

LESSON PLAN: **ATHLETICS**: YEAR 5: WEEK 3

LESSON OBJECTIVE: To learn how to use and perform the sprint start technique.

WARM UP (10 MINS)

Students to play a game of Duck-Duck-Goose. Split the class in half and play two games. This will get pupils running at maximal speed and will also get them practising a sprint start.

MAIN LESSON (20 MINS)

Class discussion about what they did once they were tagged in order to try to catch the person who tagged them.

Question: How did you get up quickly and get to top speed?

Sprint Start: Class on the start line laying on their front in a press up position. When the whistle goes they must get up and race as quickly as possible to the next line. Repeat 2/3 times. Discussion about which leg each pupil brought forward to start their sprint. This is the leg which should be forwards when doing a proper sprint start.

Develop: Practice this with the instructions "On your marks", "Get set", "Go." In groups of 4 take part in 10m practice races.

GAME/COMPETITION (15 MINS)

By the end of the lesson each pupil should have a time for a 60m sprint. Each pupil should try to have at least two attempts at getting an official time.

EQUIPMENT

- Stop watches
- Cones

KEYWORDS

- On your marks
- Get set
- Go
- Acceleration

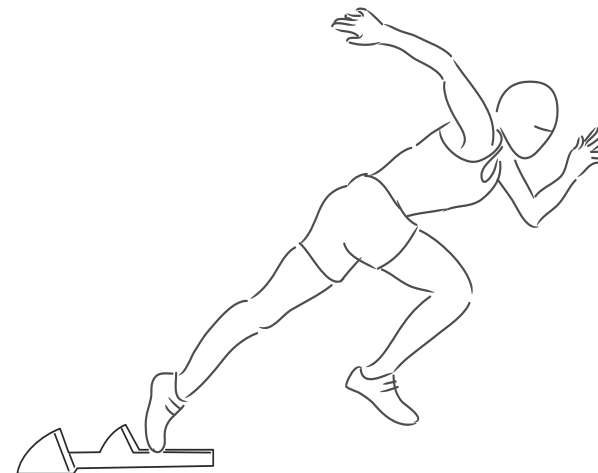
DIFFERENTIATION

LESS ABLE

- Ability groups.
- Run shorter distances.
- Work with a partner.

MORE ABLE

- Ability groups.
- Races in heats to reach a final.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the sprint start effectively?
	6	Can they perform the sprint start?
	5	Can they perform the sprint start, but with very little control?
Tactics, Rules & Teamwork	7	Can they work well in small groups during the lesson whilst continuing to understand the rules of the different exercises?
	6	Can work in a small group effectively.
	5	Starts communicating with individuals in their group.
Show & Link	7	Can they link: the sprint start to a fast sprint time??
	6	Can they show and link: they can sprint start at the start of a sprint?
	5	Show the sprint start.
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.