** Athletics –KS2**

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| **Activity** | **Organisation** | **Teaching Points** | **Ideas for development** |
| **Running fast – shuttle run**  Set out 2 markers 10M apart. Start at one marker, run to the other and back again as quickly as you can (1 lap) Repeat twice. | Children can work in 2/ 3’s taking in turns to complete task working all in the same direction across the space.  Children could also work in larger zones in defined areas of the playground.  Children to take on roles observing social distancing -then swap  Starter  Timer (just to count)  Athlete  Coach – evaluating technique | Fast Arms = Fast Legs  Run on balls of feet  Keep head still and looking ahead  Arms relaxed and elbows in  Body slightly leaning forward  High knee lift | How many shuttles can you complete in a set time? E.g. World record for 100M /200M  Working in pairs A and B Stand on a line together 2M apart.  B moves away from the line and places a cone where they think A run to in the given time e.g. 3 /5 seconds.  B acts as starter and timer(counting)  And A runs as fast as they can towards the cone with B timing/counting. After 3/5 secs B shouts stop. Repeat and change the time.  Develop the shuttle run into a zig, zag or an agility run to include running over objects, weaving in and out as well as going under a chair /cane and finishing with a straight sprint. |
| **Children explore different running drills**   * Walk on balls of feet * Jog forwards and backwards * Drive arms forwards and backwards with elbows bent throughout. * Small skips forwards and backwards. * High knee skips (Drive up high) * Running with knees high (small steps) * Running with knees high (large steps) * Russian March   Running without the use of arms  Running with fast arms and slow legs | Children can work on the same task at the same time under teacher direction.  Children can work in pairs independently and explore the different ways of moving and evaluate how they may help with running fast.  These drills could also be organised as different stations in a circuit across the playground and children rotate to each area. | As above although different elements will apply according to the practice given. E.g. walking on balls of feet will encourage heads high and still and looking ahead.  Driving arms forward and close to the body will encourage the correct running arm technique. | Children create their own running drill and explain why it might be useful.  Opportunity for children to work in pairs or small groups. Evaluating and coaching each other. |
| **Jumping**  Exploration of different types of jump (1 to 1,1 to the other, 2 to 2, 1 to 2 and 2 to 1)  which type of jump is better for height -which for distance?  In pairs take it in turn to practice each jump across a defined distance e.g. 10M How many jumps does it take you? Can you do it again in less jumps? How many leaps does it take you? Can you do 3/5 leaps without a pause?  **Throwing.**  Children can throw a variety of objects – scrunched up socks, shuttlecocks, quoits, tennis/airflow balls much will depend upon your school policy on sharing equipment. | Children can work independently in their own zone and then in pairs. Supporting and evaluating each other’s performance whilst observing social distancing.  Potential for children to work in small groups taking on different roles – athlete, take off judge and landing judge.  Different areas of the grid/playground can focus on different challenges related to jumping and children rotate. Potential to also introduce(recap) a running challenge to provide a rest from continuous jumping activities in the circuit.  Children can be organised in straight lines in pairs with half the group throwing in the same direction at the same time under the teacher’s direction. This could be done across the grid.  If using ‘soft’ equipment it’s possible to arrange the children into groups so children work independently. E.g.  Thrower,  Coach  Official  Children could have allocated spots/cones they stand next to when adopting each role. Each observing the social distancing requirement.  It is also possible to arrange the children so they face outwards in a fan like shape with the teacher standing behind so they can watch everyone. | **2 feet to 2 feet**  Look forwards as you jump  Swing arms upwards and forwards  ‘Give’ in the knees, hips, and ankles as you land.  **Hopping forward**  Lean forward slightly  Push forward from ball of foot  Bend arms and swing to take you forward.  **Leaping**  Push hard from the take -off leg  Swing arms  Reach as far as possible with the front leg  Land ‘giving’ at the ankle, knees, and hips  Pull the back foot back through.  **Overarm Throw (javelin**)  Hold equipment high and behind your head  Opposite foot forward  Arm is pulled through with the elbow leading  Arm fast and last.  Transfer weight from the back to the front foot  **Fling/sling (Discus)**  Sideways on to throwing area  Back foot in front of front  Rotation around the side  Throwing arm swings down (in a coil) and then up to release equipment  **Push (shot)**  From chest or shoulder  Motion is forward only  If using one hand a small ball, children could also throw from kneeling and then from one knee up. | Practice standing long jump scoring points for landing in different zones.  Complete 3 successive hops. How far can you hop?  Complete 5 successive strides. How far can you go?  Lay out markers for world long jump/triple jump records how many strides/hops/jumps does it take to reach it?  Can you combine jumps? Link to triple jump – hop (same foot to same foot), step (one foot to the other) and jump (one foot to two feet)  Can you jump over different obstacles -SAQ hurdles, canes, ladders etc?  Children can throw for distance or accuracy.  When throwing for distance – children can score points for scoring over various lines/markers.  How many throws does it take you to beat the e.g. world shot put record? Can you repeat and beat your score by using less throws?  Children explore throwing their object in different ways; overarm/sling/underarm /push to see which method is the most efficient with their piece of equipment and why.  When throwing for accuracy targets can be placed in the centre of a zoned area, against a wall/fence/ use personal objects e.g. T shirt. Children can increase the distance they are standing from the object scoring a different amount of points as they move away. |