

LESSON PLAN: **ATHLETICS**: YEAR 6: WEEK 2

LESSON OBJECTIVE: Students learn to run whilst changing direction at speed.

WARM UP (10 MINS)

In a 20m by 30m area set up some cones. Line the students up in groups of 4/5 along the 30m line. Give each group some hoops. The group needs to place these out at set distances and practice bounding from hoop to hoop. This can be followed by a sprint to the end of the 20m grid then walk back. Do this again hopping from hoop to hoop then jumping from hoop to hoop.

MAIN LESSON (20 MINS)

Use small yellow agility hurdles, hurdles, hoops or benches. Place this 10m away (half way). The students must run and jump over the obstacle and attempt to keep running at full speed to the end of the 20m.

Put in the start position. Students work independently with marks, set and go! Once happy they then have mini races that can be timed in their group using the finishing position.

Stress the importance of getting the lead leg snapped down so the students can run continually. Try to do this without breaking stride.

GAME/COMPETITION (15 MINS)

Increase the area in length and add more of the obstacles (bench, hurdle etc). Every 10 steps there must be an obstacle. Students are then to race in their ability groups and focus on stride length and the front leg getting to the ground quickly.

EQUIPMENT

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

KEYWORDS

- Leaping
- Bounding

DIFFERENTIATION

LESS ABLE

- Put groups together to make the races fair and competitive.
- Distances can be shorter.
- Fewer / Lower obstacles.

MORE ABLE

- Put groups together to make the races fair and competitive.
- The distances can be slightly longer than the less able.
- Higher / more obstacles.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills and Movement	8	Can they perform the running skills to a high ability ?
	7	Can they perform the running skills with a certain degree of control?
	6	Can they perform some of the running skills, with very little control?
Tactics, Rules and Teamwork	8	Works with their partner & demonstrates knowledge & 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: running at speed and changing direction?
	7	Can they show and link: running over obstacles successfully?
	6	Show they can change direction when running.
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.