

LESSON PLAN: ATHLETICS: YEAR 4: WEEK 1

LESSON OBJECTIVES: To run over short distances and change direction quickly. Maintain a good running technique when sprinting over obstacles.

WARM UP (5-10MINS) Touch tag:

- Pupils jog and skip around in space until the teacher calls out an object or material (e.g. a bench, some metal, the wall, something red, someone else's shoe, white line).
- Each pupil has to touch the object identified as quickly as possible.
- Ask pupils to use different movement styles when touching the objects (skipping, side stepping etc).
- Ask them to use different body parts to touch the objects (head, knees, feet etc).

TASK ONE (15-20MINS) Tick Tag Relay

- In teams of 4 to 5 people.
- Each team sits on a mat/area inside a marked area equally spaced around course.
- Course can be circular, square or another appropriate shape.
- On command 'GO', first runner from each team tries to catch the runner in front while running back to their original team position and hand a relay baton to the next person.
- If no runner is caught by the time the runner returns to the team, the next member of team continues the chase.
- Relay continues until one runner catches and touches another on the back or shoulder. One point is then scored for the team.
- Relay then restarts.
- Get them to compete against other teams.

Develop: Introduce a baton, add obstacles to avoid, change direction every time someone is caught.

TASK TWO (15-20 MINS) Hurdles relay:

- Organise into teams of four. Place several cones down a straight-line course.
- Pupils take it in turns to run down the course, sprinting over the obstacles; walk back by going down the side of the course. Children in middle lanes should pause and check before crossing to either side.
- Watch for other athletes finishing before moving to the outside of the running area.
- Pupils can adjust the distance between the obstacles to suit their own team, keeping them all between the start and finish line (note differentiation).
- Teams compete in relay races over the course.

EVALUATION (5-10MINS):

- With a partner, discuss how you managed to clear the hurdles quickly and continue to move.

EQUIPMENT

- Cones
- Hurdles or cones
- Relay baton
- Mats or marked area
- Benches

KEYWORDS/PHRASES

- Head up
- Fast arms
- Balance
- Bend your knees
- Step over hurdles

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Jump over obstacles

Sprint (without jumping) over a low obstacle

Move faster between hurdles

Move slower between hurdles

INCLUSION: Same as Less able. Use the TA for support and to work with.

LESSON PLAN: ATHLETICS: YEAR 4: WEEK 2

LEARNING OBJECTIVES: Run over short distances and change direction quickly. Make decisions to help a team.

WARM UP: (5-10MINS) Gears warm up:

- Pupils move while responding to the following instructions;
- 1st gear = walking
- 2nd gear = walking faster (power walking)
- 3rd gear = skipping
- 4th gear = jogging
- 5th gear = running.

TASK ONE (15-20MINS) Around the world:

- Mark cones with the points of the compass (North, South, East and West) and place them appropriately around the activity area.
- Pupils start in the centre and run to the point of the compass called.
- Call a sequence of points to visit, travelling round the cones where appropriate, e.g. East, South, North, West'.
- Split the class into groups of three/four and call "1s north, 2s south" etc.

Develop: Include more compass points e.g. NE, SW. The space depicts Great Britain; place markers and call out places instead.

TASK TWO (15-20 MINS) Squirrels:

- Organise into teams of four and explain that: pupils are squirrels collecting nuts (beanbags or/and other items) to store in their tree (hoop) for the winter.
- Place all the nuts in the centre of the space; each team lines up behind their tree (hoop).
- On the command "go" one pupil from each team runs to collect **one** nut and return it to their tree.
- As soon as the nut is in the tree the next pupil runs to collect a nut.
- The game ends when there are no nuts left in the centre, the winning team is the one with the most nuts in their tree.

Develop: Once all the bean bags have been collected from the center. Squirrels have one minute to 'steal' nuts from each other. Squirrels continue to run one at a time, but now they choose to collect nuts from any other tree. They still only take one nut at a time and must place it in their own tree before the next squirrel can go to find another nut.

EVALUATION (5-10MINS):

- Discuss with partner what tactics you can use to get more items depending on the rules of the game.

EQUIPMENT

- Cones
- Stopwatches
- Beanbags
- Balls
- Quoits
- Hoola hoops

KEYWORDS/PHRASES

- Head up
- Fast arms
- Knees up
- Bend knees

DIFFERENTIATION/HOMEWORK

MORE ABLE

Increase the distance between items

Get them to start task two sitting down, lying down, facing the other way

LESS ABLE

Reduce the distance between items

Start closer to the nuts

INCLUSION: Same as Less able. Use the TA for support and to work with.



LESSON PLAN: ATHLETICS: YEAR 4: WEEK 3

LESSON OBJECTIVES: To demonstrate a variety of jumping styles. To perform hop and jump combinations with control.

WARM UP (5-10MINS) Run Rabbit:

- Choose two pupils to be foxes the other pupils are rabbits (foxes wear bibs).
- The aim of the game is for the foxes to catch the rabbits, rabbits can only jump (not run) away from foxes.
- When caught, rabbits should stop and bounce on the spot, rabbits can be free if another rabbit touches their back.
- Repeat game but with more foxes.

TASK ONE (15-20MINS) Beanbag throws:

- Working individually with one beanbag each, pupils throw the beanbag onto the floor and then attempt to jump over it while avoiding others.
- Keep repeating this progress until the teacher says stop.
- Can you throw the beanbag further away?
- Throw beanbag even further and complete two jumps.
- Can you land on only one foot?

Develop: Get them to work in pairs taking turns to observe each other's different jumps before attempting to copy their partner.

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 using a beanbag the landing.
- Three jumps then change over see if you can better your distance each jump. Can they jump in different ways?
- Remember to swing your arms to generate height and distance.

EVALUATION (5MINS)

- Which jumps did you find the most difficult and why? Discuss in pairs.

EQUIPMENT

- Cones
- Beanbags
- Mats (if required)

KEYWORDS/PHRASES

- Head straight
- Swing arms from back to front
- Bend knees
- Jump forward
- Gain height

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Throw beanbags further away

Use shorter jumps

Use the hop, step and jump

Use single or double jumps like two jumps that are the same

Introduce a run up to their jumps

INCLUSION: Same as Less able. Use the TA for support and to work with.

LESSON PLAN: ATHLETICS: YEAR 4: WEEK 4

LESSON OBJECTIVES: To demonstrate a variety of jumping styles. Use a short run to jump from one to two feet.

WARM UP: (10- 15MINS) Steeplechase:

- Pupils jog around a designated area (the paddock) like race horses;
- On command, pupils should react in the following ways:
 - Gate! - jump as high as possible.
 - Water! - take as long a jump as possible.
 - Fall! - jump from side to side.
 - Change! - change the direction in which they are jogging.
 - Refusal! - jump backwards.
 - Win! - skip, with knees picked up high - a proud horse.

TASK ONE: (15-20 MINS) Jumping styles:

- Organise teams of four, each with either a hurdle or two large cones per group.
- Ask pupils to practise jumping over the can they jump over their hurdles/cones in following ways:
 - side to side with two feet together
 - forwards and backwards with two feet together
 - one foot to the other foot (bent leg scissor jump with left leg lead and right leg lead).

TASK TWO: (15-20 MINS) Run and Jump:

- In pairs, pupils set out coloured cones along the edge of the landing mat.
- Pupils mark a position three strides back from the take-off area as a starting point.
- Run three strides, take off from one foot and land on two feet.

Partners observe and feedback key points:

- take off from one leg
- extend the take-off leg quickly
- drive the free knee up high, land on 2 feet.

EVALUATION (5-10MINS)

- Observe your partner and give feedback on what they did well and how they can improve their run up and jump.

EQUIPMENT

- Cones
- Mats
- Hurdles
- Large/tall cones

KEYWORDS/PHRASES

- Head straight
- Knees bent
- Use of arms to help balance
- Three steps to approach
- Take off
- Jump forward

DIFFERENTIATION/HOMEWORK

MORE ABLE

Jump over cones/hurdles quickly

Ask pupils to perform as many jumps as possible in a set time, i.e. 5 or 10 seconds during task one.

LESS ABLE

Set short targets during task one (5 to 10 jumps without stopping)

Jump with an one step run up first

INCLUSION: Allow them to choose how they race. Use the TA for support and to work with.

LESSON PLAN: ATHLETICS: YEAR 4: WEEK 5

LEARNING OBJECTIVES: To throw and retrieve implements safely using different objects. Describe the effect of throwing from sitting, kneeling or standing.

WARM UP (5-10MINS) 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.

TASK ONE (15-20MINS) Shark infested water:

- Pupils must stand spaced apart along and behind a line.
- This is the edge of the ‘shark infested’ water (use a second line for large classes, pupils stand at least 2m behind throwers).
- Pupils wait until they hear the command “throw”.
- All pupils execute a pull throw using a beanbag at the same time.
- Pupils must not cross the line until the command “collect”.
- If pupils cross the line before this command shout “shark”, to remind them that it is not safe.
- This is a key learning outcome to ensure that future lessons operate safely. Once routine is established, explore throwing other implements of various weights and sizes.
- Compare how well they fly and how far they go.

Develop: Selected pupils take turns to ‘be the teacher’, shouting the commands ‘throw’ and ‘collect’. Explore different types of throw.

TASK TWO: (15-20MINS) Sit, kneel, and stand:

- Working in pairs, pupils take it in turns to throw a bean bag from the following starting positions:
 - sitting
 - kneeling
 - standing
- Observe partner’s technique and how far they throw the beanbag. Discuss which is most effective. Ask pupils which throwing position felt best and which helped them to throw the furthest.
- Ask pupils why they think a particular position was more effective.

Develop: Pupils can use a push throw and then a pull throw (over arm).

EVALUATION (5-10MINS):

- Discuss in pairs which throwing position you generated the most power and direction from and why.

EQUIPMENT

- Cones
- Beanbags
- Large balls

KEYWORDS/PHRASES

- Overarm throw
- Use non-throwing arm for direction
- Follow through
- Ready position
- Footwork

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Use different types of throws

Practice throw from seated position

Throw heavier balls

Throw lighter balls

INCLUSION: Same as Less able. Use the TA for support and to work with.

LESSON PLAN: ATHLETICS: YEAR 4: WEEK 6

LEARNING OBJECTIVES: To demonstrate a two handed push throw. To demonstrate the sling throw technique.

WARM UP (5-10MINS): Arms high and low:

- Ask pupils to jog around the area.
- On the command "hands high" pupils punch their hands alternately upwards in the air.
- On the command "hands low" pupils should punch their hands alternately downwards.
- Other commands (ensure pupils are moving into spaces):
- - rotate the arms forwards and backwards
- - hands forward
- - hands wide
- - one up, one down
- Pupils create a sequence of arm movements.

TASK ONE: (40MINS) 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. Vary the speed and height of the pass.

TASK TWO: (40MINS) 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.

Develop. Use hoops instead of quoits. Have a team competition, each zone scoring different points.

EVALUATION (5-10MINS):

- Discuss in pairs how we can maintain good direction when trying to throw over a longer distance.

EQUIPMENT

- Footballs
- Basketballs
- Cones
- Quoits (large doughnuts)
- Hoops

KEYWORDS/PHRASES

- Hands on side of ball
- Step forward
- Arms straight
- Use non-throwing arm for direction (task 2)

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Use different types of throws and from further away

Push throw from a closer distance

Throw heavier balls

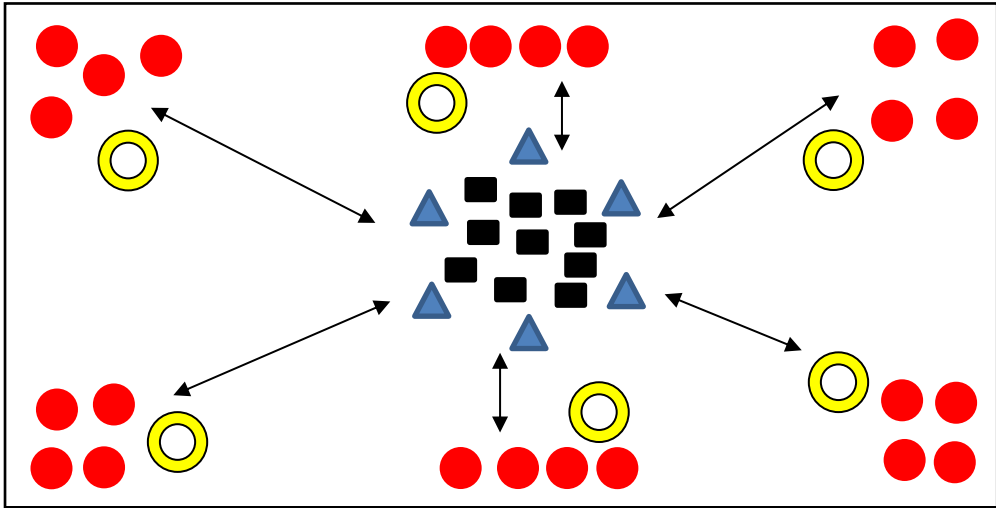
Throw lighter balls

Throw hoola hoops

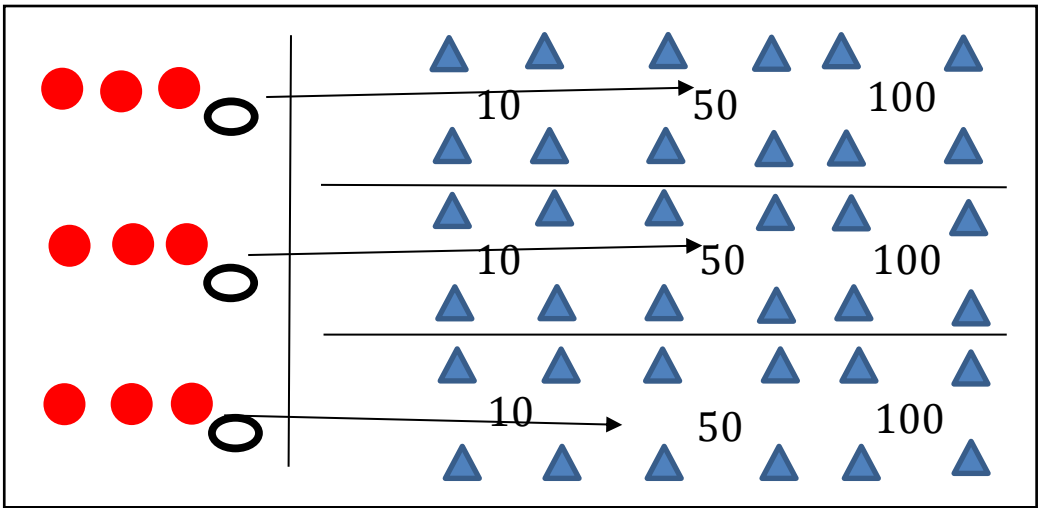
INCLUSION: Same as Less able. Use the TA for support and to work with.



SQUIRRELS – STUDENTS, CONES, HOOPS, BEANBAGS



ZONE SLING - STUDENTS, CONES, QUOIT



RUN AND JUMP – STUDENTS, CONES, MAT

