

LESSON PLAN: **ATHLETICS**: YEAR 3: WEEK 1

LESSON OBJECTIVE: Learn the correct technique used for short distance running.

WARM UP (10 MINS)

Mark out a grid and children have to follow the following instructions: Running, side stepping, skipping, high knees, heel flicks and sprinting.

MAIN LESSON (20 MINS)

Relay Races:

Students are put into teams behind a cone. One individual at a time must hop out as quickly as they can, around the cone and back to their team (teacher decides the distance). Explain to pupils that they need to be able to stay on their feet while they run fast, as speed requires balance.

The teacher is required to set up an agility ladder in front of each team, use hoops if you don't have ladders. Students need to practice pumping their arms putting one foot in each ladder whilst holding a relay baton.

Develop: Ask pupils to put both feet in each ladder and stress to the children the importance of pumping their arms.

GAME/COMPETITION (15 MINS)

Using the skills above, the students can now race as a team to find out which team is the quickest. The following races could be conducted:

- Race one: Which team can hop the quickest, around a cone and back to their team the quickest.
- Race two: Which team can put two feet in each ladder, run around a cone and back to their team the quickest.
- Race three: Which team can put one foot in each ladder, run around a cone and back to their team the quickest.
- Race four: Which team can race around a cone and back to their team the quickest.

EQUIPMENT

- Cones
- Relay batons
- Agility ladders/hoops

KEYWORDS

- Arms
- Eyes
- Direction

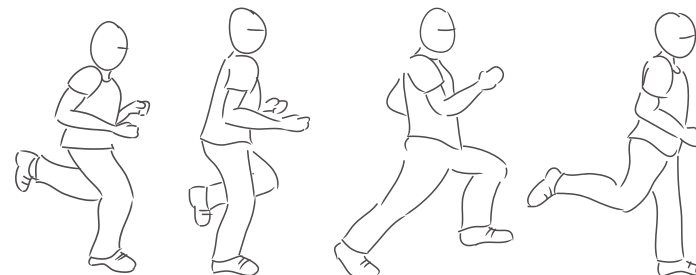
DIFFERENTIATION

LESS ABLE

- Split class into ability groups.
- Decrease the distance in which the lower ability pupils would have to hop and run.

MORE ABLE

- Split class into ability groups.
- Increase the distance.
- Set time scales in which team needs to complete the exercise.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform the running skills to a high ability?
	4	Can they perform the running skills with a certain degree of control?
	3	Can they perform some of the running skills, with very little control?
Tactics, Rules & Teamwork	5	Works with their partner & demonstrates knowledge & understanding of the task.
	4	Can work with a partner & understands the directions.
	3	Starts communicating with a partner.
Show & Link	5	Can they link: the different skills required to run successfully to a high ability?
	4	Can they show and link: some of the skills required to run successfully?
	3	Can they show knowledge of the skills required to run successfully, but unable to demonstrate them?
Describe Ways to Improve	5	Are able to describe and improve performance.
	4	Are able to describe performance.
	3	Are able to see differences in performance against a simple model.
Fitness & Health	5	Shows a solid understanding of why physical activity has health benefits.
	4	Has some knowledge of why physical activity has health benefits.
	3	Has little knowledge of why physical activity has health benefits.