

LESSON PLAN: ATHLETICS: YEAR 6: WEEK ONE:

LESSON OBJECTIVES: To demonstrate the ability to accelerate from a variety of static positions.

Demonstrate the ability to change speed from a variety of positions.

WARM UP (10/15 MINS) Rock, paper, scissors:

- Divide class into pairs of similar ability. Pairs place two cones 10 strides apart.
- Pupils stand together half way between the two cones and play rock, paper, and scissors. Together the players say 1, 2, 3 and then make their body into an egg/tuck shape for a rock, straight shape for paper or star shape for scissors.
- Rock blunts scissors, paper wraps rock and scissors cut paper.
- The loser runs to their cone, the winner tries to tag them. Repeat several times.

Develop. This can also be done as a class activity with half the class being rats and the other being rabbits. When the teacher calls out one of these animals, they must run away from the others.

TASK ONE (15/20 MINS) Chase the tail:

- Give each pupil a bib or tag which they tuck into their waist as a tail. Put spare tags/bibs in a hoop in the centre of the playing area.
- Explain the aim of the game: try to catch a tail from any other pupil, while not losing your own. Reinforce safety: be aware of others at all times.
- Pupils that catch a tail tuck it in, wearing a maximum of two. If they get a third, it must be placed in the hoop. Anyone without a tail can collect one from the hoop.
- At the end of the first game, split pupils into separate games: those who had 2 tags going into one game with a separate game for others.

Develop. Pupils collect and keep all the tails they catch until there are none left in the middle (only pupils without a tail can collect one from the middle).

TASK TWO (15/20 MINS) Quick start:

- Divide class into groups of four, each group with a stopwatch and two cones. Pupils should set the cones 20m apart and take turns being the time keeper/starter.
- Explain: pupils will start from a variety of positions and compare times to investigate which is the quickest from sitting, lying, kneeling and standing.
- The starter should use the commands "on your marks" (get into position) "set" (prepare and focus) "go".
- When everyone has had a turn at all the starts, discuss which they felt was best and why.

Develop. Repeat with the runner laying on their front and back.

EVALUATION (5/10 MINS)

- Discuss with partner which starting position was the hardest to generate speed from and why.

EQUIPMENT

- Bibs or tags
- Cones
- Stopwatches

KEYWORDS/PHRASES

- Keep low to the ground
- Pump those arms
- Bend knees
- Head straight

DIFFERENTIATION/HOMEWORK

MORE ABLE

Use more complex starting positions

Run longer distances

LESS ABLE

Use more basic starting positions

Run shorter distances

INCLUSION: Sprint over a shorter distance, allow them to start task from just different standing positions.

For access to all lesson plans please contact
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Lesson activities can also be found on our
YouTube channel

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