

# LESSON PLAN: **ATHLETICS**: YEAR 4: WEEK 4

**LESSON OBJECTIVE:** Understand what pacing is and the importance of pacing when running long distances.

## **WARM UP (10 MINS)**

Scout Ball: Split the class into two or four team. Mark out an area with two end zones and a safety zone in the middle. One member of each team (Scout) stands in the zone behind the opposite team in which the scouts are only allowed in. Each team stays in their half and tries to throw the ball over the other team for their scout to catch. If the scout catches the ball, the thrower of the ball becomes another scout.

## **MAIN LESSON (15 MINS)**

Timing: Ask pupils to stand up and to sit down when they think the following seconds are up: 10, 20, 30 and 45 seconds. Try and get them to count in their heads and reward those who get close to the right time.

The teacher marks out three reasonably sized squares, an appropriate size for students to run around. 10 Students start at the corner of each square. The teacher gives them a task of getting around the square in thirty seconds. The students have to try and pace themselves to ensure they return to the starting cone in exactly 30 seconds. They need to focus on pacing themselves.

**Develop:** See if they can do two laps in one minute or three laps in one minute thirty etc.

## **GAME/COMPETITION (20 MINS)**

The teacher sets up a track for students to run around. Mark out a small track and assign a specific number of times in which students need to run around that track. Put students into pairs and the person who is not taking part is the person who counts the laps and records the time they run the distance in.

## **EQUIPMENT**

- Cones
- Spot markers
- Balls
- Stop watches

## **KEYWORDS**

- Arms
- Pacing
- Stride length
- Breathing

## **DIFFERENTIATION**

### **LESS ABLE**

- Partner students with similar abilities.
- Vary distances depending upon ability

### **MORE ABLE**

- Partner students with similar abilities.
- Make distance longer or further.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform the pacing skills to a high ability?
	5	Can they perform the pacing skills with a certain degree of control?
	4	Can they perform some of the pacing skills, but to a low ability?
Tactics, Rules & Teamwork	6	Works with their partner & demonstrates knowledge & understanding of the task.
	5	Can work with a partner & understands the directions.
	4	Starts communicating with a partner.
Show & Link	6	Can they link: the different movements required to run whilst thinking about their pacing?
	5	Can they show and link: some of the movements required to run whilst thinking about pacing?
	4	Show an understanding of what pacing is.
Describe Ways to Improve	6	Are able to describe and improve performance.
	5	Are able to describe performance.
	4	Are able to see differences in performance against a simple model.
Fitness & Health	6	Shows a solid understanding of why physical activity has health benefits.
	5	Has some knowledge of why physical activity has health benefits.
	4	Has little knowledge of why physical activity has health benefits.