

Year 5 Athletics Lesson 1

Learning Intentions 1. Run as part of a relay team for speed and distance 2. Run for as long as possible as an individual 3. Identify and use appropriate encouragement for teammates Skill Development: Preparing to run individual leg	Starter Activity Cups and saucers – Spread out cones in working area placing some the right way up and some upside down. Divide the children into two teams cups and saucers. Cups have to turn saucers into cups and saucers have to turn cups into saucers. The winning team is the team that has the most cones displayed. Remind children that it is essential to bend the knees to turn over the cones and to be aware of others running around. With larger groups, it may be beneficial to split the group four ways and play two games.	Teaching Points 1. Be ready to receive the baton 2. Carry baton holding the end not the centre 3. Use your arms correctly pumping forwards and backwards 4. Pass baton accurately
Success Criteria 1. I can run for speed 2. I can run for distance 3. I can run as a team in a relay event	Skill Development Preparing to run an individual leg Run short distances carrying a baton to get used to the feel. Remember to use your arms as you would without the baton. Explain relays may involve running a straight or running on the bend. In groups of six practice, both straight runs and bend runs (simulating the shape of an athletics track). Straight shuttle – start with three children at each end of the running area, run straight from one end to other and pass the baton on. Bend shuttles – stand in a circle and number yourselves 1 to 6 on command GO number 1 runs around outside of circle back to place, continue till all six runners have had a turn. This can be done both competitively and non competitively.	Key Questions 1. Why is it important to pace yourself over longer distances? 2. What can you do to help increase the distance you can run? 3. How can you encourage your teammates? 4. Did you find the feedback helpful?
National Curriculum Links Work collaboratively and individually to improve self and others	Activity Assessment for Learning Task 1. In a team of 4, run as fast as you can over 60m on a 10m track running towards each other swapping ends. 2. In a team of 4 set up in the same fashion, teams are timed for 1-minute runners should record how far they can run in the given time 3. As an individual on a 10 x 10 x 10 x 10-metre track run for as long as possible/as many laps as you can before you need to stop	
Literacy and Numeracy Links Literacy: Use appropriate language to encourage each other Numeracy: To time runs accurately		

Challenge: Increase distance or mixability of relay team.

Development: Apply time limit on the run or compete as bigger teams.

X X

X X

X X

X X

Year 5 Athletics Lesson 2

Learning Intentions 1. Measure distance of run in a given time 2. Recognise the importance of setting a pace for longer runs 3. Work to improve distance covered in set times Skill Development: Developing the principle of pace	Starter Activity Catch the tail – Using coloured bands, ribbons, bibs or tag rugby bands ask children to tuck a tail into their shorts. Choose 3 or 4 catchers. Children should run around the working area avoiding the ‘catchers’ and trying not to lose their tail. Catchers try to collect as many tails as possible. Change catchers, so all children have the opportunity to have a turn. Runners must not hold onto their tails and catchers may only pull tails without holding/touching the person.	Teaching Points 1. Run on toes 2. Use arms in a pumping action 3. Use the correct pace to reach the target 4. Try to count in head to estimate when you should arrive at the cones.
Success Criteria 1. I can run over longer distances 2. I can pace myself 3. I can sustain my pace	Skill Development Developing the principle of pace – The objective of this activity is for the children to grasp the principle of pace when preparing to run for longer distances. This is so they can sustain a constant movement to the finish rather than inconsistent bursts of speed. The activity is best undertaken in outdoor space so there is plenty of room to run into.	Key Questions 1. Why is it important to pace yourself over longer distances? 2. What can you do to help increase the distance you can run? 3. Did you notice any difference in your running as you become tired?
National Curriculum Links Master basic movements to run effectively over a longer distance	Task • Divide children into groups of 4 and give each child a beanbag/cone. • On the command ‘Go’ the first child begins running forward into the space carrying the beanbag in hand. After 3-5 seconds (depending on the space available), the whistle is blown and the child drops the bean bag on the floor and returns to the group. • Then child 2 runs forward into the space carrying the beanbag in hand. After 3-5 seconds, the whistle is blown the child drops the bean bag on the floor and returns to the group. Repeat this for the remaining 2 runners • At the end of the task, there should be a pile of bean bags in a similar area on the ground Variations 1. Repeat the task but now place a target hoop in front of each group and in the time given (3-5 seconds), they must make it to the hoop at a steady pace to drop their bean bag in, repeat for each team member. Repeat by increasing distance and time or increasing distance but keeping time the same.	
Literacy and Numeracy Links Literacy: Use appropriate language to explain what by sustaining the pace of a run. Numeracy: Time runs accurately, and record distances ran in set times.		

2. Repeat the activity but now there is a running clock of 20 seconds in which the group must run out and deposit their beanbag in the hoop and return to the group and tag the next runner before the 20 seconds ends – the aim is to keep a consistent pace when laying out, not to sprint but to develop an understanding of the time available. Repeat by increasing distance and time or increasing distance but keeping time the same.

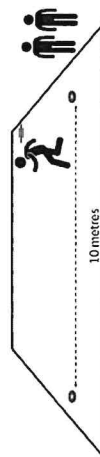
Feel free to undertake each task several times to allow pupils to adjust their running and comprehension of the activity



Activity

Recording distance run

- Set up pupils into pairs or groups of 3 so there is rest time built into the activity
- Each group has a distance of 10 metres marked with 2 cones (this can be modified depending on space available and pupils ability)
- Work with a partner to record the distances each group member can run over set times of 5, 10, 15, 30 seconds and then 1 minute. For example, in 15 seconds they may run between the cones 3 times = 30 metres.
- Pupils should try to maintain their pace when running longer distances



Year 5 Athletics Lesson 3

Learning Intentions 1. Identify & recognise the most effective jumping style for distance 2. Set targets to jump further 3. Explore combining jumping sequences, e.g. hop, step, jump Skill Development: Jumping for distance	Starter Activity Steeple Chase — Children to jog around the working area and react to commands as follows: GATE: jump as high as possible WATER: jump as far as possible FALL: jump from side to side CHANGE: change direction and continue jogging REFUSAL: jump backwards WIN: Skip with knees picked up high. Remind children to use space wisely especially when jumping for distance.	Teaching Points - Standing Long Jump 1. Stand with feet slightly apart 2. Bend knees and take arms backwards 3. Swing arms forwards and upwards 4. Push off feet bringing knees into the body 5. Shoot legs forwards 6. Land on two feet
Success Criteria 1. I can jump for distance 2. I can jump for distance from standing and with a run-up 3. I can jump for distance using a hop, step and a jump	Activity 1 Jumping for distance and jumping races 1. Mark out an area using cones, for example, the width of a hall or 10- 15 metres 2. Children to start at one end and jump across the area and count the number of jumps its takes. 3. Repeat several times aiming to take fewer jumps to cross the area. 4. This activity can also be done using hopping or striding rather than jumping. In teams of 4 shuttle relay—give commands, e.g. (hop, hop, jump,) (step, step, jump,) (hop, step, jump) any variation, the winner could be the quickest team or the team with the fewest jumps.	Teaching Points - Run up for Long Jump 1. Stand on takeoff board and counting strides move away from the board (Use cones to mark a 'board') 2. Min strides 3 max strides 11 3. Place marker for starting position 4. Run fast 5. Plant take off foot on board use arms to assist with lift
National Curriculum Links To select and apply effective jumping technique for distance	Skill Development 1. Standing Long Jump = using teaching points practice, measure and improve jumping technique. Work with a partner and offer/listen to feedback to help refine technique. 2. Practice run up using a different number of strides and select which one gives you the most effective jump. If time allows, repeat jumping races from activity 1	Key Questions 1. Explain how using your arms can increase the distance you jump 2. Did you jump further with a run-up? Why might this be? 3. How many strides did you use in your run up?
Resources Tape measures, pens and pencils	Activity 2 How high and how far can you jump? Work with a partner—measure how high and how far you can jump from:	

- 1 – Standing and jumping
- 2 – Running and jumping
- 3 – Jumping after a step and a hop

Give/listen to feedback from your partner and try to improve the height and distance of your jumps.

4. How fast should you run towards the board?

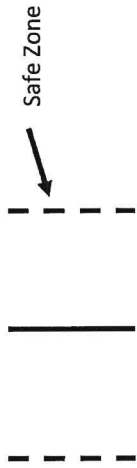
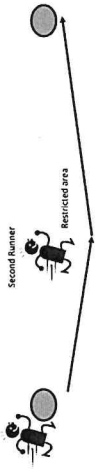
Year 5 Athletics Lesson 4

Learning Intentions 1. Develop push technique using a variety of objects 2. Compare and contrast the differences between pushing a variety of objects 3. Use push throw accurately and aim for targets Skill Development: Push throw	Starter Activity Windmills– Children to move around the working area ensuring they are always in space (this is important as they are going to be swinging their arms). The teacher will give a series of commands for children to respond to: Windmills– children will swing both arms forwards in circles, Reverse Windmills– children will swing both arms backwards in circles, Right Windmill– circle right arm only, Left Windmill– circle left arm only.	Teaching Points Push throw/ Ball relay 1. Use power from feet/body to push the ball with force 2. Extend shoulders, elbows and wrists as you push the ball 3. Pass ball slightly in front of your partner 4. Make throw dynamic
Success Criteria 1. I can use the push throw technique 2. I can use the push throw to throw to targets	Skill Development Push Throw and Ball Relay • In pairs, pupils stand facing each other 2 metres apart and simply push pass from the chest (netball/basketball style) to and from each other. As passing improves move a little further apart. Experiment using a push bounce pass, an overhead pass and a one-handed pass. • Divide the children into groups of 6/8 for Ball Relay Activity. Each pair requires a ball. The first pair skip down the track push passing the ball to each other when they reach the end they walk/jog around outside of the lines back to start. The second pair can start as soon as space is available. Encourage children to pass in front of their partner so they can move onto the ball and the pair can continue moving forward. • Develop by experimenting with different passes, bounce, overhead and one-handed. 	Key Questions 1. Which throw do you think is the most effective? 2. Explain what is meant by the word 'dynamic'? 3. Which objects would you choose to throw using a push pass? 4. Explain why you would choose these objects
National Curriculum Links To master basic technique of push throw and to develop an effective technique	Activity Push Golf 1. Set out some hoops around the working area place a spot/marker 5metres away from each hoop. Hoops should be between 20m and 50m apart depending on space and ability of the group.	Literacy and Numeracy Links Literacy: Explain what is meant by a dynamic throw Numeracy: Measure throws accurately and to keep score in push golf

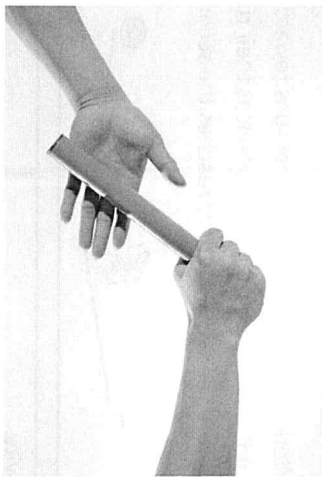
2. Explain that the hoops are like holes on a golf course and that as in golf the aim is to get the object into the hoop in as few throws as possible. The spots are where you begin/Tee off.
3. Divide children into groups of four and allocate each group a starting spot. Starting at the marker, push throw beanbag towards a hoop move to where bean bag landed and push throw again continue until beanbag lands in the hoop – count number of throws to get beanbag in the hoop.
4. The player with LEAST number of throws is the winner. Remind children of throwing safety rules and explain they apply to this activity even though only beanbags are being thrown.



Year 5 Athletics Lesson 5

Learning Intentions 1. Perform baton exchange as part of a relay team 2. Anticipate when to start moving on the exchange 3. Perform baton exchange in a given area Skill Development: Baton exchange within a restricted area	Starter Activity Rock, Paper Scissors— Children to work in pairs and to start by standing and facing each other in the centre of a marked area, each having a cone/safe area 10 – 20m behind them. On command GO they play rock, paper, scissors—the winner sprints towards their cone/safe area and loser chases them and tries to catch them before they reach their cone. 	Teaching Points 1. Carry baton, so arm action is not impeded 2. Carry the baton at the bottom or top so there is space for a partner to grasp upon exchange 3. Pass baton into partners opposite hand 4. Time running to complete exchange within the restricted area
Success Criteria 1. I can pass a baton correctly 2. I can receive a baton correctly 3. I can participate in a relay race	Skill Development Baton Exchange within a restricted area Place two spot markers on the floor one 5 metres behind the second runner and one 10 metres in front of the second runner; this marks the restricted area. Work in pairs – The first runner runs towards the second runner when they reach the spot the second runner commences their run, and the baton should be exchanged before the second runner reaches the second spot marker 	Key Questions 1. Why should you pass into the opposite hand? 2. Why is it important to continue to use pumping arm action? 3. Why shouldn't you look back when receiving the baton? 4. How can you improve self and others technique?
National Curriculum Links Work collaboratively and individually to help improve self and others Literacy and Numeracy Links Literacy: Offer and listen to feedback from other team members Numeracy: Anticipate timing during baton exchange	Activity Exchanging the baton 1. Practice running carrying the baton first in the right hand and then in the left hand. Baton should be an extension of the arms and should not impede pumping action of arms required for good running. Working in pairs children to practice passing the baton to each other. 2. Explain the baton should be given to the opposite hand, e.g. If you are carrying the baton in your right hand, you pass it into the left hand of your partner.	

3. Start 10m away from your partner, run towards them and pass the baton. Change positions so both get the opportunity to pass and receive.
4. Also, change hands so you can pass and receive with both hands. Explain the importance of moving out of the way once the baton is exchanged and not to impede other runners.
5. Now join with another 2 to make groups of 4 and decide the order of runners, which hand to pass and receive with and practice over a short distance.
6. Once the groups are secure in exchanging the batons, run some relay style races against other groups of 4.





Year 5 Athletics Lesson 6

Learning Intentions 1. Develop as a small group either a run, jump or throwing event 2. Choose appropriate distance, equipment, time and space 3. Teach event to another group Skill Development: Teaching STEP principle	Starter Activity Ball Tag – The objective of the game is to prevent from being tagged by the tagger. Split the class in half and have two games of 15. Each group has one person who is the 'tagger' the group has two tennis balls between them. If a player has a tennis ball in their hands the tagger may not tag them; the players should pass the ball around themselves to help prevent each other from being tagged. If a player is tagged, they must freeze. Extension: Tagged players become taggers.	STEP Teaching the STEP principle S = SPACE T = TASK E = Equipment P = People
Success Criteria 1. I can describe aspects of the STEP principle 2. I can choose appropriate equipment for my chosen event	Activity Event Planning Thinking about and using the STEP principle work collaboratively with your group to plan a running, throwing or jumping activity. The teacher should give each group the same equipment and some space so they can plan the events/activities. Give them a set amount of time to plan according to time available, once the time is up they should teach their activity to another group and then learn the other group's activities too. Groups only need to plan one event/activity so should choose whether they will plan a running, jumping or throwing activity. Groups could compete in the activities to score points depending on the activities the groups come up with. It may be useful to give groups whiteboards and or pen and paper to help them. Can groups make a scorecard that is appropriate to their activities?	Considerations - Distance for the running event— individual or relay event - Type of throw and appropriate equipment - Jumping for height or for distance standing or with run up - Space available - Equipment availableSplitting children up into small groups so to ensure children are not waiting around - How will you score your event/activity? - What are the teaching points for your activity? You must be able to quickly and easily teach it to another group
National Curriculum Links Think about important aspects needed to plan an event	Space - How much space do you require to perform the task safely (when throwing think about the safety issues carefully) - Mark area using cones or markers	
Literacy and Numeracy Links Literacy: Use appropriate language to teach my event to others Numeracy: Measure/time runs, jumps and throws with accuracy	Task	

• Describe the task you want to be carried out • Choose a task which is achievable • Make task enjoyable	
Equipment	• Choose equipment appropriate to the task • Ensure there is sufficient equipment
People	• Think about the age and ability of participants • Select an appropriate number of participants/group sizes • Adapt task for people with special needs