

LESSON PLAN: **ATHLETICS**: YEAR 6: WEEK 1

LESSON OBJECTIVE: Students are introduced to running at speed and sprint starts.

WARM UP (10 MINS)

Mark out an area no more than 30m wide and 20m in length. Have marker cones to show the 10 m mark. The students come out and line up in groups of 4 / 5 across the 30m line.

One at a time they come out to the 10m line and walk back.

- High knees
- Kicking feet up to their bum
- Bounding
- Leaping
- Hopping

MAIN LESSON (20 MINS)

Show the starting position. In pairs get the students to go through marks, set and go. Put the students back in to their groups of 4/5. 5m sprint races to see who has the fastest start. Discuss the difference between leaping and bounding, with their arms and without their arms.

Develop: Short sprint races out to the 10m line using strong thrusting high knees and their arms. Sprint starts.

GAME/COMPETITION (15 MINS)

Discuss the finishing position. The arms need to come back and the chest needs to be pushed out. In races the clock stops when the chest passes the finish line. Finish the lesson with 20m sprints. Combine all the aspects from the lesson.

EQUIPMENT

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

KEYWORDS

- Pacing
- Sprint finish
- Leaping
- Bounding

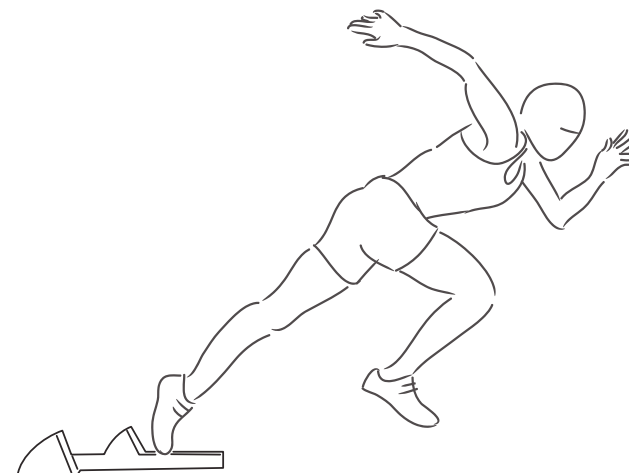
DIFFERENTIATION

LESS ABLE

- Grouped together to make the races fair and competitive.
- Distances can be shorter.

MORE ABLE

- Grouped together to make the races fair and competitive.
- Distances can be slightly longer than the less able.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills and Movement	8	Can they perform the sprint start effectively?
	7	Can they perform the sprint start?
	6	Can they perform the sprint start, but with very little control?
Tactics, Rules and Teamwork	8	Works with their partner and demonstrates knowledge and understanding of the task.
	7	Can work in a small group effectively.
	6	Starts communicating with individuals in their group.
Show and Link	8	Can they link: the sprint start to a fast sprint time?
	7	Can they show and link: they can sprint start at the start of a sprint?
	6	Show the sprint start.
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness and Health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.