ATHLETICS
FIELD PLANS | YEARS 1-2
Field Athletics – School Years 1 and 2

Teacher to split class into 2 groups and write their names on scoreboards (Therefore 2 separate scoreboards). TA and teacher to work with 1 group each at each event. (Scoreboard at bottom of planning)

Events to cover - Pull and push throw (Vortex, chest push, javelin) / Long jump / Sprint 30m / High jump / Hurdles / Relays

Overall LO – To develop practical skills in order to participate, compete and lead a healthy lifestyle. To develop and improve athletic technique in a variety of track and field events. To understand the importance and value of teamwork, sportsmanship and competition.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>LO</th>
<th>Warm up</th>
<th>Acquire and Develop skills</th>
<th>Select and Apply skills</th>
<th>Cool Down (With plenary and evaluation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sprint Extension if time - Pull throw (Vortex)</td>
<td>LI – To sprint quickly. LI – To choose an effective start position.</td>
<td>Introduction – If possible show a clip of Usain Bolt and Mo Farah – Ask pupils to identify the different running styles and variations of speed. Describe their running technique. Warm up – Mr.Men – Who could be a quick Mr.Man? Colour catcher 1) Question which Mr.Men characters would be sprinters e.g. Mr.Quick, Mr.Rush, Mr.Strong etc. Each character represents a movement e.g. quick steps / sidesteps / high knees / heel flicks / 3 yard sprint etc. (Key factors – keep relaxed when jogging, apply full effort when sprinting, be on the balls of your feet, drive elbows back hard when sprinting like pistons, hands go from ‘hip to lip’). 2) Colour catcher – Spread out coloured cones – teacher calls out a colour and pupils move to that colour. Ask children to perform dynamic stretches focusing mainly on muscles used for running.</td>
<td>‘Getting faster’ and ‘Sprint drop’ Getting faster – Put a starting spot down and 4 different coloured cones 10 yards apart in front in a straight line. Each zone represents a different speed. Pupil work in pairs. Zone 1 = Walking, zone 2 = jogging, zone 3 = striding and zone 4 is sprinting. Pupils take it in turns to travel through each zone, return to start position and repeat. Partner 2 can go when partner 1 has finished (This also gives a chance for pupils to peer assess and observe technique). Progression – Partner 1 stands behind partner 2 and instructs whether to walk, jog, stride or sprint. Progression – Have a 60m sprint race with partner timing. Record time on scoreboard. Sprint drop – To identify an effective sprint start – Each pupil has a bean bag and on teachers command sprints forwards for 3 seconds and then drops the bean bean when teacher calls ‘Drop!’ or blows whistle. Start from various positions eg standing, sprint, sitting, lying, facing the wrong way – which was best? Why? Key factors – Always keep your feet and knees travelling forwards (No side to side movement) Place feet facing the direction you are going and drive your knees up and forwards.</td>
<td>30m Sprint 30m sprint race with teacher timing. Groups of 6 – Teacher stands one end with arm in the air, TA at start position with arm up when 1st 6 children are ready. Teacher calls ‘On your marks, go!’ and drops arm. Pupils sprint down, the teacher calls out times as they cross the line. Record time on scoreboard. Pupil return to the back of the line. Next group runs. Reinforce key factors with hip to lip arm movement, pumping arms like pistons with high knees and eyes forward. Mr.Men cool down Which Mr.Men would represent a cool down? E.g. Mr Slow, Mr Stretch, Mr Sleepy etc. Plenary – Question pupils how to increase speed when sprinting. Ask how they can improve. Practice on playground at breaks. More running you do the stronger your heart becomes. Evaluate / peer assess / self asses throughout. What 2 things did they do well? What 1 aspect do they want to do better? Targets.</td>
<td></td>
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<tr>
<td>5 mins</td>
<td>Time – 10 mins</td>
<td>Time – 20 mins</td>
<td>Time – 15 mins</td>
<td>Time – 5 mins</td>
<td></td>
</tr>
</tbody>
</table>
**Dan Partridge PE Planning**

**Field Athletics – School Years 1 and 2**

Example set up for each strand of the lesson:

<table>
<thead>
<tr>
<th>1. <strong>Warm up</strong> – Various runs and hop race</th>
<th>2. <strong>Acquire and Development of skills</strong> – Getting faster / Sprint drop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mr Men</strong></td>
<td><strong>Getting faster</strong></td>
</tr>
<tr>
<td><img src="image1.png" alt="Diagram" /></td>
<td><img src="image2.png" alt="Diagram" /></td>
</tr>
<tr>
<td><strong>Colour catcher</strong></td>
<td><strong>Sprint drop</strong></td>
</tr>
<tr>
<td><img src="image3.png" alt="Diagram" /></td>
<td><img src="image4.png" alt="Diagram" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. <strong>Select and Apply skills</strong> – 30m sprint</th>
<th>4. <strong>Cool down</strong> – Mr.Men</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Diagram" /></td>
<td><img src="image6.png" alt="Diagram" /></td>
</tr>
</tbody>
</table>

1. Warm up – Various runs and hop race

2. Acquire and Development of skills – Getting faster / Sprint drop

3. Select and Apply skills – 30m sprint

4. Cool down – Mr.Men
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<tr>
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<tbody>
<tr>
<td>2</td>
<td></td>
<td>Frogs and Flies and Triple jump tag</td>
<td>Throwing (Chest push) and long jump</td>
<td>Pick the apples and high 5’s</td>
</tr>
<tr>
<td></td>
<td>To throw using the chest push.</td>
<td>Split the class into their 3 groups. Group 1 to go with TA to gain a long jump score. Group 2 and 3 with teacher performing the chest push.</td>
<td>Split groups into pairs. Place hoops down the side of the field with a ball and bean bag in. Place lines of cones at 2m intervals down the field (So teacher can estimate how far they have thrown). Pupil 1 picks up the bean bag and on teachers command throws forwards using the pull throw – You can initially ask pupils to throw with the method they think will gain the furthest distance. (Recap key factors below. Idea – Place hoops around the field for pupils to aim for, they win a bonus point if they get it in a hoop – This would then concentrate on technique rather than distance and power. Pictures of fish can be placed in the hoops so pupils can feed the fish by getting a bean bag the hoop). Repeat with the ball (Push throw). On teachers call pupils collect their objects, place them back in their hoop and swap over. Have a safety gap between thrower and partner. Partner peer assess and give feedback.</td>
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<td></td>
<td></td>
<td>Choose 5 frogs with a bib and the rest are flies. Frogs can either jump, hop, hop scotch or triple jump and try to catch the flies. If caught the flies stand with their legs open and arms out and can be freed by another fly tagging them. Flies can only jump, hop, triple jump or hop scotch. Swap roles. Triple jump tag is the same except everyone must triple jump.</td>
<td>Throwing</td>
<td>Question pupils about their performance. Ask how they can improve. Practice on playground at breaks. Evaluate / peer assess / self assess throughout. Show 2 children doing it well at end. What 2 things did they do well? What 1 aspect do they want to do better?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time – 10 mins</td>
<td>Long jump</td>
<td>Time – 5 mins</td>
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<td></td>
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<td></td>
<td>Choose 1 sensible child to rake the pit, 2 children to measure each jump with tape measure and 1 child to stand by the board and judge good and foul jumps. The remaining pupils line up to perform their jump. Children can have a cone to mark out their run up stride pattern – walk backwards from take off board and place cone where they should run from. Put rope on the floor so children waiting can practice using a 3 step run up while waiting to jump. (Tip - Can use hurdle to encourage a high and long jump). Have numerous laminated sheets with various types of jump to see which one is most effective (e.g. jump with straight legs / straight arms / arms above head / behind back / arms by your side / 5 types of jumps / bend knees and use arms / rocking motion). Children investigate each one while practicing to see which produces the longest jump. Children should jump and land using arms and bending knees for more distance and to absorb impact. Measurer from take off board to heel. Rotate rolls when everyone has had 2 jumps. Encourage a ‘SQUISHY LANDING’ with bent knees. Children record best score / give score to adult.</td>
<td></td>
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</table>
Field Athletics – School Years 1 and 2

Example set up for each strand of the lesson:

1. **Warm up** – Frogs and Flies (Red = Frogs, blue = flies)

2. **Acquire and Development of skills** – Push throw / Long jump
   - Long jump
   - Chest push throw

3. **Select and Apply skills** – Improve scores

4. **Cool down** – Pick the apples and high 5’s

Pupils attempt to improve scores after teaching points and peer feedback.
### Hurdles and Relay

**Warm up**
- **Hot potato - baton**
  - In a 30 x 30 yard area half the class have a baton. Children travel around the area attempting to hand their baton to children without a baton. On teacher’s call of ‘Stop’ players sit or crouch down. The teacher then chooses a winner (Either those with or without a baton). Repeat with certain movements eg sidestepping, high skips. Encourage co-operative working, ‘L’ shape hand position to receive baton, receiver hold 1 hand out to the side, exchange baton from low to high passing baton up between thumb and finger, hold the bottom of the baton giving greater area for partner to hold, pass baton over with opposite hand to the one the receiver is holding out to allow for ‘Over run,’ Once baton received accelerate away, look forwards on partners call gently accelerating until you feel the baton touch your hand then full pace.
  - Differentiation – use hoops / bean bags instead of batons. Allow for forward exchanges of the batons instead of from behind.
  - Ask class to perform dynamic stretches particularly paying attention to body parts used for upcoming events. Progression – dynamic movements and stretches in order to prepare bodies for exercise.
  - Question pupils the importance of warming up.

**Acquire and Develop**
- **Hurdles and Relay**
  - Split class into 4 groups of 8. 2 groups at each station. (All groups practice first before timing).
  - **Hurdles**
    - First 8 pupil’s line up (Similar ability). The judge stands at the start making sure runners are behind the line, the team behind are assessors and give feedback on technique. The teacher is the timer and stands at the end of the 40m track with their hand in the air and stopwatch ready. The timer calls ‘On your marks, go!’ starts the stopwatch and puts their hand down. The runners start and their time is recorded on the score sheet.
    - Work on key factors –
      - Try to maintain your natural sprinting action when you ‘clear’ the ‘obstacle.’
      - Drive the knee of your lead leg over the hurdle and bring the foot to the ground quickly.
      - Maintain a strong arm action throughout the run.
    - Group returns to the back and next 8 line up ready to run.
    - Each child has 2 – 3 turns each.
  - **Relay**
    - Line up 5 spots 15 yards apart. Split group into 4’s. Each pupil stands on a spot with the first pupil holding the baton. Each runner stands in a ready position with their hand out in the ‘L’ position looking over their shoulder. Upon the teachers call pupil 1 runs towards pupil 2. When a runner gets 5 yards away they call ‘Go’ and runner 2 faces forwards and begins to jog. When they feel the baton the sprint towards runner 3. Repeat until runner 4 receives the baton who runs to the start and the process repeats until all runners are back in their original position. Work through key factors. (If on playground runner 4 runs round cone, back down playground and the team repeat until all are back in their original places). Teacher times.

**Select and Apply**
- **Attempt to beat personal best score / team best score.**

**Cool Down (With plenary and evaluation)**
- **Choose the child – 5 mins**
  - Choose 4 children and discover facts about each (E.g. Favourite colour / Favourite animal / Favourite food etc). These children then stand in their own corner. The rest of the class travel slowly in-between the chosen children performing dynamic stretches. If the teacher calls ‘One of these children’s favourite food is …..’ – The class walk to who the think the fact relates to and salutes them. 1 point if they get it right.

**Time**
- **Warm up – 10 mins**
- **Acquire and Develop – 35 mins**
- **Select and Apply – 5 mins**
- **Cool Down (With plenary and evaluation) – 5 mins**
**Example set up for each strand of the lesson:**

1. **Warm up** – Hot potato

2. **Acquire and Development of skills** – Hurdles / Relay
   - Hurdles
   - Relay

3. **Select and Apply skills** – Improve scores

4. **Cool down** – Choose the child

Pupils attempt to improve scores after teaching points and peer feedback.
### Field Athletics – School Years 1 and 2

<table>
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<tr>
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| 4 High jump Throwing Relay | To develop the thigh jump technique. | Snakes and ladders! Set up a 35 x 35y area. Place numerous lines of 6 cones 40cm apart. (Ladders and hurdles around the area.) | Circuits – High jump / Throwing / Relay race  
Set up 3 stations and split children into 3 groups.  
Group 1 = High jump with teacher.  
Group 2 = Relay with TA.  
Group 3 = Throwing – Self-discovery.  
Group 1 = High Jump  
Set out practice high jump stations with 1 main high jump station where teacher will record scores. The practice high jump station has cones of various heights with a cane balanced across or soft hurdles for LA. Pupils practice the scissor jump with a partner from 3 yards working out their favourite take off foot. Peer assess. Encourage a good take-off and landing so the height should be limited. Once competent pupils attempt the main high jump station which is set out as a curved run towards the high jump pole. Have both left foot and right foot take off start positions as an option. Pupils take turns attempting to clear the pole with the scissor jump. Start at 50cm to encourage technique gradually rising. Pupils get 3 attempts to clear a height.  
Key factor – Stay very tall at take off and drive your free knee up high and over the bar. Always bend your knees to land safely. Take off from the outside foot (Furthest from the bar). Run around a short but curved approach to take-off.  
Group 2 – Relay (With TA) – Technique worked on in previous lesson  
Set out 4 markers down the 60m running track. Pupils get into 2 groups of 4 with 2 children timing with TA. Runner 1 stands at the start with a baton, runner 2 at the next marker and so on. On teachers command the first runner sprints to runner 2, hands over the baton and runner 2 goes to runner 3, the runner 3 to runner 4. Once runner 4 has sprinted through the finish line the timer is stopped. TA to record time on scoresheet. (Children may require help with the timers). Children change positions and repeat – can they beat their time? Recap baton handover technique from previous lesson.  
Group 3 – Throwing (Self discovery)  
Split group into pairs. Each pair has a bean bag. Set up 3 hoops in front of each pair at various distances. Pupils take turns throwing their bean bag at the first hoop (First technique can be pull throw). Once they get it in they can aim for the second hoop, then the third. The first player to reach the third hoop and successfully get the bean bag in wins. Players then repeat with a different technique (Push / sling throw). | Mime  
Teacher tells a story and the children mime the actions. Include various cool down movements and stretching actions. Time – 2 mins |
| Time – 10 mins | | | |

**Learning Points:**  
- Encourage exploration of all forms of throwing  
- Encourage students to identify examples of 'recognised' throws  
- Use light weights to give satisfaction of throwing a long way  
- Focus on descriptions of the action when discussing results  
- Reinforce health and safety issues: be aware of others at all times and only collect implements when instructed to do so  

Key teaching points - Pupil observes partners throwing technique and then peer assesses to improve their throw. Additional – Eyes forwards after throw (Some children lean forward and look down), put strong foot forward, bend knees, lean back then forwards in a rocking motion, follow through with arm, use opposite arm to aim diagonally up and forwards. Throw from low to high / start with weight on back foot. With sling twist and push hips forwards keeping throwing arm straight throughout. Progression – Use a ball or bean bag in a large sock or bean bag to represent a 'hammer'. Start by throwing from between legs overhead, then from opposite knee up to opposite shoulder to release.  
Swap stations every 15 minutes.  
Time – 45 mins |
Example set up for each strand of the lesson:

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<tr>
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<th>Acquire and Development of skills – High jump / Relay / Throwing</th>
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<tr>
<td>1. Warm up – Snakes and Ladders</td>
<td>High jump</td>
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<tr>
<td>Hurdles</td>
<td>Relay</td>
</tr>
<tr>
<td>Practice area (Hurdles)</td>
<td>Throwing</td>
</tr>
</tbody>
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<tr>
<th>Select and Apply skills – Improve scores</th>
<th>Cool down – Mime</th>
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<td>Pupils attempt to improve scores after teaching points and peer feedback.</td>
<td></td>
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### Warm up

**DVD player**
- Children find a space in a 30x30y area. Teacher questions pupils what buttons are on a DVD player:
  - Play = Jog into spaces.
  - Pause = Pupils freeze.
  - Skip = Pupils skip into spaces.
  - Eject = Pupils jump around the area.
  - Fast forward = Sprint on the spot.
  - Rewind = Lunge backwards.

Pupils perform dynamic stretches. How do they feel after warm up? Why do we warm up?

**Various throws (Vortex, chest push, discus) and High jump**

- Split class into 3 groups. Group 1 and 2 work with teacher on throwing, group 3 work with TA at high jump. Every 10 minutes TA to take next group until all 3 groups have had a go at high jump.

- **High jump** (Progression from last week – Raise the bar higher after children were taught technique the previous week)
  - Set out practice high jump stations with 1 main high jump station where TA will record scores. The practice high jump station has cones of various heights with a cane balanced across or soft hurdles for LA. Pupils practice the scissor jump with a partner from 3 yards working out their favourite take off foot. Peer assess. Encourage a good take-off and landing so the height should be limited. Once competent pupils attempt the main high jump station which is set out as a curved run towards the high jump pole. Have both left foot and right foot take off start positions as an option. Pupils take turns attempting to clear the pole with the scissors jump. Start at 50cm to encourage technique gradually rising. Pupils get 3 attempts to clear a height.
  - Key factor – Stay very tall at take off and drive your free knee up high and over the bar. Always bend your knees to land safely. Take off from the outside foot (Furthest from the bar). Run around a short but curved approach to take-off.

- **Vortex, chest push and discus**
  - Split groups into pairs. Place hoops down the side of the field with a vortex, ball and quoit in. Place lines of cones at 2m intervals down the field (So teacher can estimate how far they have thrown). Pupil 1 picks up the vortex and on teacher’s command throws forwards using the pull throw – You can initially ask pupils to throw with the method they think will gain the furthest distance. (Recap key factors below). Idea – Place hoops around the field for pupils to aim for, they win a bonus point if they get it in a hoop – This would then concentrate on technique rather than distance and power. Pictures of fish can be placed in the hoops, so pupils can feed the fish by getting a bean bag the hoop. Repeat with the ball (chest push) then quoit (sling throw). On teachers call pupils collect their objects, place them back in their hoop and swap over. Have a safety gap between thrower and partner. Partner peer assess and give feedback.

**Learning Points**
- Encourage exploration of all forms of throwing
- Encourage students to identify examples of ‘recognised’ throws
- Use light weights to give satisfaction of throwing a long way
- Focus on descriptions of the action when discussing results
- Reinforce health and safety issues: be aware of others at all times and only collect implements when instructed to do so

**Key teaching points**
- Eyes forwards after throw (Some children lean forward and look down), put strong foot forward, bend knees, lean back then forwards in a rocking motion, follow through with arm, use opposite arm to aim diagonally up and forwards. Throw from low to high / start with weight on back foot. With sling twist and push hips forwards keeping throwing arm straight throughout. Progression – Use a ball or bean bag in a large sock or bean bag to represent a ‘hammer.’ Start by throwing from between legs overhead, then from opposite knee up to opposite shoulder to release.

**TA to take next group when group 1 have gained their highest jump.**

### Cool Down

<table>
<thead>
<tr>
<th>Choose the corner</th>
</tr>
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<tbody>
<tr>
<td>Choose 1 pupil to stand in the centre of the hall with a bib wrapped around their eyes (Blindfold). The class slowly travel around the area and must be at a corner of the hall by the time the centre pupil gets to ‘0’ (Counting down from 5). They then point to a corner – whoever is in that corner is out. Keep playing until there is a winner. Pupils who are out gently perform cool down movements / dynamic stretches.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time – 5 mins</th>
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<tr>
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<tbody>
<tr>
<td>5</td>
<td>Throwing High jump</td>
<td>To develop the high jump technique</td>
<td>To use the pull throw, chest push and sling throw.</td>
<td><strong>Various throws (Vortex, chest push, discus) and High jump</strong></td>
<td><strong>Choose the corner</strong></td>
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<tr>
<td></td>
<td></td>
<td>DVD player</td>
<td>Split class into 3 groups. Group 1 and 2 work with teacher on throwing, group 3 work with TA at high jump. Every 10 minutes TA to take next group until all 3 groups have had a go at high jump.</td>
<td><strong>High jump</strong> (Progression from last week – Raise the bar higher after children were taught technique the previous week)</td>
<td><strong>Choose the corner</strong></td>
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<tr>
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<td></td>
<td>Children find a space in a 30x30y area. Teacher questions pupils what buttons are on a DVD player:</td>
<td>- Play = Jog into spaces.</td>
<td><strong>Vortex, chest push and discus</strong></td>
<td><strong>Time – 5 mins</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Pause = Pupils freeze.</td>
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<td><strong>Learning Points</strong></td>
<td><strong>Time – 40 mins</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Skip = Pupils skip into spaces.</td>
<td>- Skip = Pupils skip into spaces.</td>
<td>- Encourage exploration of all forms of throwing</td>
<td><strong>Learning Points</strong></td>
</tr>
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<td></td>
<td></td>
<td>- Eject = Pupils jump around the area.</td>
<td>- Eject = Pupils jump around the area.</td>
<td>- Encourage students to identify examples of ‘recognised’ throws</td>
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<tr>
<td></td>
<td></td>
<td>- Fast forward = Sprint on the spot.</td>
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<td>- Use light weights to give satisfaction of throwing a long way</td>
<td><strong>Time – 5 mins</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rewind = Lunge backwards.</td>
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<td>- Focus on descriptions of the action when discussing results</td>
<td><strong>Time – 5 mins</strong></td>
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<td></td>
<td>- Reinforce health and safety issues: be aware of others at all times and only collect implements when instructed to do so</td>
<td><strong>Key teaching points</strong></td>
<td><strong>Time – 5 mins</strong></td>
</tr>
<tr>
<td></td>
<td></td>
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<td>- Eyes forwards after throw (Some children lean forward and look down), put strong foot forward, bend knees, lean back then forwards in a rocking motion, follow through with arm, use opposite arm to aim diagonally up and forwards. Throw from low to high / start with weight on back foot. With sling twist and push hips forwards keeping throwing arm straight throughout. Progression – Use a ball or bean bag in a large sock or bean bag to represent a ‘hammer.’ Start by throwing from between legs overhead, then from opposite knee up to opposite shoulder to release.</td>
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</table>
### Example set up for each strand of the lesson:

1. **Warm up** – DVD player

2. **Acquire and Development of skills** – High jump / Throws – Vortex / Chest push / Discus

3. **Select and Apply skills** – Improve scores

4. **Cool down** – Choose the corner

**Pupils attempt to improve scores after teaching points and peer feedback.**
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| 6      | To throw with accuracy | Choose the hoop | **Bean bag golf**
  Children have a bean bag each. They jog to a hoop and take 5 steps away then throw into the hoop. Children then jog to another hoop and repeat. 1 point is won for every successful throw. Question pupils what type of throws they could do (Underarm / Pull throw).
  Key teaching points:
  - Point opposite foot towards target (Looking foot)
  - Eyes in centre of target
  - Keep looking at target after throw
  - Use appropriate weight of throw
  - Follow through with arm
  Progression – Take more steps away from hoops. | **Pull throw challenge**
  Split class into 4 teams (2 teams on pitch one, 2 teams on pitch 2)
  Mark out two 20 x 20y pitches with a line of cones through the centre and 8 hoops either end. Spread out 20 bean bags in one half of each pitch.
  Teacher to watch one pitch, TA to watch over the other.
  One team stands in the half with the bean bags, the other team stands off the pitch to the side. On teacher’s command team 1 throw the bean bags towards the hoops without crossing the centre line. The teacher counts down from 10 seconds and then blows the whistle – On the whistle team 1 run off the pitch to the side and team 2 run on and start throwing the bean bags bag into the opposing teams hoops. Children can only throw the bean bags which haven’t landed in the hoops. Repeat 5 times and the teams with the most bean bags in the hoops wins. Teams then play against a different team. | **Bubbles**
  Pupil’s pretend to be in a bubble and travel around the area stretching their bubble with various body parts (Arms, legs, knees, elbows etc) |
Example set up for each strand of the lesson:

<table>
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<th>1. Warm up – Choose the Hoop</th>
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<tbody>
<tr>
<td>![Warm up Diagram]</td>
<td>![Acquire and Development Diagram]</td>
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<td>![Select and Apply Diagram]</td>
<td>![Cool down Diagram]</td>
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## Learning Outcomes
- Throw with confidence.
- To demonstrate 3 modes of throw: pushing (Chest), pulling (Vortex and javelin) and slinging (Discus).
- To jump with control.
- To improve performance by effectively changing body position.
- To increase speed by improving sprinting technique.
- To recognise the quickest sprint start position (Strongest foot forwards).
- To demonstrate quick reactions and rapid acceleration.
- To co-operate with in a team. To sustain jogging and sprinting for a few minutes.
- To use the scissor high jump technique.
- To throw with accuracy.
- To run and jump smoothly over hurdles.
- To pass a baton smoothly with a team mate.
- To recognise personal improvement.
- To recognise high quality performance.
- To recognise and peer assess others performance.
- To assist others to improve their technique.
- To throw different objects.
- To use the correct stance when throwing.
- To throw using the pull, push and sling technique.
- To develop confidence when competing.
- To enjoy and achieve when competing.

## Assessment opportunities
- Throughout – Self and peer (Relate to LO’s – 2 stars and a wish – what 2 things did you do well and what 1 thing do you want to improve upon?). Teacher assesses throughout – can record class to watch back. Pupils demonstrate good performance throughout. Record scores on scoresheet (See on next page).
- For throwing you can have diagrams of each type of throw (See last page) to print for pupils to see technique. Self assess – what aspects did they put in their performance today?
- Assessment will be via outcome (Recording on scoresheet – See below) – Teacher or TA can make additional notes after each lesson if required.
- Lessons can be adapted in relation to children’s performance including SEN differentiation and high ability challenge.

## STEP differentiation (Space / Task / Equipment / People)

### S – Less distance to run / More space to practice techniques
- Children race against pupils of similar ability to avoid embarrassment of running against high ability pupils. Children attempt to beat their own score rather than someone else to encourage personal improvement. Idea - Attempt to complete race in a certain time – nearest the time wins – Therefore the fastest does not always win. This can be an additional race so even the slowest child has a chance of success.
- Change the distance for running.
- When throwing aim for targets (Hoops) – Therefore even the child who cannot throw very far has chance of success.
- Shorter distance to run for long jump as children often change stride length when approaching board – mark out run up with a cone so you don’t have to change stride. Idea – put a small hurdle in front of the board to encourage children to jump high and long. Have a range of different height hurdles – children can choose which size they can jump over – then attempt higher hurdle to progress.
- High jump – have various size hurdles to practice technique – children choose the height to start at.
- Relay – Shorter distance to run to work on changeover of baton.
- Have various items to throw instead of a single object.
- Have some video clips to show children the correct technique.

### T – Children race against pupils of similar ability to avoid embarrassment of running against high ability pupils.

### E – DVD or weblink to show children how to perform each event / high quality performance.

### P – Work in similar ability pairs/groups. Start race at different start positions. Encourage competition with similar ability groups.
- Children in wheelchair have support from TA and teacher but all events should be accessible. Children can assist with measuring or timing.

## Safety aspects
- Ensure area is clear of any dangers or hazards.
- Check equipment is appropriate and safe.
- Hair tied back.
- Appropriate footwear and clothing.
- Watches, ear rings and label removed.
- Chewing gum removed.
- Inhalers available and labelled.
- Watches, ear rings and all jewellery removed.
- Area marked out.
- Weather appropriate.
- Field safe to use.
- Children’s previous injuries made aware to teacher.
- Activities safe to participate in (E.g. enough space per group).

## Curriculum
- Athletic activities can covered alongside games activities in KS1, however areas covered in this scheme include:
  - Sprinting over a short distance
  - Using a range of throwing techniques
  - Throwing with accuracy and/or distance
  - Running and jumping in combination
  - Competing with others and as an individual in order to improve personal best performances

## Resources
- Range of items to throw – selection of balls, beanbags, hoops, quoits, vortex, javelins.
- Scoring chart for teacher / TA to record scores on each lesson.
- Pen
- Cones
- Stopwatches
- Markers
- Tape measures
- Trundle wheel
- Laminated pictures of push, pull and sling technique
- Basket and spots for target games
- Various sized Hurdles
- Feet pictures to copy
- Appropriate shoes
- Watches, watchlist
- Pencil and ruler
- Appropriate pictures
- Appropriate pictures
- Appropriate pictures
- Appropriate pictures

## Field Athletics – School Years 1 and 2

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# Athletics Scoreboard

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<thead>
<tr>
<th>Name</th>
<th>30m Sprint (S)</th>
<th>Long jump (M)</th>
<th>High jump (M)</th>
<th>Vortex throw (M)</th>
<th>Chest push (M)</th>
<th>Javelin (M)</th>
<th>30m Hurdles (S)</th>
<th>Relay (S)</th>
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Notes (Observations / Successes / Failures / Which children need support or challenging)
Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6
Throwing - Pull, push, sling, heave

- **Pull**
- **Push** (Also chest push)
- **Sling**
- **Heave**