

# LESSON PLAN: **MULTI SKILLS:** YEAR 5: WEEK 1

**LESSON OBJECTIVE:** Students explore different running speeds required in different situations.

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

The teacher splits the class into two teams and tells them to stand either side of the gym/hall space. The teacher tells one team that they are cups (Cones the correct way around) and the other team that they are saucers (cones upside down). When the teacher says go, both teams run to the middle and turn the cones over to the correct side.

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

Children move around in an area which has been marked out by the teacher. The teacher calls out a number of different ways to move including; running, high knees, side stepping, heel flicks and box steps. The teacher also has three coloured cones and which control the pace that the students are moving at. For example:

- Green: Fast pace
- Yellow: Medium pace
- Red: Slow pace

The teacher also adds music and takes away the cones. The students must move around, with the pace of the music.

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

The teacher nominates 2 children who are octopuses. They begin in the centre of the activity space. All the other students are fish. Fish spread out along a base line at one end of the activity space. When the octopus yells "Octopus!" all fish try to run to the other base line without getting tagged. "Octopus" are allowed to run and chase the fish. If tagged the fish become seaweed and stand with their feet rooted where they were tagged. Seaweed try to tag the fish in the following rounds. Restart the game when only 2 fish are left. They become the octopus.

## **EQUIPMENT**

- Cones
- Music and speakers

## **KEYWORDS**

- Head up
- Look ahead
- Pump arms
- Pace

## **DIFFERENTIATION**

### **LESS ABLE**

- Call out the pace students should be moving around using.

### **MORE ABLE**

- Vary the different ways in which students move.
- Add obstacles.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the running skills to a high ability?
	6	Can they perform the running skills with a certain degree of control?
	5	Can they perform some of the running skills, but to a low ability?
Tactics, Rules & Teamwork	7	Works with their partner & demonstrates knowledge & understanding of the task.
	6	Can work with a partner & understands the directions.
	5	Starts communicating with a partner.
Show & Link	7	Can they link: running at different speeds in different situations?
	6	Can they show and link: running at different speeds?
	5	Show they can run correctly.
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.