

LESSON PLAN: **ATHLETICS**: YEAR 5: WEEK 2

LESSON OBJECTIVE: To learn the correct technique to perform the standing long jump and the running long jump.

WARM UP (10 MINS)

Put pupils into pairs and number them 1 or 2. Number 1s lay down in a large circle, number 2s stand behind partner. When the teacher says "Go", number 2s run around the circle and leap frog each number 1 on their way around. 1s and 2s swap. This can be made harder by asking students to crouch rather than lay to increase the height students have to jump.

MAIN LESSON (20 MINS)

Class discussion about the techniques they used to make sure they cleared their partner. Start the next activity by getting pupils to practice a standing long jump. In groups of 4 they can start on a line and use the discussed technique to jump as far as they can (from 2 feet, landing on 2 feet). Put their coloured cone down where they land.

Develop: Pupils can add a run up. Encourage pupils to try to jump high as well as far. Enforce that pupils cannot overstep the jump line. Put a cone down where they land.

GAME/COMPETITION (15 MINS)

By the end of the lesson each pupil should have a measurement in metres and centimetres. Each pupil should have at least three attempts at getting an official score. Measurement needs to be taken from the point of the body that lands the furthest back.

EQUIPMENT

- Measuring tape
- Cones

KEYWORDS

- Run up
- Bend knees
- Swing arms
- Power

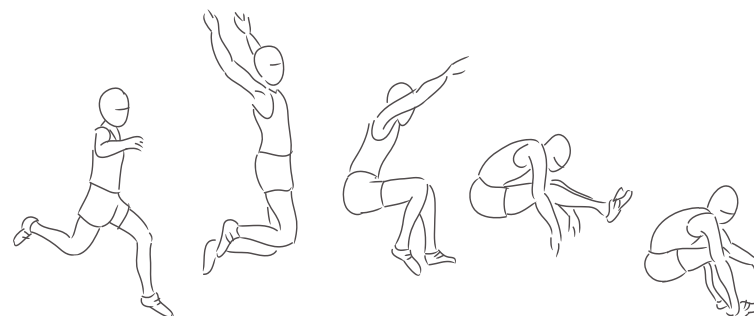
DIFFERENTIATION

LESS ABLE

- Help with measurements.

MORE ABLE

- Measure distances independently.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the long jump to a high ability?
	6	Can they perform the long jump with a certain degree of control?
	5	Can they perform some of skills to long jump, 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: running and jumping and gain a good distance?
	6	Can they show and link: running and jumping?
	5	Show a standing long jump?
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.