. Children see how far they can run over shorter and over longer durations of time. Children work in a relay team and challenge themselves over different distances.

**Teaching Points****Encourage children to:**

- remain completely still in the starting position
- listen carefully for the "G" of "Go" and not to guess
- keep low and drive the arms as they come up out of the starting position

Once the runner hears the starter call “Go!” they get to their feet and run around the cone and back to the start as quickly as they can.
 The timekeeper starts the watch on the G of the “Go” and stops the watch as the runner’s chest is level with the start/finish line.
 The children then swap roles.
 Allow children to have two or three goes to try to better their times by choosing a different starting position.

Where stop watches might be limited in number or unavailable children could take turns in slightly larger groups or could be encouraged to count seconds (roughly “one banana, two banana, thee banana” etc).

3. How Far?

Organise children into groups of four (starter, timekeeper, recorder, runner).
 A distance of five to fifty metres from the start line is required.
 The starter calls “On Your Marks” and then “Go!”
 From the G of “Go” the timekeeper records 5 seconds, calling “Stop” when time is up.
 The runner travels as far as they can in 5 seconds.
 The recorder marks the spot with a cone.
 The children then swap roles.
 After all children have had their turn increase the duration to 10 seconds.
 Children have repeated goes to try to beat their own distance.
 Children measure or estimate the distance they have run.

** Alternatively children could attempt to run as far as they can in 6.46 seconds, which is the time it takes Jason Gardener (UK Record Holder) to run 60 metres indoors.*

Competition

4. Stepped Relay

In teams of four to six the children organise themselves into a running order.
 The first runner will run the shortest distance to the first cone and back.
 The second runner will run to the next cone & so on until everyone in the team has run.
 Use a beanbag or baton for changeovers.
 The cones should be approximately 10 metres apart.

Cool Down

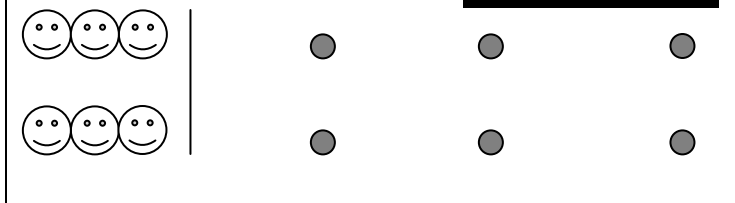
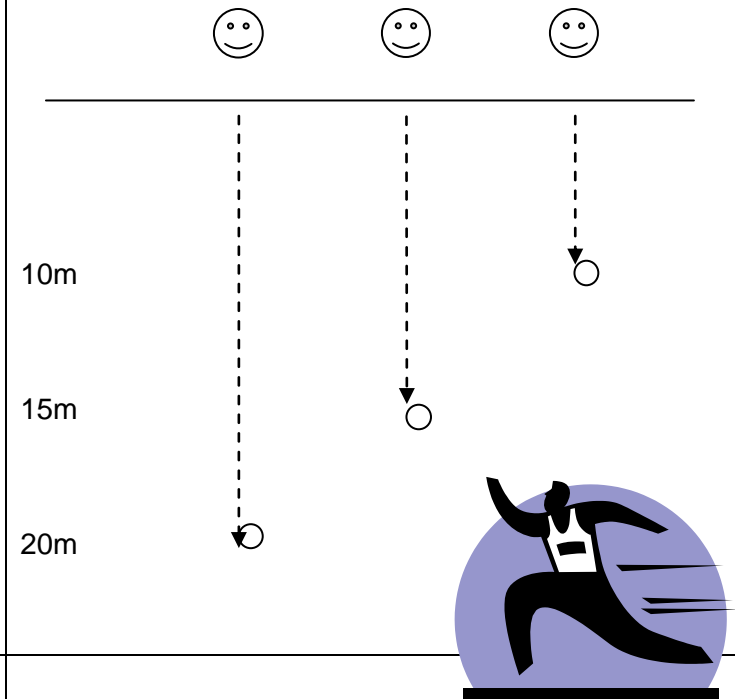
Children collect the equipment and put it away. The teacher/coach takes children through basic stretches for the legs highlighting the major muscle groups (hamstrings, quadriceps, and muscles in the calf). Discuss why speed is important in other sports.

Evaluation/Post Lesson Notes

Health & Safety

Ensure:

- the surface is suitable for sprinting
- there is an adequate deceleration zone



Equipment

markers or cones
 tape measures, stop watches

Learning Outcomes

Children learn to:

- A & D** Run with greater fluency, efficiency and speed over obstacles
- A & D** Run over taller obstacles
- S & A** Apply appropriate stride patterns & techniques when running over obstacles
- K & U** Organise themselves into small groups and warm up safely
- K & U** Explain how warming up can effect their performance
- E & I** Observe and describe the most efficient way to run over obstacles
- E & I** Identify parts of a performance which need to be practised



Running over Obstacles: HURDLING

Olympic Events:

*110 metres Hurdles (men), 100m Hurdles (women)
400 metres Hurdles which are sprint events and the
3000 metres Steeplechase which is an endurance race*

FACT: Did you Know?

- ❖ The height of the hurdles in the Men's 110 metres race is 1.09 metres, of which there are ten.
Could you high jump this height?

Warm Up

1. Keeping Pace

Organise the class into pairs with one child as the pacesetter. On command the pacesetters must lead their partner around the area at a walking pace. The child who is following can follow behind or travel alongside their partner. The pacesetter must vary the pace of the walk from slow, to medium to fast. With their partner aiming to keep pace. On command from the teacher/coach the children swap roles. The leader should aim to lose their partner by changing pace and direction throughout the activity. Practise keeping pace using walking, running, skipping, sidestepping and hopping.

Teaching Points

Encourage children to:

- maintain a good rhythm whatever the pace
- change pace gradually as well as quickly
- to push off the other foot when changing directions

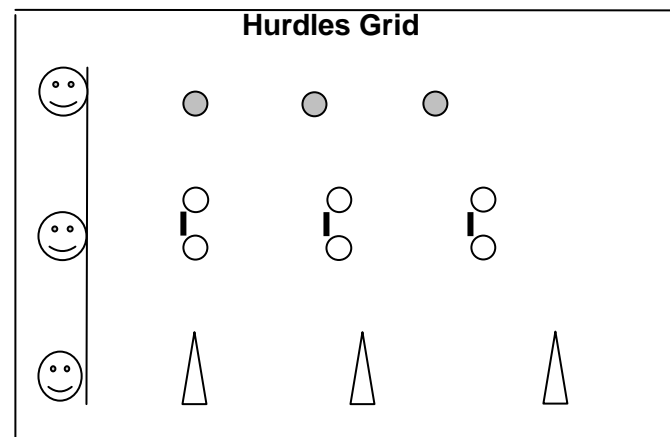
2. Questions & Answers

Discuss when changing pace might be useful in athletics and in other games and activities.

Skills/Game Activity

3. Hurdles Grid

Set up four to six rows of hurdles or assorted obstacles in a grid (*see diagram*). Allow space between the rows for the children to run back to the start. Each row should vary in terms of the distance between the obstacles. An approximate distance between obstacles would be between 3 - 6 adult strides. Children take turns to run over the obstacles thinking about which leg they lead with. Children move up the hurdle grid when they can comfortably manage a three stride pattern between the obstacles? Encourage children to take turns at being the coach and to look for areas of performance, which need practising. A stride pattern is counted from the moment the lead leg touches the ground after clearing the hurdle until the same lead leg prepares for take off at the next obstacle. Odd number stride patterns are encouraged for sprint hurdles where the runner leads with the same lead leg throughout the race. Children sometimes find counting 3 strides difficult, because they tend to count the flight phase as an extra stride. Encourage them to count "1, 2, 3, Over, 1, 2, 3, Over"



**The space between each row of hurdles gets progressively longer and obstacles could get higher.*

The diagram below aims to illustrate this with a left leg lead runner. The letters show the point at which the foot touches the ground



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- Spot markers or cones can be used to highlight the stride pattern for children having difficulties in finding rhythm.
- In setting up rows of hurdles the children who are able to make long stride patterns will generally be the same children who are able to clear the taller obstacles.

4. Sprint & Hurdle

In their pairs the children now race each other with one child running over the hurdles and the other starting 5 metres back from the starting line and running on the flat to aim to beat their partner before reaching the end marker or finish line. The sprinter's start line could be brought forwards or back to make it easier or harder or they could start lying down.

Teaching Points

Encourage children to:

- run tall, as if looking over the garden fence
- pick their knees up and pull their toes back towards the knee (the knee cap should point forward down the lane of obstacles)
- maintain an even stride length
- count their stride pattern
- make contact with the ground as quickly as possible after clearing the hurdle
- to push off the balls of their feet on landing

Health & Safety

Ensure:

- children run over the obstacles in one direction
- adequate space between each row of obstacles for children to run back alongside the hurdles
- the obstacles can fall easily when hit

Hurdling Technique You may want to familiarise the children with the following terms:

Lead Leg is the leg which clears the hurdle first and children should be encouraged to learn to lead off both their left and right.

Once clear of the obstacle the lead leg should be pulled down quickly to push away from the ground into the next running stride.

Trail Leg is the following leg and the knee should be picked up parallel to the obstacle and the ankle tucked in and the foot turned outwards.

Competition

5. Hurdles Relays

Organise children into groups of four or six with similar sets of obstacles for each team, this might be a selection of low or high hurdles.

Alternatively the more able pupils could be grouped in one team with the larger obstacles and a starting point that is further back.

Each team will need a beanbag. On command from the teacher/coach the first person in each team runs over the hurdles around the end cone and back down the side channel to pass the beanbag to the next runner.

The teacher/coach could time the duration it takes each team to complete. Penalty seconds are added for any hurdles which are knocked over. Have more than one go and then the teams can be encouraged to beat their own times.

Cool Down

Children collect the equipment and put it away. Teacher/coach takes children through simple stretches for the main muscle groups in the legs.

Evaluation/Post Lesson Notes

Equipment

cones or markers
canes or ropes, mini hurdles

Learning Outcomes

Children learn to:

- A & D** Sustain pace over longer distances
A & D Change pace and run at different tempos
A & D Organize themselves in small groups and take turns at different roles
S & D Apply different speeds and intensity on different courses
K & U Describe the benefits of aerobic exercise
K & U Explain why endurance is important to other types of activity
E & A Experience running or walking for longer durations and learn to adjust and adapt pace in order to be able to complete a given distance

**Running for Distance: ENDURANCE****Olympic Events:**

800 metres, 1500 metres, 5000 metres, 10,000 metres the Marathon and the 3000 metres Steeplechase

FACT: Did you know?

- ❖ Paula Radcliffe averaged five minutes per mile when running her world record time of 2 hours 15 minutes for the 26.2 mile marathon distance. *How far can you travel in five minutes? And now imagine doing that 26 times without stopping!*

Warm Up**1. North, South, East & West**

Use a large area and define the four sides of the square as north, south, east & west. Define a smaller inner square which is the centre of the compass, which should be large enough to accommodate the whole class comfortably.

Children start in the inner square.

The teacher/coach leads the class through simple dynamic warm up exercises:

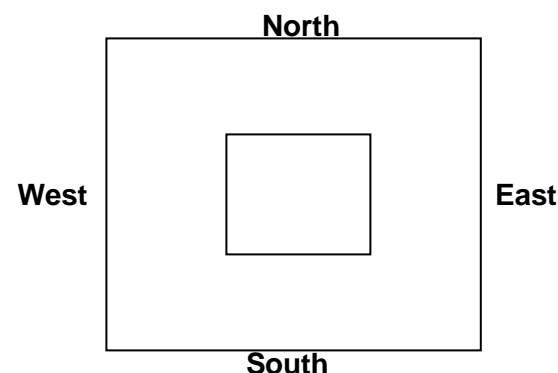
Eg. marching on the spot, tapping opposite knees, shoulder circles, trunk twists.

On command of a direction children must quickly get to that side of the square.

Children jog back to the centre and wait for the next command.

The game could be made more difficult with children working together in pairs and having to travel together by holding hands.

ENDURANCE is a key factor in many sports and activities from walking and running, to cycling, rowing and swimming, as well as many team games where players need to keep running up and down a pitch for 90 minutes or more.

**Health & Safety****Ensure:**

- adequate space for the activity
- children return to the centre slowly

Skills/Game Activity**2. Design an Endurance Challenge**

In groups of four or six children design their own endurance circuit.

Each group will need a stop watch, paper and pencil and cones to mark their course.

The course should take approximately 60 – 90 seconds to complete, either walking or running.

Each group should give themselves a team name.

The group should work together to come up with an interesting circuit using the available space.

Teaching Points**Encourage children to:**

- work together as a team
- pace each other as a team
- work together as a team by taking on the different roles of designer, timekeeper, pacemaker, etc
- move fluently when running or walking

* You may wish to give them the option of using additional equipment to add some obstacles or additional challenges such as stepping stones or hurdles.

The group should map their course on the paper provided with a clear start and finish and any landmarks featured to make it easy for other groups to understand.

In designing a course children could be given the following suggestions:

- A course using the lines of the playground
- Laps of a school field/playground with obstacles
- A slalom of cones
- Shuttle runs to a cone or a tree and back
- Zig Zag Run
- North, South, East & West in which children start at a centre cone and run to the four points of the compass each time returning to the centre.

One member of the group is the timekeeper/recorder and times how long it takes the remaining members of the group to complete the course as a team.

All of the runners must start together and the watch should not be stopped until the last runner in the group has crossed the line.

The team records their time on paper.

When all groups have completed their own challenge they then move around to the different stations and try to beat the times already set by the other groups.

Heart Rates: children should be encouraged to take their heart rate before and after the endurance challenges.

Is it beating slow, medium, quick or very fast?

Why does the heart rate change with exercise?

Some children may want to calculate their heart rate in terms of beats per minute. This can be done by counting the beats for 10 seconds and times the number by 6.

* An indoor course might include running between stations such as skipping with a rope for 10 skips, stepping up and down off a bench for 10 steps, jumping side to side over a line, etc.

CORE TASK 1 – children learn to run for longer durations increasing the effort needed. They learn to run at even pace for longer runs and use different courses eg. zigzag, circular, back and forth. They work together as a team and design relays.

Cool Down

3. Questions & Answers

Which of the courses was the most challenging and why?

Why is this kind of activity good for us?

How might this be useful to other games and activities?

The children collect the equipment and put it away.

As a whole class the children walk at a relaxed pace around the area.

The teacher/coach then takes children through basic stretches for the legs.

Children could estimate how far they have run/walked in the lesson?

Can they estimate how far the journey to school is?

Would they be able to walk or run that distance without stopping?

Evaluation/Post Lesson Notes

Equipment

cones
whistles
stop watches
pens, paper, clip boards

Learning Outcomes

Children learn to:

- A & D** Throw with greater control, accuracy and efficiency
A & D Throw in a coordinated way with an approach generating greater force
S & A Think about the properties of different throwing implements and apply
S & A Organise themselves in small groups taking on different roles
K & U Perform a range of warm up activities
K & U Explain why strength and power are important to other activities and sports
E & I Watch a partner perform and identify strengths and weaknesses

One-handed Pull Throw*The pupil stands side on to the direction of the throw.**The ball or javelin is held high behind the shoulder line with the palm turned up.**The opposite foot to the throwing arm is forward and the weight of the body is on the back leg which should be bent.**The arm is pulled through with the elbow leading the palm and throwing implement.***Two-handed Pull Throw***The pupil stands facing the direction of the throw with one foot forward. The ball or javelin is held with two hands with the weight of the body on the back leg.***Warm Up****1. Arms High, Arms Low**

Children find a space within a defined area.

Starting at a walking pace children move in an out of the spaces and on command pupils punch the air in front of them with alternate fists.

Children move into a gentle jog and on command "High" they punch the air above them and on command "Low" they punch the air beneath them.

2. Shadow Boxing

In pairs children stand opposite each other.

Child A leads whilst Child B follows.

Child B aims to mirror the boxing movements of Child A.

The children swap roles.

3. Mobility Exercises

In pairs Child A teaches their partner one mobilising exercise for the arms/shoulders.

Both children then perform the exercise together.

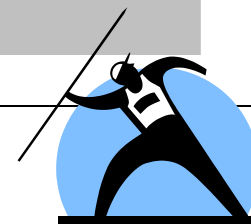
Child B then teaches their partner a different exercise for the trunk.

Both children then perform the exercise together.

Throwing: PULL THROWOlympic Event: *Javelin***FACT: Did you know?**

- ❖ The world record for the men's javelin is held Jan Zelezny (Czech Republic) is a distance of 98.48 metres set in 1996.

The **PULL THROW** is used all the time in many other sporting activities. For example a tennis player "throws" a racquet at a ball in the serve using the pull technique, whilst the footballer performs a two handed pull throw when making a throw in from the side of the pitch. Power, strength and speed are required for these activities as well as a good range of mobility, plus stability in the shoulders.

**Teaching Points**

Encourage children to:

- punch the air with force
- keep moving lightly on their feet when shadow boxing with their partner
- perform mobility exercises with control

Health & Safety

Ensure:

- no contact is made during the shadow boxing
- adequate space for children to perform the activity

CORE TASK 3 – children measure how well they throw for distance and for accuracy, with and without an approach, using a variety of equipment, including modified equipment such as foam or turbo javelins.

Skills/Game Activity

4. Angles

In pairs with a beanbag or small soft ball children take turns to experiment throwing from the following three starting positions.

- with their arm straight up in the air (vertical) above the head
- with their arm slightly behind their head
- with their arm as far back as it will go

The children take turns to watch each other perform each of the throws 2 or 3 times.

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5. Questions & Answers

Discuss which starting position worked best and why?

Stress the importance of the position of the arm on the distance thrown and that the further the arm travels the greater the power of the throw.

A variety of other throwing implements (eg. rounders balls, tennis balls, soft javelins, shuttlecocks) could be introduced at this stage, allowing children to explore how the different properties of the throwing implements affect the throw.

6. Run & Throw

In pairs children practise introducing a three stride approach with the one handed pull throw. The children take turns to throw and watch, exploring and observing when is the best point in the pull throw to release the implement.

Competition

7. Team High, Team Low

Define a square with sides of five metres and place a hoop in each corner.

Set up four benches parallel to the sides of the square about ten metres away.

(If outdoors, cones could be used to mark where the benches belong and just one bench or some chairs could be used for the seated throw).

Split the class into four groups with one group at each of the four stations.

Each child in the class has a beanbag and on command aims to throw their beanbag into the square or hoop. 5 points for the square, 10 for the hoop. Children rotate around the stations, adding up team scores as they go.

The activity encourages children to understand how throwing positions affect how we apply force to a throw.

Cool Down

Children collect the equipment and put it away.

Teacher/coach takes children through simple stretches for the main muscle groups in the upper body and arms.

Evaluation/Post Lesson Notes

Health & Safety

Ensure:

- safe throwing zone(s) are clearly defined
- there is adequate space for throwing for distance

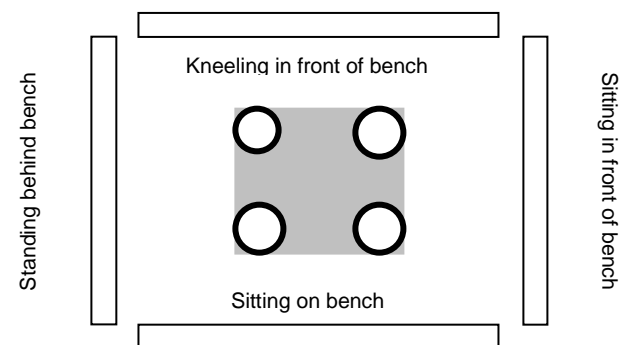
Teaching Points

Encourage children to:

- look to check the area is clear before throwing
- look to check the area is safe before collecting
- hold the non-throwing arm in front of the body and to pull it back as the other arm comes through
- transfer the weight of the body from the back to the front leg before release of the implement. (arms fast & last!)

For the 3 stride approach encourage children to:

- start in the position for the standing throw
- step forward onto the leg opposite to the throwing side
- take a second step with the other leg
- transfer the body weight from the throwing side across to the other leg on the last step



Equipment

cones or markers, hoops, benches
beanbags, foam javelins, shuttlecocks, tennis balls

Learning Outcomes

Children learn to:

- A & D Throw with greater control, accuracy and efficiency
- A & D Throw with greater force and for longer distances
- S & A Consider different throwing implements and use the best techniques
- S & A Organise themselves into small groups and take turns in different roles
- K & U Say why throwing activities can help develop strength and power
- K & U Say why strength and power can help their performance in other activities
- E & I Watch a partner perform and identify strengths and weaknesses
- E & I Record and measure each others performance

Warm Up

1. Shadow Boxing

See lesson 4.

2. Push Me Ups

Children move around the area at a jog and on command "Push Me Up 3" they must find floor or wall space and perform that number of push ups.

Repeat several times varying numbers from 1 to 5.

Teaching Points

Encourage children to perform push ups in any of the following ways:

- with legs touching the floor and raising just the upper body off the floor
- on their knees in a box position
- or raising the whole body off the ground as in a proper press-up

Skills Activity

4. Push Throw Circuit

Emphasise the importance of applying a force to the throwing implement.

Organise children into pairs or fours.

Set up four stations: 2 x one-handed push throw stations and 2 x two-handed push throw stations. Introduce the push throw to the class.

Wall Push Throw: (Two-handed Push Throw)

Mark a target on the wall which should be higher than the head height of the children. They will need a large ball eg. size 4 football

Standing at a marker one metre from the wall children perform ten push throws in a row. If they achieve ten continuous throws they then progress to 2 metres from the

Throwing: PUSH THROW

Athletics Event: *Shot Putt*

FACT: Did you know?

- ❖ The men's Olympic shot putt weighs 7.26kg which is roughly equivalent to one and half large 5kg bags of potatoes. The world record for the shot putt is 23.12m.
How far can you push throw one large potato?

Two-handed Push Throw

The child stands facing the direction of the throw with one foot in front of the other. The fingers are spread behind the ball which is held at the chest, and the ball is then pushed away from the body quickly by fast extension of the arms.

One-handed Push Throw

The child stands sideways on to the direction of the throw. The ball is held close to or touching the neck. The elbow of the throwing arm is held high and the arm is extended forwards on release of the ball. The palm of the throwing hand is up-turned

The **PUSH THROW** is used frequently in many other sporting activities. For example the netballer making a chest pass or the basketball player taking a free throw uses a push throw. Power, strength and speed are required for these activities.



Health & Safety Points

Ensure:

- adequate space between throwing stations
- children are throwing away from other children

Teaching Points

Encourage children to:

- establish a strong and balanced stance
- extend the arms fast and straight on release
- transfer weight from the back to the front leg

wall & so on. One child throws, the other keeps score. Swap roles after 10 throws.

Bounce It, Push It: (Two-handed Push Throw)

In pairs with one large ball between two the children practise two-handed push passes to each other. First they practice a chest pass and then a bounce pass. After practicing both throws for a few minutes Child A begins a throwing rally. They start the rally with Child A selecting either Chest or Bounce pass. Child B may then change the pattern of throws by calling either "Bounce It" or "Push It". And so on. The children could be encouraged to count how long they can keep a rally going without dropping the ball or letting it bounce more than once.

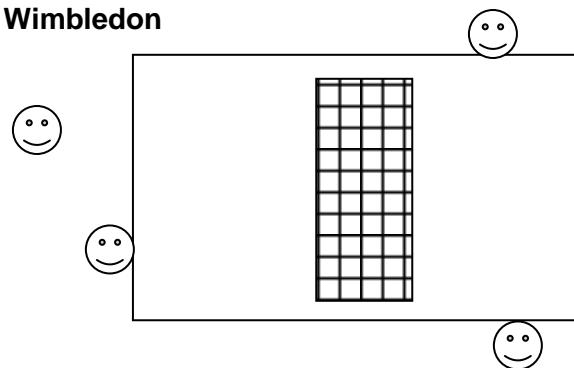
Wimbledon: (One-handed Push Throw)

Set up a net, hurdle or bench about two metres from the throwing line. Child A starts from a kneeling position using a tennis ball held close to the neck/chin and aims to push the ball over the net from a kneeling position. Child B is the coach and stands the other side of the net ready to retrieve the ball. Child A has two more goes and if successful at all three attempts they then move their throwing line or marker cone back a metre. The children now swap roles.

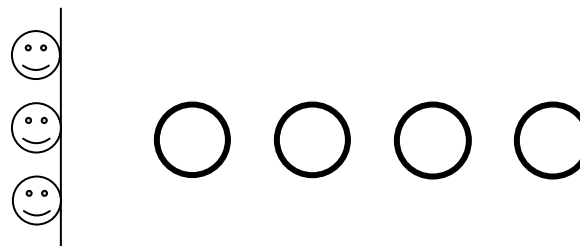
Target Throw: (One-handed Push Throw)

Set up a number of hoops at distances of 5 metres apart. Use beanbags, tennis balls or light primary shots (600g to 1.5kg). Children take turns to push throw towards the targets.

Wimbledon



Target Throw



Competition/Challenge

4. Standing Chest Push

In their four groups children set up a safe throwing area. Use a size 4 football. From a throwing line the children place cones at the metre marks for a distance of about ten metres. The children then take turns to do a standing chest push from the throwing line. The children take turns in the role of the official who returns the balls to the other throwers in the group. Allow the children three goes to improve their performance. * Children could record these results for Shine:Awards

CORE TASK 3 – children measure how well they can throw for distance and for accuracy. They throw to clear barriers and use different equipment including modified equipment such as primary shot ..

Cool Down

Children collect equipment and put it away. Teacher/coach takes children through basic stretches for the upper body and arms.

Evaluation/Post Lesson Notes

Equipment

cones or markers, light shots, bench or net
tape measures, size 4 footballs, small balls, beanbags
paper, pencils, clip boards

ATHLETICS Key Stage 1 (Years 5 & 6) Throwing (Fling & Heave Throw) Lesson No. 6

Learning Outcomes

Children learn to:

- A & D Throw with greater control, accuracy and efficiency
- A & D Throw with greater force and for longer distances
- S & A Consider different throwing implements and use the best techniques
- S & A Organise themselves into small groups and take turns in different roles
- K & U Say why throwing activities can help develop strength and power
- K & U Say why strength and power can help their performance in other activities
- E & I Watch a partner perform and identify strengths and weaknesses
- E & I Record and measure each other's performance

Throwing: HEAVY THROWS

Olympic Events:

Discus and Hammer

FACT: Did you know?

- ❖ The discus was one of five events in the pentathlon event in the Ancient Olympic. The other events were sprinting, long jump, javelin and wrestling. The discus was originally made from stone, bronze, iron or lead.

Warm Up

1. "One, Two, Three"

In a defined area children jog or walk around the area and on command perform the following actions:

"One" – make a sawing action as if cutting wood using both arms

Children resume walking or jogging around the area and on command

"Two" – children make a swinging action with arms, like monkeys

"Three" – children make a chopping action as if cutting wood with an axe

Finish with basic mobilising activities for the arms and trunk.

Eg. Roll the shoulders, circle the arms, trunk twists.

The **FLING** throw is used all the time without even knowing it in both playground activities and organised games. An underarm bowl in rounders is a fling throw as is frisbee throwing. The **HEAVE** throw is also used all the time in a variety of different activities and is also the throw used for caber tossing at the Highland Games!

Skills/Game Activity

2. Fling It

In pairs with a beanbag or tennis ball children position themselves in a space with 5 to 10 metres between them, more if space allows.

The children practise a fling throw facing their partner (as in bowling in rounders). Their partner aims to catch the ball.

Soft balls, beanbags or tennis balls should be used to enable children to try to generate force. The catcher should feedback to their partner whether the implement was travelling with force and whether it was easier or harder to catch.

Throwing for accuracy could be developed with pairs throwing towards a target on the wall. The activity could be made more difficult with children aiming to strike a post-it or throwing with a blindfold and the guidance of their partner.

3. Heave It

In pairs, with a larger ball, children now practise the heave throw starting with the forward heave. Again the children could work in pairs ready to catch and receive and return the ball. The children practise the heave throw from the following positions: kneeling on both knees, kneeling on one knee, standing.

Which body positions worked best?

Teaching Points

Fling Throw

In all fling throws the implement is thrown with one foot in front of the other and the body weight is transferred from the back leg to the front from a low to high position. The opposite foot to the throwing arms should be forward. The arm is long and straight and starts low with the release point being at shoulder height.

Forward Heave Throw

The thrower faces the direction of the throw with feet shoulder width apart. The ball is held in two hands and is swung back between the legs and then upwards and forwards. The back should be kept upright and the arms long and straight.

3. Fling or Heave

Set up a large fan-shaped throwing area with approximate metre markers. A selection of small and large, heavy and light equipment is provided for throwing. Each pair collects a selection of three throwing implements. One child takes on the role of coach and the other is the athlete. The athlete takes three consecutive throws thinking carefully about whether to use the fling or heave technique. The coaches should watch to see which of the throws worked best and whether their partner used a fling or a heave. When all three throws have been completed the coaches raise their hands to indicate to the teacher/coach that they have finished. When the throwing area is safe the throwers collect their implements. The pairs now swap roles.

Children could now begin to explore the backward heave and the overhead heave. They should also explore fling throws facing the direction of throw and fling throws side on to the direction of the throw.

Which of these generates the most force?

** Primary discus or hammers could be introduced*



Backward Heave Throw

As above but the thrower has their back to the direction of the throw and the ball is swung upwards and backwards.

Over the Shoulder Heave

As with the backwards heave, but this time the ball is held with two hands to the side of the hips and is swung upwards and backwards across the body and over the opposite shoulder.

Teaching Points

Encourage children to:

- adopt a balanced stance at the start
- transfer weight from the back to front leg
- follow throw with the arms and fingers
- keep their eye on the target where appropriate

Health & Safety

Fling and Heave Throws are harder to control for accuracy than Push or Pull Throws.

Ensure:

- adequate space between throwers
- a safe system for throwing and collecting
- children throw away from others, roads, windows

Competition

4. Team Challenge

In teams of four set up simple throwing challenges. Each person in the team throws using any of the three heave throws and the total distance of all four throws is added together to give a total distance. *Which team threw furthest?*

5. Questions & Answers

*Which throws did they use?
Why did some throws travel further than others?
Are some throws more difficult to maintain consistency with?*

Cool Down

The children collect the equipment and put it away. Teacher/coach takes children through simple stretches for the arms and upper body.

Evaluation/Post Lesson Notes

Equipment

beanbags, tennis balls, primary discus, primary hammer, footballs, netballs, cones, tape measures

Learning Outcomes

Children learn to:

- A & D** Develop the fundamental skills for horizontal jumps
A & D Show power, control, consistency at both take off and landing
S & A Work in small groups taking turns at different roles
K & U Identify where these skills can be applied to other sports and activities
K & U Explain how warming up can affect performance
E & I Watch a partner perform and identify strengths
E & I Identify parts of performance that need to be practised

Jumping for Distance: HORIZONTAL JUMPSOlympic Event: *Long Jump, Triple Jump***FACT: Did you know?**

- ❖ The U15 Girls UK record for Standing Long Jump in Sportshall Athletics is held by Phyllis Agbo (Middlesex) and is 2.64 metres set in 2001. *Watch out for her in London 2012!*

Warm Up**1. Jumping Jacks**

In a defined space scatter enough cones for each person in the class. To begin children move in and out of the cones at a walking pace. Gradually increase the pace to include jogging and skipping. On command children move to a cone and do five jumps side to side over a cone. Children resume movement between the cones and listen for the next command. Other jumps could include forwards and backwards over a cone, hopping around cones and bounding strides or high skips around the area. Complete the warm up with some gentle mobility exercises. Eg. arm circles, running arms, leg swings, trunk twists

Teaching Points

Encourage children to:

- think about the quality of their movements
- bounce their feet lightly off the ground
- use their arms at take off

**Skills/Game Activity****2. Jumping Stations**

Organise children into groups of five or six. Set up six stations (3 stations repeated). Children take turns as athlete, coach, recorder and rotate around the stations.

Standing Long Jump

Using soft dry grass or gym mats and a line or take off marker children take turns to improve their jumping skills by swapping roles as coach and athlete.

Encourage the coaches to look for some of the teaching points opposite.

Coaches should mark where the jumper lands with either a cone or chalk and should try to explain why they thought the jump was longer or shorter than other jumps.

A one to three stride run up could be introduced so that children jump (1 to 2 feet).

- To encourage height at take off a low hurdle or soft obstacle of 20 to 30 centimetres could be placed just in front of the take off line.
- To encourage a long thin shape in flight and also to encourage the legs to shoot out in front of the body as in the clip art overleaf children could practice jumping off a bench onto a safety mat.
- Some primary schools have long jump pits in which a run up could be introduced

Health & Safety

Ensure:

- mats are used where possible to cushion landings
- mats are taped down if they are likely to slide
- children are wearing appropriate footwear
- if working on hard surfaces jumping is kept to shorter durations
- if using a school sand pit, please ensure it has adequate sand for a soft landing
- check for debris (stones, twigs, glass, etc)

Teaching Points

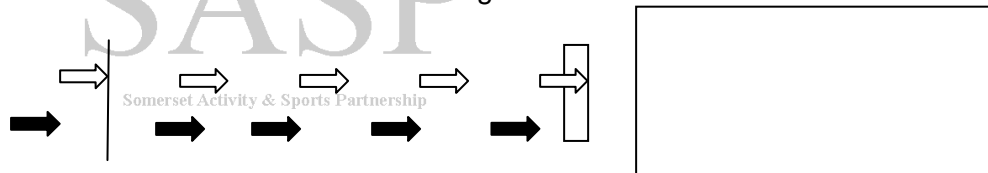
Encourage children to:

Standing Long Jump

- Place their feet side by side at take off
- Bend their knees and swing their arms
- Make a long thin shape with their body in the air

Run & Jump

Use a 7 stride run up on the approach to the take off board (line or marker). Children should mark the start of their run up with chalk or a marker. The take off leg (in bold) marks the first running stride from the line and the opposite foot strikes the take off board on the eighth stride.



However, it is important that more time is spent on children developing the sensation of take off from a running start and this can be done off just two or three strides. Too much emphasis on striking the take off board will be detrimental to the quality of jumping. It is important that children establish a sound technique rather than a legal jump at this stage.

Five Bounding Strides

Use a stretch of 3 to 10 metres on a dry surface and mark metres with cones. From a starting point or line children take turns to make five continuous large bounding strides from a standing start. After several attempts at trying to improve their distance the children can then use a short three stride approach to see if they can improve the distance further.

Standing Triple Jump

As with the standing long jump children take turns to practise the hop, step and jump with one child recording and another coaching. A Triple Jump grid could be set out in much the same way as the Hurdles Grid in lesson 3. See *diagram opposite*. Cones or spot markers are used to indicate the hop, step and jump phases. * *Some children will find the Triple Jump particularly challenging in terms of coordinating the 3 movements. Errors often occur in the first phase of the jump when the athlete jumps from one foot to the other rather than hopping same to same. To overcome this encourage a one foot starting stance on the hopping leg to begin.*

Cool Down

Discuss which aspects of the jumps were the most difficult to get right and why? Take children through basic stretches for the major muscle groups in the legs.

Evaluation/Post Lesson Notes

Run & Jump

- Accelerate down the runway towards take off
- Maintain speed at take off
- Drive the take off leg fast and high
- Drive the arms at take off
- Make a long shape in the air
- Land on ones feet with bended knees

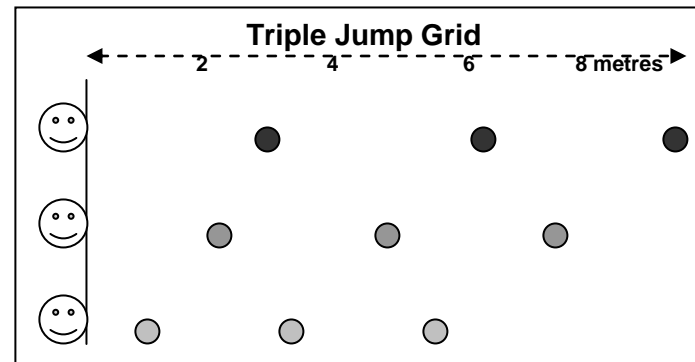
Five Bounding Strides

- Drive the knees high and fast
- Drive the arms high and fast
- Strike the ground lightly with the foot

Standing Triple Jump

- Make the three phases of the jump equal
- Drive the knees high and fast
- Make one continuous movement

CORE TASK 2 – children measure how far they can jump, perform jumps with an approach, make combination jumps and jump across a variety of safe barriers. They set personal targets to improve distance.



* *These events can be used towards Shine:Awards*

Equipment

mats, cones or markers, tape measures, chalk
mini hurdles

Learning Outcomes

Children learn to:

- A & D** Show power, control and consistency at take off and landing
A & D Perform a variety of jumps in different activities
S & A Use different flight and take off positions
S & A Organise themselves into small groups and take on different roles
K & U Explain when jumping skills might be useful in other sports or activities
K & U Perform a range of warm up activities
E & I Identify the parts of a performance which need to be practised
E & I Watch a partner's performance and identify the main strengths

Jumping for Height: VERTICAL JUMPSOlympic Events: *High Jump, Pole Vault***FACT: Did you know?**

- ❖ In the 1960's a young high jumper called Dick Fosbury had trouble mastering the standard technique at the time which was the straddle. He developed a modified scissor technique going over the bar backwards and caused a sensation at the 1968 Olympic Games by winning gold. The technique became known as the Fosbury Flop.

Warm Up**1. "One, Two, Three, Four, Five"**

Children walk/jog within an area and on command perform the following movement:

"One" - children run with small pitter patter steps on the balls of their feet

"Two" - children skip with low knees

"Three" - children skip with their knees high and driving their arms

"Four" - children side step

"Five" - children bounce lightly on the spot (2 feet to 2 feet)

2. Jump Start

In pairs children stand facing each other approximately two metres apart.

From a standing start the children take turns to jump as high as they can exploring a variety of body positions and changing the position of the arms.

For example they could explore jumping with arms kept to the sides of the body, arms on hips or on the head, arms out to the sides.

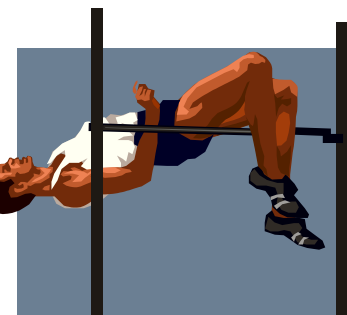
3. Questions & Answers

Discuss how warming up affects our performance.

Discuss the importance of driving the arms in jumping for height and for distance.

Teaching Points**Encourage children to:**

- think of the quality of their movements
- watch their partner jump and make decisions as to which body shapes and arm positions work best when jumping for height

**Skills/Game Activity****4. Jumping Stations**

In small groups of four to six, children work around two or three stations which develop the skills for jumping for height. The children should be encouraged to take on the roles of both athlete and coach, taking turns to jump.

Edward Scissor Legs

Using a small obstacle such as a folding plastic hurdle or a supported cane children take turns to jump the obstacle from a standing take off position attempting jumps from both sides before deciding, which is their preferred starting position.

Health & Safety**Ensure:**

- obstacles fall easily if struck
- children progress from low to high obstacles
- children jump side on to walls when performing the vertical jump
- only one child jumps over an obstacle at a time

Children now attempt the jump (a higher hurdle or obstacle) with a three stride approach and then a five stride approach.

Safety Mat Jump

For schools with safety mats children could progress to a curved approach.

There is no need for uprights or a barrier.

The height the children jump would be the height of the safety mat, alternatively a folding plastic hurdle could be used, placed just in front of the middle of the mat.

Children continue to jump using the basic scissor technique.

* See diagram opposite for the approach line.

* Cones on the inside of the curve could be used to show children the pathway.

Vertical Jump

Children record and measure each other's performances taking turns as athlete, coach and recorder. Markers could be chalked on the wall to indicate heights and children have several attempts to improve performance.

Accurate measurements could be made for use with *Shine:Awards*.

This is done by first marking the reaching height of the child on the wall. The child stands with their back to the wall, feet flat on the floor and arms upstretched. The recorder marks the furthest point of the finger tips with chalk.

The child then stands side on to the wall and jumps reaching to touch the wall at the highest point possible. The recorder marks this point with chalk and the height jumped is the measurement from the reaching height of the child to the mark reached with a jump (usually between 20 – 50 centimetres).

Teaching Points

Encourage children to:

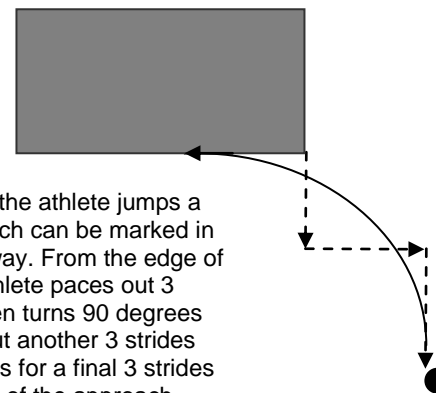
Edward Scissor Legs

- stand side on to the barrier
- swing their legs quickly from the hips
- drive their arms upwards at take off

Vertical Jump

- stand side on to the wall
- reach with their inside arm to the wall
- bend the knees at take off and landing
- extend their knees and ankles quickly at take off

Safety Mat Approach



From the side the athlete jumps a curved approach can be marked in the following way. From the edge of the mat the athlete paces out 3 strides and then turns 90 degrees and to pace out another 3 strides and 90 degrees for a final 3 strides this is the start of the approach.

Competition

Jumps Team Challenge

In groups of six or eight the children take turns to complete the vertical jump challenge recording, measuring and calculating how many jumps as a team it takes them to jump the height of the following:

1. A Cow (1.5 metres)
2. Average Male Human (1.7 metres)
3. Male African Elephant (3.19 metres)
4. Double Decker Bus (4.3 metres)
5. Giraffe (5.7 metres)

Children could estimate how many jumps it would take to jump the height of:
The Statue of Liberty (92.9 metres) or
the Eiffel Tower (320.6 metres)

Cool Down

Teacher/coach takes children through basic stretches.

Evaluation/Post Lesson Notes

Equipment

calculators, tapes, rulers, pencils, paper, clip boards, hurdles, safety mat, chalk, cones or markers

Learning Outcomes

Children learn to:

- A & D** Develop fluency and efficiency in running for speed as a team
A & D Develop relay changeover skills
S & A **Work together in teams taking turns at different roles**
S & A **Choose appropriate starts and changeover techniques for different situations**
K & U Explain the basic principles of warm up and how it affects performance
E & I Identify as a team the parts of performance which need practising
E & I Work together as a team to practise and improve performance

Relays**Olympic Events:**

4 x 100m, 4 x 400m Relays

FACT: Did you know?

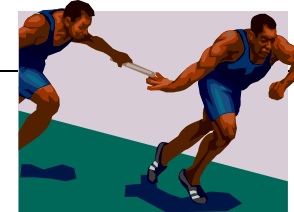
- ❖ The world record for the Men's 4 x 100 metres Relay is 37.40 held by the USA who have dominated this event since the early 1900's.

Warm Up**1. Conga**

Organise children into pairs with a bean bag or baton between them. One child is leader whilst the other follows their partner carrying the beanbag/baton. Starting at a walking pace the pairs move around the area with the leader looking for spaces and changing direction. The follower should aim to track their partner at arms length. When ready the follower calls "Hand" to their partner who places their arm out behind them with the palm up and open, ready to receive the beanbag/baton. On receipt of the beanbag the leader goes to the back and the children swap roles. The children gradually increase the pace to a jog and a run. The pair then join another pair to make a four (one beanbag between them). Repeat the activity as a four with the beanbag/baton being passed through the line and the front runner joining the back of the line to repeat the process.

Teaching Points**Encourage children to:**

- call "hand" when ready
- listen for the command and react quickly
- maintain a good arm's length between runners
- place hand palm up and open for receiving
- grip (not snatch) as soon as they feel contact with the beanbag/baton has been made
- keep their eyes ahead and not to turn around
- attempt the task using both dominant and non-dominant hands
- hold the baton at one end so there is free baton to grasp on passing

**Skills/Game Activity****2. Changeovers****3. Relay Changeover Station**

In fours children set up simple relay changeover stations using four markers or cones placed in a line. Cones 1 to 2 should be approximately 5 metres apart. Cones 2 to 3 should be approximately 2 – 3 metres apart. Cones 3 to 4 should be approximately 5 metres apart. Child A starts at cone 1 and runs to cone 3 to pass the baton to Child B. Child B starts running when Child A reaches cone 2 and on receiving the baton runs on to cone 4 and back around cone 1. Child A has now stepped off the track and Child C has now stepped up to cone 3 ready to receive the baton from Child B. The children continue to practice changeovers by rotating at cone 3. If Child A carries the baton in their right hand Child B must be ready to receive it in their left hand. If Child A carries the baton in their left hand Child B must ready to receive in their right hand.

Relay events require runners to be able to pass and receive with both hands and it is important children are encouraged to practise using both. The right hand will pass to left and left will pass to right. This is so that runners don't have to reach across their body when passing the baton, which is awkward and inefficient. Children should be encouraged to position themselves in lanes as in the diagram overleaf. The letters indicate the hand in which the baton is held (eg. Right or Left).

Start/Finish

Child A **Child B**
Child D & C

Children could mark their check mark (No 2 on the diagram above) on the ground with chalk or tape. Different pairs will have different distances between check marks and starting positions depending upon the speed of the incoming and outgoing athlete. The check mark is the point at which when the passing athlete draws level the outgoing running starts their acceleration.

The teacher/coach should try to convey to the children the importance of starting to run before the passing athlete reaches them. Children need to understand that the passing athlete will in most cases be moving faster than the outgoing athletes because the outgoing has to accelerate from a standing start.

The distances between cones 1, 2 and 3 should be extended.

Teaching Points
Encourage children to:

- start moving quickly when the incoming runner has reached the second marker
- practise changeovers at full speed
- practise using both hands to pass and receive

CORE TASK 1 – children work in relay teams and challenge themselves over different distances & times using different relay circuits & courses.

Competition

4. Pursuit Relays

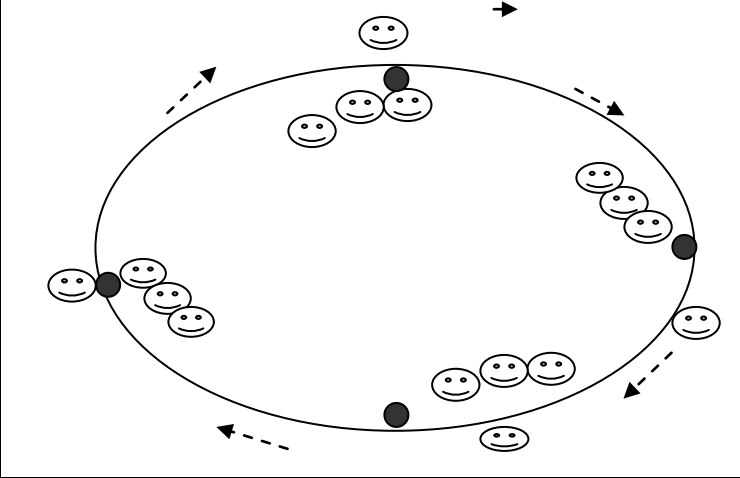
Mark a circuit with 4 additional markers to indicate the starting point of each team. Organise groups into four teams with each team sitting in the centre of the circle in a line facing their starter cone. On command the first child in each team runs a lap of the circuit. The second child then gets ready to receive the baton. When everyone in the team has completed the circuit the whole team should be sitting in their line.

The winning team is the team whose runners have all completed the circuit first.

Health & Safety

Ensure:

- the circuit is not too tight a curve
- the children look carefully before stepping onto the track for their turn
- runners who have completed their run move off the track before stopping



Cool Down Teacher/coach takes children through basic stretches.

Evaluation/Post Lesson Notes

Equipment
cones or markers
batons, beanbags

Learning Outcomes

Children learn to:

- A & D** Learn how to record, measure and time different events
A & D Refine running, jumping and throwing skills in competition
S & A Select and apply appropriate techniques for a range of events
S & A Work together in groups taking on different roles
K & U **Understand why warming up is important**
K & U Understand how athletics activities are important to other sports & fitness
E & I Watch performance and give examples of good performances explaining why
E & I Make adjustments to their own performance in order to improve

CORE TASK 1, 2 & 3 – children measure themselves at standing jumps, time themselves over different distances, courses and over longer and shorter durations and record how well they can throw for distance.

Multi-Events: COMBINED EVENTS**Olympic Events:****Heptathlon (Women)** – 100m Hurdles, 200 metres, 800m, Javelin, Shot Putt, High Jump & Long Jump**Decathlon (Men)** – 110m Hurdles, 100m, 400m, 1500m, Discus, Shot, Javelin, Pole Vault, High Jump, Long Jump**FACT: Did you know?**

- *Both the men's and women's competitions finish on the second day with the endurance event and because the athletes have spent two days competing from ten in the morning until the early hours of the evening they are very tired. There is always a great camaraderie between the competitors and it has now become tradition for all of the competitors to do a lap of honour together at the end of the 800 or 1500 metres race.*

Warm Up**1. Plan Your Own Warm Up**

In pairs the children plan and carry out their own warm up activities.
 Give the children 2 minutes to plan and 3 minutes to warm up.
 Encourage them to include some heart raising activities as well as some mobility exercises or dynamic warm up activities.

* *This lesson gives suggestions for team and individual competition challenges. Recording sheets are included in the pack. This is more than a lesson's worth of activity and could be carried out as part of lessons over several weeks or as two to three lessons following the nine skills based lessons.*

Skills/Game Activity

There are many adapted events and competition variations.
 Children could compete in teams (see lesson 10 Years 3 & 4) or as individuals.
The events below could be run as individual challenges with all children completing all five events in each event group over a period of weeks.

Alternatively children could work in teams of five with each child in the team being elected to compete in one of the events and the others score and record.
 The children could set up the running and jumping activities themselves and record the performances of their team members whilst at the same time trying to help them improve their performance by watching for areas which need practise.
 The results from all of the events suggested can be used towards *Shine:Awards scheme*.

Health & Safety**Ensure:**

- adequate space is available for activities planned
- appropriate running and jumping surfaces
- children have appropriate footwear
- obstacles for hurdling and jumps events fall easily
- throwing activities are run safely
- children throw away from others
- children throw away from roads, windows, etc

JUMPS CHALLENGE

1. Standing Long Jump
2. Standing Triple Jump
3. Five Bounding Strides
4. Vertical Jump
5. Hop Forward on each leg 5 times



Somerset Activity & Sports Partnership

THROWS CHALLENGE

- Soft Javelin
- Light Shot (600g or 1kg)
- Overhead Heave (size 4 football)
- Chest Push (size 4 football)
- Small Ball Throw
(Rounders ball for girls/cricket ball for boys)



RUN CHALLENGE

- 40 metres Hurdles
- 60 metres Run
- 6 x 10 metres Shuttle Run
- How far can you run/walk in one minute?
- How far can you run/walk in 5 minutes?



Teaching/Recording Points

Jumps Challenge Events

- Each of these events is from a standing start
- The distance jumped in the horizontal jumps is from the back of the take off line or mark to the nearest landing point to the take off board
- See Lesson 8 on measuring the Vertical Jump
- The 10 hops should be performed as one continuous movement including changing from one leg to the other.
- All events are measured to nearest centimetre

Throws Challenge Events

- The soft javelin, rounders and cricket ball throws are recorded to the nearest 50 centimetres
- The Chest Push, Overhead Heave and Shot are measured to the nearest centimetre
- An approach may be used for the javelin and small ball throws, but not for the others
- The measurement is made from the throwing line to the point at which the throwing implement first touches the ground

Run Challenge Events

- Four hurdles between 30 – 60 cms to be used
 - A measured route or small track or circuit will be needed for the How far? events
 - slow reactions in starting the watch will give results which are faster than was achieved
 - predicting the finish and stopping the watch early are also reasons for unrealistically quick times
 - timekeepers should watch the finish line and not the athletes
 - times should be rounded up eg. 10.23 seconds becomes 10.3 seconds
 - recall runners if there is a false start
2. the teacher/coach may want to record the running event to ensure some consistency is maintained

Cool Down

All team perform a lap of honour at a walk/jog pace as part of the cool down. Children collect equipment and put it away
Teacher/coach takes class through simple stretches

Evaluation/Post Lesson Notes

Equipment

cones or markers, tape measures, stop watches, shots, javelins, rounders & cricket balls, hurdles
pens, pencils, clipboards, recording sheets