



ATHLETICS

Years 1 & 2



Lesson Week:	Lesson Topic:
Week 1	Sprinting
Week 2	Jogging
Week 3	Throwing
Week 4	Jumping
Week 5	Athletic Circuits
Week 6	Mini Olympics

Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Sprinting. • Up to 30 Children. 	<ul style="list-style-type: none"> • Stopwatch. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To become familiar sprinting. • To learn to pump arms and bend knees for more speed. • To learn to keep the body close and thin for more speed. 	<ul style="list-style-type: none"> • Sprint, Pump, Ear, Pocket, Control, Speed, Hands, Position, Run, Tag, Knees, Arms, Resistance.
Warm Up:	Differentiation:
<p>“Dodge-Ems”</p> <ol style="list-style-type: none"> 1) Children work in pairs. One child moves wherever they want looking for space. Partners try to stay as close as possible. Take it in turns to work on both skills. 2) Same exercise as 1, but this time, the child looking for space tries to get away from their partner. 3) Same exercise as 2, but this time, the children play tag rules. When you are tagged you are ‘it’. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area.
Main Content:	Differentiation:
<p>“Sprinting”</p> <ol style="list-style-type: none"> 1) Children work in 5's. Set up a running track with enough lanes for one per group. Children take in turns to sprint to the end of the track and back. Once each. First team to finish wins. 2) Same exercise as 1, but this time the children must run with their arms stuck their sides. 3) Same exercise as 1. When the race is finished, ask the children which movement made them run faster. 4) Same exercise as 1, but this time the children must run with straight legs without bending their knees. 5) Same exercise as 1. When the race is finished, ask the children which movement made them run faster. 6) Same exercise as 1, but this time the children must run with their arms and legs out wide. 7) Same exercise as 1. When the race is finished, ask the children which movement made them run faster. 8) Set up sprint races to finish. Award children that show good arm pumps, thin bodies and knee bends. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Decrease the running distance. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Increase the running distance. 4) Introduce races and time limits.
Cool Down:	Assessment Opportunities:
<p>“Dodge-Ems”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the children have to walk and take long deep breaths. 2) Same exercise as in 1, but this time the children have to slowly lunge around the area. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A's, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Jogging. • Up to 30 Children. 	<ul style="list-style-type: none"> • Stopwatch. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To become familiar long distance running. • To learn deep breaths helps to jog further and longer. • To learn the benefits of starting slow and gradual speed. 	<ul style="list-style-type: none"> • Run, Breath, Pump, Ear, Pocket, Control, Speed, Pace, Hands, Position, Run, Tag, Knees, Arms, Resistance.
Warm Up:	Differentiation:
<p>“Dodge-Ems”</p> <ol style="list-style-type: none"> 1) Children work in pairs. One child moves wherever they want looking for space. Partners try to stay as close as possible. Take it in turns to work on both skills. 2) Same exercise as 1, but this time, the child looking for space tries to get away from their partner. 3) Same exercise as 2, but this time, the children play tag rules. When you are tagged you are ‘it’. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase speed. 2) Increase the playing area.
Main Content:	Differentiation:
<p>“Jogging”</p> <ol style="list-style-type: none"> 1) Children work in pairs playing games of ‘Tag’ with their partner. One of the pair starts as ‘it’. Those children have to try to ‘tag’ their partner. When they have tagged their partner, they are now ‘it’ and try to tag their partner back. 2) Children still in pairs. Set up an oval running track. One of the pair tries to jog around the track as far as they can without stopping. Partners watch how far they manage to get to. 3) Same exercise as 2, but this time, ask the children to concentrate on taking slow deep breaths as they run. 4) Same exercise as 3, but this time jog for 1 minute. 5) Same exercise as 3, but this time jog for 1 min 15 secs. 6) Same exercise as 3, but this time jog for 1 min 30 secs. 7) Same exercise as 3, but this time jog for 2 minutes. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Decrease the jogging distance. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Increase the jogging distance. 4) Introduce races and time limits.
Cool Down:	Assessment Opportunities:
<p>“Dodge-Ems”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the children have to walk and take long deep breaths. 2) Same exercise as in 1, but this time the children have to slowly lunge around the area. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Throwing. • Up to 30 Children. 	<ul style="list-style-type: none"> • Soft Balls – Various Sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To throw with one hand and with two hands. • To learn techniques of under arm and over arm throwing. • To use appropriate techniques and power when throwing. 	<ul style="list-style-type: none"> • Throw, Catch, Distance, Power, Accuracy, Control, Target, Trajectory, Hands, Position, Arms, Stationary, Resistance.
Warm Up:	Differentiation:
<p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Set up small gates, with the cones, all around the working area. Children work in pairs with one ball between two, trying to throw and catch through as many gates as they can in a specified time. 2) Same exercise as 1, but this time, give the children a target score to get to in the specified time. 3) Same exercise as 1, but this time, the children score different amounts of points depending on the different coloured gates. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease number of gates. 3) Increase the size of gates. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the number of gates. 3) Increase target score. 4) Decrease time limit.
Main Content:	Differentiation:
<p>“Throwing”</p> <ol style="list-style-type: none"> 1) Children work in 5’s – in their own working areas for throwing, allowing sufficient distances in between each group for safety. Children take it in turns to throw different types of equipment as far as they can. Children must not collect their equipment until it is safe to do so. Allow children to throw a certain piece of equipment for a specified time and then change to a different piece of equipment:- <ol style="list-style-type: none"> a) Small Ball. b) Large Ball. c) Quoit. d) Javelin. e) Frisbee. f) Bean Bag. g) Cone. 2) Set up a throwing competition. Children choose what they wish to throw. Furthest throw wins. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease playing area. 2) Use softer lighter projectiles. 3) Decrease throwing distance target. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase playing area. 2) Use harder heavier projectiles. 3) Increase throwing distance target.
Cool Down:	Assessment Opportunities:
<p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the children have to walk and take long deep breaths while throwing and catching. 2) Same exercise as in 1, but this time the children have to slowly lunge around the area. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Jumping. • Up to 30 Children. 	<ul style="list-style-type: none"> • Hurdles. • Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • To develop balance and agility. • To learn techniques of jumping off two feet. • To use appropriate techniques, power and landing skills. 	<ul style="list-style-type: none"> • Jump, Squat, Distance, Power, Flight, Control, Push, Landing, Hands, Position, Arms, Legs, Stance, Stationary, Running, Resistance.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Set up small gates, with the cones, all around the working area. Children work individually, trying to jump through as many gates as they can in a specified time. 2) Same exercise as 1, but this time, give the children a target score to get to in the specified time. 3) Same exercise as 1, but this time, the children score different amounts of points depending on the different coloured gates. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease number of gates. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase number of gates 3) Increase target score. 4) Decrease time limit.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Jumping”</p> <ol style="list-style-type: none"> 1) Children work in 5's – in their own working areas for jumping, allowing sufficient distances in between each group for safety. Children take it in turns to jump over as many different types of equipment as they can. Children must not jump until it is safe to do so. Allow children to jump over a certain piece of equipment for a specified time and then change to a different piece of equipment:- <ol style="list-style-type: none"> a) Small Hurdles. b) Ladders (2 Feet – Side Jumping). c) Ladders (2 Feet – Jumping). d) Standing Broad Jump. e) Long Jump (Run and Jump). f) High Jump (Jump Touch). 2) Same exercise as 2, but this time, ask the children to think about their swinging their arms as they jump. 3) Set up a long jump competition. Furthest jump wins. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Decrease the jumping height / distance. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Increase the jumping height / distance. 4) Use hurdles.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the children have to walk, take long deep breaths and squat through the gates. 2) Same exercise as in 1, but this time the children have to slowly lunge around the area. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A's, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Athletic Circuits. • Up to 30 Children. 	<ul style="list-style-type: none"> • Athletic Equipment – Various sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To watch, compare, and improve their own and their team mates performances. • To understand how stamina and power help people perform well in different athletic activities. • To practice and perform different athletic events. 	<ul style="list-style-type: none"> • Sprint, Run, Jump, Squat, Throw, Breath, Pace, Distance, Power, Flight, Control, Push, Landing, Hands, Position, Arms, Legs, Stance, Stationary, Running, Team, Score, Resistance.
Warm Up:	Differentiation:
<p>“Follow the Leader”</p> <ol style="list-style-type: none"> 1) Choose a leader to go in the middle of the working area and perform an exercise. The other children have to copy the leader. Let the leader choose a new leader after a specified time. 2) Same exercise as 1, but this time the leader plays ‘Leader says’ rules (identical to ‘Simon says’). If the leader doesn’t say and the children do the action they have to do 5 star jumps then join back in. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Play on the spot instead of moving around. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area.
Main Content:	Differentiation:
<p>“Circuits”</p> <ol style="list-style-type: none"> 1) Children work in groups – Taking part in the many different athletic circuits set out. They take it in turns going one at a time. They work for 2 minutes then stop and all the groups switch circuits in a clockwise formation:- <ol style="list-style-type: none"> a) Standing Broad Jump. b) Small Hurdles Jump. c) Triple Jump. d) Javelin Throw. e) Quoit Throw. f) Sitting Down Ball Throw. g) Speed Walking. h) Baton Sprint. i) 2 Minute Jog. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Decrease the jumping height / distance. 4) Use softer lighter projectiles. 5) Decrease the speed / running distance. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Increase the jumping height / distance 4) Use harder heavier projectiles. 5) Increase the speed / running distance.
Cool Down:	Assessment Opportunities:
<p>“Follow the Leader”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the leader performs slower more controlled movements. 2) Same exercise as in 1, but this time the leader performs static stretches covering all the muscle groups used starting from their head down to their toes. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Mini Olympics. • Up to 30 Children. 	<ul style="list-style-type: none"> • Athletic Equipment – Various sizes. • Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • To watch, compare, and improve their own and their team mates performances. • To understand how stamina and power help people perform well in different athletic activities. • To practice and perform different athletic events. 	<ul style="list-style-type: none"> • Sprint, Run, Jump, Squat, Throw, Breath, Pace, Distance, Power, Flight, Control, Push, Landing, Hands, Position, Arms, Legs, Stance, Stationary, Running, Team, Score, Resistance.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Follow the Leader”</p> <ol style="list-style-type: none"> 1) Choose a leader to go in the middle of the working area and perform an exercise. The other children have to copy the leader. Let the leader choose a new leader after a specified time. 2) Same exercise as 1, but this time the leader plays ‘Leader says’ rules (identical to ‘Simon says’). If the leader doesn’t say and the children do the action they have to do 5 star jumps then join back in. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Play on the spot instead of moving around. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Mini Olympics”</p> <ol style="list-style-type: none"> 1) Children work in groups – Taking part in the many different Olympic style track and field events set out. They choose which team mates will take part in which event. Award points for individuals who win their events. The team with the most points at the end of the mini Olympics wins:- <ol style="list-style-type: none"> a) Standing Broad Jump. b) Small Hurdles Jump. c) Long Jump. d) Javelin Throw. e) Quoit Throw. f) Sitting Down Ball Throw. g) Speed Walking. h) Baton Sprint. i) 2 Minute Jog. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Decrease the jumping height / distance. 4) Use softer lighter projectiles. 5) Decrease the speed / running distance. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Increase the jumping height / distance 4) Use harder heavier projectiles. 5) Increase the speed / running distance.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Follow the Leader”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the leader performs slower more controlled movements. 2) Same exercise as in 1, but this time the leader performs static stretches covering all the muscle groups used starting from their head down to their toes. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.

