



ATHLETICS

Years 5 & 6



| Lesson Week: | Lesson Topic: |
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| Week 1 | Sprinting – Short Distance |
| Week 2 | Running – Long Distance |
| Week 3 | Throwing |
| Week 4 | Jumping |
| Week 5 | Athletic Circuits |
| Week 6 | Mini Olympics |

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| Session Topic and Number of Participants: | Equipment: |
| <ul style="list-style-type: none"> • Sprinting – Short Distance. • 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 pumping arms and bending knees creates more force and speed. • To learn keeping body close in creates less wind resistance therefore creating 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 speed. 2) Increase the playing area. |
| Main Content: | Differentiation: |
| <p>“Sprint Tag”</p> <ol style="list-style-type: none"> 1) Children play games of ‘Tag’. Choose a 5 children to start as ‘it’. Those children have to try to ‘tag’ as many other children, who are not it’, as they can. When children have been tagged, they are ‘it’ as well. The last 5 remaining children are the winners and start as ‘it’ in a new game. 2) Same exercise as 1, but this time the children that are not ‘it’ must run with their arms stuck their sides. Children that are ‘it’ run normally. 3) Same exercise as 1, but this time the children that are not ‘it’ must run with straight legs without bending their knees. Children that are ‘it’ run normally. 4) Same exercise as 1, but this time the children that are not ‘it’ must run with their arms and legs out wide. Children that are ‘it’ run normally. 5) Set up sprint races to finish. Award children that show good arm pumps and leg thrusts. | <p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Introduce bases / safe zones. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. |
| 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. |



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| Session Topic and Number of Participants: | Equipment: |
| <ul style="list-style-type: none"> • Running – Long Distance. • 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 breathing techniques to aid performance. • To learn the benefits of pace and gradual speed increase to aid performance. | <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>“Running”</p> <ol style="list-style-type: none"> 1) Children play games of ‘Tag’. Choose a 5 children to start as ‘it’. Those children have to try to ‘tag’ as many other children, who are not it’, as they can. When children have been tagged, they are ‘it’ as well. The last 5 remaining children are the winners and start as ‘it’ in a new game. 2) 5’s – Children have to run 5 widths of the area as quickly as they can. 3) 10’s – Children have to run 10 widths of the area as quickly as they can. 4) 15’s – Children have to run 15 widths of the area as quickly as they can. 5) 20’s – Children have to run 20 widths of the area as quickly as they can. 6) Set up a long distance track. Children have to make as many laps of the track as possible without stopping in a specified time. Children concentrate on taking slow deep breaths as they run. | <p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Introduce bases / safe zones. 4) 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. |



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| 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 to throw over varied distances with purpose and accuracy. | <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 Games”</p> <ol style="list-style-type: none"> 1) Dodge Ball – Split the children up into two groups. Each team starts at either end of the working area with an equal number of balls per team and a halfway line separating the area into two equal sections. The aim of the game is to try and throw a ball and hit an opposing player below their shoulders. If they are hit they are out. If they catch a ball before it bounces the player that threw is out. If they are hit above the shoulders, the person that threw it is out. If they cross the halfway line they are out. First team to knock the other out wins. 2) Bench/Mat Ball – Split the children up into two groups. Each team starts at either end of the working area with an equal number of balls per team, a halfway line separating the area into two equal sections and a bench/matt at either end. One play from each team stands on the bench/matt on the opposite end to their team behind their opponents. The aim of the game is to try and throw a ball to the person on the bench/matt. If they catch it, the person that threw it joins them on the bench/matt. First team to get all their players on the bench/matt wins. | <p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease playing area. 2) Use less sports balls. 3) Give points rather than being out (Dodge Ball). 4) Give lives rather than being out (Dodge Ball). <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase playing area. 2) Use more sports balls. 3) Allow head shots (Dodge Ball). |
| 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. |



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| Session Topic and Number of Participants: | Equipment: |
| <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. |
| Learning Outcomes: | Vocabulary: |
| <ul style="list-style-type: none"> • To develop balance and agility. • To learn techniques of jumping off one foot and two feet. • To use appropriate techniques, power and landing skills to jump over varied distances with purpose and accuracy. | <ul style="list-style-type: none"> • Jump, Squat, Distance, Power, Flight, Control, Push, Landing, Hands, Position, Arms, Legs, Stance, Stationary, Running, 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 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. |
| Main Content: | Differentiation: |
| <p>“Jumping Games”</p> <ol style="list-style-type: none"> 1) Children play games of ‘Tag’. Choose a 5 children to start as ‘it’. Those children have to try to ‘tag’ as many other children, who are not ‘it’, as they can. When children have been tagged, they are ‘it’ as well. The last 5 remaining children are the winners and start as ‘it’ in a new game. 2) Same exercise as 1, but this time the children that are not ‘it’ must jump around. Children that are ‘it’ run normally. 3) Same exercise as 2, but this time the children that are ‘it’ must jump around as well. 4) Children work in 5’s in jumping races:- <ol style="list-style-type: none"> a) Rabbit – Two feet to two feet. b) Kangaroo – Two feet to one foot. c) Hare – One foot to two feet. d) Wallaby – One foot to opposite foot (step). e) Squirrel – One foot to same foot (hop). 5) Same exercise as 4, but add hurdles that the children have to jump over. | <p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of play. 2) Decrease the playing area. 3) Introduce bases / safe zones. 4) Decrease the jumping distance. 5) Use lower hurdles. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of play. 2) Increase the playing area. 3) Increase the jumping distance. 4) Use higher hurdles. |
| 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, 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. |



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| <p>Session Topic and Number of Participants:</p> | <p>Equipment:</p> |
| <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. |
| <p>Learning Outcomes:</p> | <p>Vocabulary:</p> |
| <ul style="list-style-type: none"> • To measure, compare, identify 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>“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) Standing High Jump. c) Triple Jump. d) Javelin Throw. e) Discus Throw. f) Sitting Down Ball Throw. g) Cone Sprint. h) Baton Sprint. i) Continuous 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. |



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| <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 measure, compare, identify 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) Long Jump. b) High Jump. c) Triple Jump. d) Javelin. e) Discuss. f) Shot Put. g) 100m Sprint. h) 100m Hurdles. i) Cross Country. j) Team Relay Race. | <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. 3) 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. |

