

A week by week guide to help you to deliver a series of six athletic lessons.

|                       | Session 1   | Session 2   | Session 3   | Session 4  | Session 5   | Session 6   |
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| <b>Learning focus</b> | To investigate whether the distance ran before a jump affects the distance of the jump.   | To complete the high jump using the hurdle technique.   | To complete the high jump using the scissor technique.  | To use the correct running techniques to complete a sprint.  | To complete a series of travelling actions to make patterns.  | To use the correct running technique to complete a long-distance run.   |
| <b>Warm Up</b>        | Warm up arms and legs with game such as 'Stuck in the Mud'. Stretches activity led by teacher.  | Warm up arms and legs with pupil led warm-up to include cardio and stretches. Supervised by teacher.  | Teacher led warm up of cardio and stretching. Question children about the importance of warming up and stretching.  | Warm up legs – pupil led warm-up supervised by teacher. Cardio and stretches.  | Warm up arms and legs with game such as 'Toilet Tag'. Stretches can be led by pupils under teacher supervision.   | Warm up legs and arms with teacher led cardio and stretches.  |
| <b>Activities</b>     | Call up a small group of children a few at a time to complete the long jump from two distances: a seven stride run and five bounding strides. Record distances jumped. Other children in class can measure the length of each other's jump from a standing long jump. | Children will work individually to do the high jump as a hurdle. This will be modelled to them first.<br><b>Safety</b> – aim to land on feet or bottoms to avoid spinal injuries. Record each child's height jumped, then increase / decrease the height as needed. | Children will work one at a time to perform a high jump using the scissor technique. This will be modelled to them first.<br><b>Safety</b> – aim to land on feet or bottoms to avoid spinal injuries. Record each child's height jumped, then increase / decrease the height as needed. | Working with a partner, children see how far they can sprint in 5 seconds, 10 seconds and 20 seconds (this can be simply marked with a cone). Discuss what techniques are needed to sprint. Practise these. Sprint distances: years 3 & 4 – 50m; years 5 & 6 – 80m – 100m. | Children will work both individually and in groups of three to complete a number of travelling patterns and relays, for example zig-zags, slalom through cones, circles and rectangles. Children can change movements to achieve during the lesson. Encourage them to do all. | Working with a partner, children see how far they can jog in 25 , 40 seconds and one minute (this can be simply marked with a cone). Discuss what techniques are needed to complete a long distance run. Long distances: year 3 – 500m; years 4–6 – 600m. |

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| <p><b>Teaching points</b></p>  | <p>Jump forwards tilting your body weight forwards and landing on feet. Measure from the jumping point to the back of the trailing foot.</p> | <p>Take a run up, and then drive the leading foot forwards using the knee (not toes). When you are above the pole, bring the trail leg over, again driving with the knee.</p>  | <p>Run from a diagonal position towards the pole, lift one foot over the pole and perform a 'scissor movement' then the second leg will follow as with hurdles. Drive forward with knees.</p>                                     | <p>Run in an upright position. Pump arms forwards and backwards with every stride. Opposite leg-arm movement (left leg right arm). Keep the running controlled to stop safely.</p>                          | <p>Model some of the patterns using different ways of travelling. Keep the distance for each method short e.g. no more than six steps before changing. Encourage teamwork for group activity.</p> | <p>Run in an upright position. Pump arms forwards and backwards with every stride. Run at a sensible and comfortable pace – start off slow and remain at a steady speed, sprint the last 50-60m.</p>                       |
| <p><b>Success criteria</b></p> | <p>Jump with body weight tilted forwards.<br/><br/>Land on feet.<br/><br/>Measure from jumping point to back of first foot.</p>              | <p>Run the full distance of the run-up tilted forwards.<br/>Lift the leading foot up above the pole.<br/>Bring the trail leg over.<br/>Drive both legs using the knee, not the toes.<br/>Land on feet or bottoms, <b>not</b> back.</p> | <p>Run the full distance of the run-up diagonally.<br/>Lift the leading foot up above the pole.<br/>Bring the trail leg over.<br/>Drive both legs using the knee, not the toes.<br/>Land on feet or bottoms, <b>not</b> back.</p> | <p>Start in an upright position and maintain for the entire sprint.<br/>Pump arms backwards and forwards constantly.<br/>Synchronise arm and leg movements.<br/>Controlled running throughout the race.</p> | <p>Different patterns made individually and in groups.<br/>Distances are short – no more than six steps.</p>  | <p>Start in an upright position and maintain for the entire sprint.<br/>Pump arms backwards and forwards constantly.<br/>Synchronise arm and leg movements.<br/>Controlled running throughout race with sprint finish.</p> |
| <p><b>Plenary and AFL</b></p>  | <p>Jog round touching body parts on command.<br/>Run through teaching points while cooling down.</p>   | <p>Pupil-led cool-down activity, supervised by teacher.<br/>Run through teaching points while cooling down.</p>  | <p>Pupil-led cool-down activity, supervised by teacher.<br/>Run through teaching points while cooling down.</p>   | <p>Teacher led cool-down activity for breathing and stretching to avoid muscle injury.<br/>Run through teaching points while cooling down.</p>  | <p>Cool down by playing follow my leader – can be teacher and pupil led.<br/>Run through teaching points while cooling down.</p>  | <p>Teacher led cool-down activity for breathing and stretching to avoid muscle injury.<br/>Run through teaching points while cooling down.</p>   |