

# LESSON PLAN: ATHLETICS: YEAR 3: WEEK 1

**LESSON OBJECTIVES:** To sprint rapidly over short distances while being aware of others. To change direction quickly.

## WARM UP (5 -10min) Windmills

- Ask pupils to jog slowly around the activity area. When you shout 'windmills' all pupils continue to run but swing their arms forwards in circles at the same time.
- When you shout 'reverse windmills' they swing their arms backwards at the same time.
- When you shout 'right windmill' or 'left windmill' they swing the relevant arms.

## TASK ONE (15- 20 MINS) Shark Tag:

- Place one mat in each corner of the room (to represent ships) and 1 mat in the middle to represent an island.
- Nominate 4 pupils as sharks who can move anywhere between the mats and start on the island in the middle.
- On the command 'abandon ship' the pupils have to run to one of the other ships without being 'caught' (tagged) by a shark.
- Anyone caught becomes a shark and everyone else runs back to a ship to start the game again.
- Continue until everyone has been caught and then repeat the game using different sharks.

**Develop:** Mats can be placed anywhere around the space and on command 'change' all pupils need to change mats. Change the mode of travelling. Mark areas with chalk/cones instead of mats.

## TASK TWO (15 – 20 MINS) Shuttle runs:

- In pairs, pupils place two cones 10 strides apart.
- Pupils count how many shuttles their partner can run between the cones in 10 seconds and then Change over. Repeat for 15 and 20 seconds.
- Can you now touch the cone as you reach it with one hand?
- Can you stop during each lap to perform an exercise (e.g. a press up or 3-star jumps)?
- Start by laying on your stomach with hands to your side.
- Start in a typical 100 metres start position, what does this look like?

## EVALUATION (5MINS)

- Traffic lights. Green cone = jogging, Yellow cone = walking and Red cone = stop. When in stop ask the pupils: did anyone see their partner move their body really well when they were running and why?

## EQUIPMENT

- Cones
- Mats
- Stopwatch

## KEYWORDS/PHRASES

- Head up
- Fast arms
- On your toes
- Use your arms
- Awareness

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Longer distances between cones during the shuttle run

Shorter distances between cones during the shuttle run

Complete more complex actions between each lap

Walk or slow job while moving their arms

**INCLUSION:** Same as less able. Support from the TA.



# LESSON PLAN: ATHLETICS: YEAR 3: WEEK 2

**LESSON OBJECTIVES:** Demonstrate a good running posture. Sprint short distances as part of a team. Respond rapidly to a stimulus/command.

## WARM UP: (5 -10 MINS) DVD Game:

- Pupils move around the halls following these below instructions:
- Stop = stand still
- Pause = walk on the spot
- Play = walking or skipping
- Fast forward = jogging
- Reverse = walk backwards

## TASK ONE: (15-20 MINS) Run Tall:

- Pupils spread out and jog around the space. On the command "run high" pupils assume a tall body position as they run on balls of the feet, picking feet up high, head held high.
- On the command "run low" pupils run in a crouched position with flat feet, head low.
- Continue to alternate commands. Increasing period of 'tall running'.

**Develop:** Discuss the difference and why it is important to run tall. Pupils work in pairs, taking turns to call out the commands like walk, skip, jog, sprint and sidestep while one pupil follows the other.

## TASK TWO: Dice Relay:

- Set up teams of 4. Place them behind a separate cone which is behind 6 other cones that are each two steps apart (smaller gap if inside the hall).
- Roll the dice, call out the score/number.
- Pupils take turns to run to that number cone i.e. 3 means run around the third cone after your start point and back before the next person goes.
- Continue until all have run several times.
- Change the type of movement: walking, skipping, galloping etc.
- If space allows, the number rolled determines how many pupils run one shuttle all together.
- Set time limits for everyone to complete their run.
- See if they can reduce their completion times each time.

**Develop:** Time the pupils to see how quickly they can complete the whole course one after the other in their groups. Allow the groups to have discussions before repeating the task to see if they can highlight ways that they can complete the course quicker.

## EVALUATION: (5 – 10 MIN)

- Traffic lights, slowing the pace. On RED – What does agility mean? What is the best way to move fast? (Look at Key words).

## EQUIPMENT

- Cones
- Large dice (check real gym resources)
- Stopwatch
- Flat mats

## KEYWORDS/PHRASES

- Head up
- Fast arms
- Change direction
- Keep on the balls of your feet
- Agility

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

Use more complex movements

### LESS ABLE

Use fewer complex movements

**INCLUSION:** Move slower and focus more on completing the course rather than moving quickly.

# LESSON PLAN: ATHLETICS: YEAR 3: WEEK 3

**LESSON OBJECTIVES: Hop, step and jump in the correct sequence. Perform jumps with speed and balance.**

## WARM UP (5-10MINS) Kangaroos:

- Pupils jog around a pre-defined space and on hearing the following instructions from the teacher respond with the actions below:
- 'Kangaroo ... over the fence' - High vertical jump - legs and arms high in the air.
- 'Kangaroo .... side to side' Left and right sided small jumps, feet together
- 'Kangaroo .... paws on your head' Two small jumps forward with hands on head.
- 'Kangaroo .... fast as you can' As many small jumps as possible, with legs together.
- 'Kangaroo .... slow as you can' Slow exaggerated jumps, with knees bent, ensuring a bigger leap and a softer landing.

## TASK ONE (15-20MINS) Stepping Stones:

- Organise teams of four pupils according to height or stride length.
- Each group places four coloured spots in a straight line, evenly spaced so that pupils can step from one to the next.
- Explain: these are stepping stones to cross a river.
- Pupils hop (onto the same foot), from the first to the second spot, step (onto the other foot) from the second to the third spot and land with two feet together (onto both) on the fourth spot.
- Use the "same, other, both" phrase to describe the movements.

**Develop: Use different combinations, such as hop, step, step or hop, hop, step. Complete a wider crossing by moving the spots apart but keeping the spacing between them equal.**

## TASK TWO (15 – 20MINS) Swamp:

- Place pupils in teams of four, with teams sitting opposite each other, 5m apart, number pupils 1 to 4.
- Explain the actions required: hop (same), step (other) or jump (both).
- Call out a number and an action, e.g. 3 - hop: 3 pupils from each team hop to the opposite side and sit down in the vacant space as quickly as possible.
- To extend the activity, call out two actions, one to be used on the way there, the other on the way back. Call out combinations of actions, e.g. hop, step, hop, step.

## EVALUATION (5-10MINS)

- Identify someone that used their arms and legs really well, explain this helped the jump with control.

## EQUIPMENT

- Cones
- Flat markers
- Spots
- Mats if required

## KEYWORDS/PHRASES

- Head up
- Bend knees
- Leap
- Cushion landing (control)
- Step
- Straight arms on landing
- Stillness

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

Use more complicated action sequences, e.g. hop then step and then hop, step and jump.

Set distance targets

### LESS ABLE

Use less complicated and simple action sequences, e.g. hop then hop again.

**INCLUSION:** Focus on jumping from two feet to two feet with a secure landing before landing with only one foot.



# LESSON PLAN: ATHLETICS: YEAR 3: WEEK 4

**LESSON OBJECTIVES:** To Jump quickly from side to side showing co-ordination and balance. To perform the hop, step and jump in a sequence.

## WARM UP (5 -10 MINS) On the hop:

- Ask pupils to balance on one leg for 5 seconds, 10 seconds and 15 seconds. Then ask them to change legs and repeat.
- Get them to hop on the spot on each leg.
- Now divide the class into pairs and one pupil leads the other in a devised sequence of balances, hops and jumps.

## TASK ONE (15 -20MINS) Line bounce:

- In pairs, identify a bouncer and a counter.
- The bouncer stands with both feet on one side of a line.
- On the command "go", bouncers jump sideways across the line and back as many times as possible until the teacher blows the whistle (after 10 seconds).
- Partners count the bounces and tell their partner swap roles.

**Develop:** Pupils jump side to side with a partner trying to keep in time with one another. Pupils take turns doing 10 bounces each and see how many sets they do in a set time (1 minute)

## TASK TWO (15 -20MINS) Jumping for distance:

- Pupils work in pairs using a mat if required.
- Jumping 2 feet to 2 feet, 1 foot to 2 feet, 1 foot to 1 foot, left to right and right to left foot (one jumps whilst the other observes).
- Jumping for distance – jump from one end of the other. Partner marks the landing using a cone.
- 3 jumps then change over see if you can better your distance each jump.
- Remember to swing your arms to generate height and distance.

**Develop:** Call out 2 actions to different numbers. Call out a combination of actions to perform e.g. hop step, hop step.

## EVALUATION (5-10MINS) Discuss with partner and in groups;

- Sit down and discuss different sports where we might see different types of jumps? Who can tell me how their body feels before, during and after exercise, particularly your legs?

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Increase their aim to further their jump

Break down movements so easier to understand

Use the hop, step and jump

Allow them to choose what type of jump

Reinforce focusing on their own performance and body

## EQUIPMENT

- Cones
- Mats if required

## KEYWORDS/PHRASES

- Technique
- Head up
- Bent knees
- Use arms and swing to increase power and distance

**INCLUSION:** Same as less able. Support from TA.

# LESSON PLAN: ATHLETICS: YEAR 3: WEEK 5

**LESSON OBJECTIVES:** To complete a two-handed push throw. To notice what happens to your body. To demonstrate a forward and overhead heave throw.

## WARM UP (5-10MIN) In your stride:

- Establish an area for the class to stride across (e.g. between the side-lines of a pitch).
- Demonstrate a stride to the class and ask them to practise
- Get them to work in pairs, pupils guess how many strides they think it will take to cross the area.
- Both pupils try, one after the other.
- Repeat with different distances or changing the length of strides.

## TASK ONE (15- 20MIN) Push it bounce it:

- In pairs, pupils pass the ball to each other using a two-handed push throw.
- Practise this using chest pass and bounce pass. Once pupils are competent change from one to the other on the commands
- :” push it” and “bounce it”
- Experiment using the following positions:
  - kneeling
  - standing with feet level
  - standing with one foot forward

**Develop:** Vary the distance between pupils. Vary the type of ball used, speed and height of the pass.

## TASK TWO (15 – 20 MIN) Heave it here, heave it there:

- Working in pairs, ideally using one soft large ball per pair.
- One pupil sits on the bench facing their partner.
- On the command ‘throw’ they stand and heave the ball over their head to land behind them.
- On the command ‘collect’ they retrieve the ball.
- Repeat for a forward heave: the thrower sits facing the direction of throw.
- Play this game - 2 teams face each other and try to heave a ball over the opposing team’s bench.

## EVALUATION (5-10MINS) Discuss with partner;

- How did you improve your accuracy of pass? How did you increase the power and height of your overhead pass?

## EQUIPMENT

- Cones
- Different types of large balls
- Soft balls

## KEYWORDS/PHRASES

- Push
- Follow through
- Bent to straight arms
- Pointed fingers

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

Stand further away from partner

Set a challenging target

### LESS ABLE

Stand closer to partner

Stand closer to bench during task two

**INCLUSION:** Same as less able. Support from the TA.

# LESSON PLAN: ATHLETICS: YEAR 3: WEEK 6

**LESSON OBJECTIVES:** To demonstrate mobility and co-ordination. To demonstrate a variety of throwing techniques. Demonstrate the sling throw technique.

## WARM UP (5 – 10MIN) Flying birds:

- Ask pupils to jog on the spot with their arms out straight to the side.
- On the command “flapping birds” pupils move their arms up and down, keeping them straight while still jogging.
- On the command “flying birds” pupils’ jog around the space with their arms stretched out to the side, gently moving them up and down, fly in small ‘flocks’ but be careful not to collide with others.
- Pupils can follow a leader around the space and imitate their leader’s movements.

## TASK ONE (15-20mins) Rainbow throw:

- Place four cones opposite each sheet of paper at 2, 3, 4 and 5m away from the wall.
- Organise pupils into seven groups, each group to stand opposite a sheet of paper.
- Pupils take it in turns to stand by nearest cone and try to hit the coloured sheet of paper (rainbow) using a one-handed push throw.
- On completion, groups move onto the next colour and stand at the second cone to throw.
- Continue until everyone has thrown at each colour, moving further away and then closer again until they return to first cone.

**Develop:** Repeat this activity using a variety of throws like the two-handed push throw, two handed pull throw, one handed pull throw and the weaker hand throw.

## TASK TWO (15 – 20mins) Zone sling:

- Set out cone grids to mark throwing zones (3m apart).
- In pairs pupils take it in turns to sling their quoits into each of the zones.
- Pupils should only throw when the target area is completely clear.
- Pupils throw into zones and score accordingly.
- Total scores can be added once all throws are completed.

## EVALUATION (5-10 MINS) Discuss with partner;

Which throw was the easiest and most difficult to achieve? How did you improve your accuracy and distance?

## EQUIPMENT

- Small sponge balls
- Beanbags
- Hoops
- Quoits (large doughnuts)
- Several large sheets of paper each with a colour of the rainbow on them.
- Soft balls, larger balls

## KEYWORDS/PHRASES

- Overarm throw technique
- Pass your ear on release
- Use other arm to help with direction
- Look where you want the item to go
- Elbow level with shoulder
- Follow through

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Encourage throwing with both hands (or just weaker hand)

Throw from a closer distance to target

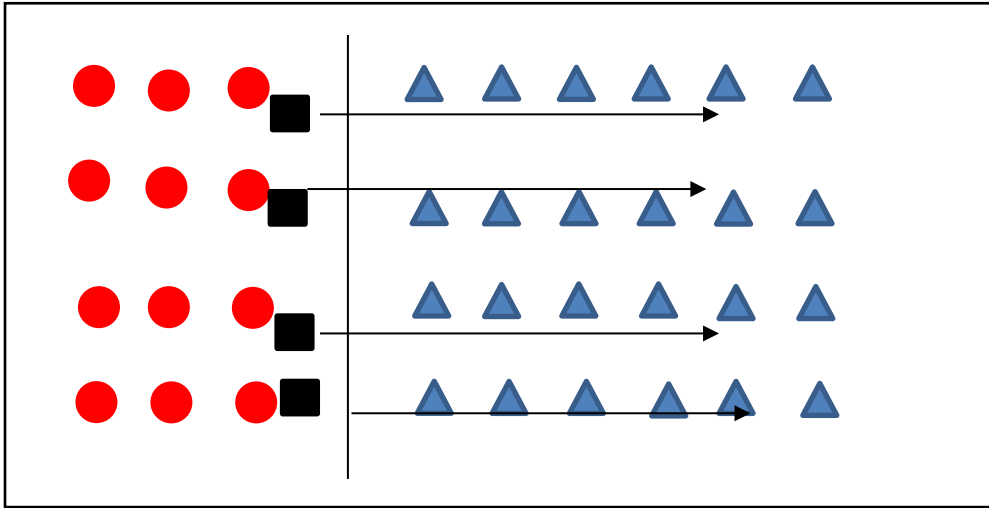
Use a variety of techniques for each throw

Focus on using strong hand with their preferred technique

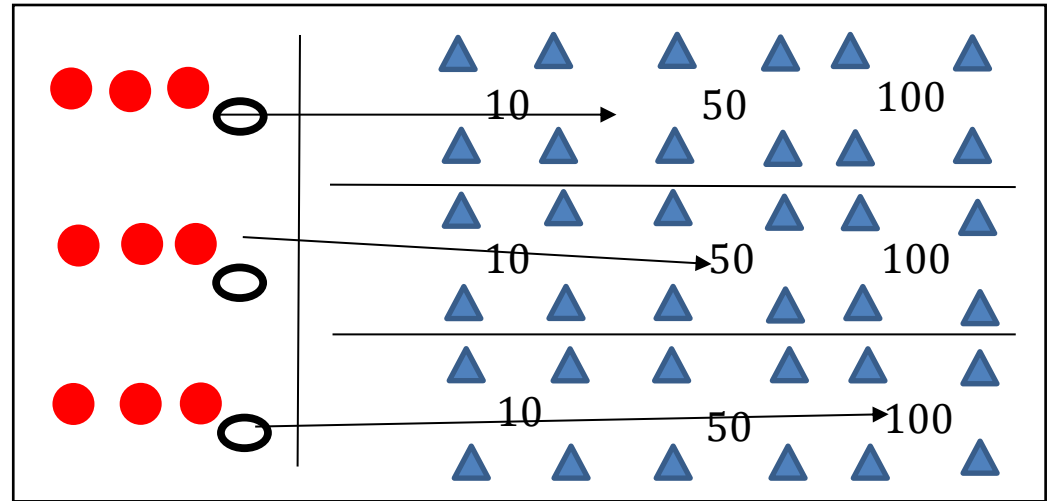
Use hoola hoop instead of quoit during task two.

**INCLUSION:** Same as less able. Support from TA.

ESCAPE – STUDENTS (ATTACKERS), CONES, DICE



ZONE SLING - STUDENTS, CONES, QUOIT



RAINBOW THROW – STUDENTS, CONES, PAPER

