



ELEVATING ATHLETICS

# PRIMARY RESOURCE PACK



A framework for teaching  
athletics in schools for  
**PUPILS AGED 5-12**

## What is Aviva Elevating Athletics?

Elevating Athletics is a set of resources designed to place running, jumping and throwing at the heart of school physical education and to support teachers in delivering athletic activity in an inclusive, exciting and engaging manner.

Elevating Athletics embraces a child's natural desire to move. The pack focuses upon running, jumping and throwing, the building blocks of athletics, which in turn underpin nearly all other sports and physical activities.

Movement skill development is critical in the early years of primary school. Children progress from elementary to more complex movement patterns and should be able to execute them with increasing efficiency. This progression is significantly influenced by the child's early physical education.

By engaging with Elevating Athletics both teachers and pupils can develop increased self-confidence, competence and a lifelong enjoyment of running, jumping and throwing.

Elevating Athletics is written by physical education experts with extensive experience of teaching and coaching athletics at school, club and international level.

Elevating Athletics is written to conform to curriculum requirements in England, Northern Ireland, Scotland and Wales.



## What is Aviva Elevating Athletics?

### Supporting Principles

Aviva Elevating Athletics is based on the following principles:

- Athletics skills – running, jumping and throwing are fundamental to physical activity
- Athletics skills form the basis for nearly all sports. Mastery of one or more athletics skills is crucial for exceptional performance
- Every child is entitled to an education which ensures opportunity to acquire, develop and master the fundamental skills of running, jumping and throwing
- Athleticism supports good health and fitness
- Athletics in schools is for every pupil and should provide opportunities for learning which is fun and engaging, safe and challenging
- Mastery of skill is more important than measurement of performance. A prime objective is always improving pupils' movement quality
- School pupils should have opportunities for enrichment and extension beyond the curriculum
- Athletics is a year round sport which can be enjoyed at any time within the curriculum. While athletics has traditionally been a summer term sport, September and October are ideal months to deliver athletics because:
  - There are usually World Championships or Olympic Games in late summer which motivate many pupils to want to participate
  - The weather in late summer, early autumn is often better than in late spring and the ground is firm and good for running on
  - Development of athletics competence and improved athletic fitness enhances performance in other sports and activities
- Dealing with competition and learning to win and to lose are important life skills
- Athletics presents ideal opportunities to compete within controllable parameters
- Athletics lessons should be characterised by:
  - Maximum involvement – all pupils fully engaged
  - Maximum activity – all pupils active within their own limits
  - Differentiated activity – all pupils challenged at an appropriate level
  - Pupils taking appropriate responsibility for their own learning; adopting roles such as observer, coach and time keeper
  - Opportunities to improve physical conditioning
  - Opportunities to increase understanding of how the body works
  - Opportunities to work individually, in pairs, in small groups and as a whole class
  - Opportunities to measure and improve upon performance

## Shared Commitment and Partnerships

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**UKA** is wholly committed to supporting the delivery of athletics in schools, and through Aviva Elevating Athletics teachers will be able to teach athletics with confidence and creativity. UKA has designed these resources as a tool for teachers to assist them in implementing effective and memorable athletics lessons. They also aim to encourage schools to foster student ability and to encourage interest so that students will want to extend their participation by supporting a local athletic club.

An online area of the UKA Academy website contains video footage containing examples of how the activities can be delivered in a variety of settings and facilities. It also contains technical examples of how to perform the various events and how to develop specific skills.

Further information is available from the Aviva UKA Academy website: [www.uka.org.uk/academy](http://www.uka.org.uk/academy)

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**Aviva** has been the Number 1 sponsor of UKA since 1999, a partnership which was extended in 2007 with a commitment of around £50 million until the end of 2012. As part of their continued support, Aviva took on the title sponsorship of Elevating Athletics and is contributing significantly to the redevelopment of the resource in partnership with the co-sponsors NASUWT.

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**NASUWT** is the largest UK-wide teachers' union and has supported the Aviva Elevating Athletics resource from the very beginning. NASUWT believes the Union's investment in the work of UKA and partnership with Aviva provides an excellent opportunity for all to demonstrate commitment to sport in school and promote its benefits.

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## Using Aviva Elevating Athletics

Aviva Elevating Athletics comprises 3 integrated elements:

### The written resource

The resource comprises an introduction for teachers and booklets covering 3 main stages: ages 5-7, 7-9 and 9-12. Each is a set of teaching and learning materials organised into cards showing lessons and development activities. These provide a flexible approach to athletics within a structured physical education curriculum.

The activities can be delivered in their entirety or adapted to suit the specific context of each area, partnership, school or teacher and the specific needs of each class, and individual pupil.

Each card clearly describes learning outcomes, resources required, practical athletic activities with associated organisational requirements, ideas for differentiation and key learning points.

### Visual Resources

This is an extensive library of video clips that complement the content of the printed materials. The clips are filmed in several primary schools each with a unique context and different physical education facilities. They show pupils participating in the activities set out in the resource and provide teachers with teaching tips. Ideas for organisation, differentiation and inclusion are designed to enhance understanding of the activities.

The benefits of being able to accelerate quickly, sprint faster, sustain running for longer, jump higher and longer, and throw further and more accurately are often overlooked in the desire to acquire sport specific skills. The footage also contains a section that highlights how these skills underpin so many other sports.

### UKA Teacher Education Courses

These are designed to give further support to teachers and others involved in the delivery of athletics and are available throughout the UK.



## Lesson Planning

### Introduction

The cards suggest how you might teach running, jumping and throwing and integrate athleticism into other physical education lessons. The lessons can be taught exactly as they appear on the cards; alternatively, the principles and activities will be integrated into school specific contexts and adapted to meet the precise needs of groups and individual pupils.

### Teaching Styles

It is expected that teachers will use a good range of teaching styles, appropriate to the pupils in the class, the facilities available and the intended learning outcomes.

To encourage participation:

- Be positive and encouraging
- Adapt activities to enable all pupils to achieve success
- Never humiliate pupils or use athletic activities as punishments (e.g. forcing pupils to run round the pitch, or giving conditioning activities like press ups or sit ups)
- Use a variety of activities within the same lesson and unit of lessons
- Involve pupils as much as possible; give them a variety of roles
- Encourage pupils to measure success in relation to the acquisition of skills and their own improvement
- Use Aviva Elevating Athletics activities to bring fun and activity to other areas of the curriculum – some activities for example could be used to make mathematics lessons active and memorable

### 'How to' Cards

These cards can be photocopied by teachers and given to pupils enabling them to coach one another. They contain short, succinct teaching points for running, jumping and throwing.

### Video

The online footage demonstrates lessons being delivered in a variety of settings with pupils of a range of abilities, aged 5-12 from several different primary schools.

Giving pupils the opportunity to see themselves performing is a powerful learning tool, and for older pupils, the use of video could be made, enabling them to see their own technique and identify things to improve.

## Integrating Athleticism

### Integrating athleticism into other sports and activities

Running, jumping and throwing are so crucial in most sports and dance that the activities described in the cards can be used in a wide variety of lessons beyond those labelled 'athletics'.

Here are some (but by no means all) examples:

SPRINTING	JUMPING	THROWING	ENDURANCE
Cricket	Badminton	Badminton	Dance
Football	Basketball	Cricket	Football
Hockey	Dance	Football	Hockey
Netball	Football	Netball	Rugby
Rounders	Netball	Rounders	Swimming
Rugby	Volleyball	Rugby	Triathlon
		Tennis	
		Volleyball	

### Multi-Station Activity

Encouraging maximum participation and inclusion is an integral part of retaining pupil interest and motivation. One way to ensure this is to have a variety of activities taking place simultaneously. Pupils participate in activities at workstations – spending time at one before moving on to the next.

When setting up a multi-station lesson, all workstations can focus on one event (e.g. jumping) or they can offer activities from a range of events. The tasks should allow adaptation and variation so that all pupils can achieve success.

Here is one example for setting up a lesson in throwing for pupils aged 7-9:

**Station a** = Teacher Activity – Push it, Bounce it

**Station b** = Pupil Activity – Rainbow Throw

**Station c** = Pupil Activity – Push Away

### Pupil Roles

Many of the activities described require pupils to work in small groups. Generally, pupils should be grouped by ability, often this can be self selected. In some activities, mixed ability groups are more appropriate. Unless specified, avoid using large groups as this will reduce the amount of pupil activity.

Group work will usually allow and encourage pupils to adopt a variety of roles such as performer, leader and coach.

### Elevating Athletics and the Curriculum

The use of Aviva Elevating Athletics will ensure that lessons conform to programmes of study for the physical education curriculum in England, Northern Ireland, Scotland and Wales.

## Athletics Pathway

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Planning the physical education curriculum and the place of athletics within it is a challenge. Knowing what to teach at different stages and ensuring progression from age 5 through to age 12 and beyond is important. It is impossible to be overly prescriptive since children develop at different rates due to complex maturational and experiential factors.

Appropriate developmental progressions are outlined below. However, the activities attributed to the age groups are recommendations and should not confine but merely guide planning and practice.

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### Age 5-7

Successful and positive early experiences of athletic activities foster a child's desire to develop their movement skills. Activities here focus on the exploration of fundamental movements, finding and experimenting with different ways to move at different levels, speeds and directions. Running, jumping and throwing are expressions of a basic movement vocabulary and safe, enjoyable activities are carried out individually, with a partner or in small groups.

### Age 7-9

During this phase, children become more aware of what their bodies can do and they develop greater ability to control their actions. They can therefore direct their movements towards more specific athletic purposes. Running speed will increase along with control over direction and the ability to modify style. Different modes of jumping can be introduced and movement combinations such as 'running and jumping' can be facilitated. Basic types of throw such as underarm and overarm can be practised and pushing, pulling, slinging and heaving can be introduced.

### Age 9-12

Towards the end of the primary phase, children should show increasingly mature movement patterns. They can demonstrate confidence and refinement of actions that are fluent, co-ordinated and efficient. Running faster and over greater distance is possible and a better awareness of pace develops. Obstacle and relay activities can be developed. Jumping for height, distance and in combinations becomes more possible, along with the ability to combine running and jumping. Using 4 modes of throw and doing so with increasing control and power should be apparent.

### Age 12

By 12 years of age, most pupils should be able to:

- sprint with control at speed and modify their action to clear obstacles
  - sustain running for several minutes
  - jump from one leg, achieving full extension at hip, knee and ankle
  - throw an implement, from the 'power' position, using the legs to push the hips forward before the shoulders and finally the throwing hand
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### Athletics Pathway

The following tables outline the learning objectives and hence the progression for each athletic skill for pupils aged 5-12. The objectives are supported by activities set out in the booklets.

SKILL AREA	5-7	7-9	9-12
<b>Running</b>	<p>Travel with control using varying stride lengths</p> <p>Run with good posture and balance</p> <p>Copy movements of a leader with co-ordination and control</p> <p>Start, stop and change pace with control in response to instructions</p> <p>Run on a curve with co-ordination and control</p> <p>Run and change direction, demonstrating speed and agility</p> <p>Co-operate and compete with a partner.</p> <p>Move quickly to a base in response to voice instructions.</p> <p>Show awareness of space and the safety of others</p> <p>Walk with good posture and balance</p> <p>Complete an obstacle course with speed, control and agility</p> <p>Accelerate quickly and run fast to retrieve an object</p> <p>Co-operate with others in a team</p>	<p>Demonstrate good running posture</p> <p>Adjust running pace smoothly</p> <p>Accelerate and decelerate rapidly</p> <p>Run fast over short distances, showing awareness of others</p> <p>Sprint rapidly over short distances, as an individual and as part of a team</p> <p>Change direction quickly</p> <p>Respond rapidly to a stimulus</p> <p>Demonstrate good walking posture</p> <p>Maintain a good running technique when sprinting over obstacles</p> <p>Co-operate with others in a team</p>	<p>Run with speed and agility</p> <p>Demonstrate quick reactions and rapid acceleration</p> <p>Accelerate from a variety of static positions</p> <p>Demonstrate the ability to change speed</p> <p>Sustain jogging and running at a consistent pace for a few minutes</p> <p>Sprint over and between obstacles using consistent stride lengths</p> <p>State a 'lead leg' preference when sprinting over hurdles</p> <p>Accelerate to pass team members</p> <p>Co-operate with the team</p> <p>Pass a relay baton at speed using a 'push pass'</p> <p>Give feedback to a partner</p>
<b>Jumping</b>	<p>Demonstrate various jumps in response to instructions</p> <p>Jump for height with control and balance</p> <p>Describe how the use of arms can affect jumping for height</p> <p>Take off from and land in different positions</p> <p>Demonstrate control in landing</p> <p>Increase ability to jump far</p> <p>Link multiple step/jump combinations with balance and co-ordination</p> <p>Jump quickly from side to side showing co-ordination and balance</p>	<p>Demonstrate a variety of jumping styles</p> <p>Jump for distance from two feet to two feet</p> <p>Perform hop and jump combinations with balance and control</p> <p>Hop, step and jump in the correct sequence</p> <p>Hop, step and jump with speed and balance</p> <p>Use a short run to jump from one to two feet</p> <p>Jump for height from standing</p>	<p>Use jumping combinations to move around a space</p> <p>Perform dynamic combination jump sequences with control</p> <p>Hop for distance</p> <p>Perform triple jump combination sequences with balance and control</p> <p>Jump for distance from one foot to two feet</p> <p>Jump from side to side with balance, speed and rhythm</p> <p>Perform a scissor jump from a short run-up</p>

## Athletics Pathway

SKILL AREA	5-7	7-9	9-12
<b>Throwing</b>	<p>Perform movements which mobilise and develop arms and shoulders</p> <p>Demonstrate mobility and co-ordination</p> <p>Throw with speed and agility</p> <p>Apply appropriate effort in order to control an object's flight</p> <p>Throw accurately</p> <p>Throw accurately at raised targets</p> <p>Roll a ball accurately</p> <p>Use an underarm action to throw accurately at a target</p> <p>Use an underarm action to throw over increasingly longer distance</p>	<p>Perform an arm conditioning exercise correctly</p> <p>Throw &amp; retrieve implements safely</p> <p>Describe how the weight and shape of an object affects its flight path</p> <p>Describe the effect of throwing from sitting, kneeling or standing</p> <p>Demonstrate a two handed push throw</p> <p>Demonstrate a variety of throwing techniques</p> <p>Demonstrate the sling throw technique</p> <p>Demonstrate a forward and overhead heave throw</p>	<p>Participate in conditioning exercises and team activities</p> <p>Demonstrate speed and co-ordination when passing and receiving a ball</p> <p>Demonstrate a dynamic two handed push throw</p> <p>Demonstrate a controlled pull throw action</p> <p>Perform push throws to reach a target on the ground</p> <p>Throw for accuracy</p> <p>Demonstrate a dynamic sling throw</p> <p>Demonstrate a dynamic heave throw</p> <p>Throw for distance</p> <p>Play as part of a team</p> <p>Throw with accuracy and speed in a team activity</p> <p>Observe a partner and give accurate feedback</p>



## Health and Safety

Certain fundamental precautions must be taken to ensure that the learning and teaching of athletics is safe for all. This section outlines these but is not definitive. It is assumed that teachers will take full responsibility for making their athletics lessons as safe as possible. Further advice can be obtained from the Association for Physical Education: [www.afpe.org.uk](http://www.afpe.org.uk)

A risk assessment should be carried out before conducting athletic activities.

### Environment and Surfaces

- Ensure that the learning environment is suitable
- The surface should be level and in a good condition
- Rain, snow and frost can make surfaces hazardous
- Indoor surfaces should be clean and dry

### Equipment

- Damaged equipment should not be used
- Equipment should be clean
- Pupils should be encouraged to check the equipment they are using

### Clothing and Footwear

- Clothing should allow free movement
- Shorts, track suit bottoms and Lycra leggings are ideal leg wear
- Pupils should remove jewellery and watches
- Footwear should provide good support and traction

### Organisation

- The area should be large enough to allow activity without collisions
- Activities should be laid out away from walls and obstacles

Risk assessment templates are available from the UKA website: [www.uka.org.uk](http://www.uka.org.uk)

## Inclusion

### Introduction

Running, jumping and throwing can be enjoyed by pupils of all abilities but activities must be organised to ensure that all **do** achieve success. This requires the recognition that pupils have very different needs and careful thought to be given to good differentiation.

Elevating Athletics suggests how activities can be differentiated and provides variations which will suit some pupils better than the main activities described. However, the needs of individual pupils should be the most important consideration when planning and teachers should exercise their professional judgement and expertise in selecting and modifying activities. Levels of ability and the nature of disability are so broad and diverse that this resource could not and does not give a comprehensive list of modifications to suit every individual need. Detailed guidance on teaching athletics to pupils with particular impairments can be found on the UKA website: [www.uka.org.uk](http://www.uka.org.uk)

The following advice will be useful in helping teachers to plan for good differentiation:

### Environment and Instruction

- Make the environment as safe and supportive for all pupils as possible
- Areas should be well lit, but not so bright as to cause difficulty (be aware of the position of the sun relative to pupils)
- Ensure that all pupils can see your face when you are talking to them
- Make instructions clear and brief – be conscious that some pupils will take everything you say literally
- Check that pupils have understood instructions
- Use pupils' names to gain their attention
- Use visual aids to support teaching points
- Ensure that equipment is clean and brightly coloured. Use large clear fonts on written materials



## Inclusion

### Learning Support

Adults other than teachers and responsible older students can offer invaluable support in ensuring that all pupils are fully included in lessons and activities. Make time in advance of lessons to discuss the learning outcomes and how the support can assist pupils to achieve them. Ensure that, where appropriate, the relevant medical guidance has been sought in advance of lessons.

### Jumping

Combination jumping may need to be modified to allow pupils with a weakness on one side to participate. Encourage pupils to devise their own modifications.

Wheelchair users can use single pushes instead of a jump, however, it might be more appropriate and more satisfying for wheelchair users to continue working on throwing, sprinting or endurance activities than trying to modify jumping activities.

Heights and distances to be jumped should be matched to the abilities of all pupils.

### Running

For most pupils, running is a symmetrical activity where the arms balance the actions of the lower body. An amputee or a pupil with impaired movement may need to modify the 'usual' running style to maintain balance.

Wheelchair users can participate in many 'running' activities with some straightforward modifications. Ensure that surfaces allow easy rolling and changes of direction. Cones and ramps can replace hurdles. Wheelchair users can take longer than runners to accelerate from a stationary start, but can often attain and maintain higher top speed.

Terms such as walk, jog and run can be replaced with quarter, half and full effort.

### Throwing

Simple modifications can allow almost all pupils to successfully participate in throwing activities. Use a wide range of implements which give all pupils something suitable to use. Any implement can be varied by size, weight, shape and composition. Many different pieces of throwing equipment are now available at reasonable prices. Improvised implements can also be easily made (e.g. a ball inside a long sock as a modified hammer).

Teachers should ensure that wheelchairs are well secured before users throw.

Chairs can be modified to allow the best possible throwing positions.

### Teacher Guidance

A comprehensive and up to date guide on how to deliver athletics to pupils with impairments and disabilities is available from the Aviva UKA Academy website: [www.uka.org.uk/academy](http://www.uka.org.uk/academy)

## Warm Ups

### Introduction

Children need to develop an understanding of the importance of warming up before and cooling down after activity so that they maintain good practice throughout their sporting lives. This becomes more important as children enter adolescence and beyond. At younger ages, the importance of and need for a warm up is less and little time should be devoted to warming up and cooling down.

### Warming Up and Cooling Down

Pupils should develop their knowledge and understanding of warming up and cooling down, however, where PE time is limited, a warm up can be short and a cool down is unnecessary.

The first activities of each lesson should prepare pupils for the more vigorous activities to follow. Exercises of increasing speed, range of movement and intensity should be used. These should raise the heart rate and muscle temperature and prepare the body for what is to follow. Long periods of slow walking and jogging are not required; instead, fun activities, games, drills and shorter runs with increasing speed should be used alongside mobilising exercises.

The practice of using static stretches during warm up should be discouraged. There is no evidence that static stretching before exercise lessens the risk of injury and growing evidence that it impairs performance, especially in speed activities. Pupils with very limited range of movement should stretch to improve their flexibility, but this is best done after exercise rather than before.

The Elevating Athletics footage shows a series of appropriate preparation and mobilising activities which demonstrate current best practice. These can be adapted to suit a primary audience.



## Warm Ups

### Windmills

- Ask pupils to move around the activity area in a circle. Ensure that there is sufficient space to allow them to move freely
- When you shout 'windmills' all pupils continue to run but swing their arms forwards in circles at the same time
- When you shout 'reverse windmills' they swing their arms backwards at the same time
- When you shout 'right windmill' or 'left windmill' they swing the relevant arm only

### Line Dancing

- Using music considerably enhances this activity
- Pupils stand side by side in lines
- Introduce a simple routine such as the one described
- Keep the transition between each movement fluid so that a routine is developed
- Repeat each movement pattern 8 times (or according to the music):
  - 1) march on the spot
  - 2) two steps forwards then two steps back
  - 3) side shift left two steps, side shift back two steps
  - 4) side shift right two steps, side shift back two steps
  - 5) jump on the spot
  - 6) bounce and kick (repeated jump/hop with a kick)
  - 7) punch arms forwards, sideways and upwards
  - 8) run on the spot with high knees

### Touch Tag

- Pupils find a space
- Call out an object or material (e.g. a bench, some metal, the wall, something red, someone else's shoe, a white line)
- Each pupil has to touch the object identified as quickly as possible
- Ask pupils to use different movement styles when touching the objects



## Warm Ups

### Statues

- Ask pupils to jog around the activity area in a large circle
- At your command they freeze on the spot
- Anybody moving after your command comes into the middle of the circle and completes a different movement style
- Continue until everybody is in the centre of the circle

### Domes and Dishes

- Place a large number of cones randomly on the ground with half placed the right way up as 'domes' and half placed upside down as 'dishes'
- Split the class into two teams
- The aim of the activity is for one team to turn all cones (or domes) into dishes by turning them upside-down. The other team has to turn all the dishes back into domes
- Ensure that pupils are aware of others while moving
- On your whistle team members run, skip or jump around the activity area
- Ask the class to stop after one minute. Count the domes and dishes to see which team has the most
- Pupils should bend from the knee when turning cones



### Kangaroo

- Pupils jog around a pre-defined space (minimum 10m square) and on hearing the following instructions from you, respond with the actions below:
  - 'Kangaroo .... over the fence'  
High vertical jump - legs and arms high in the air
  - 'Kangaroo .... side to side'  
Left and right sided small jumps, feet together
  - 'Kangaroo .... paws on your head'  
Two small jumps forward with hands on head
  - 'Kangaroo .... fast as you can'  
As many small jumps as possible, with legs together
  - 'Kangaroo .... slow as you can'  
Slow exaggerated jumps, with knees bent, ensuring a bigger leap and a softer landing

## Warm Ups

### Run Rabbit

You will need:

2 coloured bibs.

- Identify a playing area (minimum 10m square)
- Choose two pupils to be foxes the other pupils are rabbits
- The foxes wear coloured bibs
- The aim of the game is for the foxes to catch the rabbits
- Rabbits can only jump (not run) away from foxes
- When caught, rabbits should stop and bounce on two feet
- The game is over when the foxes have caught all of the rabbits
- After the foxes have caught all the rabbits, swap bibs and roles and play again

### On The Hop

- Ask pupils to balance on one leg for 5 seconds, 10 seconds and 15 seconds. Then ask them to change legs and repeat
- Then hop on the spot on each leg
- Now divide the class into pairs and one pupil leads the other in a devised sequence of balances, hops and jumps

### In Your Stride

- Establish an area for the class to stride across (e.g. between the sidelines of a pitch)
- Demonstrate a stride to the class and ask them to practise
- In pairs, pupils guess how many strides they think it will take to cross the area
- Both pupils try, one after the other
- Repeat with different distances or changing the length of strides



### Steeplechase

- Pupils jog around a designated area (the paddock) like race horses
- On command, pupils should react in the following ways:
  - Gate!** jump as high as possible
  - Water!** take as long a jump as possible
  - Fall!** jump from side to side
  - Change!** change the direction in which they are jogging
  - Refusal!** jump backwards
  - Win!** skip, with knees picked up high - a proud horse

## Transition

There is continuity of approach between the primary and secondary Elevating Athletics resources which is designed to encourage a smooth transition between schools.

Secondary school physical education should build upon the strong foundations laid in primary schools. Physical education teachers will expect that students can run, jump and throw with confidence and control and will further develop these fundamental movements while gradually introducing the specific events and disciplines of the sport of athletics.

The following cards give examples of the activity cards within the secondary resource. These are provided mainly for information, but teachers of 11 and 12 year old pupils may consider using them in consultation with secondary schools.

In order to benefit fully from the secondary curriculum, pupils should already be able to:

### Running

- Demonstrate an understanding of the principles of warming up and cooling down
- Run and walk for different times and over different distances
- Run and walk at different speeds and over obstacles
- Perform the basics of a good standing start
- Pass objects to each other whilst running
- Demonstrate running with rhythm over obstacles

### Jumping

- Demonstrate an understanding of the principles of warming up and cooling down
- Use different take-offs, landings and jump combinations
- Use their preferred take-off foot when jumping for distance, jumping for height and combination jumping
- Jump and take off with different body shapes to discover which is best for jumping for distance, jumping for height and combination jumping
- Perform a 5-9 strides run up when jumping for distance into a sandpit or for the combination jump into a sandpit
- Land in a safe low body position and soft knees with the feet under the hips to avoid slipping, unless landing in a sandpit
- Execute a basic scissor jump (feet to feet)
- Complete a range of challenges to understand and improve performance
- Demonstrate effective arm and leg actions for take-off, flight and landing
- Observe others, commenting on their own and others' technique, and suggesting simple ways to improve

## Transition

### Throwing

- Demonstrate an understanding of principles of warming up and cooling down
- Explain the importance of speed, strength and suppleness
- Perform push, pull, sling and heave throws
- Demonstrate two-handed heave throws over one shoulder with the back to the landing area
- Throw for distance and accuracy using different sized and weighted balls, beanbags, rubber quoits and a quoit on a rope
- Throw from sitting, kneeling and standing to show the importance of the legs
- Start and finish throws in low, medium and high body positions to see which feels best and achieves the furthest throw
- Throw low to high, slow to fast, use legs before arms and transfer weight from the back foot to the front foot
- Link a throw with different actions such as a run, jump, step, turn or side step to see which gets the best result
- Observe others, commenting on their own and others' technique, and suggest simple ways to improve
- Complete a range of challenges to improve performance

### Secondary Sample Cards

The following cards demonstrate the nature of delivery within a Secondary environment and indicate some of the competences required at this level.

#### Running for Speed and Relay

Running at Speed

#### Endurance

Pacing Your Running

#### High Jump

Just Jumping

#### Discus

Slinging



## Age 11 - 12 Lesson 1 Running at speed

### Learning Outcomes

- Accelerate quickly from a standing start
- Demonstrate a balanced sprint arm action

### Equipment

- Cones
- Batons

### Activities

- 1 With students in pairs, conduct the Rats and Rabbits activity
- 2 Remain in pairs lying face down, one behind the other. On 'go', both race for a line 20m away. Swap roles so that both students have a go at being in front
- 3 Start groups in waves – '1s' race 20m, then '2s'
- 4 In waves, sprint 30m. Experiment with arms:
  - overhead
  - by sides
  - behind back
  - completely straight
- 5 Discuss use of arms and highlight key points – arm balance and drive
- 6 Give each pair 2 batons. First student runs on the spot for 10 steps swinging the arms with a vigorous action, then sprint 20m with pronounced arm action (this is not a race)
- 7 On successive trials stress the importance of:
  - baton in front to eye level
  - baton past hip behind
  - a 'linear' (straight-line) arm action
  - elbows bent at 90°
- 8 Students coach one another on these points
- 9 Organise a shuttle relay race without batons, 1-2 teams 30m apart; those about to run lying down with hands just behind the start-line until tapped on the shoulder by their team mate
- 10 Review the importance and contribution of the arm action to fast running



### Differentiation and Variation

- Vary distances run according to technique and ability
- During the shuttle relay, create a 5m-changeover zone in front of each team, where the batons can be grabbed by the starter runner, either from i) the floor or ii) the hand
- In sprinting it is important that students run over short distances (10 – 40m)

### Learning Point

- Keep shoulders low when accelerating
- Drive the elbows backwards like pistons
- Keep punching forwards (not across the body)
- 'Hammer nails backwards with fists'

## Age 11 - 12 Lesson 1 Pacing your running

### Learning Outcomes

- Discover a suitable pace for sustained running
- Sustain running at that specific pace

### Equipment

- Running circuit (does not need to be a track, or track shaped), stopwatch(es)



### Activities

- 1 Explain the concept of **pace** and why pace judgement is important in sustained running
- 2 Organise students into teams of 4 (ideally of similar ability)
- 3 Set teams the challenge of running one quarter of the circuit at a set pace e.g. in 20s. Repeat this with half a circuit in 40s
- 4 Split teams in half. In pairs attempt to run one whole circuit in a specified time (second pair to time and monitor). Swap team roles
- 5 Review performances and discuss the factors of good pacing
- 6 Final challenge is to estimate a time (between 4 and 8 minutes) and distance to be covered. Work in groups with 2 running and 2 timing
- 7 Winning groups are those who finish the chosen distance in the anticipated time
- 8 This lesson can be repeated with students aiming to exceed previous distances covered – the winners being those who make the most improvements

### Differentiation and Variation

- Encourage students to be ambitious but realistic in setting targets – more able can aim to run further and for longer
- Use walking rather than running for some or all students
- Complete circuits in stages – either quarter or half laps

### Learning Point

- It is essential that students are not forced to compare themselves with others in endurance running as this can lead to immediate de-motivation and lower self esteem. The emphasis must be upon setting and meeting personal challenges
- Students should be encouraged to run further without stopping rather than faster over particular distances
- Encourage students who have difficulty with endurance activities; praise and recognise even small improvements

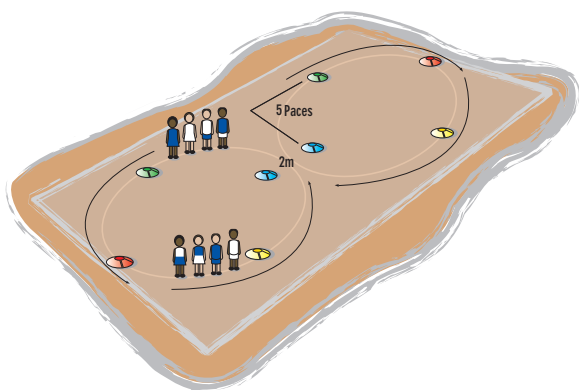
## Age 11 - 12 Lesson 1 Just jumping

## Learning Outcomes

- Jump high from a short run up
- Demonstrate the A position

## Equipment

- Cones
- Practice hurdles
- Elastic, uprights with elastic bar



## Activities

- 1 Run around and on whistle, jump high into the air and land in control. Vary the jump in the following ways: jump off two feet, jump off one foot, jump off the other foot, land on two feet, land on one foot, land far from where you took off, land exactly where you took off, land behind where you took off
- 2 Students explore what leads to a **high** jump. Explain and demonstrate the **A position**
- 3 Run around and on whistle, stop and hold the **A position** stable for 5 seconds
- 4 In pairs, students coach each other skipping high, emphasising the **A position**
- 5 Set out cones in figures of 8. Students spread around the figure of 8. Challenge them to skip as high as possible aiming for trunk upright, thigh parallel and toes raised
- 6 Introduce variation: students aim for maximum height every 2nd or 3rd or 4th skip
- 7 Continue in pairs - one performing, one observing. Challenge partners to identify which take off foot results in higher skips
- 8 Offer a 'high five' to others while skipping round the figure of 8
- 9 In teams of 4, set up the echelon jumps activity – take off and land, take off and land 5 times over cones (see DVD)
- 10 Add an elastic bar at the end of the 5 jumps
- 11 In small groups see who can jump high over an elastic bar (landing on feet) – move students between groups to give ability groupings for next lesson

## Differentiation and Variation

- Suspend objects at different heights to touch
- Vary the height of the elastic in the final challenge
- Jump up to touch netball / basketball nets, hoops, boards
- Use mini hurdles, as part of the skipping routines and echelon jumps activity

## Learning Points

- A good jump starts with a good run up
- Emphasise the **A position**: trunk upright, thigh parallel, toes up
- Skipping based on the 'one-two-hold-one-two-hold' rhythm (see DVD)

### Age 11 - 12 Lesson 1 **Slinging**

#### Learning Outcomes

- Sling an implement with balance and control
- Keep the arm long during the sling throw

#### Equipment

- Hoops
- Quoits
- Small disci
- Other suitable slinging implements



#### Activities

- 1 Class throws outwards from a large square, pentagon or circle. A throw, B collect
- 2 In pairs students **sling** from the following positions:
  - sitting, kneeling, standing
  - feet together, feet apart, one foot forward
  - free style (however they choose)
- 3 Review and discuss: balance; ability to apply **force** (equal and opposite reactions); leg and arm speed
- 4 Discuss what actions give the best results: using the legs; releasing high; keeping balanced; keeping arm straight (a long lever)
- 5 Practise the power position for a standing discus throw; identify good performances
- 6 Throw with the opposite hand; explore which hand leads to the longest throws

#### Differentiation and Variation

- Discuss the range of movements for students with limited mobility and the best adaptations
- Ensure that a range of weights and sizes are available
- Investigate what the body must do after release

#### Learning Point

- Choose an implement that you can control well
- Keep the hand on top of the implement grip
- Lead with the thumb



ELEVATING ATHLETICS

TEACHERS NOTES

Giving teachers the tools they need...

Helping to develop your skills...

Recognising personal bests...

Showcasing tomorrow's champions...

A first taste of athletics competition...

Unearthing talent with a chance of Paralympic glory...

# ATHLETE STEPS



## Aviva UKA Academy Programmes

A number of development programmes exist to help introduce young people to athletics and retain them in the sport:



**Aviva Startrack** is a development programme which provides a positive and fun experience to children between the ages of 8 and 15. During Aviva Startrack events, a range of different athletic events and activities are presented in a fun, safe environment and young people are encouraged to link to the local club. Aviva Startrack is designed to be co-ordinated and delivered by a range of groups such as: athletics clubs (as a reception/induction session), local authorities, community groups (as holiday schemes), schools (as a template for their PESSCL work), School Sport Partnerships, youth groups and County Sport Partnerships.

[www.uka.org.uk/academy](http://www.uka.org.uk/academy)



The **Aviva UKA Academy Awards** will use personal achievement as the basis for a series of challenges that use three formats to allow both flexibility and fun whilst addressing core elements of the challenge facing many young people today, in staying healthy.

There are 3 parts to the scheme which will allow your school or club to maximise a child's interest irrespective of their ability or experience.

- Indoor awards (for both Primary and Secondary) offer year round opportunity based on the world-renowned sportshall athletics programme ensuring that whatever your facility or however much time you have available awards can be used to motivate, inspire and set forward goals for every pupil.
- Track and Field Awards bring you and the children to the heart of Athletics competition in each of the disciplines that offer variety, skill learning, excitement and challenge.
- Endurance Awards will aim to meet the challenge of building stamina and offering reward against improvement in what is the very core of our sport – running. This part of the overall scheme will set down challenges for all ages, marking progress and developing fitness by setting goals that affect a child's life both in school and beyond the school gate.



**Aviva Sportshall** is an exciting indoor version of track and field athletics that includes a full range of running, jumping and throwing events. Using modified equipment, it encourages the expression of fundamental movement skills, and is an ideal way of keeping winter training fun and enjoyable. Sportshall can be delivered in Primary and Secondary school contexts. Many School Sport Partnerships and Competition Managers have integrated the competition programmes into their annual calendar.

Aviva Sportshall is an annual competition programme helping emerging athletes to develop their skills. The Aviva UK Championship incorporates a series of regional and national events contested by county teams. These events are a progression from the many local Sportshall Athletics competitions that take place during the winter. These regional and national events then culminate with the prestigious UK Final.

[www.sportshall.org](http://www.sportshall.org)

[www.uka.org.uk/academy](http://www.uka.org.uk/academy)

## Signposting

### Enhancement and Extension

Pupils will enjoy running, jumping and throwing in school and want opportunities to explore and develop their athleticism and maybe to experience more formal competition.

Out of school hours clubs, Sportshall athletics, schools athletics competitions and Aviva Programmes all give such opportunities. Pupils who are particularly committed should be directed to athletics clubs with good provision for juniors and a clear long-term athlete development policy.

### Athletics Bodies

UKA is the National Governing Body for the sport of athletics in the UK. UKA works in partnership with the Athletics Federations of each of the home countries. Details of UKA and links to the home country websites can be found at: [www.uka.org.uk](http://www.uka.org.uk)

### Teacher and Coach Education

#### Teacher Education

UKA offer 2 one day courses:

#### **Certificate in teaching athletics in primary schools**

#### **Certificate in teaching athletics in secondary schools**

In addition, courses can be tailored to meet the specific needs of teachers, schools or other organisations. Such courses could cover teaching methodology, specific event groups, particular grassroots schemes (e.g. Sportshall athletics) or particular issues (e.g. inclusion).

For detailed information on course content and how to organise courses visit the home country athletic association websites:

[www.englandathletics.org](http://www.englandathletics.org)

[www.niathletics.org](http://www.niathletics.org)

[www.scottishathletics.org.uk](http://www.scottishathletics.org.uk)

[www.welshathletics.org](http://www.welshathletics.org)



## Other useful contacts

The **Youth Sport Trust** is a national charity established to build a brighter future for young people in sport. The Trust develops and implements, in close partnership with other organisations, quality physical education and sport programmes for all young people in schools and the wider community. It manages the School Sports Network, delivers national programmes and manages the UK School Games – the new schools competition established in 2006.

**[www.youthsporttrust.org](http://www.youthsporttrust.org)**

The **Association for Physical Education (AfPE)** is an organisation representing people and agencies that deliver or support the delivery of physical education in schools and in the wider community. It aims to promote and maintain high standards and safe practice in all aspects of physical education, influencing developments in physical education at national and local levels. It provides professional support for its members and the teaching profession through quality assured services and resources, including CPD courses.

**[www.afpe.org.uk](http://www.afpe.org.uk)**

### Facilities

If you are planning to develop athletics facilities please contact UKA. Information can be gained in relation to facility maintenance, track certification, equipment requirements and facility dimensions.

**[www.uka.org.uk](http://www.uka.org.uk)**

### Competition

The National Schools Competition Framework

In partnership with competition providers and the Youth Sport Trust, UKA has developed a competition framework which signposts appropriate competition opportunities for school age students. Details of the competition framework can be found at:

**[www.youthsporttrust.org/page/frameworks/index.html](http://www.youthsporttrust.org/page/frameworks/index.html)**

Key elements of the framework are:

**Multisport, multiskill and multi event competitions**

**Sportshall Athletics**

**School athletic events at local, county, regional and national level**

## Running

### Introduction

The running section in each brochure outlines basic running technique. It presents learning objectives for pupils and suggestions for teachers on how to achieve these objectives working with restricted time, space and equipment.

The activity cards support the achieving of learning objectives. They contain basic technical advice for running and a range of activities designed to improve pupils' skills. They will also support the further development of fundamental movement skills such as agility, balance and co-ordination.

### The teaching objectives are to develop:

- Quick reactions and rapid acceleration
- Running with balance and control
- Sustained running
- Running over obstacles



### How to : Teaching Tips

- Run as tall as possible
- Drive the arms back like pistons
- Lift your knees high
- Pick your heels up and under you

## Jumping

### Introduction

The jumping section in each brochure outlines basic jumping technique. It presents learning objectives for pupils and suggestions for teachers on how to achieve these objectives working with restricted time, space and equipment.

The activity cards support the achieving of learning objectives. They contain basic technical advice for jumping and a range of activities designed to improve pupils' skills. They will also support the further development of fundamental movement skills such as agility, balance and co-ordination.

### The teaching objectives are to develop:

- Jumping off two legs and one leg
- Combining different jumps in one movement sequence
- Taking off following a run-up
- Taking off with the body fully extended at hip, knee and ankle



### How to : Teaching Tips

- Run-up in control
- Keep your body tall
- Lift the free knee up high
- Straighten the knee and ankle quickly at take off
- Use your arms to help

## Throwing

### Introduction

The throwing section in each brochure outlines basic throwing technique. It presents learning objectives for pupils and suggestions for teachers on how to achieve these objectives working with restricted time, space and equipment.

The activity cards support the achieving of learning objectives. They contain basic technical advice for throwing and a range of activities designed to improve pupils' skills. They will also support the further development of fundamental movement skills such as agility, balance and co-ordination.

### The teaching objectives are to develop:

- Effective throwing from a standing position
- Using the legs to generate power in the throw
- Rotating the hips forward before the shoulders during throwing



### How to : Teaching Tips

- Use your legs to give you power
- Start with your weight on your back foot
- Push your hips forward fast
- Keep your shoulders back while your legs are pushing
- Use your shoulder, then your arm, then your hand

## Age 5 - 7 Big steps, small steps

### Learning Outcomes

- Travel with control using varying stride lengths

### Suggested Resources

None required



### Activities

- 1 Pupils spread out around the playing area. Highlight the need to be aware of others
- 2 Pupils start travelling around the space
- 3 On your instruction "big steps", pupils should travel with long strides
- 4 On your instruction "small steps", pupils should travel with short strides
- 5 Alternate instructions so that pupils become familiar with both
- 6 Pupils can travel in the following ways:
  - Walking forwards, backwards, sideways
  - Jogging
  - Skipping
  - Running

### Variations

- 1 Pupils work with a partner trying to match size of steps

### Differentiation

- Gradually increase the change in movement range, and vary the speed of the various activities

### Learning Point

- "Push harder with your legs to take bigger steps"

### Age 5 - 7 Can you be?

#### Learning Outcomes

- Control movement in response to specific instructions

#### Suggested Resources

- DVD or photos of moving animals

#### Activities

- 1 Look at images and discuss the ways different animals move
- 2 Identify useful descriptive words: slither, crawl, gallop, spring
- 3 Pupils move using these actions
- 4 Once the movement skills have been identified, pupils change the way they move when you ask the question: "Can you be a...?"
- 5 Pupils choose an animal which a partner guesses

#### Variations

- 1
  - A monkey
  - An elephant
  - A crab
  - As fast as a cheetah
  - As tall/graceful as giraffe
  - A cat stretching
  - A penguin
  - An ostrich
  - A frog
  - A dog chasing his tail
  - A snake slithering
  - As quick/quiet as a mouse
  - A kangaroo



#### Differentiation

- Pupils select an animal they feel able to imitate

#### Learning Point

- "Make your different movements carefully and clearly"

## Age 5 - 7 Beanbag balance

### Learning Outcomes

- Walk and run with good posture and balance

### Suggested Resources

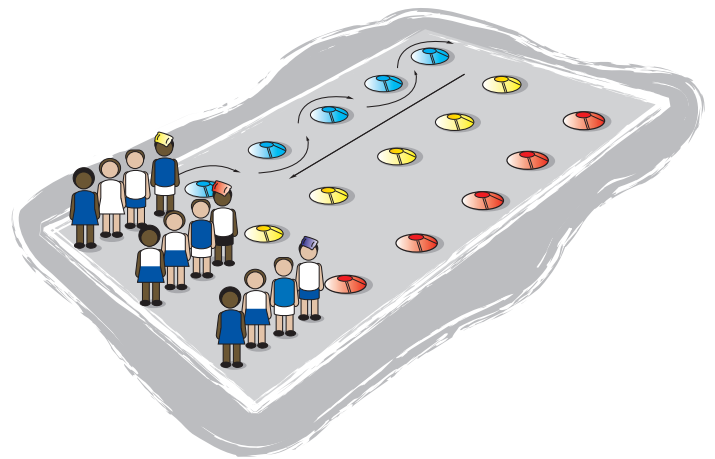
- 1 beanbag each
- Cones

### Activities

- 1 Pupils place a beanbag on their head
- 2 Travel around the room balancing the beanbag
- 3 Encourage pupils to keep their chins up and look straight ahead – be aware of other pupils
- 4 Ask pupils what they can do to keep the bean bag on their heads
- 5 Move at different speeds
- 6 Change direction

### Variations

- 1 Slalom between cones
- 2 Challenge pupils to:
  - Turn around (with increasing speed)
  - Touch the floor and stand up straight
  - Sit down and stand up
  - Jump and land
- 3 Use 2 beanbags
- 4 Balance beanbag on a different part of the body



### Differentiation

- Use objects that are easier or harder to carry, allow pupils to carry the object in their hands

### Learning Point

- “Pull your shoulders back to keep very tall”

### Age 5 - 7 Follow the leader

#### Learning Outcomes

- Copy movement of a leader with co-ordination and control

#### Suggested Resources

- Music

#### Activities

- 1 Pupils start in a line behind the teacher or other 'leader'
- 2 Leader moves in different ways (e.g. changing direction, speed, footwork, arm actions and height). Pupils follow and copy the movements. Gradually increase intensity of movement
- 3 Ask pupils about movements they have seen sports people perform; use these

#### Variations

- 1 Pupils work in pairs and then small groups taking turns as leader
- 2 Pupils face the leader and copy the movements as though they are a mirror image. (Music particularly enhances this activity)
- 3 Encourage movement in different directions, speeds, levels and pathways
- 4 Pupils choose movement skills that they find challenging



#### Differentiation

- Vary the complexity and speed of the movement patterns

#### Learning Point

- "Make sure you copy your partner's movement in exactly the same way"

## Age 5 - 7 Traffic lights

### Learning Outcomes

- Start, stop and change pace with control in response to instructions

### Suggested Resources

None required  
(red spot, amber spot, green spot – optional)

### Activities

- 1 Discuss traffic lights and their meaning
- 2 Explain the response required
  - Red – stop
  - Amber – run on the spot
  - Green – run round the room
- 3 Call out colours in a random order
- 4 Pupils work in pairs taking it in turns to call out the colours for their partner to respond

### Variations

- 1 Use coloured lights or cards
- 2 Add additional colours with new meanings (e.g. blue – jump, purple – spin)



### Differentiation

- Extend the running time for some pupils, allow more stops for others

### Learning Point

- “Pick your feet high off the floor when you’re running”

### Age 5 - 7 Rainbow run

#### Learning Outcomes

- Run on a curve with co-ordination and control

#### Suggested Resources

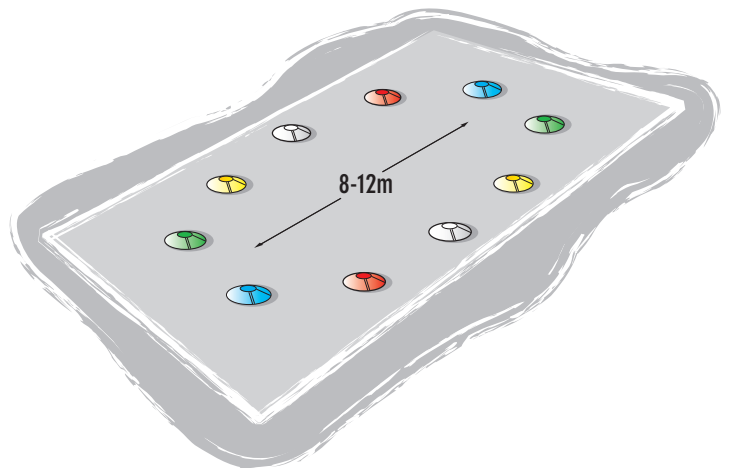
None required

#### Activities

- 1 Pupils stand (or sit) in a circle 8-12m across
- 2 Give each pupil a colour from the rainbow (maximum 5 colours). They should not be next to someone who has the same colour
- 3 Check that pupils know their colour
- 4 Explain that when a colour is called, anyone with that colour should run around the circle back to their own space (clarify the direction of running)
- 5 Call colours out at random (there is no need to wait until all pupils of one colour are back in their places before calling out the next colour)

#### Variations

- 1 Give each pupil a coloured beanbag
- 2 Pupils walk, skip, side-step etc.
- 3 Alternative 'labels'
  - Animals
  - Numbers (with some simple arithmetic, e.g. "pupils who are 4+3")
  - Shapes
  - Flowers
  - Any other topic with cross-curricular relevance
- 4 Run in the opposite direction and/or change direction during the run on command
- 5 Use different sized circles



#### Differentiation

- Vary the group size and colour range
- Adapt the method of movement round the circle

#### Learning Point

- "Try to lean 'naturally' into the bend"

## Age 5 - 7 Cat and mouse

## Learning Outcomes

- Run and change direction, demonstrating speed and agility
- Co-operate and compete with a partner

## Suggested Resources

- 1 coloured band or TAG rugby belt per pair

## Activities

- 1 Pupils work in pairs; each pair has a coloured band (or TAG belt)
- 2 One pupil (**the mouse**) tucks the band into the back of the waistband of their shorts, so that it hangs like a tail
- 3 The aim of the game is for **the cat** to steal the tail from the mouse at which point, pupils swap roles
- 4 Stop the game at regular intervals to ensure that everyone is both cat & mouse

## Variations

- 1 Change the movement:
  - Walking
  - Skipping
  - Jogging
  - Running
- 2 Vary the lengths of the tail (shorter is harder)
- 3 Pair pupils of similar ability



## Differentiation

- Adjust the size of the playing area

## Learning Point

- "Change speed and direction by leaning in the direction you wish to move at the same time as pushing your feet in the opposite direction"

### Age 5 - 7 Touch base

#### Learning Outcomes

- Move quickly to a base in response to voice instructions
- Show awareness of space and the safety of others

#### Suggested Resources

- Many different coloured soft plastic cones or rubber spots
- Word, number or picture cards

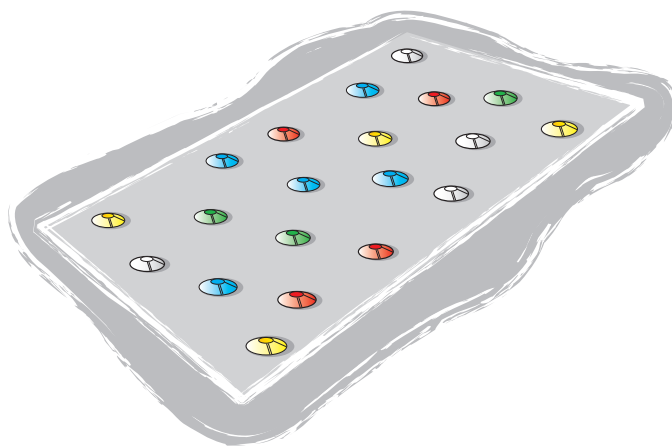
#### Activities

- 1 Place the coloured cones or spots around the playing area
- 2 Pupils jog between them
- 3 On hearing a colour called, pupils run quickly to the nearest available cone/spot and **freeze**



#### Variations

- 1 Use existing different coloured lines as bases
- 2 Move in different ways between the bases (walking, skipping, etc.)
- 3 Limit the number of pupils allowed at each base, encouraging pupils to get to a base as quickly as possible and be aware of others around them
- 4 Add topical words, pictures or numbers to cones
- 5 Set up some cones with greater distance between them



#### Differentiation

- Vary the number of pupils in each "game"
- Increase or reduce the number of bases; use large chalk circles instead of cones
- Call out a sequence of colours, e.g. red, blue, green

#### Learning Point

- "Tighten your muscles to freeze quickly"

## Age 5 - 7 Beanbag relay

### Learning Outcomes

- Accelerate quickly and run fast to retrieve an object
- Co-operate with others in a team

### Suggested Resources

- At least 1 beanbag per pupil

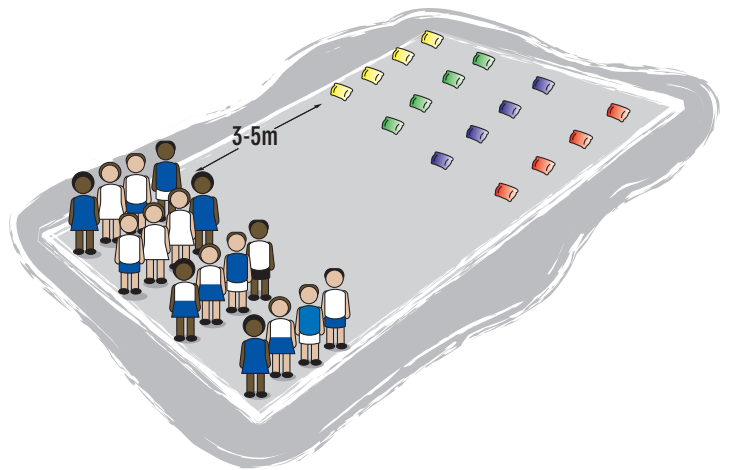
### Activities

- 1 Place one beanbag per pupil along a straight line
- 2 Organise pupils into teams of 3 to 5 and line them up opposite the beanbags
- 3 Each member of the team runs as quickly as possible to pick up a beanbag and bring it back to the team; then the next runner can go
- 4 Relay ends when all members of the team have brought back one beanbag



### Variations

- 1 Have more beanbags than pupils; continue until all are collected. Challenge is to collect most beanbags
- 2 Pupils run in pairs to collect beanbags. The next 2 runners go when the previous pair is back
- 3 Set a class challenge: all bean bags back in the shortest possible time



### Differentiation

- Place beanbags at different distances from the start line: teams decide which pupils should collect which beanbags

### Learning Point

- "Move your legs quickly to run fast"

### Age 5 - 7 Obstacle course

#### Learning Outcomes

- Complete an obstacle course with speed, control and agility

#### Suggested Resources

- Mats
- Mini hurdles
- Hoops
- Cones

#### Activities

- 1 Set up obstacle courses using available equipment
- 2 Walk pupils round the course, experimenting with how best to complete the tasks
- 3 Line groups of 3 to 5 pupils opposite the obstacle course
- 4 Each member of the team completes the obstacle course as quickly as possible
- 5 Decide a safe point at which the next pupil can begin the course e.g. when the previous pupil is past the third obstacle



#### Variations

- 1 Set up a number of different obstacle courses; pupils can try each one
- 2 Run obstacle courses as relay races with pupils starting when the previous runner has completed the course
- 3 Set courses with varying levels of challenge



#### Differentiation

- Set up parallel activities round the course, of varying degrees of challenge: allow pupils to select their own course

#### Learning Point

- "Use your arms to help you to balance"

## Age 5 - 7 Animal jumps

## Learning Outcomes

- Demonstrate various jumps in response to instructions

## Suggested Resources

None required

## Activities

- 1 Ask pupils which animals can jump
- 2 Decide how best to imitate those movements
- 3 On the command: "Jump like a ..." pupils adopt that jumping style

## Variations

- 1 Kangaroo (hands off floor)
- 2 Rabbit (hands - feet: small fast jumps)
- 3 Frog (big jumps)
- 4 Deer (long strides)
- 5 Horses (up and over)



## Differentiation

- Adapt the number of jumps pupils perform, and the height which they jump

## Learning Point

- "Use your arms to reach up high"

### Age 5 - 7 Touch the teddy

#### Learning Outcomes

- Jump for height with control and balance

#### Suggested Resources

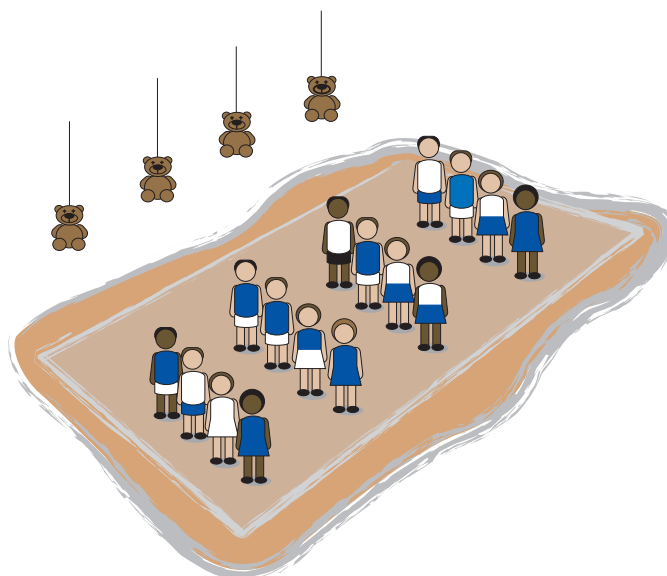
- Photos of teddies or real teddies

#### Activities

- 1 Place photos of teddies at different heights (above reach height of the pupils)
- 2 Pupils jump up and try and touch the photos of the teddies with their hands

#### Variations

- 1 Nominate parts of teddy to be touched, i.e. head, paw, nose
- 2 Suspend real teddies from a beam or similar apparatus
- 3 Pupils attempt to jump with a short run-up
- 4 Pupils can be guided to the higher or lower teddies according to their height or ability



#### Differentiation

- Set up different sizes of teddies, with an appropriate range of heights

#### Learning Point

- “Bend your knees and push hard with your legs”

## Age 5 - 7 Change arms

## Learning Outcomes

- Describe how the use of arms can affect jumping for height

## Suggested Resources

- Mats

## Activities

- 1 Pupils work in pairs and spread out in the space available
- 2 Take turns to jump as high as possible with arms in the different positions
- 3 Partners watch and decide which arm position is the most effective:
  - Arms at the side
  - Hands on hips
  - Hands on head
  - Swing arms from low to high
  - Arms swinging slowly
  - Arms swinging fast

## Variations

- 1 Pupils experiment with:
  - The effect on height of swinging just one arm up
  - The result of swinging arms across from one side of the body to the other



## Differentiation

- Pupils explore the range of options that best suit their needs

## Learning Point

- “Think about the best time to use your arms, just after you have pushed off with your legs”

### Age 5 - 7 Feet first

#### Learning Outcomes

- Take off from different positions
- Demonstrate control in landing

#### Suggested Resources

- Mats
- Bean bags or cones

#### Activities

- 1 In pairs, pupils take turns to jump using the following take off and landing positions:
  - two feet to two feet
  - one foot to one foot
  - one foot to two feet
- 2 Partners use a bean bag to mark different take off and landing positions
- 3 Which combination of the different jumps produces the longest distance?

#### Variations

- 1 Use different coloured cones to assist with comparisons



#### Differentiation

- Vary the complexity and number of combination jumps

#### Learning Point

- “Make sure your feet are flat on the floor when you land, bend knees to cushion landing”

## Age 5 - 7 Jump the stream

## Learning Outcomes

- Increase ability to jump far

## Suggested Resources

- Mats
- Chalk or tape

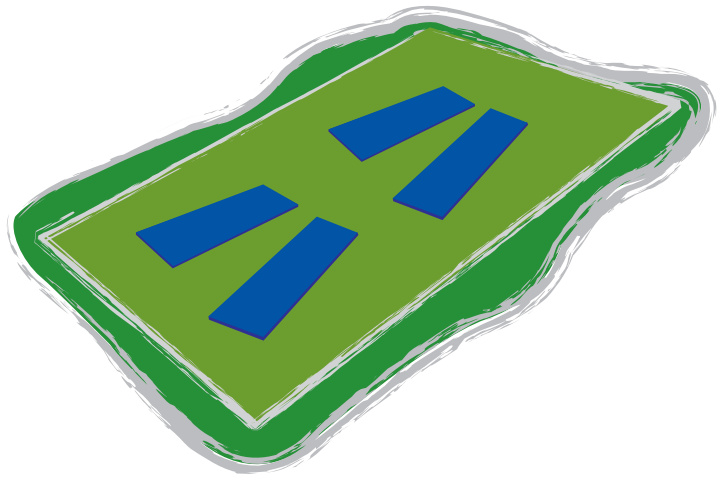
## Activities

- 1 Place two sets of mats in a long, narrow V shape
- 2 Explain that the gap between the mats is the stream and that pupils need to jump across the stream without 'getting their feet wet'
- 3 Starting towards the narrow end of the stream, pupils work gradually towards the wider end, thus jumping further



## Variations

- 1 Mark the river with tape or chalk
- 2 Place mats in one long strip with double width mats at one end. Mark out the banks of the stream using chalk or tape
- 3 Pupils should be encouraged to select their own starting point
- 4 Pupils can jump from further away from 'the bank'
- 5 Jump off one leg
- 6 Jump off the other leg



## Differentiation

- Set up streams with both narrow and wide banks

## Learning Point

- "Jump further by: - leaning forward when you take off - swinging your arms fast - straightening your legs quickly"

### Age 5 - 7 Ladders

#### Learning Outcomes

- Link multiple step / jump combinations with balance and co-ordination

#### Suggested Resources

- Agility ladders or chalk
- Spots or cones

#### Activities

- 1 Divide the class into groups of 4
- 2 Mark an area where pupils can perform a sequence of 6 evenly spaced steps/jumps
- 3 Pupils take it in turn to explore different ways of travelling along the ladder
- 4 Start with simple sets of steps, hops or jumps and progress towards combination sequences
- 5 Encourage greater speed and rhythm

#### Variations

- 1 Use grids or lines as an alternative
- 2 Pupils take turns to make up a sequence for others to copy
- 3 Pupils call out instructions for others to follow, using the following commands in any order: same, other, both
- 4 Change the number of movements made (3-6)



#### Differentiation

- Use chalk lines to vary the size and number of spaces in the ladder

#### Learning Point

- "Imagine your legs are springs"

## Age 5 - 7 Line bounce

## Learning Outcomes

- Jump quickly from side to side showing co-ordination and balance

## Suggested Resources

- Mats and tape
- Chalk or marking strips

## Activities

- 1 In pairs, identify a bouncer and a counter
- 2 The bouncer stands with both feet on one side of a line
- 3 On the command "go", bouncers jump sideways across the line and back as many times as possible until the teacher blows the whistle (after 10 seconds)
- 4 Partners count the bounces and tell their partner
- 5 Swap roles

## Variations

- 1 Use a mat if available
- 2 Pupils jump side to side with a partner trying to keep in time with one another
- 3 Pupils take turns doing 10 bounces each and see how many sets they do in a set time (1 minute)
- 4 Use a low obstacle to cross instead of a line



## Differentiation

- Adapt the method of travel, such as a step across the line

## Learning Point

- "Imagine the floor is very hot so bounce quickly"

### Age 5 - 7 Flying birds

#### Learning Outcomes

- Demonstrate mobility and co-ordination

#### Suggested Resources

None required

#### Activities

- 1 Ask pupils to jog on the spot with their arms out straight to the side
- 2 On the command "flapping birds" pupils move their arms up and down, keeping them straight while still jogging
- 3 On the command "flying birds" pupils jog around the space with their arms stretched out to the side, gently moving them up and down
- 4 Fly in small 'flocks'  
– but be careful not to collide with others

#### Variations

- 1 Ask pupils to circle their arms
- 2 Pupils can follow a leader around the space
- 3 Ask pupils to name different birds and imitate how they might fly: e.g. eagle - slow and graceful, humming bird – very fast
- 4 Demonstrate a sequence of moves imitating a flight



#### Differentiation

- Change activity speed; levels (flying high or low); complexity of directions and pathways

#### Learning Point

- "Stretch your hands as far apart as possible"

## Age 5 - 7 Arms high arms low

## Learning Outcomes

- Perform movements which mobilise and develop arms and shoulders

## Suggested Resources

None required

## Activities

- 1 Ask pupils to jog on the spot
- 2 On the command "hands high" pupils punch their hands alternately upwards
- 3 On the command "hands low" pupils should punch their hands alternately downwards
- 4 Pupils keep jogging at all times

## Variations

- 1 Other commands (ensure pupils are well spaced):
  - rotate the arms forwards and backwards
  - hands forward
  - hands wide
  - one up, one down
- 2 Pupils create a sequence of arm movements
- 3 Change jogging to skipping



## Differentiation

- Vary the speed and range of movement
- Change the initial activity from standing still to moving fast

## Learning Point

- "Extend your arms when you complete each action"

### Age 5 - 7 Flying sponges

#### Learning Outcomes

- Throw with speed and agility

#### Suggested Resources

- 20 – 40 sponge balls
- Pompoms or other similar lightweight items

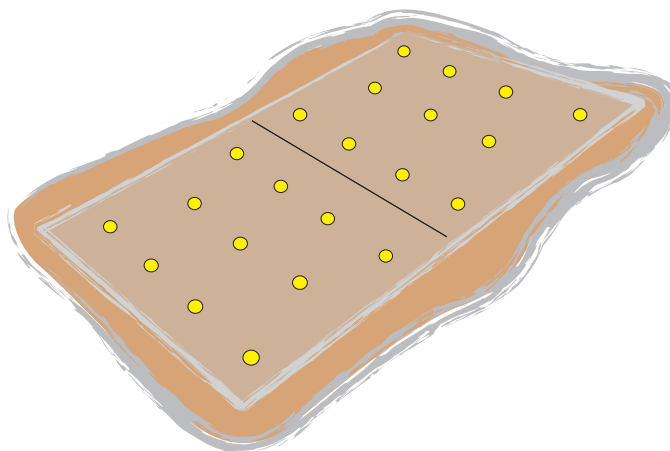
#### Activities

- 1 Divide the playing area into equal halves
- 2 Scatter equal number of sponge balls in each half
- 3 Divide equal number of pupils between each half
- 4 Explain that each team is trying to get as many sponge balls as possible into the other half
- 5 Pupils must be aware of others and avoid collisions
- 6 On the whistle pupils start to throw sponge balls into the other side
- 7 Pupils must throw only one at a time
- 8 Play for a maximum of one minute
- 9 On the second whistle pupils immediately freeze and stop throwing
- 10 Count the sponge balls in each half. The winning team has the least sponge balls in their half
- 11 Repeat two or three times



#### Variations

- 1 Put a net across the half way line
- 2 Play a mini tournament to best of 3 or 5 games
- 3 With sufficient space, play 2 or 3 games simultaneously



#### Differentiation

- Use sponge balls of various sizes
- Zone the playing area so that some pupils (stronger throwers) stay nearer the back and throw further

#### Learning Point

- “Throw with your opposite foot forward to your throwing hand (i.e. right hand throw, left foot forward)”
- “Elbow high and arm pulled from behind”

## Age 5 - 7 Slider

## Learning Outcomes

- Apply appropriate effort in order to control an object's flight
- Throw accurately

## Suggested Resources

- Bean bags
- Hoops
- Chalk

## Activities

- 1 Issue beanbags to pairs, facing each other across a distance of 5 to 10 metres
- 2 Slide the beanbag across the floor so that it stops just in front of partner's feet

## Variations

- 1 Increase the distance between pupils
- 2 Slide beanbag
  - along a line
  - to stop closest to a wall
  - into a chalk target
- 3 Throw beanbag underarm
- 4 Try with eyes closed
- 5 Try from sitting / kneeling / standing



## Differentiation

- Introduce a time element as an additional challenge
- Vary the size of the chalk target

## Learning Point

- "Throw with your opposite foot forward to your throwing hand (i.e. right hand throw, left foot forward)"

### Age 5 - 7 Roll a goal

#### Learning Outcomes

- Roll a ball accurately

#### Suggested Resources

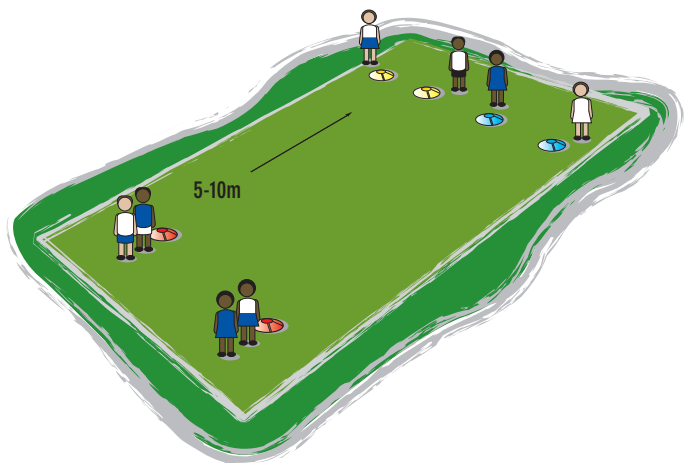
- 12 – 16 cones
- 6 - 8 tennis balls or other small balls

#### Activities

- 1 Divide the pupils into groups of 4
- 2 Give each group 1 ball, and 2 cones to set up a small 'goal' with one pair on either side of the goal (3-6m away)
- 3 In turns, pupils roll the ball back and forward through the gate

#### Variations

- 1 Use 2 additional cones to place a narrow gate within the wider gate: score 3 points when the ball goes through the narrow gate and 1 point for the wide gate
- 2 Add individual scores together to give a team score
- 3 Vary width of gates and distance from them
- 4 Outside, use larger balls and use one or two hands



#### Differentiation

- Vary the size of the ball used
- Set up activities so pupils can use existing lines as a guide, i.e. netball pitch markings

#### Learning Point

- "Keep your eyes focused on where you want the ball to go, and swing your arm from the back to the front"

## Age 5 - 7 Skittles

### Learning Outcomes

- Use an underarm action to throw accurately at a target
- Use an underarm action to throw over increasingly longer distance

### Suggested Resources

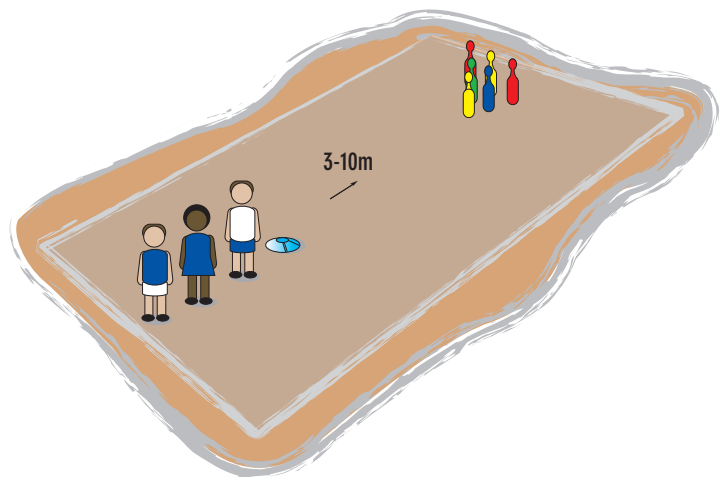
- Sets of skittles or tall, light-weight cones
- Tennis, rounders or other small balls

### Activities

- 1 Give each group of 4 a set of skittles and a ball
- 2 Each pupil has 2 attempts to knock over as many skittles as possible using an underarm bowl from 5m away
- 3 Other pupils retrieve the ball and stand up skittles once each player has taken 2 attempts
- 4 Swap places in turn

### Variations

- 1 Use cones
- 2 Add individual scores together to give a team score
- 3 Increase spacing of skittles and distance bowled



### Differentiation

- Vary the size of the ball used in the activity
- Allow different methods of throwing

### Learning Point

- "Keep your eyes focused on where you want the ball to go, and swing your arm from the back to the front"
- "Swing arm from further back to make ball go further/harder"

### Age 5 - 7 Feed the animals

#### Learning Outcomes

- Throw accurately at raised targets

#### Suggested Resources

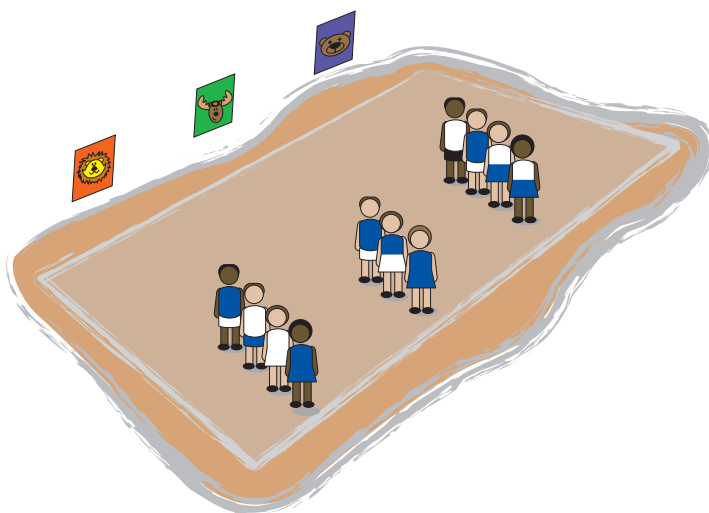
- Large pictures of animals
- Beanbags

#### Activities

- 1 Place large pictures of animals at varying heights on a wall with no windows
- 2 Stand groups of 4 pupils opposite a picture
- 3 Pupils feed the hungry animals by throwing them some 'food'
- 4 Each child takes it in turn to throw their beanbag to the animal
- 5 Rotate groups so that they try to feed all the animals

#### Variations

- 1 Pupils throw:
  - under-arm
  - over-arm
- 2 Increase distance from the wall
- 3 Place pictures higher
- 4 Outside, use light balls as well as beanbags
- 5 Outside, use large cardboard cut-outs placed on the ground at various distances



#### Differentiation

- Vary the size of the picture

#### Learning Point

- "Throw with your opposite foot forward to your throwing hand (i.e. right hand throw, left foot forward)"

## Age 7 - 9 Run tall

### Learning Outcomes

- Demonstrate a good running posture

### Suggested Resources

- Cones

### Activities

- 1 Identify the activity area
- 2 Pupils spread out and jog around the space
- 3 On the command "run high" pupils assume a tall body position as they run
  - on balls of the feet
  - picking feet up high
  - head held high
- 4 On the command "run low" pupils run in a crouched position
  - flat feet
  - head low
- 5 Continue to alternate commands with increasingly longer spells of 'tall running'
- 6 Discuss the difference and why it is important to run tall

### Variations

- 1 Pupils work in pairs, taking turns to call out the commands
- 2 Set out cones. Pupils alternate running tall and crouched running as they move from one cone to the next
- 3 Also use the following commands:
  - walk
  - jog
  - sidestep
  - skip
  - sprint



### Differentiation

- Vary the movement speed – if space allows
- Accept variety in the range of movement, particularly the extent to which pupils are able to run on the balls of the feet

### Learning Point

- "When you run tall, run with your back straight, keep your head up and look forward"

### Age 7 - 9 Gears

#### Learning Outcomes

- Adjust running pace smoothly
- Accelerate and decelerate rapidly

#### Suggested Resources

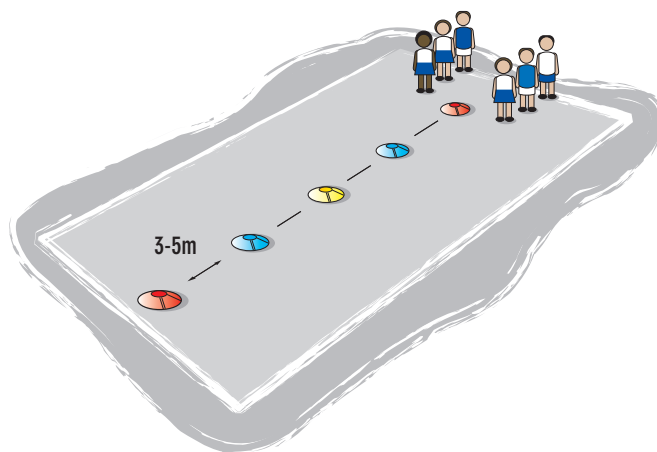
None required

#### Activities

- 1 Discuss the concept of gears and decide what number gear relates to what type of movement, e.g. 1 - walking, 2 - jogging, 3 - striding, 4 - sprinting
- 2 Pupils spread out and move at the correct pace when each gear number is called out, trying to change pace smoothly
- 3 Instead of gradual change of pace, try to speed up quickly, i.e. jogging to sprinting

#### Variations

- 1 Pupils work in pairs (with a partner capable of similar running speed) taking turns as the pace setter
- 2 Pace setter moves around the space, calling out the gears and changing pace
- 3 Partner attempts to match their pace
- 4 Organise pairs and use a line of cones to indicate when a change of speed is required
- 5 Vary the sequence (e.g. 1 to 4 etc.)



#### Differentiation

- Vary the complexity of speed changes, 1 to 4 is more demanding than 1 to 2

#### Learning Point

- “Make sure you change your arm speed as well as your leg speed”

## Age 7 - 9 Shark tag

## Learning Outcomes

- Run fast over short distances, showing awareness of others

## Suggested Resources

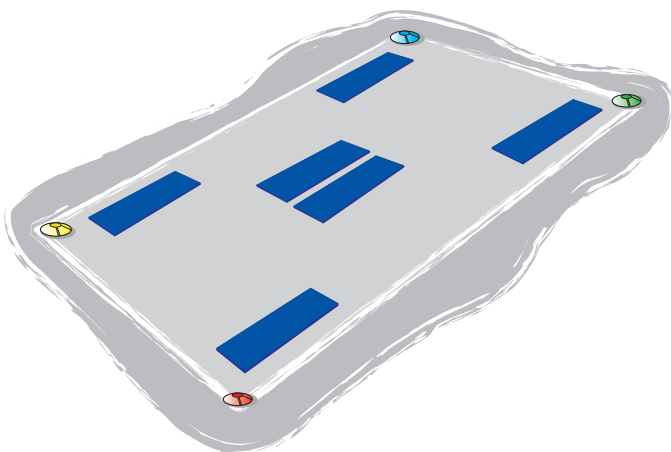
- 6 large mats

## Activities

- 1 Place one mat towards each corner of the playing area (to represent islands) and two together in the centre of the space (to represent a ship)
- 2 Nominate four pupils as sharks who can move anywhere between the mats
- 3 Other pupils stand on the 'ship'
- 4 On the command "abandon ship" the pupils on the ship run to one of the islands without being 'caught' (tagged) by a shark
- 5 Anyone caught becomes a shark and everyone else "swims" back to the ship to start the game again
- 6 Continue until everyone has been caught
- 7 Repeat using different sharks

## Variations

- 1 Mats can be placed anywhere around the space and on the command "change" all pupils change mats
- 2 Change the mode of travelling (e.g. skipping, hopping)
- 3 Play outside using greater distances
- 4 Use chalked areas rather than mats



## Differentiation

- Vary the number of sharks; simplify the method of travel e.g. walking

## Learning Point

- "Be aware of others around you, keep your weight on the balls of your feet so you can change direction quickly"

### Age 7 - 9 Shuttle run

#### Learning Outcomes

- Sprint rapidly over short distances
- Change direction quickly

#### Suggested Resources

- Stop watch
- 2 markers per pair

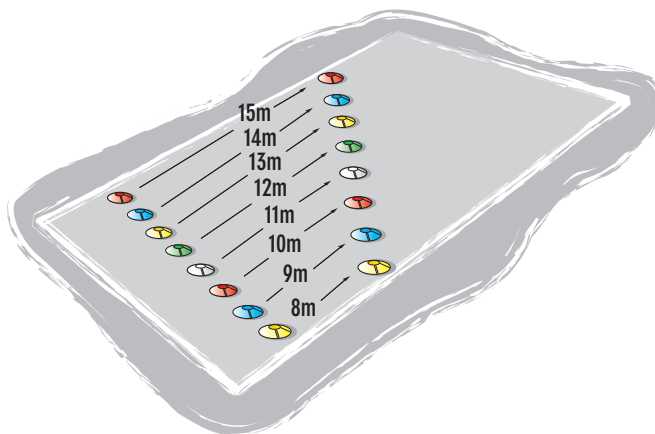
#### Activities

- 1 In pairs, pupils place two cones 10 strides apart
- 2 Pupils count how many shuttles their partner can run between the cones in 10 seconds
- 3 Change over
- 4 Repeat for 15 and 20 seconds



#### Variations

- 1 Vary the length of time
- 2 Increase or reduce the distance between cones
- 3 Touch each cone as you turn
- 4 Run around the cones
- 5 Stop during each lap to perform an exercise (e.g. a press up or 3 star jumps)
- 6 Set a class challenge for the most number of shuttle runs in a minute



#### Differentiation

- Vary the group size, allow for greater rests in between subsequent runs

#### Learning Point

- “Make sure you drive your arm hard, backwards and forwards when you accelerate”

## Age 7 - 9 Dice relay

## Learning Outcomes

- Sprint short distances as part of a team
- Respond rapidly to a stimulus

## Suggested Resources

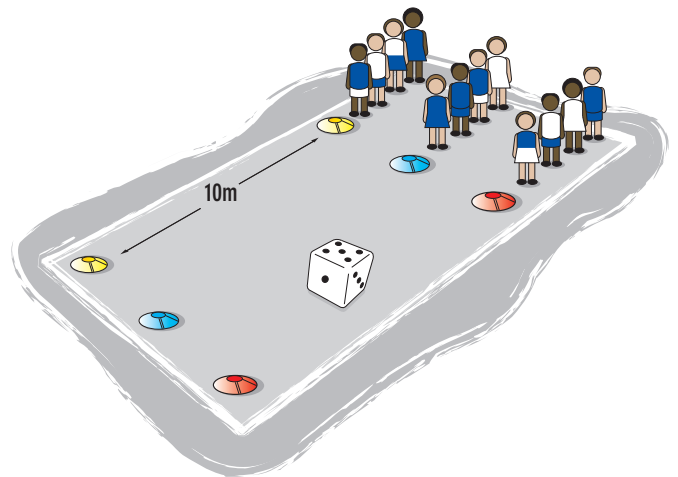
- A large dice

## Activities

- 1 Set up teams of 4. Place them opposite cones 10m apart
- 2 Roll the dice, call out the score
- 3 Teams run that number of shuttles e.g. if a 3 is rolled, three pupils should run, one after the other
- 4 On the next roll the fourth person in the team will be the first to run
- 5 Continue until all have run several times

## Variations

- 1 Change the type of movement: walking, skipping, galloping etc.
- 2 If space allows, the number rolled determines how many pupils run one shuttle all together



## Differentiation

- Vary the group size, and distance between cones
- Allow for greater rests in between subsequent runs

## Learning Point

- "Keep your shoulders down when accelerating from standing still, leaning in the direction you wish to move"

### Age 7 - 9 Around the world

#### Learning Outcomes

- Sprint over short distances
- Make a rapid decision to run in a particular direction

#### Suggested Resources

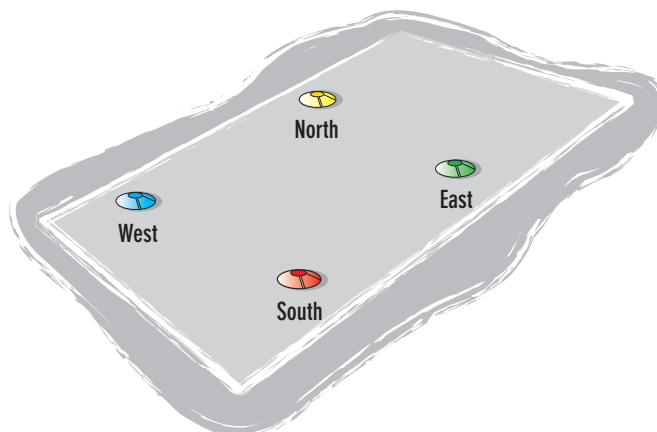
- Cones marked with compass points
- Other topical words or numbers

#### Activities

- 1 Mark cones with the points of the compass (North, South, East and West) and place them appropriately around the activity area
- 2 Pupils start in the centre and run to the point of the compass called
- 3 Call a sequence of points to visit, travelling round the cones where appropriate, e.g. East, South, North, West
- 4 Split the class into groups and call "1s north, 2s south" etc.

#### Variations

- 1 Include more compass points e.g. NE, SW
- 2 The space depicts Great Britain; place markers to represent countries/cities and their geographical relationship to Britain
- 3 As above but for Europe or the World
- 4 Label cones to encourage problem solving in other curriculum areas. e.g. numbers on cones could be answers to simple sums



#### Differentiation

- Vary the complexity of the sequence; set a problem and insist on thinking time of 3-5 seconds before saying go

#### Learning Point

- "Be aware of others around you, keep your weight on the balls of your feet so you can change direction quickly"

## Age 7 - 9 Squirrels

## Learning Outcomes

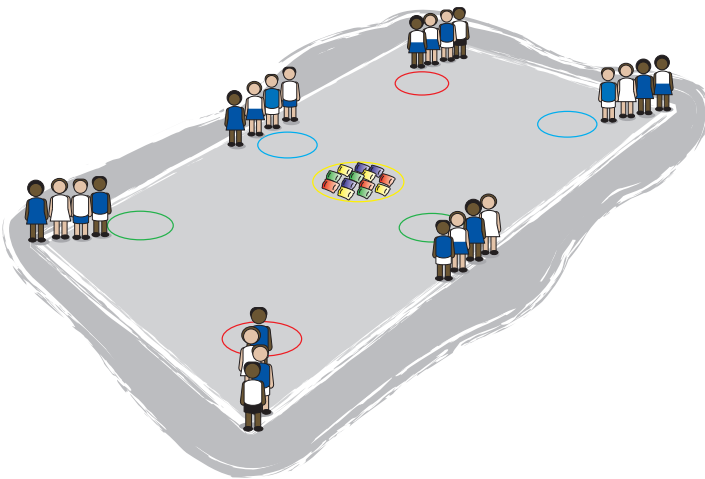
- Run over short distances and change direction quickly
- Make decisions to help a team

## Suggested Resources

- Hoops
- Lots of beanbags
- Stopwatch

## Activities

- 1 Organise into teams of four
- 2 Explain that: pupils are squirrels collecting nuts (beanbags) to store in their tree (hoop) for the winter
- 3 Place all the nuts in the centre of the space; each team lines up behind their tree
- 4 On the command "go" one pupil from each team runs to collect **one** nut and return it to their tree
- 5 As soon as the nut is in the tree the next pupil runs to collect a nut
- 6 The game ends when there are no nuts left in the centre, the winning team is the one with the most nuts in their tree



## Variations

- 1 Extend the game to "Cheeky Squirrels"
- 2 Once all the bean bags have been collected from the centre, squirrels have one minute to 'steal' nuts from each other
- 3 Squirrels continue to run **one** at a time, but now they choose to collect nuts from any other tree. They still only take **one** nut at a time and must place it in their own tree before the next squirrel can go to find another nut



## Differentiation

- Vary the method of travel between trees and nuts
- Award extra bonus points for "fair play"

## Learning Point

- "Run like a squirrel with light, fast and quiet movements"

## Age 7 - 9 Hurdles relay

### Learning Outcomes

- Maintain a good running technique when sprinting over obstacles

### Suggested Resources

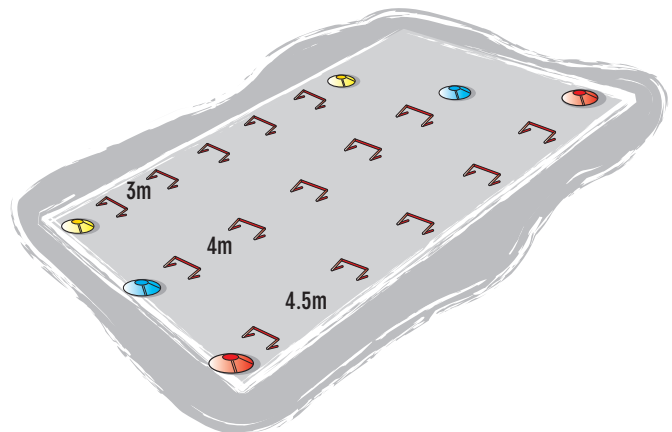
- Soft Plastic Cones

### Activities

- 1 Organise into teams of four
- 2 Place several cones down a straight line course
- 3 Pupils take it in turns to run down the course, **sprinting** over the obstacles; walk back by going down the side of the course. Children in middle lanes should pause and check before crossing to either side
- 4 Watch for other athletes finishing before moving to the outside of the running area
- 5 Pupils can adjust the distance between the obstacles to suit their own team, keeping them all between the start and finish line (note differentiation)
- 6 Teams compete in relay races over the course

### Variations

- 1 Make the obstacles longer by using two or three cones side by side
- 2 Change the length of the course and number of obstacles
- 3 Use cones and canes as the obstacles



### Differentiation

- Ensure pupils can demonstrate the ability to sprint (without jumping) over a low obstacle, such as a single cone, before progressing on to more demanding obstacles
- Increase the height of distance between obstacles but only for those who are confidently sprinting over the existing course

### Learning Point

- "Sprint hard over the obstacles and try to imagine **they are not there**"

## Age 7 - 9 On the hop

## Learning Outcomes

- Hop and jump with balance and control

## Suggested Resources

None required

## Activities

- 1 Pupils practise standing very still on one leg then the other for five seconds
- 2 Hop on the spot for five seconds – change legs
- 3 Hop forwards five times on each leg
- 4 Challenge pupils with the following sequences: hop, hop, step, hop, hop, jump
- 5 Use paces to measure five consecutive hops; identify strongest leg
- 6 Use the word **same** to describe the **hop**, **other** to describe the **step** and **both** to describe the **jump**

## Variations

- 1 Hop in different directions, side to side and backwards
- 2 Work in pairs: make up a sequence of hops, steps and jumps for a partner to copy
- 3 Devise longer and more complex sequences
- 4 Prepare cards with simple sequences



## Differentiation

- Vary the number of jumps
- Change the complexity of the jump sequences

## Learning Point

- “Make sure you land on a flat foot when hopping and take off from the ball of the foot”

### Age 7 - 9 Swap

#### Learning Outcomes

- Hop, step and jump with speed and balance

#### Suggested Resources

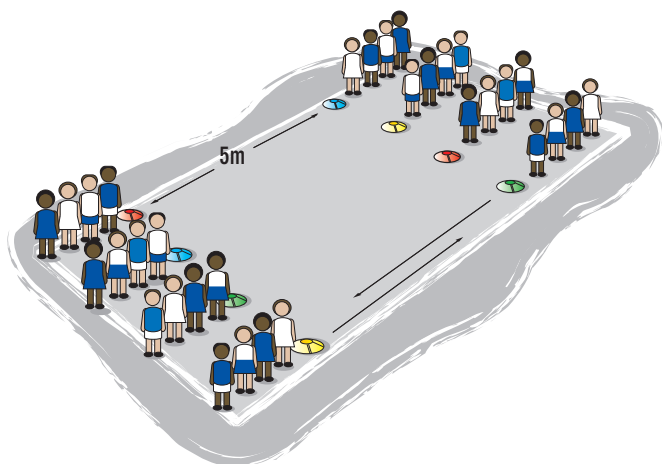
None required

#### Activities

- 1 Place pupils in teams of four, with teams sitting opposite each other, 5m apart
- 2 Number pupils 1 to 4
- 3 Explain the actions required: hop (same), step (other) or jump (both)
- 4 Call out a number and an action, e.g. 3 hop: 3 pupils from each team hop to the opposite side and sit down in the vacant space as quickly as possible

#### Variations

- 1 Call out two actions, one to be used on the way there, the other on the way back
- 2 Call out combinations of actions, e.g. hop, step, hop, step



#### Differentiation

- Vary distance between teams
- Allow pupils to perform single movements rather than long sequences

#### Learning Point

- “Stay tall when jumping and use your arms naturally to balance the hopping action”

## Age 7 - 9 Hopscotch

## Learning Outcomes

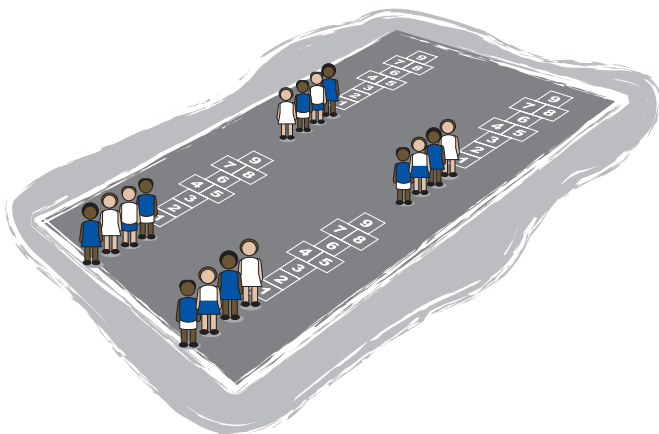
- Perform hop and jump combinations with control

## Suggested Resources

- Hopscotch markings or chalk
- Beanbags

## Activities

- 1 Organise teams of four, each with a beanbag and a hopscotch area
- 2 Player 1 throws the beanbag into square 1, hops over it to square 2, continues to hop in single squares and jump in double squares to the end of the grid
- 3 Player 1 returns to the start in the same way, collecting the bean bag by balancing on one leg in square 2 and then hopping in square one, which is now empty
- 4 Player 2 completes the same routine and so on until each player has had a turn
- 5 Players then throw their bean bag into square 2 and so on until they have had a go at throwing their bean bag into each square in turn



## Variations

- 1 Pupils can design their own hopscotch patterns and draw them on the playground with chalk



## Differentiation

- Vary the size of squares

## Learning Point

- "Imagine your legs are springs and bounce along the hopscotch course"
- "Alternate your hopping leg to strengthen weaker side"

### Age 7 - 9 Jumping styles

#### Learning Outcomes

- Demonstrate a variety of jumping styles

#### Suggested Resources

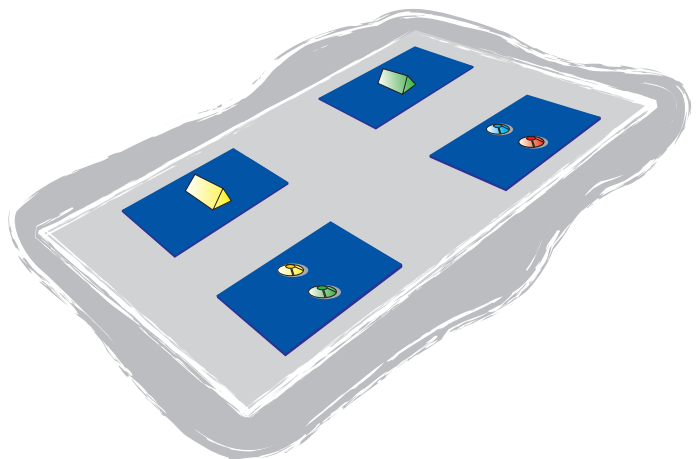
- Mats
- Canes and cones or foam wedges
- Elastic

#### Activities

- 1 Organise teams of four, each with a mat, cane and two cones per group
- 2 Ask pupils to practise jumping over the cane or wedge in the following ways:
  - side to side with two feet together
  - forwards and backwards with two feet together
  - one foot to the other foot (bent leg scissor jump) with left leg lead and right leg lead

#### Variations

- 1 Pupils set up the cones and cane on the floor in front of the mat and take a short run up into:
  - a forward jump landing on two feet
  - a jump from the side, using a scissor jump
- 2 Canes can be placed on the floor or raised higher



#### Differentiation

- Vary the number of consecutive trials, starting with single jumps
- Ask pupils to perform as many jumps as possible in a set time, i.e. 5 or 10 seconds

#### Learning Point

- “Try to straighten your take off leg quickly as you jump”

## Age 7 - 9 Head, shoulders, knees and toes

## Learning Outcomes

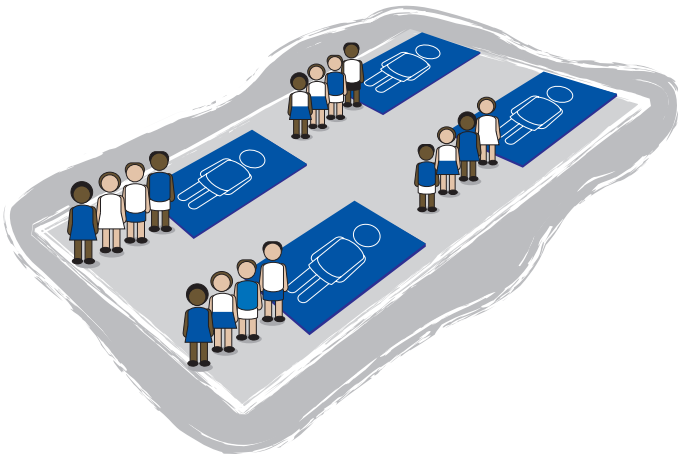
- Jump for distance from two feet to two feet

## Suggested Resources

- Mats
- Chalk

## Activities

- 1 Organise small teams of pupils with similar height
- 2 One pupil lies on the mat, others use chalk to draw round and mark the feet, knees, waist, shoulders and head
- 3 Pupils take turns to see how far along their body length they can jump using a standing two-footed jump and landing
- 4 Other pupils watch where the jumper lands and mark the heel position with the chalk
- 5 Encourage pupils to identify what makes a good jump
- 6 Highlight key teaching points for further practise



## Variations

- 1 Use standing long jump mats if available
- 2 Use beanbags at the side of the mat to mark where the jumper lands. These can be moved forwards and backwards to provide a target



## Differentiation

- Vary the distance away from the mat from which pupils start their jump

## Learning Point

- "Lean well forward when you take off and extend your hips and knees quickly"

### Age 7 - 9 Run and jump

#### Learning Outcomes

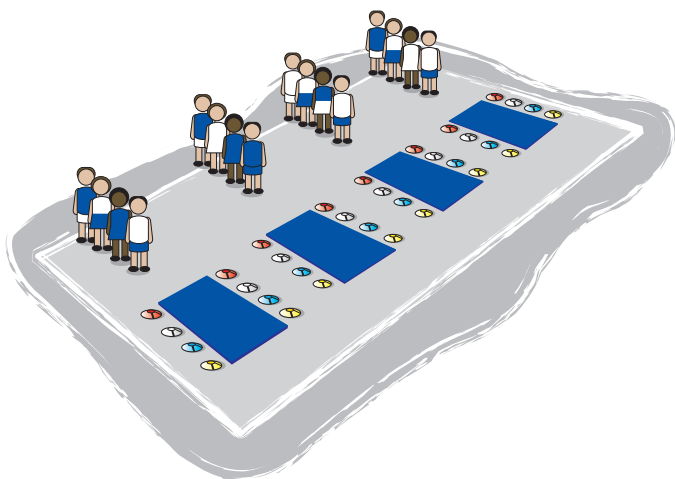
- Use a short run to jump from one to two feet

#### Suggested Resources

- Mats or sandpit
- Chalk or markers

#### Activities

- 1 In pairs, pupils set out coloured cones along the edge of the landing mat or pit
- 2 Pupils mark a position three strides back from the take-off area as a starting point
- 3 Run three strides, take off from one foot and land on two feet
- 4 Partners observe and feedback key points:
  - take off from one leg
  - extend the take off leg quickly
  - drive the free knee up high, land on 2 feet
- 5 If a sandpit is available, never have one long line of pupils waiting to take a jump. Always jump sideways into the pit (where safe to do so) to allow several pupils to jump simultaneously



#### Variations

- 1 If a sandpit is available, targets can be placed in the sand
- 2 Place low obstacles to encourage pupils to jump high and long
- 3 Practise taking off from each foot
- 4 Pairs can combine scores to compete against other pairs
- 5 Set a whole class challenge for total distance jumped



#### Differentiation

- Vary the initial number of strides, starting from one stride, progressing up to three
- Change the height of low obstacles: use a cone

#### Learning Point

- "Take off from one leg, extend your take off leg quickly and drive the free knee up high. Make sure you land on 2 feet"

## Age 7 - 9 Target jump

## Learning Outcomes

- Jump for height from standing

## Suggested Resources

- Target strips numbered 0 to 10
- Chalk
- Masking tape



## Activities

- 1 Organise groups of four pupils of similar height
- 2 Stick a target strip to the wall at a height where everyone in their group can touch 0 when standing with one arm stretched straight up above their head
- 3 Pupils take turns to jump up and touch the target strip as high as they can
- 4 Experiment with starting in different positions
  - standing straight
  - crouching
  - touching the ground
- 5 Other pupils watch and record which number box they touched
- 6 Add their best three scores together

## Variations

- 1 Stand facing or sideways on to the wall
- 2 Have a little bounce before the jump
- 3 Take off from one foot after a stride
- 4 Swing one arm or both arms up

## Differentiation

- Use target strips with fewer or more graduations
- Use colours in the graduations

## Learning Point

- "Start with knees bent. Make sure you straighten your hips, knees and ankles quickly as you jump"

### Age 7 - 9 Stepping stones

#### Learning Outcomes

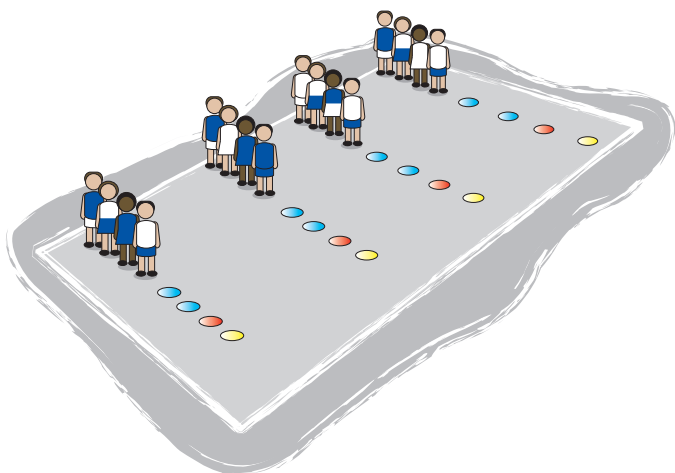
- Hop, step and jump in the correct sequence

#### Suggested Resources

- Large rubber spots

#### Activities

- 1 Organise teams of four pupils according to height or stride length
- 2 Each group places four coloured spots in a straight line, evenly spaced so that pupils can step from one to the next
- 3 Explain: these are stepping stones to cross a river
- 4 Pupils hop (onto the same foot), from the first to the second spot, step (onto the other foot) from the second to the third spot and land with two feet together (onto both) on the fourth spot
- 5 Use the "same, other, both" phrase to describe the movements



#### Variations

- 1 Use different combinations, such as hop, step, step, or hop, hop, step
- 2 Complete a wider crossing by moving the spots apart but keeping the spacing between them equal



#### Differentiation

- Ensure pupils can complete simple action sequences, e.g. hop, hop, hop before progressing on to more complex patterns such as hop, hop, step

#### Learning Point

- "Make sure you land on a flat foot, and take off from the ball of the foot"
- "Make sure you straighten/extend the hips, knee and ankle"

## Age 7 - 9 Push away

## Learning Outcomes

- Perform an arm conditioning exercise correctly

## Suggested Resources

None required

## Activities

- 1 Pupils face a solid wall within finger tip reach, arms straight out in front of them
- 2 Place hands flat against the wall, taking up some of their body weight
- 3 Use tummy muscles to keep a straight body position, pupils slowly bend their arms until their nose nearly touches the wall
- 4 Push away from the wall until their arms are straight again
- 5 Repeat several times

## Variations

- 1 Perform the exercise slowly
- 2 Children can work for a given length of time e.g. 20 seconds instead of doing a set number of 'push aways'
- 3 Start with feet further away from the wall



## Differentiation

- Vary the number of exercises completed
- Change the length of time the exercises are performed

## Learning Point

- "Make sure you turn your hands inwards and keep your elbows out wide"

### Age 7 - 9 Shark infested water

#### Learning Outcomes

- Throw and retrieve implements safely
- Describe how the weight and shape of an object affects its flight path

#### Suggested Resources

- Beanbags
- Quoits
- Foam javelins
- Variety of balls

#### Activities

- 1 Pupils must stand spaced apart along and behind a line. This is the edge of the 'shark infested' water (use a second line for large classes, pupils stand at least 2m behind throwers)
- 2 Pupils wait until they hear the command "throw"
- 3 All pupils execute a pull throw at the same time
- 4 Pupils must not cross the line until the command "collect"
- 5 If pupils cross the line before this command shout "shark" to remind them that it is not safe
- 6 This is a key learning outcome to ensure that future lessons operate safely
- 7 Once routine is established, explore throwing other implements of various weights and sizes
- 8 Compare how well they fly and how far they go

#### Variations

- 1 Selected pupils take turns to 'be the teacher', shouting the commands 'throw' and 'collect'
- 2 Explore different types of throw



#### Differentiation

- Recognise success in the lesson as those who remembered the safety aspects, and demonstrated safe practice

#### Learning Point

- "Throwing can be dangerous. Keep a look out for anyone who forgets the safety rule"
- "Pull from behind body keeping elbow high"

## Age 7 - 9 Sit, kneel, stand

## Learning Outcomes

- Describe the effect of throwing from sitting, kneeling or standing

## Suggested Resources

- Beanbags
- Various other throwing implements



## Activities

- 1 In pairs, pupils take it in turns to throw a bean bag from the following starting positions:
  - sitting
  - kneeling
  - standing
- 2 Observe partner's technique and how far they throw the beanbag. Discuss which is most effective
- 3 Ask pupils which throwing position felt best and which helped them to throw the furthest
- 4 Ask pupils why they think a particular position was more effective

## Variations

- 1 Pupils can use a:
  - push throw
  - pull throw (over arm)
- 2 Use a range of throwing implements

## Differentiation

- Focus outcomes on the quality of understanding, in addition to actual distances thrown

## Learning Point

- "Think about what happens if you use your legs to help you throw (legs before arms)"

### Age 7 - 9 Push it, bounce it

#### Learning Outcomes

- Demonstrate a two handed push throw

#### Suggested Resources

- Netballs
- Basketballs
- Footballs

#### Activities

- 1 In pairs, pupils pass the ball to each other using a two handed push throw
- 2 Practise this using chest pass and bounce pass
- 3 Once pupils are competent change from one to the other on the commands: "push it" and "bounce it"
- 4 Experiment using the following positions:
  - kneeling
  - standing with feet level
  - standing with one foot forward

#### Variations

- 1 Vary the distance between pupils
- 2 Vary the type of ball used
- 3 Vary the speed and height of the pass
- 4 Pupils work in larger groups with more than one ball being passed across a circle
- 5 Add an extra command of "change" where pupils pass the ball back in the direction it came from
- 6 Throw against a wall, moving further away upon successful completion of a push and catch



#### Differentiation

- Vary the weight and size of the ball
- Change the distance and speed of passes

#### Learning Point

- "Start by leaning back and move forward during the push (stepping into the throw). Keep your elbows out wide at the start of the throw and extend your arms quickly"

## Age 7 - 9 Rainbow throw

### Learning Outcomes

- Demonstrate a variety of throwing techniques

### Suggested Resources

- Beanbags or large sponge balls
- Cones
- Seven large sheets of paper each with a colour of the rainbow on them

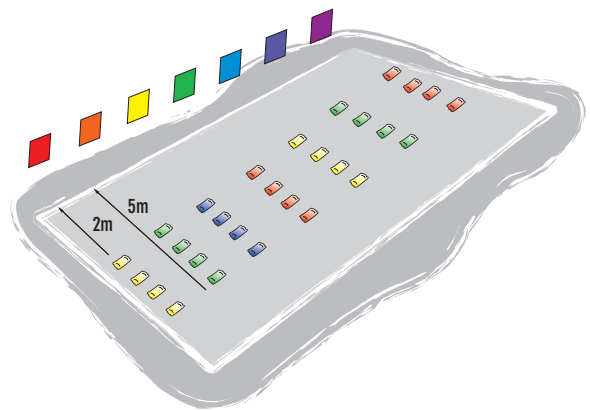
### Activities

- 1 Place sheets of paper on a solid wall above pupils' head height. Place four cones opposite each sheet at 2, 3, 4 and 5m away from the wall
- 2 Organise pupils into seven groups, each group to stand opposite a sheet of paper
- 3 Pupils take it in turns to stand by nearest cone and try to hit the coloured sheet of paper (rainbow) using a one handed push throw
- 4 On completion, groups move onto the next colour and stand at the second cone to throw
- 5 Continue until everyone has thrown at each colour, moving further away and then closer again until they return to first cone
- 6 Identify successful performances



### Variations

- 1 Repeat this activity using a variety of throws:
  - two handed push throw
  - two handed pull throw
  - one handed pull throw
- 2 Increase the range of distance between the colour targets and the throwing line



### Differentiation

- Vary the size of the sheets of paper
- Set challenges such as 2 out of 3 attempts

### Learning Point

- “**Step** into the throw from your back foot to your front foot”

### Age 7 - 9 Zone sling

#### Learning Outcomes

- Demonstrate the sling throw technique

#### Suggested Resources

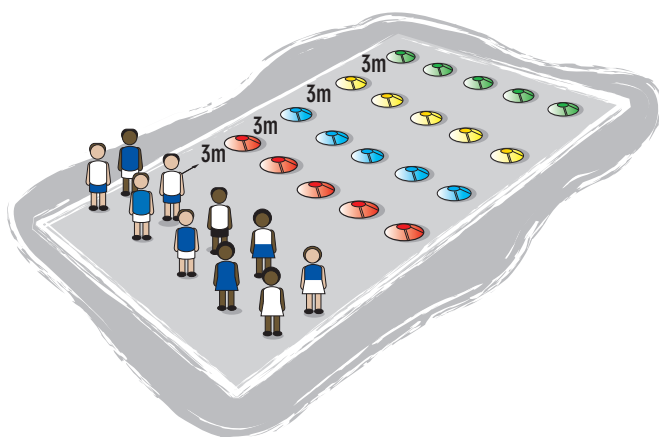
- School field
- Quoits
- Hoops

#### Activities

- 1 Set out cone grids to mark throwing zones (3m apart)
- 2 In pairs pupils take it in turns to sling their quoits into each of the zones
- 3 Pupils should only throw when the target area is completely clear
- 4 Pupils throw into zones and score accordingly
- 5 Total scores can be added once all throws are completed

#### Variations

- 1 Use hoops instead of quoits
- 2 Have a team competition, each zone scoring different points
- 3 Each team to try and score a certain number of points, e.g.:
  - odd number only
  - multiple of 4
  - their combined ages



#### Differentiation

- Allocate an initial score to everyone
- Set a challenge to determine the most improved team

#### Learning Point

- “Keep your throwing arm ‘straight and long’ when slinging”
- “Place the left handed throwers to the left side of the throwing area”
- “Pull from low and behind to high”

## Age 7 - 9 Heave it here, heave it there

## Learning Outcomes

- Demonstrate a forward and overhead heave throw

## Suggested Resources

- Large sponge balls
- Benches

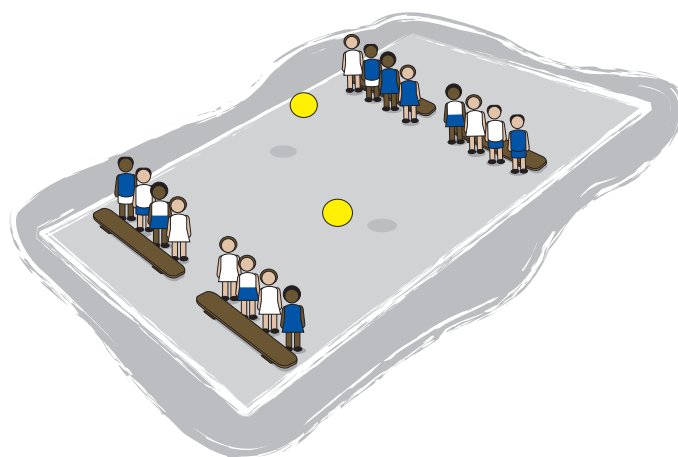
## Activities

- 1 Pupils start in pairs behind a row of benches with a large sponge ball
- 2 One pupil sits on the bench facing their partner
- 3 On the command 'throw' they stand and heave the ball over their head to land behind them
- 4 On the command 'collect' they retrieve the ball
- 5 Repeat for a forward heave: the thrower sits facing the direction of throw
- 6 Play this game - 2 teams face each other and try to heave a ball over the opposing team's bench



## Variations

- 1 Vary distance between benches
- 2 Players choose whether to heave forwards or backwards
- 3 Introduce more than one ball in the game
- 4 Set up 4-a-side games, depending on number of benches available



## Differentiation

- Some pupils may find it easy to start with a standing throw before progressing on to sitting and heaving

## Learning Point

- "Bend your knees at the start of the throw and straighten them as you heave the ball"

## Age 9 - 12 Chase the tail

## Learning Outcomes

- Run with speed and agility

## Suggested Resources

- Plenty of soft plastic / fabric bands

## Activities

- 1 Give each pupil a band, which they tuck into their waist as a tail. Put spares in a hoop in the centre of the playing area
- 2 Explain the aim of the game: try to catch a tail from any other pupil, while not losing your own
- 3 Reinforce safety: be aware of others at all times
- 4 Pupils that catch a tail tuck it in, wearing a maximum of two
- 5 If they get a third, it must be placed in the hoop
- 6 Anyone without a tail can collect one from the hoop
- 7 At the end of the first game, split pupils into separate games: those who had 2 tags going into one game with a separate game for others

## Variations

- 1 Pupils collect and keep all the tails they catch until there are none left in the middle (only pupils without a tail can collect one from the middle)
- 2 Pupils could use tag belts for this activity
- 3 Start with a given space and gradually increase or decrease the area of play and discuss the effect



## Differentiation

- Organise different games with teams based upon running speed
- Vary the space in which the game is played

## Learning Point

- “Change speed (accelerate) rapidly to avoid losing your tail”

### Age 9 - 12 Rock, paper, scissors

#### Learning Outcomes

- Demonstrate quick reactions and rapid acceleration

#### Suggested Resources

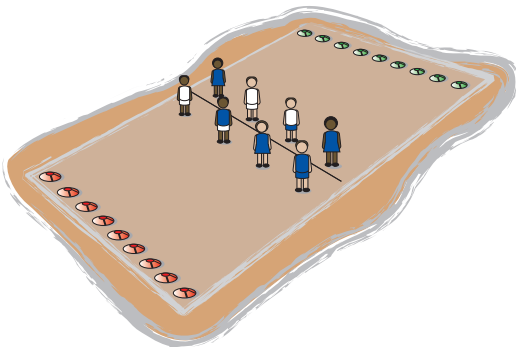
- Playing line and cones

#### Activities

- 1 Divide class into pairs of similar ability. Pairs place two cones 10 strides apart
- 2 Pupils stand together half way between the two cones and play rock, paper, scissors
- 3 Together the players say 1, 2, 3 and then make their hand into a fist for a rock, flat for paper or hold 2 fingers apart for scissors
- 4 Rock blunts scissors, paper wraps rock and scissors cut paper
- 5 The loser runs to their cone
- 6 The winner tries to tag them
- 7 Repeat several times

#### Variations

- 1 Increase the distance between the cones (this can be up to 30m outside)
- 2 This can also be done as a class activity with half the class being rats and the other being rabbits. When the teacher calls out one of these animals, they must run away from the others



#### Differentiation

- Change the relative distance to each cone so that the faster runner has further to run

#### Learning Point

- "Lean in the direction you wish to move while pushing down and back with your feet in the opposite direction"

## Age 9 - 12 Trains

## Learning Outcomes

- Accelerate to pass team members
- Co-operate with the team
- Sustain jogging and sprinting for a few minutes

## Suggested Resources

- Whistle

## Activities

- 1 Groups of 5 pupils stand one behind the other in a space
- 2 Explain: the person at the front of each train will lead the others on a safe route around the space available – initially at walking pace, then jogging slowly
- 3 On the whistle blast, the pupil at the back of the group sprints to the front of the train
- 4 Once at the front of the train the pupil should slow down again to a walking / jogging pace
- 5 The whistle should be blown often so that everyone has several turns at sprinting to the front of the train

## Variations

- 1 Vary distance between runners
- 2 Trains walk / jog on straight lines, such as pitch markings
- 3 Trains can be made of four pairs of pupils
- 4 On the whistle, rear two pupils each run round a different side of the train and try to beat each other to the front. This is best done with trains travelling along a straight track



## Differentiation

- Vary size of teams (smaller teams, more demanding)

## Learning Point

- “Keep relaxed when you are jogging. Apply full effort when sprinting, making sure you are on the balls of your feet”
- “Drive elbows back hard when sprinting”

### Age 9 - 12 Quick start

#### Learning Outcomes

- Accelerate from a variety of static positions

#### Suggested Resources

- Cones
- Stopwatches
- Tape measure



#### Activities

- 1 Divide class into groups of four, each with a stopwatch and two cones
- 2 Pupils should set the cones 20m apart and take turns being the time keeper/starter
- 3 Explain: pupils will start from a variety of positions and compare times to investigate which is the quickest
  - sitting
  - kneeling
  - lying
  - standing
- 4 The starter should use the commands:
  - "on your marks" – get into position
  - "set" – prepare and focus
  - "go"
- 5 When everyone has had a turn at all the starts, discuss which they felt was best and why

#### Variations

- 1 Lying
  - on front
  - on back
- 2 Kneeling
  - on two knees
  - on one knee
- 3 Standing
  - facing forwards
  - facing backwards
  - feet level
  - one foot forward

#### Differentiation

- Vary the distance run (5m to 30m)

#### Learning Point

- "Try to get running immediately, whatever the starting position. Take powerful strides, driving your knees forward and drive feet back like pistons"

## Age 9 - 12 Getting faster

## Learning Outcomes

- Demonstrate the ability to change speed

## Suggested Resources

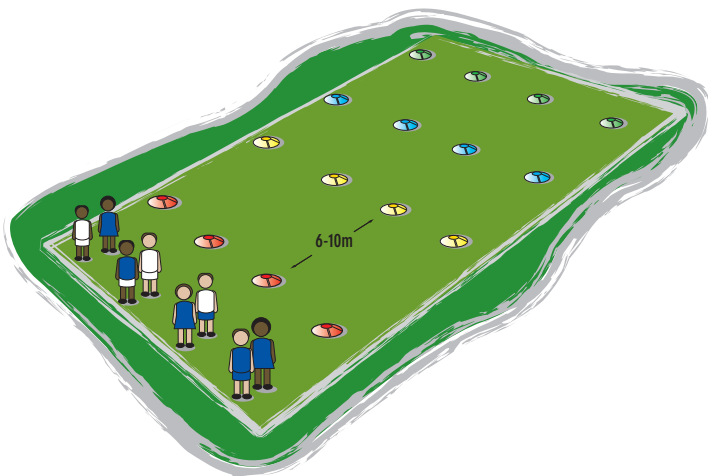
- Cones

## Activities

- 1 Organise into teams
- 2 Set out cones every 10m to create four zones
- 3 Explain that each zone represents a different speed of movement
- 4 Zone 1 – walking
- 5 Zone 2 – jogging
- 6 Zone 3 – striding
- 7 Zone 4 – sprinting
- 8 Set pupils off in teams
- 9 Pupils watch each other to observe the technique as they travel through each zone

## Variations

- 1 Pupils work in pairs with one calling out speed commands (walk, jog, stride, sprint) in a random order as they approach each cone
- 2 The runner changes speed accordingly at the next cone
- 3 One pupil runs between the cones varying their speed, their partner attempts to mirror their movements



## Differentiation

- Vary distances between cones

## Learning Point

- “Always aim to keep feet and knees travelling forwards (no side to side movement): Place your feet facing the direction you are going, and drive your knees up and forwards”

### Age 9 - 12 What's my pace?

#### Learning Outcomes

- Sustain running at a consistent pace

#### Suggested Resources

- Beanbags
- Stop watches
- Whistle

#### Activities

- 1 Divide class into teams of four, each with a different coloured beanbag
- 2 Discuss relaxed running and pace judgement
- 3 On the command 'go', pupil one runs forward holding a beanbag. On the whistle (blown after 5 seconds) the pupil drops the beanbag and returns to the start
- 4 Reinforce that this is not a race
- 5 Repeat for other 3 runners
- 6 Explain: the aim of the activity is to run and reach the beanbag at exactly 5 seconds
- 7 Repeat several times for all runners (giving sufficient recovery time)
- 8 Allow pupils to alter the beanbag position if they want
- 9 Repeat the activity, but for 20, 30 or 40 seconds, running to and from the beanbag. Again the target is to finish at the correct place (whistle every 5 seconds to assist the pacing, turning on each whistle)



#### Variations

- 1 If stop watches are available, pupils run set distances and try to achieve the same time on consecutive runs
- 2 Run in continuous relays with each pupil running to and from his/her own beanbag – this can be sustained for several minutes
- 3 Do 10 consecutive runs in a given time – there and back – ask pupils to place the beanbag to make the task achievable



#### Differentiation

- Vary the length of time pupils run before dropping their beanbags

#### Learning Point

- "Keep your arms and shoulders relaxed while running and try to 'float' along effortlessly"

## Age 9 - 12 Sprint and hurdle

## Learning Outcomes

- Sprint over and between obstacles using consistent stride lengths

## Suggested Resources

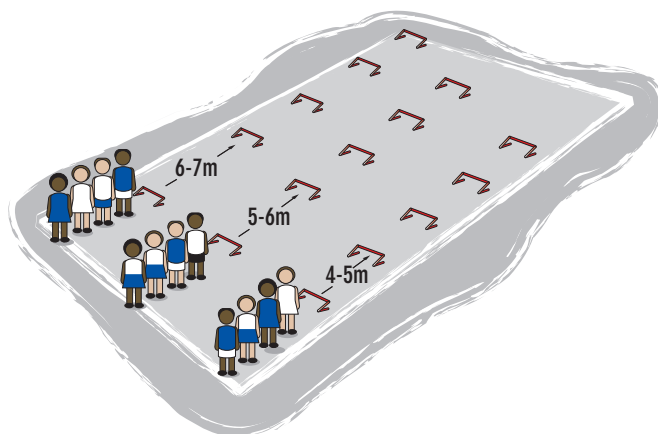
- Plastic hurdles
- Markers
- Cones and canes

## Activities

- 1 Set out a grid of obstacles to represent hurdles with several lanes of different spacings
- 2 Pupils take it in turns to run down the different lines, sprinting over the obstacles and deciding which lane suits them best
- 3 Review the number of steps taken between hurdles
- 4 Pupils practise to develop a rhythm, aiming for 3 strides between each 'barrier' and taking off the same foot each time (i.e. 1, 2, 3, over; 1, 2, 3, over)

## Variations

- 1 Set up groups of pupils of similar sprinting ability and stride length, setting out obstacles at appropriate distances
- 2 Increase the distance between and number of hurdles
- 3 Pupils adjust the hurdles to take an even then an odd number of strides between each hurdle



## Differentiation

- Allow pupils to adjust both their running speed and the distance between obstacles

## Learning Point

- "Try to maintain your natural sprinting action when you 'clear' the obstacle"

### Age 9 - 12 Which leg?

#### Learning Outcomes

- State a 'lead leg' preference when sprinting over hurdles
- Give feedback to a partner

#### Suggested Resources

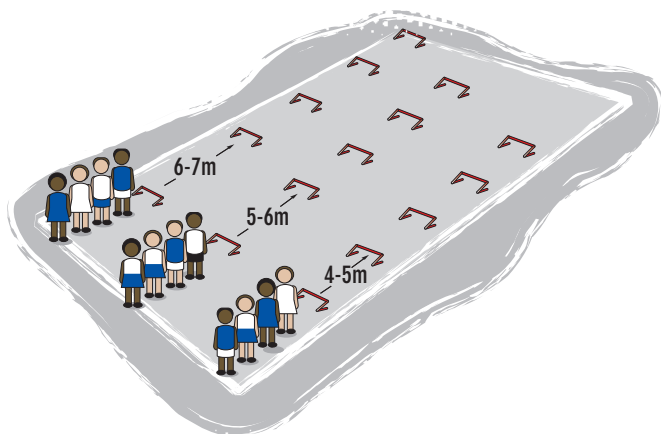
- Plastic hurdles or similar obstacles

#### Activities

- 1 Work in pairs: one performing, the other observing and giving feedback
- 2 Set out a grid of evenly spaced hurdles (must be light and low)
- 3 Pupils run over the grid and choose the set of hurdles which feels most comfortable
- 4 Partners should watch performers and note which is their 'lead leg' (the first to clear the hurdle)
- 5 Pupils should then discuss with their partner whether they used the same lead leg over each hurdle or changed it
- 6 Discuss which felt better and why
- 7 Swap roles

#### Variations

- 1 Ensure that the range of heights and spacing is sufficient to allow all pupils to hurdle at their own level
- 2 For many pupils, cones on the ground will give the necessary 'obstacle', for others, plastic hurdles will be required



#### Differentiation

- Vary the height of the obstacles, and allow pupils to adjust both their running speed and distance between obstacles

#### Learning Point

- "Make sure you 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"

## Age 9 - 12 Relay change over

## Learning Outcomes

- Pass a relay baton at speed using a 'push pass'

## Suggested Resources

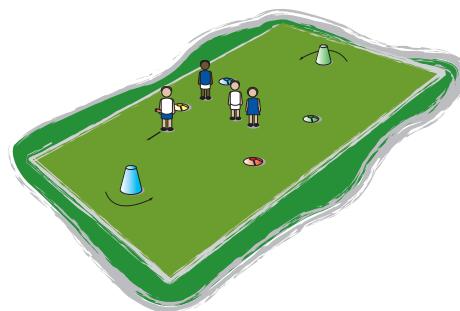
- Relay batons

## Activities

- 1 Place 2 cones per pair, one 5m in front of the other to mark the zone
- 2 One pupil stands at the second cone. The other starts 30m back from the first cone and sprints towards the zone
- 3 When that pupil reaches the first cone, the second pupil, standing by the second cone tries to escape by running away fast
- 4 Change round and practise a few times
- 5 Begin to adjust the distance between the cones until one runner can just about catch the other
- 6 Introduce the batons – pupils practise pushing the baton into the partner's hand as shown
- 7 Practise this walking, then jogging
- 8 Return to the 'zone' and attempt to pass the baton, using the spacings already established

## Variations

- 1 Ask: how close can your partner come before you run away?
- 2 Play games of chicken using the zones set up
- 3 In teams of 3, 4 or 5, run round an elongated oval in a continuous relay, passing the baton correctly
- 4 Run relay races using different sprint distances



## Differentiation

- Vary the activity pace: start with walking, then jogging before running
- Change pupils until they are well matched by speed

## Learning Point

- "Once you start running, run away fast and keep looking forwards"

### Age 9 - 12 Spot to spot

#### Learning Outcomes

- Use jumping combinations to move around a space

#### Suggested Resources

- Coloured spots or chalk

#### Activities

- 1 Set out or mark as many coloured spots as possible, at 'hoppable' distances
- 2 Place some same coloured spots side by side for two footed landings
- 3 Step from a single spot to another of a different colour
- 4 Hop from one spot to another of the same colour
- 5 Jump to double spots

#### Variations

- 1 Add small obstacles in between spots
- 2 Pupils devise their own circuit or route
- 3 Set out a timed team challenge, with bonus points for each accurate trial
- 4 Set a challenge to cross an area using only the spots as landings



#### Differentiation

- Vary the distance between spots – allow pupils to choose their own path

#### Learning Point

- “Make sure you land on a flat foot. Use your arms to balance and take-off from the ball of the foot”
- “Quickly straighten the leg at the hip, knee and ankle”

## Age 9 - 12 Dice jump

## Learning Outcomes

- Perform dynamic combination jump sequences with control

## Suggested Resources

- Dice or number cards
- Mats

## Activities

- 1 Give teams of four a dice
- 2 Pupils perform a sequence of 3 moves where the dice determines what those moves are:
  - Roll 1 or 2 - hop
  - Roll 3 or 4 - step
  - Roll 5 or 6 - jump
- 3 All pupils perform each sequence
- 4 All take turns rolling the dice
- 5 Aim to travel further with each combination

## Variations

- 1 Add different movements for all 6 numbers
- 2 Increase the number of movements – how many can you remember and complete
- 3 Use maths challenges to devise the numbers



## Differentiation

- Restrict the number of jumps in a sequence until pupils can demonstrate good movement control

## Learning Point

- “Concentrate on jumping well; try to keep your balance when jumping. Remember to land on a flat foot, take off from the ball of the foot”

### Age 9 - 12 How few hops?

#### Learning Outcomes

- Hop for distance

#### Suggested Resources

- Lines or markers

#### Activities

- 1 Mark a clear start and finish using lines or cones 6m apart
- 2 Pupils hop from start to finish and count how many hops they take
- 3 Repeat with other leg
- 4 Practise a few times trying to reduce number of hops taken
- 5 Discuss key points
  - use arms for balance and generating momentum
  - bounce the foot off the ground
  - drive the knee forward

#### Variations

- 1 Increase distance (to a maximum of 15m)
- 2 Combine scores to compete in teams
- 3 Alternate hops and steps



#### Differentiation

- Let pupils decide which jump they wish to use; hold a “how far can you travel with 3 jumps” competition

#### Learning Point

- “Try to keep your hopping foot facing forwards at all times. Imagine the floor is hot – drive your knee up quickly”

## Age 9 - 12 How far now?

## Learning Outcomes

- Jump for distance from one foot to two feet

## Suggested Resources

- Mats
- Tape
- Chalk or Markers

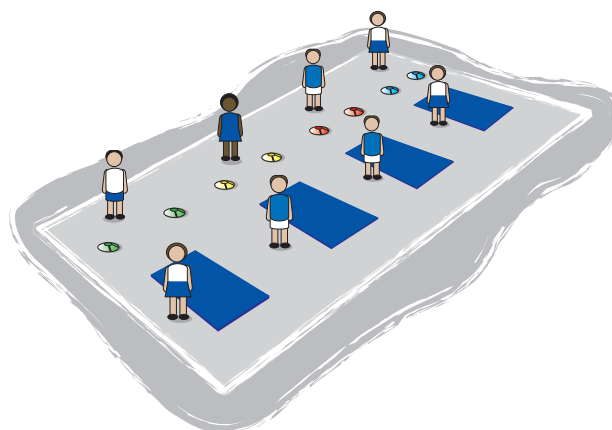
## Activities

- 1 Working in pairs of similar jumping ability, place a strip of tape on the floor 1-2m in front of a mat as the take-off line
- 2 Practise a one foot take-off and two feet landing
- 3 Using a 1, 3 or 5 stride run up, take off at the line and jump onto the mat
- 4 Partner marks where the jumper lands
- 5 Take turns to improve distance jumped
- 6 Partner observes and provides feedback on:
  - one foot take off
  - take off leg straight
  - free knee driving up and forward
  - two feet landing
  - If a sandpit is available, always jump from the long side of the pit (where safe to do so) so that several pupils can jump simultaneously



## Variations

- 1 Place a low hurdle or obstacle between the take-off line and mat to encourage height
- 2 Increase length of run up
- 3 Use a sandpit, place targets in the sand to jump beyond (e.g. a ribbon)
- 4 Try jumping off each leg



## Differentiation

- Limit the strides and speed of run up until pupils are able to demonstrate a good take off position

## Learning Point

- "Jump for height when you take off. Drive the free knee up and hold it there until you land. Soft knees on landing"

### Age 9 - 12 High bounce

#### Learning Outcomes

- Jump from side to side with balance, speed and rhythm

#### Suggested Resources

- Speed bounce mats or appropriate obstacle
- Stop watches

#### Activities

- 1 Pupils work in pairs with one jumper and one counter
- 2 First pupil stands on the mat with both feet on the same side of the wedge
- 3 On the command "go" pupils jump from side to side over the wedge as many times as possible in twenty seconds
- 4 Partner counts the number of jumps
- 5 Swap roles so that everyone has a turn at jumping and counting
- 6 Repeat and try to improve on previous score

#### Variations

- 1 Use stop watches with pupils working in groups of three with one pupil acting as timekeeper
- 2 Jump forwards and backwards
- 3 Hop (for very able pupils only)



#### Differentiation

- Vary the time allowed for the activity and the height of the obstacle

#### Learning Point

- "Bounce as lightly on your feet as possible, imagine the floor is burning hot"
- "Two footed take off and landing"

## Age 9 - 12 Scissor jump

## Learning Outcomes

- Perform a scissor jump from a short run up

## Suggested Resources

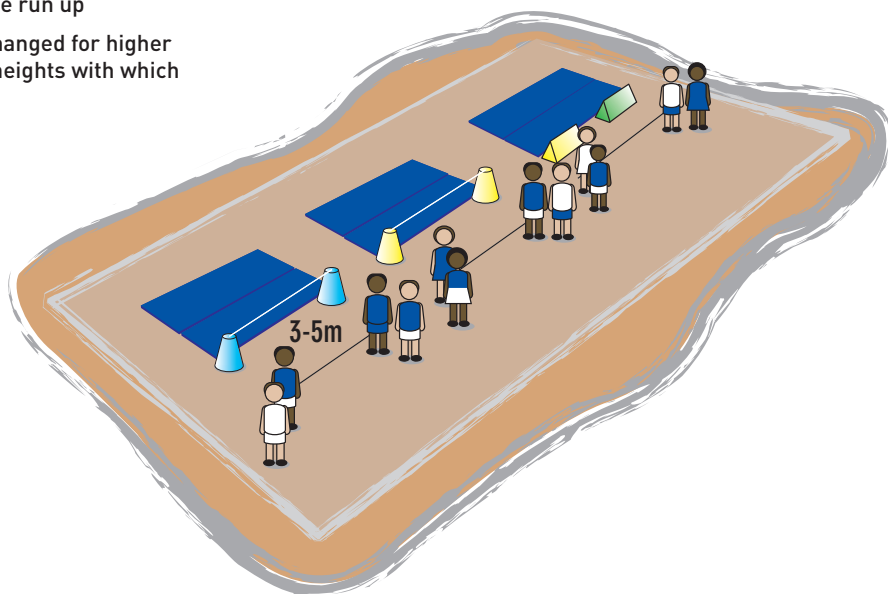
- Mats
- Cones and canes

## Activities

- 1 Give each group of 4 pupils 2 mats and some elastic
- 2 From a short distance (no more than 5 metres), pupils approach the cones with cane on top to jump over the cane. Let each child have several attempts
- 3 Partner observes which foot was used to take-off (this will usually remain constant)
- 4 Based upon take-off foot, pupils now jump approaching from a 30 degree angle
  - left foot take-off run from right
  - right foot take-off run from left
- 5 Practise scissor jumps from a three stride run up
- 6 As confidence grows, the cones can be changed for higher versions. (Never push pupils to attempt heights with which they are uncomfortable)

## Variations

- 1 Use soft plastic hurdle wedges or canes and cones to represent the high jump bar



## Differentiation

- Limit the height of the obstacle until pupils can demonstrate a good take off and landing technique

## Learning Point

- "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 on the outside foot (furthest away from the bar)"
- "Run around a short but curved approach to take-off"

### Age 9 - 12 Triple jump

#### Learning Outcomes

- Perform triple jump combination sequences with balance and control

#### Suggested Resources

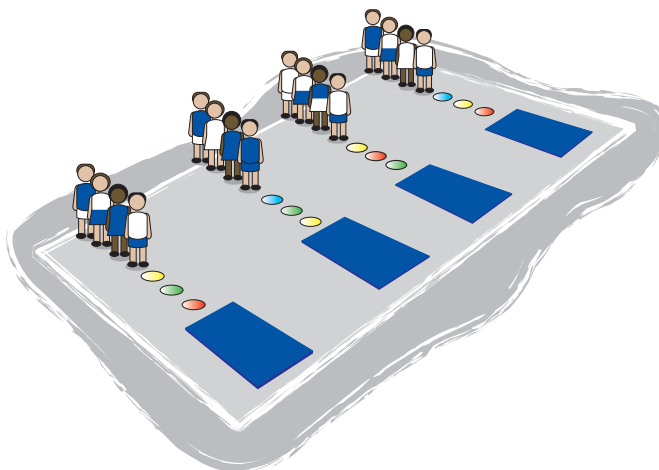
- Coloured spots or markers
- Mats

#### Activities

- 1 Revise hop step jump movement pattern
- 2 Give groups of four 3 coloured spots and a mat
- 3 Place these at equal distance apart and in a straight line with the mat at the end
- 4 Pupils perform the following jump sequence, taking off from one foot: **same, other, both**
- 5 As pupils practise and improve, encourage them to move the spots further apart, keeping an equal distance between them
- 6 Introduce a 3 stride run-up

#### Variations

- 1 Move pupils to work in groups of similar ability
- 2 Move to 5 or 7 stride run-up
- 3 Perform the sequence forwards and backwards



#### Differentiation

- Limit the speed of the run up until pupils have demonstrated the routine with rhythm, balance and control

#### Learning Point

- “Try to maintain an even 1... 2... 3... rhythm. Use a bounce action as you jump”

## Age 9 - 12 Caterpillars and crabs

## Learning Outcomes

- Participate in conditioning exercises and team activities

## Suggested Resources

None required

## Activities

- 1 Pupils work on all fours throughout this activity
- 2 On the command "crabs", pupils travel in any direction on their hands and feet, facing upwards
- 3 On the command "caterpillars" pupils turn over and face the floor. Starting in press up position, pupils walk their feet towards their hands. When their feet are as near to their hands as is comfortable, pupils keep their feet still and walk their hands forward back to the press up position
- 4 Play these games regularly for a short time rather than once for a longer time (they are excellent for developing essential 'core strength')

## Variations

- 1 Divide pupils into teams and using a soft ball, play crab football
- 2 Set the challenge to use the minimum number of caterpillar movements over a set distance (e.g. 10m)
- 3 Have crab relay races over 5m



## Differentiation

- Vary the length of time pupils stay as a crab or a caterpillar
- Change the distance of the relay races

## Learning Point

- Crab "Try to keep your tummy as high as possible"

### Age 9 - 12 Pass it on

#### Learning Outcomes

- Demonstrate speed and co-ordination when passing and receiving a ball

#### Suggested Resources

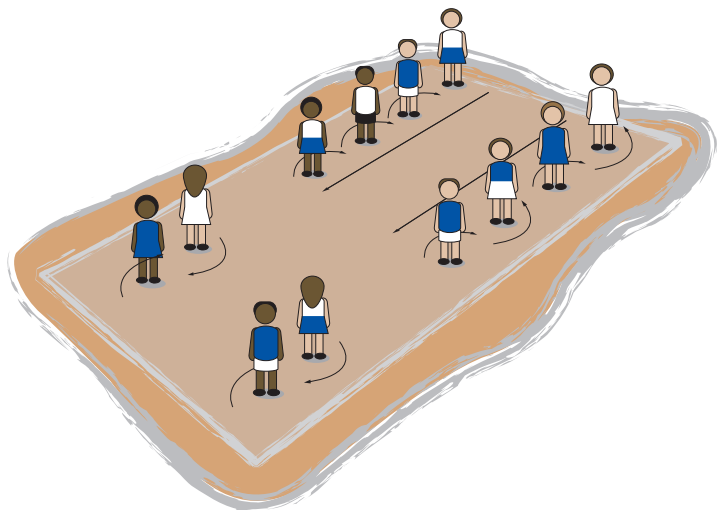
- Netballs or basketballs

#### Activities

- 1 With a partner of similar height and one ball between two, pupils stand one pace apart, back to back
- 2 Holding the ball in two hands one pupil stretches up and passes it to the other pupil above their heads
- 3 Second pupil passes it back by bending forward and passing it between their legs
- 4 On the command "change" the ball changes direction

#### Variations

- 1 Pass the ball by rotating sideways
  - in a circle
  - in a figure of 8
- 2 In teams of four pass the ball from the front to the back, the last pupil runs to the front and begins again
- 3 The pupil at the back can run round a cone before starting again (increase distance of cones)



#### Differentiation

- Use different weights and sizes of ball
- Set a time element to increase the nature of the challenge

#### Learning Point

- "Work hard to complete the exercises properly; make sure you keep your arms fully extended"
- "Use an upright body position and a good base of support"

## Age 9 - 12 Ball relay

## Learning Outcomes

- Demonstrate a dynamic two handed push throw

## Suggested Resources

- Netballs or basketballs
- Cones

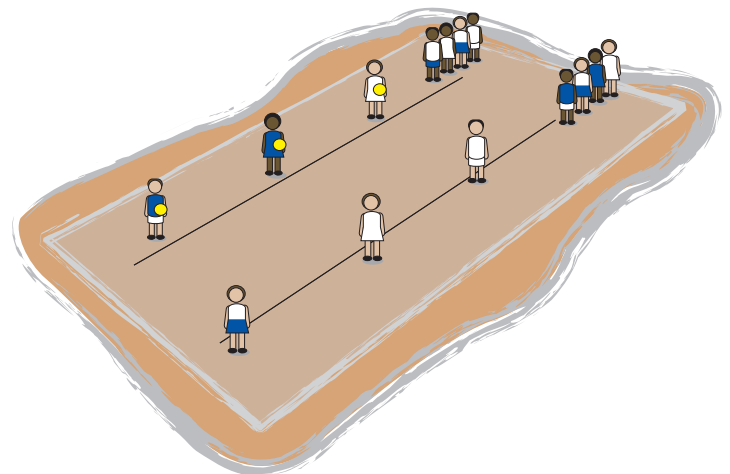
## Activities

- 1 This activity combines athletics and games skills
- 2 Mark out parallel lines 3 metres apart
- 3 Pairs of pupils start opposite each other, one on each line
- 4 Pupils skip sideways down their line whilst passing to each other; the ball moves in a zig zag pattern
- 5 At the end, walk back to the start round the outside of the activity zone
- 6 Other pairs follow the previous pair



## Variations

- 1 Use overhead pass
- 2 Use one handed push
- 3 Use bounce pass
- 4 Move further away from the line as power and accuracy improve (pupils must be well matched by ability)



## Differentiation

- Pupils can stand as far apart as they want within the channel, depending on the strength of their throw

## Learning Point

- "Ensure you push by extending your shoulders, elbows and wrist. Try to push the pass ahead of your partner"

### Age 9 - 12 Step back

#### Learning Outcomes

- Demonstrate a controlled pull throw action

#### Suggested Resources

- Beanbags
- Small balls
- Shuttlecocks



#### Activities

- 1 Revise the pull throw technique
- 2 Pupils stand opposite a partner of similar throwing ability with a beanbag or ball between two
- 3 Ensure pupils stand so that the opposite foot to the throwing arm is forward
- 4 Throw with a one handed pull to their partner
- 5 Pupils start ten paces apart, each time the throw reaches their partner the pupil moves one step back
- 6 Observe partner and check one of these points on each throw:
  - opposite foot forward
  - stepping from back foot to front foot
  - pushing hips to the front
  - elbow is kept high

#### Variations

- 1 Use a shuttlecock if inside

#### Differentiation

- Focus outcomes on technique in addition to distance thrown

#### Learning Point

- "Start by leaning back. Change your weight to the front foot, and pull your arm through fast and last, keeping the elbow high"

## Age 9 - 12 Push golf

## Learning Outcomes

- Perform push throws to reach a target on the ground

## Suggested Resources

- Hoops
- Bean bags

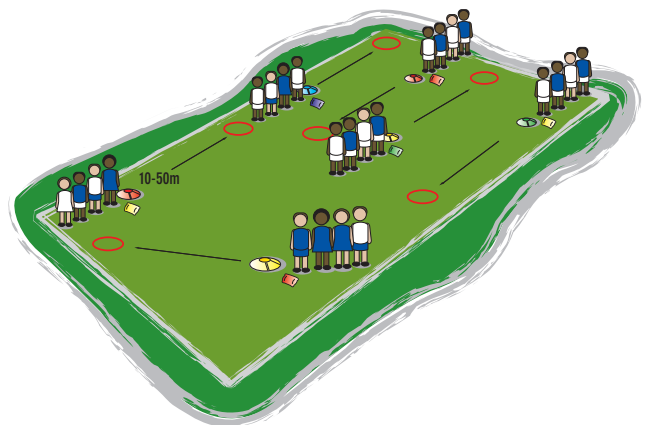
## Activities

- 1 Set out a number of hoops 20-50m apart around a field, with a coloured spot 5m away from each hoop
- 2 Explain that each hoop represents a hole on a golf course; pupils try to get their bean bag from one hoop to the next in **as few throws as possible**
- 3 Divide the class into groups of 4
- 4 Allocate each group a different hoop to start the game
- 5 One player stands on the coloured spot and throws their bean bag towards the next hoop, using a **push throw**
- 6 Each pupil takes their first turn
- 7 Pupils throw again from where the first throw landed (furthest away from the target throws first)
- 8 Continue until all pupils have thrown into the hoop
- 9 Pupils should never throw while others are in front of them and should shout "FORE" if a throw is likely to hit anyone



## Variations

- 1 Keep score more formally using score cards
- 2 Each child in a group can have a bean bag of a different colour
- 3 All the 'reds' can be in one team
- 4 Total scores can be added once all holes are completed
- 5 Set out several courses matched to pupils' abilities



## Differentiation

- Vary the distances between hoops
- Focus outcomes on technique: add bonus points (a minus score) for an effective push throw action

## Learning Point

- "Keep the bean bag close to the neck (with a high elbow) and push it away"

### Age 9 - 12 Blindfold beanbag

#### Learning Outcomes

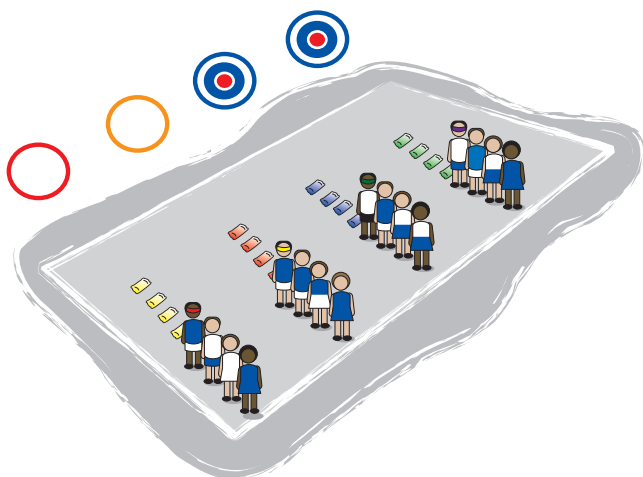
- Throw for accuracy
- Observe a partner and give accurate feedback

#### Suggested Resources

- Large hoops
- Buckets or baskets
- Beanbags
- Cones

#### Activities

- 1 Use large hoops, buckets or baskets as targets; place a cone 3m away from each target
- 2 Divide class into groups of four and allocate each group a target area and beanbags
- 3 Pupils take it in turns to wear a blindfold and attempt to hit the target using a pull throw
- 4 After each throw, one pupil describes the action and suggests to the thrower how to improve accuracy and/or distance



#### Variations

- 1 Increase throwing distance
- 2 Use a push throw
- 3 Hold a team competition with points for every beanbag close to or in the target



#### Differentiation

- Vary the size of the target

#### Learning Point

- “Start with your throwing arm extended out high and behind your shoulder. Twist and push your hips forward before you pull your arm through, fast and last”

## Age 9 - 12 Hoop sling

## Learning Outcomes

- Demonstrate a dynamic sling throw

## Suggested Resources

- Large hoops

## Activities

- 1 Give pupils one hoop between two and spread them out along a line
- 2 One pupil stands on the line, sideways on to the direction of throw, with the hoop. The other stands 3m back
- 3 Ensure pupils stand so that the opposite foot to the throwing arm is forward
- 4 Pupils must wait for the commands "throw" and "collect"
- 5 Pupils start with most weight on their back foot and perform sling throws by transferring weight to their front foot before releasing the hoop
- 6 Observe partner and check one of these points on each throw:
  - opposite foot forward
  - start with weight on back foot
  - twist and push hips forward
  - arms whip through last from low to high
  - keep throwing arm straight throughout

## Variations

- 1 Use bigger or smaller hoops
- 2 Quoits can be used instead of hoops
- 3 Pupils can mark where their hoops land and try to improve distance (however, it is technique that is most important)



## Differentiation

- Ensure pupils are able to throw a quoit slowly under control before trying to throw for distance using a hoop

## Learning Point

- "Twist and push your hips forwards just before you release and pull the hoop through with a straight arm, moving from low to high"

### Age 9 - 12 Heave throw

#### Learning Outcomes

- Demonstrate a dynamic heave throw

#### Suggested Resources

- Basketballs
- Beanbags
- Bin liners
- Markers
- Long socks

#### Activities

- 1 Spread pupils along a line with one ball between two
- 2 One pupil stands on the line, with their back to the direction of throw, holding the ball in two hands; the other stands 3m away
- 3 Reinforce safety, stress pupils must wait for the commands "throw" and "collect"
- 4 Starting with the ball between the legs, heave it overhead with **two hands**
- 5 Progress to: start with the ball outside one knee and release it over the opposite shoulder

#### Variations

- 1 Use smaller or larger balls
- 2 To practise a heave throw which is more akin to hammer throwing:
  - use a long sock with one or two beanbags in the toe instead of a ball
  - put a basketball into a bin liner; tie and then hold the loose end of the bin liner
- 3 Mark where the ball lands with a beanbag and try to improve distance
- 4 Pupils could also try "Wellie Wanging" (heaving a Wellington boot)



#### Differentiation

- Use small light implements until pupils are able to demonstrate the ability to throw in the correct direction

#### Learning Point

- "Use the power in your legs by driving up hard (extending at the hip, knee and ankle) before pulling with your arms"

## Age 9 - 12 Goal attack

## Learning Outcomes

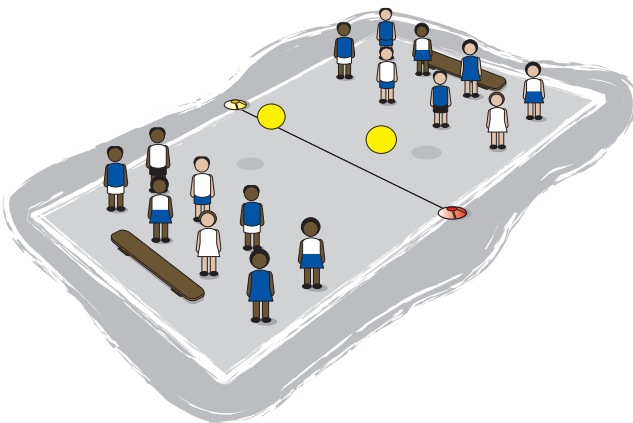
- Throw for distance
- Play as part of a team

## Suggested Resources

- Foam balls
- Benches

## Activities

- 1 Arrange the class into two teams
- 2 Divide the space in half; put a bench 2m from the back of each playing area (court)
- 3 Each team must stay in their own half
- 4 Give each team an equal number of foam balls
- 5 On the whistle, players use a forward heave throw to try and get the foam balls to land behind their opponents' bench (goal) – once behind there they cannot be retrieved
- 6 Pupils must throw the balls from where they land
- 7 The winning team lands the most balls in the opposing team's goal after a set time



## Variations

- 1 Use one or two handed push throw instead of a heave throw
- 2 Use a variety of balls and encourage a throwing action appropriate to the ball
- 3 Set up several games if space allows



## Differentiation

- Arrange teams so that pupils stand on the court in relation to the distance they can throw

## Learning Point

- "Use your legs to drive up before heaving with your arms"

### Age 9 - 12 Cross the line

#### Learning Outcomes

- Throw with accuracy and speed in a team activity

#### Suggested Resources

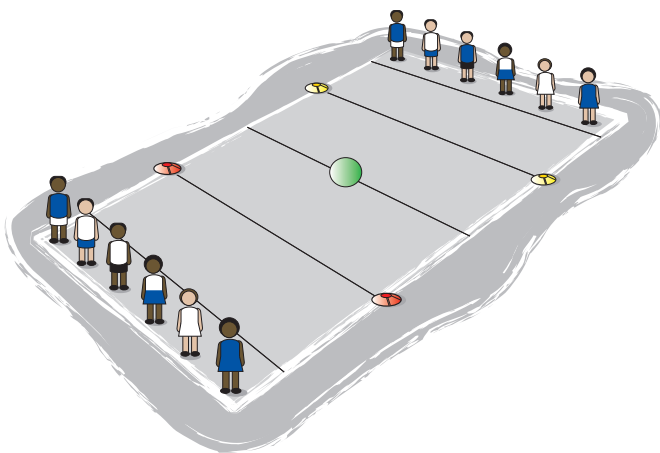
- Three large balls
- 6 benches or cones
- Chalk or masking tape
- Many small foam balls or beanbags

#### Activities

- 1 Set up 3 courts, 2 teams to a court
- 2 Place a large ball in the centre of each court midway between the scoring lines
- 3 Each team must stand behind a line
- 4 Pupils throw at the large ball and try to move it over the opponents' scoring line
- 5 The team achieving this scores one point

#### Variations

- 1 Have more than 1 large ball in the middle
- 2 Reduce or increase the distance between teams
- 3 Play outside using massive 'Swiss balls'



#### Differentiation

- Organise the teams to ensure full participation (e.g. 3 games are to cater for pupils with different throwing abilities)

#### Learning Point

- "Make sure you use your legs to build throwing momentum and pull the throw from behind"

## Athletics Pathway

The following tables outline the learning objectives and hence the progression for each athletic skill for pupils aged 5-12. The objectives are supported by activities set out in the booklets.

SKILL AREA	5-7	7-9	9-12
<b>Running</b>	<ul style="list-style-type: none"> <li>Travel with control using varying stride lengths</li> <li>Run with good posture and balance</li> <li>Copy movements of a leader with co-ordination and control</li> <li>Start, stop and change pace with control in response to instructions</li> <li>Run on a curve with co-ordination and control</li> <li>Run and change direction, demonstrating speed and agility</li> <li>Co-operate and compete with a partner</li> <li>Move quickly to a base in response to voice instructions</li> <li>Show awareness of space and the safety of others</li> <li>Walk with good posture and balance</li> <li>Complete an obstacle course with speed, control and agility</li> <li>Accelerate quickly and run fast to retrieve an object</li> <li>Co-operate with others in a team</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate good running posture</li> <li>Adjust running pace smoothly</li> <li>Accelerate and decelerate rapidly</li> <li>Run fast over short distances, showing awareness of others</li> <li>Sprint rapidly over short distances, as an individual and as part of a team</li> <li>Change direction quickly</li> <li>Respond rapidly to a stimulus</li> <li>Demonstrate good walking posture</li> <li>Maintain a good running technique when sprinting over obstacles</li> <li>Co-operate with others in a team</li> </ul>	<ul style="list-style-type: none"> <li>Run with speed and agility</li> <li>Demonstrate quick reactions and rapid acceleration</li> <li>Accelerate from a variety of static positions</li> <li>Demonstrate the ability to change speed</li> <li>Sustain jogging and running at a consistent pace for a few minutes</li> <li>Sprint over and between obstacles using consistent stride lengths</li> <li>State a 'lead leg' preference when sprinting over hurdles</li> <li>Accelerate to pass team members</li> <li>Co-operate with the team</li> <li>Pass a relay baton at speed using a 'push pass'</li> <li>Give feedback to a partner</li> </ul>
<b>Jumping</b>	<ul style="list-style-type: none"> <li>Demonstrate various jumps in response to instructions</li> <li>Jump for height with control and balance</li> <li>Describe how the use of arms can affect jumping for height</li> <li>Take off from and land in different positions</li> <li>Demonstrate control in landing</li> <li>Increase ability to jump far</li> <li>Link multiple step/jump combinations with balance and co-ordination</li> <li>Jump quickly from side to side showing co-ordination and balance</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a variety of jumping styles</li> <li>Jump for distance from two feet to two feet</li> <li>Perform hop and jump combinations with balance and control</li> <li>Hop, step and jump in the correct sequence</li> <li>Hop, step and jump with speed and balance</li> <li>Use a short run to jump from one to two feet</li> <li>Jump for height from standing</li> </ul>	<ul style="list-style-type: none"> <li>Use jumping combinations to move around a space</li> <li>Perform dynamic combination jump sequences with control</li> <li>Hop for distance</li> <li>Perform triple jump combination sequences with balance and control</li> <li>Jump for distance from one foot to two feet</li> <li>Jump from side to side with balance, speed and rhythm</li> <li>Perform a scissor jump from a short run-up</li> </ul>

### Athletics Pathway

SKILL AREA	5-7	7-9	9-12
<b>Throwing</b>	<p>Perform movements which mobilise and develop arms and shoulders</p> <p>Demonstrate mobility and co-ordination</p> <p>Throw with speed and agility</p> <p>Apply appropriate effort in order to control an object's flight</p> <p>Throw accurately</p> <p>Throw accurately at raised targets</p> <p>Roll a ball accurately</p> <p>Use an underarm action to throw accurately at a target</p> <p>Use an underarm action to throw over increasingly longer distance</p>	<p>Perform an arm conditioning exercise correctly</p> <p>Throw &amp; retrieve implements safely</p> <p>Describe how the weight and shape of an object affects its flight path</p> <p>Describe the effect of throwing from sitting, kneeling or standing</p> <p>Demonstrate a two handed push throw</p> <p>Demonstrate a variety of throwing techniques</p> <p>Demonstrate the sling throw technique</p> <p>Demonstrate a forward and overhead heave throw</p>	<p>Participate in conditioning exercises and team activities</p> <p>Demonstrate speed and co-ordination when passing and receiving a ball</p> <p>Demonstrate a dynamic two handed push throw</p> <p>Demonstrate a controlled pull throw action</p> <p>Perform push throws to reach a target on the ground</p> <p>Throw for accuracy</p> <p>Demonstrate a dynamic sling throw</p> <p>Demonstrate a dynamic heave throw</p> <p>Throw for distance</p> <p>Play as part of a team</p> <p>Throw with accuracy and speed in a team activity</p> <p>Observe a partner and give accurate feedback</p>



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