

Athletics

Upper KS2



Athletics - Differentiation

Space

Task

Equipment

People

Athletics - Vocabulary

Track Event

Field Event

crouch start

sprint

standing start

pace

take off

flight

landing

triple jump

baton

handover

pull throw

javelin

run up

Athletics

Upper KS2

1	2	3
Choose the best starting position when running.	Sustain my running pace over longer distances	Perform a triple jump, landing safely.
sprint, starting position, reaction time	sustain, pace, time	landing, triple jump, hop, step
4	5	6
Work as a team to competitively perform a sprint relay	Use a pull throw to throw a javelin.	skills practise/pentathlon
handover, changeover zone, palm	pull throw, javelin, power, target, accuracy	

Athletics	
Date:	

	Upper KS2	BARE	ARE	AARE
Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Show good speed and stamina when running and choose the best pace for their event. Accelerate from different starting positions.			
	Perform triple jump with confidence, landing safely and with control.			
	Work as a team to competitively perform a relay.			
	Develop and refine techniques to throw for accuracy.			
	Identify good athletic performance using agreed criteria.			

Athletics Upper KS2- Lesson 1

Learning to

Choose the best starting position when running.

Remember to

Slice through the air with hands
Move arms hip to lip
Keep head facing forward

Equipment

Cones, bean bags

Progression of Skills: Show good speed and stamina when running and choose the best pace for their event. Accelerate from different starting positions.

1. Warm Up – Ladders – Place several agility ladders on the floor. Get into groups. Each group should line up behind one of the agility ladders. Focus on moving quickly through the ladders on the balls of your feet. You should place one foot in each of the agility ladders. Leave a space between you and the person in front to avoid being held up.
2. Track Event - Sprinting Experiment – You are now about to conduct a simple experiment to help the children understand/remember the teaching points of **sprinting**. For each part of the body the children are going to practice running in 3 different ways, after which they will have to select the style they wish to use.
 1. Arms – down by their side, above their head, hip to lip
 2. Head – looking left, looking right, looking straight forward
 3. Legs – two feet together, high knees, medium stride length

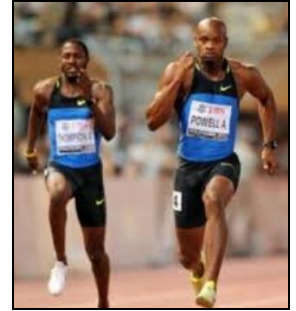
Which style will you choose to use with each body part? Why?
3. Beat the Clock – work in pairs and stand on a start line. Place a cone where they think they can run to in 5 seconds. One run to the cone with the other counting 5 seconds. When the time is up they place a cone where they reached. Now run again and try to beat the previous distance in 5 seconds. Swap over.
4. Starting Positions – try out different starting positions for a sprint race: lying on their back, lying on their front, standing and crouching down. Which one was the most effective starting position? How quick was your reaction time? Which starting position did you prefer and why? Discuss **standing start** vs **crouch start**. Which do they prefer?

Athletics Upper KS2- Lesson 1

Teaching Points – Sprinting

Encourage children to:

- Slice through the air w/ hands
- Move arms 'Hip to lip, not across the zip'
- Keep head facing forwards always



4. Starting Positions

Experiment with different starting positions.

Which was the most effective?

How quick were their reaction times?



Athletics Upper KS2- Lesson 2

Learning to

Sustain my running pace over longer distances

Remember to

Pace your running, run at a continuous speed, be aware of your breathing

Equipment

Cones, stopwatches

Progression of Skills: Show good speed and stamina when running and choose the best pace for their event. Accelerate from different starting positions.

1. Warm Up – All Tag – Everyone starts with 10 points. Tagging a player earns you 2 points. If you get tagged you lose a point. You have 2 minutes to see how many points you can get.
2. Pacing Yourself – In groups of 3 or 4 with a stopwatch and 3 cones per group. One cone is starting cone, then use others to mark 25 metres and 50 metres. One person in the group to time – rotate this role throughout. On the signal from the timer, all jog to the first cone and back to the start. The group must keep together. What time did you get? The challenge is to do it again, exactly the same time. If successful move onto 50 metres. Remember – this is not a race, it is an activity to pace yourself. Run at a continuous pace.
3. Train Times - Six train stations are marked out by cones. You need to form a train in groups of six, with the person at the front deciding on the pace and the route as well as in charge of timing one minute. You must visit all the stations, arriving at the last station after one minute. The train must stay together, so the lead person must set an appropriate pace for the whole team. You may rest briefly at the last station while the lead person is changed. Travel again, with a different 'engine'. **Did you find ways of staying together? Who did well at keeping the pace for the rest of the group?**
4. Two Minutes – Set up cones 50 metres apart. How far can you run in 2 minutes? Jog back and forth between the two cones and count how many lengths you run in two minutes. The distance between the cones is 50m. Try to run at a **continuous pace**. Remember to be aware of your breathing, your legs and the overall feeling. **What distance did you achieve in two minutes? Can you use this to estimate your distance for four minutes?** Repeat the activity but double the time you will be running.

Athletics Upper KS2- Lesson 2

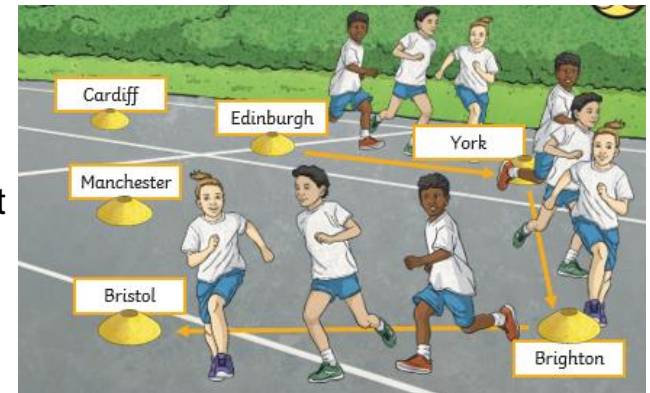
Teaching points – Middle Distance Running

Ensure that the children understand that they will not be able to run at full pace. Clever runners, save some energy And time when they use up their last bit of energy!



3. Train Times

Six train stations are marked out by cones. You need to form a train in groups of six, with the person at the front deciding on the pace and the route as well as in charge of timing one minute. You must visit all the stations, arriving at the last station after one minute. The train must stay together, so the lead person must set an appropriate pace for the whole team. You may rest briefly at the last station while the lead person is changed. Travel again, with a different 'engine'.



Athletics Upper KS2- Lesson 3

Learning to

Perform a triple jump, landing safely.

Remember to

Hop, step, jump, land (bending ankles, knees and hips).

Equipment

Cones, metre sticks

Progression of Skills: Perform triple jump with confidence, landing safely and with control.

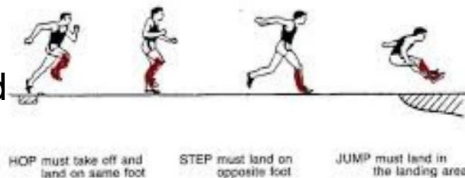
1. Warm Up - Perfect Posture – Explore different ways of travelling, concentrating on keeping tall and shoulders back. Place bean bag on head and try walking with bean bag. Increase the speed and change direction and level. Find different parts of the body to balance the bean bag and travel. Encourage children to keep their chin up and look straight ahead, being aware of other pupils.
2. Landing Safely – Bend your ankles, knees and hips as you land. This will absorb (take up) the shock through your joints on impact (as you land). Distribute (spread) your body weight evenly between both feet. Make sure both feet land at the same time. Find a line and practise jumping over it and landing safely. Try to land as quietly as possible. Take off, flight
3. Field Event - Triple Jump (technique) - Begin with hop phase – pupils measure how far they can hop. Then step in isolation. Lastly jump in isolation. Begin to instruct pupils to add the phases together (Hop then step. Then Hop, step, jump). Pupils should not pause between each phase. Use mini-plenaries to reinforce teaching points and model good practice.
4. Improving Distance – Work in pairs to practise the standing triple jump. Mark the distance jumped with a cone. Try to improve the distance jumped. What would happen if we introduced a short run up to the jump?
5. Collect the Treasure – place bean bags in the centre and split children into 4 teams. Place 3 hoops between the team and the treasure in the middle. Each child must hop, step and jump until they reach the treasure in the centre and then hop, step and jump to return to their team.

Athletics Upper KS2- Lesson 3

Teaching points – Triple Jump

Hop, Step, Jump. Each Phase should be equi-distant. Pupils should bend their knees at each point of contact with floor.

Sequence for Triple Jump



Make it one continuous movement.



Keep your eyes focused forward.



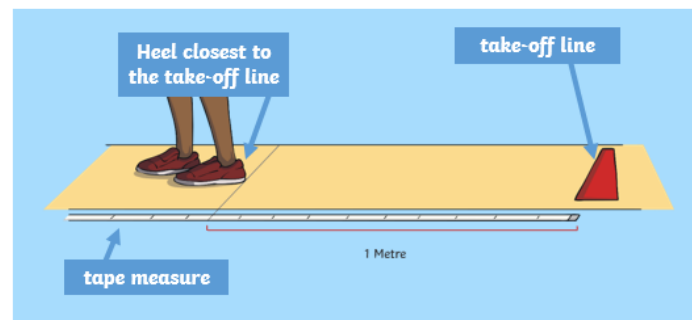
Bend your ankles, knees and hips on landing to absorb the impact.

Teaching Points – The Landing

It's really important the children land with their feet level and they bend their knees when landing to minimise impact.



Measuring the jump



Athletics Upper KS2- Lesson 4

Learning to

Work as a team to competitively perform a sprint relay

Remember to

Use an effective sprint technique, pass and receive the baton effectively, work effectively in a team

Equipment

Batons, cones, mats, plastic spots

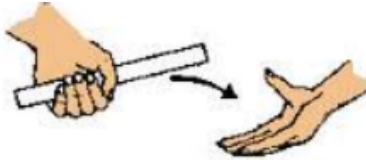
•**Progression of Skills:** Work as a team to competitively perform a relay.

1. Warm Up – Ladders – Place several agility ladders on the floor. Get into groups. Each group should line up behind one of the agility ladders. Focus on moving quickly through the ladders on the balls of your feet. You should place one foot in each of the agility ladders. Leave a space between you and the person in front to avoid being held up
2. Sprint Technique – recap good sprinting technique. Pumping arms, being light on your feet, looking forward.
3. Ten Second Tag – Five children begin as the taggers, lined up with the rest of the class spread out in the playing area. On the signal the first tagger tries to tag as many as possible in 10 seconds. If tagged, the children join the line of taggers. After ten seconds, the next tagger in line begins their shift and the old tagger stays in the tagging area and tries to avoid being tagged.
4. Track Event - Baton Exchange – Introduce the baton. Work in pairs. One leads while the other carries the baton. Start at a walking pace around the area with the leader changing direction and the follower aiming to keep behind them at arms length. When the follower calls “hand” the leader must place their hand out behind them with their palm up, ready to receive the baton. Once they have received the baton, the leader goes to the back and they repeat. Gradually increase the pace to a jog and then a run. Handover
5. Loop Relay – In groups of four, use cones to mark out the area for running and the changeover zone. The baton exchange must take place within the changeover zone.

Athletics Upper KS2- Lesson 4

Teaching points – Relay change-over technique

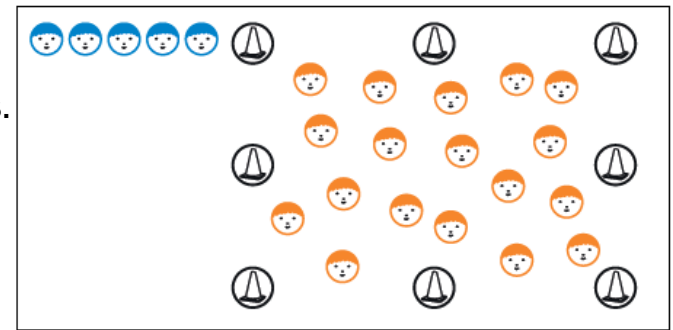
Face away from team-mate
Arm behind body, and parallel
to floor, palm up, fingers
outstretched. Split feet, bent
knees.



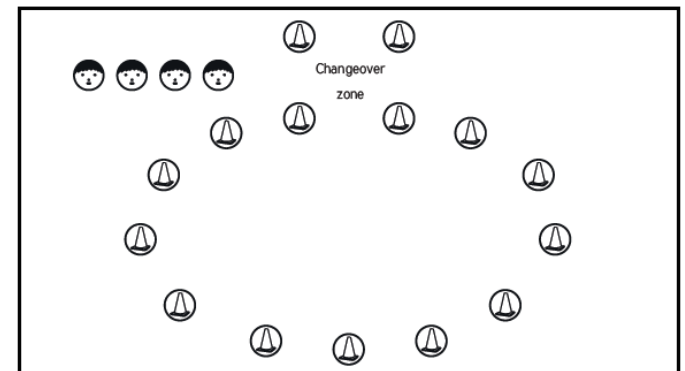
Efficient Baton Changeover

The baton exchange should be 'non visual'. Once the outgoing runner has seen the incoming runner reach the marker they must start running with their head facing forwards. They should not watch the baton into their hand.

3. Ten Second Tag – Five children begin as the taggers, lined up with the rest of the class spread out in the playing area. On the signal the first tagger tries to tag as many as possible in 10 seconds. If tagged, the children join the line of taggers. After ten seconds, the next tagger in line begins their shift and the old tagger stays in the tagging area and tries to avoid being tagged.



5. Loop Relay – In groups of four, use cones to mark out the area for running and the changeover zone. The baton exchange must take place within the changeover zone.



Athletics Upper KS2- Lesson 5

Learning to

Use a pull throw to throw a javelin.

Remember to

Stand sideways on, look in the throwing direction, hold the javelin with a straight arm behind the body.

Equipment

Cones, bean bags, foam javelins, hoops

Progression of Skills: Develop and refine techniques to throw for accuracy.

1. Warm Up – Clear the Area - Split the playing area in half using cones or a skipping rope. Divide the children into two teams. Place soft throwing objects on each side of the playing area. Give children one minute to throw the objects onto the other side. At the end of the time the group with the least amount of object wins!
2. Target Throw – practise throwing a ball/bean bag into different target areas of different sizes e.g. hoops off the ground, hoops on the floor, cones, marks on the floor. **Easier – Large targets and/or closer to the target.**
Harder – smaller targets and/or further away.
3. **Field Event - Pull throw - Javelin** (technique) – In pairs, take turns throwing a bean bag from the following start positions: Arm straight up in the air above the head, arm bent and slightly behind the head, arm as far back as it will go. **Which worked best and why? How does the position of the arm affect the distance thrown?** Now practise the correct technique. Stand sideways on, looking in the direction you are throwing. Hold the beanbag high and behind the shoulder line with the palm turned up. Hold the non-throwing arm in front of the body. Keep the opposite foot to the throwing arm forward. The weight of the body is on the back leg which should be bent. The arm is pulled through with the elbow leading the palm. Pull back the non-throwing arm as the throwing arm comes through. Transfer the weight of the body from the back to the front leg as you release the beanbag.
4. Pull Throw with a run up – introduce a short **run up**. **Did a run up affect the distance thrown?**
5. Throwing the Javelin – now use a javelin. The only tweak to the technique is to begin with a straight arm holding the javelin behind the body.
6. Shark Infested Water – throw your javelin clear of the shark infested water. Points are awarded depending on where the javelin lands.

Athletics Upper KS2- Lesson 5

Teaching points – Bull nosed Javelin
Stand side-on, weight on the rear leg.
Release the javelin at 45 degrees.
Keep the throwing elbow high, draw
The hand 'fast and last.



Pull Throw

Javelin uses a pull throw. The pull throw is also used in cricket and football. Power, strength and speed are required for these activities, as well as good mobility in the shoulders.



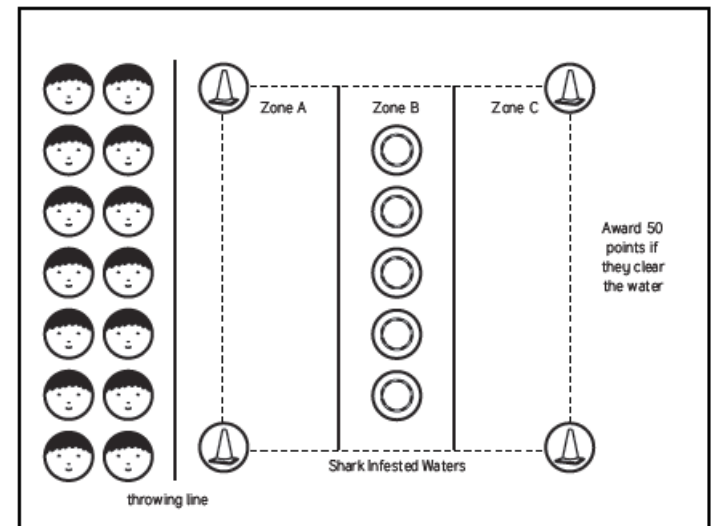
Safety

Always check the area ahead of you is clear before you throw. Wait for the signal and check the area is clear before throwing and collecting.

Shark Infested Water

Throw your javelin clear of the shark infested water. Points are awarded depending on where the javelin lands.

- Zone A – 10 points
- Zone B – 20 points
- Zone C – 30 points
- Clear – 50 points
- Hoops – 50 bonus points.



Athletics Upper KS2- Lesson 6

Use Lesson 6 to recap any of the skills taught during the athletics unit. You could do a carousel of the activities or create a mini pentathlon using these events.