

# LESSON PLAN: **ATHLETICS**: YEAR 3: WEEK 2

**LESSON OBJECTIVE:** Understand how to perform a long jump correctly.

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

Traffic Lights: If the teacher displays a red cone, students must stop. Yellow cone, students must jog and green cone, students must sprint. Numbers which means different actions can also be incorporated.

For example:

- Number 1: Touch the floor
- Number 2: Touch the sky
- Number 3: Change direction

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

The teacher splits the class into small groups. The students are given floor spots. The first spot is to highlight where students are to jump from, the following spots are to measure where they land. Students compete in the following competitions against each other:

- Who can jump the furthest on one leg?
- Who can jump the furthest on two legs?
- Who can combine jumps and jump the furthest using two and three jumps?

The teacher introduces the correct jumping technique:

- Bend the knees to take-off
- Drive the arms forward and up
- Land on the balls of the feet
- Quickly push the heels into the ground
- Bend the knees to cushion the landing

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

Target Jump: The teacher starts by splitting the class into teams. The teacher sets a target in which each pupils needs to get to by jumping. The teacher also indicates how many times they are permitted to jump to reach this target. Once an individual has completed the required jump, they move to the next activity which requires them to jump even further. If they do not jump to the required target in the correct amount of jumps they stay at the activity until they can complete it.

## **EQUIPMENT**

- Cones
- Floor spots

## **KEYWORDS**

- Bend
- Knees
- Drive
- Arms
- Cushion

## **DIFFERENTIATION**

### **LESS ABLE**

- Split into groups in terms of their ability.
- Shorter distance to jump.

### **MORE ABLE**

- Increase the distance to jump.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform the jumping skills to a high ability?
	4	Can they perform the jumping skills with a certain degree of control?
	3	Can they perform some of the jumping 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 and technique required to jump to a high ability?
	4	Can they show and link: some of the skills required to jump with a certain degree of control?
	3	Can they show knowledge of the skills required to jump successfully, but unable to perform the skill?
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.