

LESSON PLAN: **ATHLETICS**: YEAR 5: WEEK 6

LESSON OBJECTIVE: To compete in a number of exercises, performing the skills they have learnt.

WARM UP (5 MINS)

Pupils jog around in a marked square. Teacher calls an Olympic event and pupils have to perform the relevant action i.e. High jump, Long jump, Javelin, Shot Putt, 100m (sprint 3 seconds), Relay, (tag someone) etc.

MAIN LESSON (40 MINS)

The teacher sets up a number of activities for students to take part in to demonstrate the skills they have learnt over the term. This could be made into a Mini Olympics, depending on the amount of time you have with your group of children. The class is split into four groups, include the same amount of pupils in each group. They all take part in the following events and rotate round after a period of time. White boards/spreadsheets could be used on each station to record results.

40 metre Sprint: Students run 40m as fast as they can. The group help record and collate the scores using the white boards and pens.

Long Jump: Students run up and jump as far as they can, leaping from one foot and landing on two feet. The group helps to record and collate the scores of each individual.

Chest Push: Students compete in the chest push. Correct 'pushing' technique must be used. The group helps to record and collate the scores of each individual.

Middle Distance Run: Students run approximately 400m (this can be a shorter marked course that is repeated). The group helps to record and collate the scores of each individual.

EQUIPMENT

- Large Ball
- Stop watches
- Cones
- White boards & pens

KEYWORDS

- Measuring
- Scoring
- Olympics

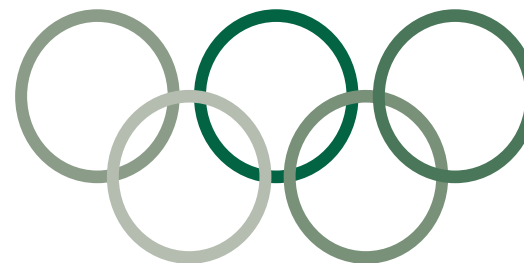
DIFFERENTIATION

LESS ABLE

- Ability groups.
- Smaller distances.
- Easier activities.

MORE ABLE

- Compete against people of the same/similar ability.
- Use students to lead and measure distances.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the skills to a high ability?
	6	Can they perform the skills with a certain degree of control?
	5	Can they perform some of the skills, with very little control?
Tactics, Rules & Teamwork	7	Can work well with a partner or in a small group and can show full 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: all the skills they have learnt over the previous weeks successfully?
	6	Can they show and link: all of the skills they have learnt over the previous weeks?
	5	Show two of the skills learnt over the previous weeks.
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.