

LESSON PLAN: **ATHLETICS**: YEAR 5: WEEK 1

LESSON OBJECTIVE: To learn how to pace to run a long distance races.

WARM UP (10 MINS)

Students work in pairs in and around a marked area. They all start in the same place. One partner must walk across the middle of the area to the other side. Their partner must run around the outside of the area and try to meet their partner on the opposite side, arriving at exactly the same time.

MAIN LESSON (20 MINS)

A course of between 300 & 400m is marked out, with a start/finish line and a 'gate' set up with flags about 50m from the finish line. Children are organised into ability groups of 5-6. Children line up in their groups at the start line. Children close their eyes with their hands behind their back. The teacher walks behind them, and taps the hand of 1 child. The children then re-open their eyes, and run a lap of the course as a group. The children run round the course at a comfortable pace with no-one allowed to move ahead and no-one allowed to lag behind. When they have passed through the gate, the chosen runner is allowed to make a break for the finish at a point when they choose. As they do this, they must shout 'sprint' to the rest of the group and race to the finish. The next group then go.

GAME/COMPETITION (15 MINS)

Timed runs of 2 laps of the marked course.

EQUIPMENT

- Measuring tapes
- Cones
- Flags/post
- Stop watches

KEYWORDS

- Pacing
- Sprint finish
- Long distance

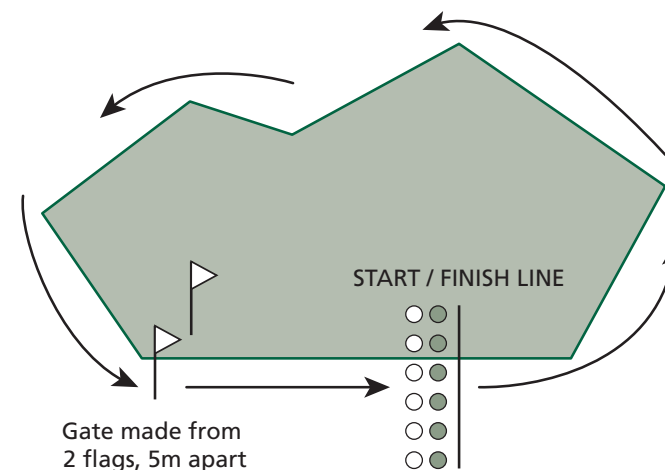
DIFFERENTIATION

LESS ABLE

- Run in ability groups.
- Run just one timed lap.

MORE ABLE

- Run in ability groups.
- Run more laps for the times event at the end of the lesson.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the skills to run long distance to a high ability?
	6	Can they perform the long distance running skills with a certain degree of control?
	5	Can they perform some of the long distance running skills, with very little control?
Tactics, Rules & Teamwork	7	Work well with their partner during the warm up and within a group during the lesson ensuring all their team understands the task.
	6	Can work with a partner and understands the task.
	5	Starts communicating with their partner.
Show & Link	7	Can they link: pacing and sprint finishing in a long distance race?
	6	Can they show and link: pacing in a long distance race?
	5	Show they can pace themselves.
Describe Ways to Improve	7	Are able to describe and improve performance.
	6	Are able to describe performance.
	5	Are able to see differences in performance against a simple model.
Fitness & Health	7	Shows a solid understanding of why physical activity has health benefits.
	6	Has some knowledge of why physical activity has health benefits.
	5	Has little knowledge of why physical activity has health benefits.