

Year 1 Run Jump Throw Unit 1 Lesson 1

Learning Intentions

1. Discover ways to move objects quickly.
2. Identify which ways to move objects is quickest.
3. Experience a variety of ways to move between hoops.

Skill Development: Starting and stopping at speed

Success Criteria

1. I can use quick feet to move beanbags.
2. I can pick beanbags up and place them down quickly by watching the beanbag I want to move.

National Curriculum Links

Mastering basic movements skills.

Literacy and Numeracy Links

- L Deciding and explain which way was quickest.
- N Working to beat quickest time of moving beanbags.

Starter Activity

Children run around an area in and out of spaces, avoiding other players. Around the outside of the area, place a variety of different throwing items such as beanbags, balls, and quoits, (one item per child) in piles. On a command or whistle from the teacher, children need to pick up an item from one pile on the outside, place it in a different pile, then continue running around. Children should not throw the item to a different pile, but can experiment different ways of travelling with their item.

Skill Development

Before explaining the rules for the Assessment for Learning task to the pupils, set up the task and give them the instruction that they need to move the beanbags from the hoop they are into the empty hoop. Do not give them any other instructions and allow them to experiment.

After they have had a go, ask them to talk about how they transferred the beanbags. Discuss their suggestions and the options below. Allow them to go back into activity. Were they more successful using any of the recommendations?

Running with the beanbags

Throwing the beanbags

Working together with one in each hoop passing the beanbag

Crawling

Balancing the beanbags

Have the children tried any other ways?

Teaching Points

Make sure you are alert and ready for when the teacher calls go.

Quick feet to get between the two hoops.

Keep an eye on the beanbag you want to move, just as you would with a ball on the field.

Key Questions

1. Which was did you think was quickest?
2. Why was it the quickest?
3. Which way was the slowest and why?

Assessment for Learning

Time how long it takes to move all beanbags from one hoop to another, one at a time. Beanbags must be placed into the second hoop and not thrown.

Challenge: Move hoops further apart, introduce a time limit, or use more beanbags.

Development: Place hoops closer together, use fewer beanbags, or work in a team.

As this is an AFL lesson, use it as an opportunity to assess pupils' ability. It may be appropriate to move children between teams to gauge how they transition their skills working with higher or lower ability classmates.



Year 1 Run Jump Throw Unit 1 Lesson 2

Learning Intentions

1. Run in a straight line at different speeds.
2. Show power at the start of a run.
3. Perform runs as part of a team.

Skill Development: Arm movement in running

Success Criteria

1. I can change the speeds at which I am running.
2. I can run quickly from a stationary start.
3. I can work hard to run for my team.

National Curriculum Links

Mastering basic movements and skills.

Literacy and Numeracy Links

- L Describe the differences between running quickly and slowly.
- N Recognise the differences in speeds when running quickly and slowly.

Starter Activity

Speeds

Children to move around the area avoiding other players and looking for space. Children should react and change the speed of their running based on the coloured cone that their teacher is holding up.

Examples:

Red – Freeze

Blue – Jog

Green – Walk

Orange – Run

White – Jump twice, then run

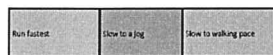
Yellow – Slow-motion walking

Purple – Very fast walking

Start with just a couple of colours, as it can be difficult to remember which move corresponds with the different type of movement.

Skill Development

Set up tracks/marked out areas for pupils to work in. Work in groups of 3 or 4. In their area, one at a time, they need to run at different speeds. These areas can be set up using coloured cones or lines on the floor. Children take it in turns to practice running at different speeds through their area.



Extensions:

- Children must start lying down on the floor then go
- Children do two jumps then go
- Start facing the wrong way then go
- With their hands on the legs
- With their hands 'Hips to Lips' (in this they should run with the hands moving from their hips to their lips—when left hand is at lips, the right hand should be at hips, and vice-versa)

Activity

Remaining in their teams and in the defined speed areas, introduce the children to relays as part of teams.

The first player goes and must run according to the speeds in the boxes, when they get to the end they must jump all the way back and high five their partner.

The next player repeats the procedure.

When all players have arrived back, they should sit down in a straight line to show the teacher they have finished.

Remind children about the zones. They must adhere to the speeds they are allowed to run at.

Play some of the variations as relays; these can be in races or non-competitive.

Teaching Points

Be ready to run when you team player returns

Use hips to lips movement when wanting to run fast

Recognise when to slow down to stop safely

Key Questions

1. How can you run quickly?
2. How do you slow yourself down?
3. How do you run quickly at the beginning?
4. Can you think of any other ways we can move quickly or slowly?

Year 1 Run Jump Throw Unit 1 Lesson 3

Learning Intentions

1. Experience a variety of jumps.
2. Perform a standing long jump.
3. Identify how to take off.

Skill Development: Taking off on two feet

Success Criteria

1. I can use arm swings to help myself jump farther.
2. I can jump in a variety of ways.
3. I can jump using different combinations.

National Curriculum Links

Mastering basic movements and skills.

Literacy and Numeracy Links

L Work with others in stations to practice jumping to improve distance.

N Count jumps need to cross the river and compare to different jumps.

Starter Activity

Jumping Sequence

In pairs in a defined, area players need to practise different ways they can jump around the room. After they have been able to think of a few ways of jumping, they need to try and come up with a jumping sequence that they can repeat and teach to others as a way of getting around the room. The sequence should not be too long as they have to remember it and teach it to other children.

Sequences could include small jumps, big jumps, high jumps, leaps, small bounces or steps. When they have devised and learnt a sequence join two pairs together and they must now teach their sequence to each other.

Extension: Can you combine your sequences to make one longer sequence?

Skill Development

Jump the River

Mark out a defined area which will be the river. All children line up against one side of the river in twos, one behind the other. Set challenges for the children to attempt to get across the river. For example: Who can get across in the fewest jumps? Who can jump across the quickest? Give children combinations to jump, such as: one foot to one foot, one foot to the other foot, one foot to two feet, two feet to one foot, two feet to two feet.

Stations

Standing Long Jump

Jumping, in, out, over, across. Set up stations for children to work within. You could set up the same stations twice so there are smaller numbers at each station so children have more time taking part in the activity. Children take it in turns on stations to practise the different types of jumping.

Station 1

Taking off—Children set up behind a line and aim to jump as far as they can.

You could get children to mark with a cone next to where they have landed so they can try to beat that next time.

Station 2

Children jump from inside a defined area to another defined area.

Challenge—Move the areas further apart

Development— Jump from an area or into an area but not trying to do both

Station 3

Children jump over small button cones or small target cones. Make a line of a few cones to jump over before returning the start.

Challenge— change the height of the cones for different children to jump over

At the end of the Stations

Allow children an opportunity to practice Standing Long Jump

Children practice standing long jump, jumping from two feet landing on two feet. Encourage children to use the teaching points above to jump as far as they can. Children stand in a line across their playing area and try to jump as far as they can then must try to beat there distance the next time. You can use cones to define but markers need to be at the side of where they are jumping so they do not jump onto the cones.

Teaching Points

- Start with feet together.
- Take off from two feet in all stations.
- Swing arms to generate greater distance.

Key Questions

1. What can you do to help yourself jump further?
2. How do you stop yourself from overbalancing when you land?
3. Can you name some sports in which jumping skills are used?

Year 1 Run Jump Throw Unit 1 Lesson 4

Learning Intentions

1. Throw a range of objects over distance.
2. Adapt throwing styles to different objects.
3. Identify some differences in throwing styles.

Skill Development: Using the leading arm to direct throw

Success Criteria

1. I can throw using a variety of different throws.
2. I can use my non-throwing arm to direct my throws.
3. I can use different techniques to throw different pieces of equipment.

National Curriculum Links

Mastering basic movements and skills.

Literacy and Numeracy Links

L Recognise and describe the differences in throwing with different pieces of equipment.
N Keep count of points scored for throwing to different distances/areas.

Starter Activity

Not in My Back Garden

Split the hall and group into two 'gardens' and distribute an even amount of soft throwing equipment between the two teams. Each side must try to empty their 'garden' by throwing their equipment onto the other side.

This is a timed game. When time expires, on a command from the teacher, players should freeze with hands on their heads. Then count the number of items remaining on their side. The group with the fewest items wins.

Discuss with the children how they might change the way they are throwing depending on the equipment that has come over. How can they spread themselves around to cover the greatest area? Then replay.

Activity

Set up throwing lanes. In each lane will be a different type of equipment for children to throw. Put children in small groups and assign a lane to each group. The aim of the game is to try and throw for distance to score points using a variety of equipment.

Foam Javelin
Netball
Tennis Ball
Foam Discus/Frisbee
Beanbags
Howler

- Children must all throw at the same time.
- Children can only go and collect equipment once all have thrown and the teacher has indicated it safe to do so.
- Whilst not throwing children should stand back from the thrower (this can be done using a marker if necessary).
- Children should each have a few attempts at each type of throw.

Skill Development

Stop children and demonstrate throwing whilst using your non-throwing arm to direct the throw. Return to the activity, encouraging the use of the non-throwing arm. Extend the activity by marking out areas where children can score certain points if they throw beyond that point.

Teaching Points

- Have non-throwing arm pointed forward and towards the direction of where you are aiming to throw.

Key Questions

1. How do you think your non-throwing arm can help direct your throw?
2. Which pieces of equipment were easier to throw further?
3. How can you improve throwing?
4. How did you change your throw for different pieces of equipment?

Year 1 Run Jump Throw Unit 1 Lesson 5

Learning Intentions

1. To explore and refine basic agility, balance and coordination skills.
2. Perform and show improvement.

Skill Development: Work collaboratively to improve

Starter Activity

Beans

Children respond to different commands from the teacher:

- **Jelly Bean**—Wobble like jelly
- **Runner Bean**—Run around the playing area
- **Frozen Bean**—Freeze
- **Jumping Bean**—Jump around
- **Baked Bean**—Get into a small ball on the floor

Key Questions

1. How did you work as a team to improve your scores?
2. Which tasks were harder and which were easier?
3. Which worked on balance, agility and co-ordination?

Success Criteria

1. I can balance objects and move at speed to score points.
2. I can move quickly between objects.
3. I can pass on objects to teammates precisely.

National Curriculum Links

Mastering basic movements and skills.

Literacy and Numeracy Links

- L Discuss ways to improve performances.
- N Keep track and remember scores on different tasks.

Activity

ABC's

Set up the 8 stations below for children to work through in small groups. Run through the tasks demonstrating what to do, then give children the opportunity to practice. In all tasks, the children need to try and complete it as many times as they can in a set time limit. After time expires, rotate players around the tasks.]

- **Balance:** In a relay style, the first player should balance a beanbag on their head, run to a designated cone and back, then pass the beanbag onto the next player in the line.
- **Agility:** Set out cones in an odd pattern. The first player has to turn over all of the cones, run back to the next player and give them a high-five. The next player runs out to turn them all back Repeat until time expires.



- **Co-ordination:** (Over and Under): Children stand in a line. The first player passes a ball overhead to the second player behind them. The second player passes it to the third player under their legs. When the ball reaches the player at the back they must run to the front and start it over again.
- **Balance:** The first player must hop out on one leg to a cone then hop back on the other leg. High five the next player, who repeats the sequence.
- **Agility:** Set up a slalom of cones that children need to dodge in and out of as quickly as they can, going up and back. After finishing the slalom, children high-five the next player for their turn.



- **Co-ordination:** Children should throw a beanbag or ball to a target. The target could be a cricket wicket, target cones, or an area marked out with cones on the floor.
- **Agility:** Children must side step out to a designated spot and back as quickly as they can. **Challenge Option**—Add a slalom course of cones.
- **Co-ordination:** Similar to over and under except children now pass the ball to their side. The first player passes to left, next player to the right, etc. **Challenge**—Use smaller balls.

Skill Development

Stop children and discuss ways they can work together to help improve their scores on the activities. Could they be more encouraging? Could they ensure they pass the ball on to the next players' hands? Give them an opportunity to discuss together and as a teacher-led discussion.

Year 1 Run Jump Throw Unit 1 Lesson 6

Learning Intentions

1. Use running, throwing and jumping skills.
2. Compete with others.
3. Say how you could have improved.

Skill Development: Competing in relay teams

Success Criteria

- I can recall and use jumping and throwing techniques to compete.
- I can run as an individual and as a team.
- I can think about my events and decide how I could do better.

National Curriculum Links

Using a range of basic movements and skills.

Literacy and Numeracy Links

L Use appropriate words to encourage teammates.
N Stay in order for when it is your turn to compete at an event.

Starter Activity

Spread out lots of different-coloured cones around the whole playing area. Children should move around the area travelling in different ways as specified by the teacher (like frogs, mice, jumping, walking, marching, bees, snakes, walking tall, taking giant steps, taking small steps). Whilst calling out different commands, the teacher should occasionally call out a colour cone. Children must quickly get to a cone of that colour before the teacher restarts the activity by calling out a new way to move around the area again.

Assessment for Learning Task

Revisit the AFL task from lesson 1, using the same rules at first. Then, extend the activity so players have to work in teams to move the beanbags. The first player moves one beanbag from hoop to hoop then the second player moves one and so on.

Extension: Play as a race against other teams or increase the distance between the hoops.

Assessment for Learning Task

Time how long it takes to move all beanbags from one hoop to another, one at a time. Beanbags must be placed into the second hoop and not thrown.

Challenge: Move hoops further apart, introduce a time limit, or use more beanbags.

Development: Place hoops closer together, use fewer beanbags, or work in a team.

As this is an AFL lesson, use it as an opportunity to assess pupils' ability. It may be appropriate to move children between teams to gauge how they transition their skills working with higher or lower ability classmates.



Key Questions

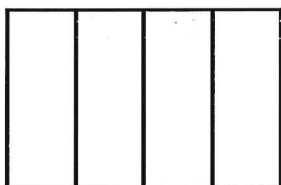
1. How do you know when you have complete a good run, throw or jump?
2. How could you have improved your run, throw or jump?
3. What can you do improve for next time?
4. How did you work well with your team mates?
5. How do you know if you were working hard?
6. What was happening to your body when you were taking part in the different events?

Activity

Team Run/Jump/Throw Competition

Split the children into equal teams of approximately 4 or 5. There are six events to take part in. Set up so children can take part in the event at the same time. Each team will need a small area to complete their events this could be set up as in the picture below.

- Shuttle Runs—the first event will involve one team member at a time competing in the shuttle run, this will involve running to a marker and back to the group.
- Standing Long Jump—Children one at a time will start behind a line and jump as far as they can landing on two feet.
- Distance throwing—Children will throw a bean bag or ball as far as they can
- Hopping Race—Hop out to a marker and hop back
- Target throwing—Throw to a target on the floor.
- Relay Race—Split teams so far go opposite their teammates. Relay race passing on a bean bag to each other.



- Groups line up at the start line for all events, except relay where half will be opposite.
- In all events, one player goes at a time and the others wait at the start line for their teammate to come back before they go.
- The teacher can allow children to score points for successful throws, runs and jumps or for children that jump the furthest, throw the furthest, etc.
- Children must not collect items when throwing until told to do so by the teacher.