

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

**LESSON OBJECTIVE:** To learn how to perform relay races with a relay baton.

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

Class to play a game of 'fox and the hounds'. Three pupils are the hounds and must catch the foxes. All other students must get from one line to another without being caught. Pupils wait on the line for teacher to say "go" each time. Hounds catch the foxes by taking their bib that is tucked into their shorts/trousers. Last three foxes remaining become the hounds for the next game.

## **MAIN LESSON (20 MINS)**

Class are split into groups of four. Two run at a time allowing the others rest periods. Number 1 runs from the start line to the next cone (cones are 15m apart). They give the baton to number 2 who runs with it around the last cone. Number 2 then hands back to number 1 on the middle cone. Number 1 crosses the start/finish line.

**Develop:** When receiving the baton, encourage pupils to face the way they are running and begin moving before partner arrives. Hold hand out in a wide 'V' shape and hold the hand steady. The person delivering the baton shouts "hand" when they are close and sweeps the baton up into the receiver's hand.

## **GAME/COMPETITION (15 MINS)**

By the end of the lesson each pupil should have a timed relay with a partner using the course described above. Each pair should have at least three attempts at getting an official time. Times should improve during the course of the lessons as changeover improves.

## **EQUIPMENT**

- Bibs
- Batons
- Stop watches

## **KEYWORDS**

- Change over
- Deliverer
- Receiver

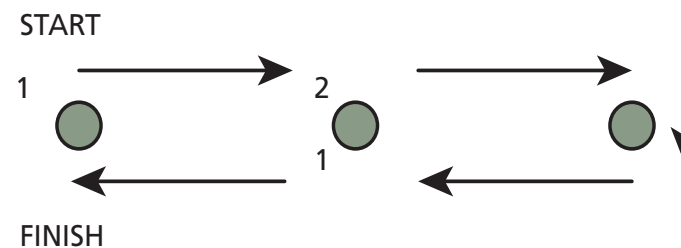
## **DIFFERENTIATION**

### **LESS ABLE**

- Shorter running distances.
- Technique points to be introduced gradually.

### **MORE ABLE**

- Longer running distances.
- Coach lower ability pupils.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the skills to take part in relay races to a high ability?
	6	Can they perform the skills to take part in relay races with a degree of control?
	5	Can they attempt to take part in a relay race?
Tactics, Rules & Teamwork	7	Can work well in small groups whilst showing an understanding of 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 changing over to compete in a relay race at a fast time?
	6	Can they show and link: running and changing over to compete in a relay race?
	5	Show they can pass the baton.
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.