

ABOUT THE UNIT

IN THIS UNIT THE PARTICIPANTS WILL LOOK TO DEVELOP THEIR TECHNICAL UNDERSTANDING OF ATHLETIC ACTIVITY. THEY WILL, WITH GUIDANCE, SET THEMSELVES AND OTHERS IN THE GROUP TARGETS, IN ORDER TO IMPROVE PREVIOUS TIMES, HEIGHTS OR DISTANCES. THEY WILL GAIN UNDERSTANDING IN VARIOUS TECHNIQUES AND DISCIPLINES IN ORDER TO GAIN A ROUNDED KNOWLEDGE IN ATHLETICS.

AS IN ALL ATHLETIC ACTIVITIES, CHILDREN THINK ABOUT HOW TO ACHIEVE THE GREATEST POSSIBLE SPEED, HEIGHT, DISTANCE OR ACCURACY.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- To develop the consistency of their actions in a number of events -To increase the number of techniques they are able to use	- To choose appropriate techniques for specific events	-To evaluate their own and others' work and suggest ways to improve it	- To understand the basic principles of warming up - To understand why exercise is good for fitness, health and wellbeing

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

- race, run-up, position of feet on last stride, pacing, stamina, strength and speed = power, suppleness, safety and rules, relay take-over area, time, measure, record, set targets

HEALTH AND SAFETY FOR THIS UNIT

- Do the children's clothing and footwear help their learning and keep them safe?
- Is the space safe and clear enough to work in?
- Are the children aware of others in the class when they are moving and working?
- Have all the children warmed up and cooled down

EXPECTATIONS AT THE END OF THIS UNIT	
<i>Most children will be able to:</i>	Understand the need for pacing themselves and be able to judge a reasonable pace for a distance they are running. They look to set themselves personal targets and look to improve on previous times, heights or distances they have received in a specific discipline. Children in this year group will be expected to show control in take-off jumps and landings, as well as when throwing for distance and accuracy. These children will be guided through how to organise an athletic event. The coach will help the children gain understanding in how strength and stamina are required for athletic performance. The children will also be able to identify good athletic performance and with the help of the coach, be able to explain why it is good using agreed criteria.
<i>Some children will not have made much progress. They will be able to:</i>	Understand and demonstrate the difference between sprinting and distance running. They will be able to sustain their pace and effort for short periods of time. This group of children will be able to complete some throwing actions with some control and accuracy, with the help of modified equipment. The children will look to complete a range of simplified jumping techniques. They will have basic understanding in which areas performers need stamina and strength. This group will be encouraged, with help, to perform different roles e.g. recorder; explain some of the similarities and differences between different throws or jumps
<i>Some children will have progressed further. They will be able to:</i>	Show good control, speed, strength and stamina while running, jumping and throwing. This group will be able to adapt their skills and techniques to different challenges and equipment. They will have good technique in a number of areas and have an understanding of how to pace their effort well. They will have understanding of the rules, and be able to organise, judge events and challenges well. The more developed children will be able to identify activities that help develop stamina or power and suggest how some can be used when warming up. They will be able to pick out the important features of a performance and be able to make good suggestions about what could be improved.

LINKS WITH OTHER SUBJECTS	RESOURCES
- English - using technical language, supporting work on verbs and adverbs - Numeracy - estimating distance and time, recording data - PSHE - developing self-concept by meeting challenges, developing interpersonal relationships, learning about roles and etiquette	- relay batons - markers, eg cones, quoits, hoops, pegs - stopwatches, measuring tapes and electronic timing devices - games-based equipment for throwing - modified throwing implements, eg a foam discus, junior shot, light and small medicine balls

WHERE THE UNIT FITS IN

This unit is an extension of previous athletic activity units, in which children will develop their understanding of the links between being fit and performing well. The children will learn how athletics and general exercise will help keep them healthy. In running events, they will increase their distance in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping

In other physical education units, games and gymnastic activities will reinforce the need for good running, throwing and jumping. Children will learn how to be involved in non-active sports activities, e.g. how to coach, umpire, recorder and judge.

TEACHING ACTIVITIES USED IN THIS UNIT MAY INCLUDE

In this unit children will have an opportunity to:

- Explore different ways of running, jumping and throwing. They will learn the basics of good running, jumping and throwing actions, using an agreed set of criteria
- Feel the difference between running faster and slower over longer distances. Teach them how to run at a steady pace when running at different speeds
- Learn a variety of different throwing techniques that are used in different disciplines e.g. push, pull, sling, using different equipment. They will begin to learn to increase the speed of their movement before releasing when throwing. The coach will show the children how to place their feet to help the throw
- Use a run up to increase the distance they can jump. Teach them how to sink their hips and take a long last stride to gain distance and height.
- Choose their favourite ways of running, jumping and throwing. Ask them to choose the best equipment for different activities. Help them to see that different equipment suits different ways of throwing.
- Plan a run so that they pace themselves evenly or unevenly. Help them to plan how they cover distances as a team to get the best result possible, e.g. running further in a set time (30 seconds, 3 minutes), running faster over a set distance (80m, 200m)
- Make a run up for jumping and throwing. Talk to them about when it is best to use a run up
- Set targets for themselves and others in different events. They will learn how to use their skills to meet their targets. Help them to record what they achieve
- Learn how athletic activities can increase stamina, strength and suppleness are used in other areas of physical education and how they benefit the body
- Enjoy athletic activities and understand how they can improve their health and fitness
- Demonstrate a range of appropriate warm up activities. Encourage them to take greater responsibility for their own safety during athletic activities.
- Develop a set of criteria that they can use to evaluate the quality of running, jumping and throwing activities. Help them to recognise when a performance has improved. Listen to them compare and contrast performances and choose criteria to help them improve outcomes, e.g. the distance thrown
- Watch performances and pick out the important aspects. Encourage them to use other people's suggestions to practice and improve their own performance

In this unit teaching activities will include children having the opportunity to:

- Sustain their pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes
- Throw with greater control, accuracy and efficiency
- Perform a range of jumps, showing power, control and consistency at both take-off and landing
- Organise themselves in small groups safely, and take turns and different roles
- Know and understand the basic principles of relay take-overs
- Take part well in a relay event
- Perform a range of warm up activities
- Explain how warming up can affect their performance
- Say why some athletics events can improve strength, power or stamina, and explain how these can help their performance in other types of activity
- Watch a partner's athletic performance and identify the main strengths
- Identify parts of the performance that need to be practiced and refined, and suggest improvements

In this unit coaches will encourage children to develop understanding in these areas:

- In every lesson, most of the children's learning should take place through physical activity relating to the core tasks.
- Most lessons should start with short warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next.
- All lessons should end with cool-down activities.
- Give the children opportunities to practise, repeat and refine the skills they learn. Vary activities so that the children don't get too tired in any one event or challenge.
- Organise a range of competitions for individuals and groups, eg the combined distance thrown in an event by a small group.
- The children should set their own targets for performance. They could design a spreadsheet for recording and interpreting their results, and could also use the spreadsheet for organising competitions. Give them the opportunity to measure and record throwing and jumping activities. They could do this by using ICT devices such as stopwatches or light gates to measure speed, e.g. at take off
- Make sure the children have an opportunity to see good-quality performances by their peers and others. Encourage them to look at how movements start and finish. They could compare their own performances using an interactive whiteboard
- Give the children specific guidance on the skills they need to use and how to use them correctly, as well as general feedback and praise.
- Give them opportunities to talk about what they are doing and to comment on their own and others' performances.
- Evaluation is part of the 'discussion and group interaction' strand in all years of the framework for planning in teaching speaking and listening in key stage 1 and 2

School:	Class: Year 5	No. of pupils:	Activity: Athletics - Sprinting	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): How to pace their effort over short distances.				
Course Outcomes: Begin to watch and describe specific aspects of running, jumping and throwing styles.				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	- Jog around area using short steps, long strides, straight arms, bent arms, swinging arms. - On the coaches call the children will jump (either off one foot or two), touch the ground with their hand, touch the ground with either knee or fake to step over a hurdle (side on) to perform dynamic stretching.	- Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity - Begin to name the muscle groups being stretched, e.g. quadriceps, hamstrings	Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	With a partner: - Estimate how far you can run in 5 seconds and mark position with a cone. - Pupil runs as far as possible and partner marks the finish with a different colour marker. - Repeat to see if you can improve your distance. - Vary the time interval for the run.	Sprinting technique –stay low, drive elbows back, run on balls of feet	- Will differ in each child - Increase/decrease timings - Pairings of children need to be monitored
MAIN CONTENT	20 - 25 mins	Activity 1: Running – round a curve / introducing baton changing - Top Athletics Card Running 3 – Tick Relay (see below)	See additional information	See additional information
PLENARY	5 mins	- Review objective – have we achieved this? - Question children on key words and meanings from lesson - Static stretching focusing on leg stretches	- Encourage use of key words - Reinforce the muscles being stretched - Identify the difference between static stretching and the dynamic stretching done in the warm up	Use of different types of questioning for variety of abilities

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
ASSESEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

RUNNING Tick (Tag) Relay

How to play

- ★ In teams of 4 to 5 people.
- ★ Each team sits on a mat inside a marked area equally spaced around course.
- ★ Course can be circular, square or another appropriate shape.
- ★ On command 'GO', first runner from each team tries to catch the runner in front while running back to their original team position.
- ★ If no runner is caught by the time the runner returns to the team, next member of team continues the chase.
- ★ Relay continues until one runner catches and touches another. One point is then scored for the team.
- ★ Relay then restarts.

This card can be used as:

- ★ Running round a curve.
- ★ Relay running and baton changing.

Safety points

- ★ Ensure space available is adequate for safe circular course.
- ★ Use markers to signify the course.
- ★ Children not running must stand or sit inside the coned area.
- ★ Ensure that the tag is only a light touch at the waist.
- ★ Start and stop using a whistle.

Equipment

- ★ Markers to set out circular course.
- ★ Quoits or Batons (optional).
- ★ Obstacles (optional).

Changes to the activity

Easier:

- ★ Reduce the distance between the runners.
- ★ Walk and then jog the course.

Harder:

- ★ Introduce a quoit/baton which has to be passed on.
- ★ Introduce an obstacle between the change-over points.
- ★ Change the direction of run after one runner touches another.
- ★ Change the position of the runners.
- ★ The 'TAG' is only achieved if the chasing runner passes the one in front.

How to improve

- ★ Practise change-over with the next runner.
- ★ Choose in advance the hand that will touch or give and the hand that will receive.
- ★ Work the arms and legs hard to achieve maximum speed

Curriculum Advice

This activity supports the following programmes of study for Athletic Activities:

4a, (Key Stage 2).

It also encourages the following general requirements: 1a, 1b, 1c, 2a, 2d, 3a, 3b.

School:	Class: Year 5	No. of pupils:	Activity: Athletics	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): To consolidate and improve the quality, range and consistency of techniques used for particular activities.				
Course Outcomes: Begin to watch and describe specific aspects of running, jumping and throwing styles.				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	- Home run – children to run from home to home without being tagged. If tagged, join catching team - Introduce some dynamic stretches	- Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity - Use Q+A to reinforce the muscle groups discussed in the previous session - Has heart rate and body temperature increased?	Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	With a partner: - Pairs place a cone at set distance. - Children run around cone and back to partner, handing over quoit. - Partner then does the same. - How many change over's can you do in one minute?	Discuss how you can improve change over's (e.g. holding hand out ready).	- Will differ in each child - Different objects to hand over - Pairings of children need to be monitored
MAIN CONTENT	20 - 25 mins	Activity 1: Running – sprint starts. - Athletics Running 5 – Sprint Start Relay - See additional information below	See additional information below	See additional information
PLENARY	5 mins	- Review objective – have we achieved this? - Question children on key words and meanings from lesson - Static stretching focusing on leg stretches	- Encourage use of key words - Identify the difference between static stretching and the dynamic stretching done in the warm up	Use of different types of questioning for variety of abilities

EQUIPMENT / RESOURCES REQUIRED	CROSS CIRICULAR / RELATED WET LESSON PLANS	
ASSESSEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED
STRATEGIES FOR NEXT LESSON		
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED		

RUNNING Sprint Start Relay

How to play

- ★ Make courses in shape of triangle, square, pentagon, hexagon depending on number.
- ★ Explain the different positions for each starting place.

This game shows:

1. Lying on back
2. Lying on front
3. Box
4. Box on one knee
5. Fall start

- ★ Number 1 starts and touches number 2 who starts from position indicated.
- ★ Number 1 then takes new position.
- ★ Game finishes when everyone has returned to their starting position.

This card can be used :

- ★ To introduce the sprint start progressions.
- ★ As an endurance activity.

Safety points

- ★ Children should be aware of the movement of others.
- ★ Ensure space is adequate to allow for a safe course.
- ★ Use markers to signify the shape.
- ★ Children must wait inside the course.

Equipment

- ★ Markers.
- ★ Cards showing starting position.

Changes to the activity

Easier:

All children can start in the same position.

For example:

- Relay 1: all start on feet
- Relay 2: all start kneeling
- Relay 3: all start sitting

Harder:

The course shape can be designed to create more corners and changes in direction.

- Start the relay at different points in the shape.
- Change the method of moving between points. Walking, skipping, hopping etc.
- Change the direction of running after each relay.
- Change the starting position of individuals.

How to improve

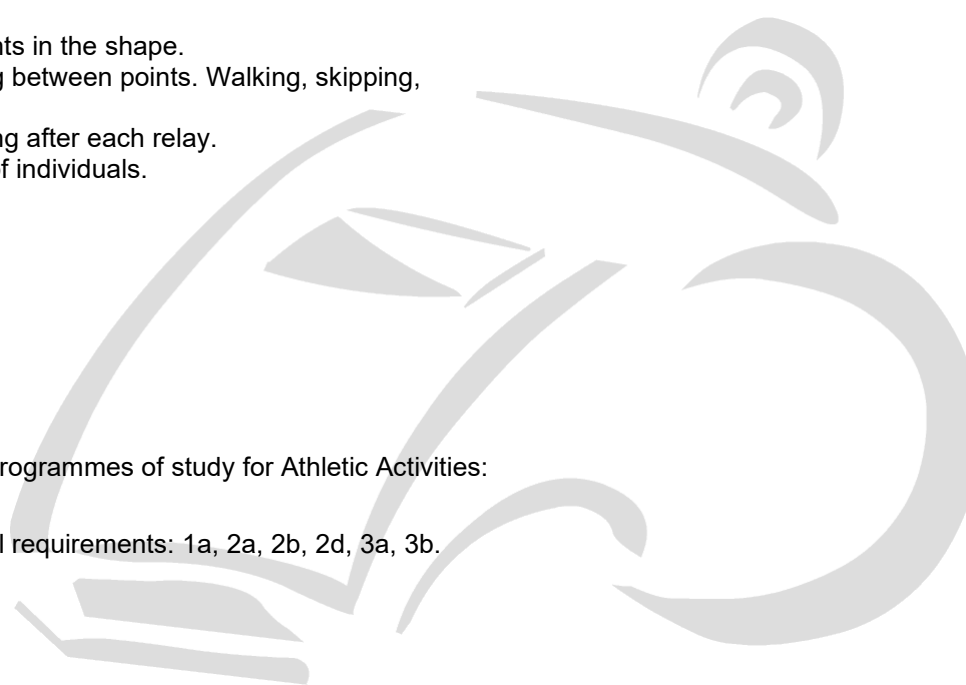
- ★ Be alert and ready to move away quickly.
- ★ Be prepared for moving in the direction of the run as you get to your feet.
- ★ Practise on your own getting into your run from all of the starting positions in the shape.

Curriculum Advice

This activity supports the following programmes of study for Athletic Activities:

4a (Key Stage 2).

It also encourages the following general requirements: 1a, 2a, 2b, 2d, 3a, 3b.



School:	Class: Year 5	No. of pupils:	Activity: Athletics – Throwing (Discus)	Period:
Location:	Lesson No: Three	Duration:	Date:	Delivered by:
Lesson Objective(s): Develop technique for throwing the discus.				
Course Outcomes: Begin to watch and describe specific aspects of running, jumping and throwing styles.				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	- Jailbreak - Two children as 'police officers', the rest as 'prisoners' who have escaped – officers to tag prisoners and send them back to jail - Provide some dynamic stretches focusing on leg muscles-Ask some of the more responsible children to help with this part by mirroring the dynamic stretches done last week. - Ask children to take their heart rate before and after the warm up. How does this differ?	- Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity - Use Q+A to reinforce the muscle groups discussed in the previous sessions - Explain that the heart beats faster during exercise - Explain that the body gets warmer during exercise	Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	- Using small ball, from a standing position, throw for distance. - Record best throw by laying down a multi marker. - Safety: Children to throw and collect on teacher's command.	- Can you improve your distance? - Stand sideways on to the throw	- Will differ in each child - Different size of balls - Provide targets for children to aim for
MAIN CONTENT	20 - 25 mins	- Explain safety for the discus - Demonstrate the action for a standing throw. - Demonstrate & explain how to hold the discus. Explain how distance is gained. - Demonstrate & explain the progressions for the discus (standing throw) At each stage pupils work in pairs, 1 throw, 1 rest & copy demo. SAFETY - As above but go for distance. - Record distances	- Arm action - Body rotation - Release	See additional information
PLENARY	5 mins	- Review objective – have we achieved this? - Question children on key words and meanings from lesson - Static stretching focusing on leg stretches	- Encourage use of key words - Identify the difference between static stretching and the dynamic stretching done in the warm up - Ask the children to take their heart rate again. What happens after the cool down?	Use of different types of questioning for variety of abilities

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
ASSESEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

ABOUT THE UNIT

IN THIS UNIT CHILDREN WILL DEVELOP THEIR SKILLS FOR STRIKING AND FIELDING GAMES. THEY WILL INCREASE THEIR UNDERSTANDING OF THE GAMES AS WELL AS THEIR QUALITY OF STRIKING, THROWING AND CATCHING. THEY WILL LEARN THE DIFFERENT ROLES WITHIN THE GAME SUCH AS BOWLER, WICKET-KEEPER, BACKSTOP, FIELDER AND BATTER.

IN GAME RELATED ACTIVITIES CHILDREN WILL DEVELOP THEIR UNDERSTANDING OF HOW TO USE STRATEGIES, TACTICS AND SKILLS TO OUTWIT THEIR OPPOSITION. THEY WILL LOOK TO AVOID AND DECIEVE FIELDERS WHEN THEY ARE BATTING. THIS WILL ALLOW THEM TO RUN BETWEEN WICKETS OR MOVE AROUND THE BASES IN ORDER TO SCORE RUNS. WHEN FIELDING, THEY ARE TRYING TO PREVENT THESE RUNS FROM BEING SCORED.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to develop the range and consistency of their skills, especially in specific striking and fielding games -	- to use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding	- to evaluate strengths and weaknesses in their own and others' performances and suggest improvements	- to know how to warm up -to understand what to include in a warm up in order to improve performance -to understand why exercise is good for their fitness, health and wellbeing

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

- Stance, the crease or batting point, non-striker, leg-side, offside, home base, pitch, over, innings

HEALTH AND SAFETY FOR THIS UNIT

- Do the children's footwear and clothing keep them safe and help their learning?
- Is the space for playing games safe and clear enough to work in?
- Have all the children warmed up and cooled down properly?
- Is the equipment light enough for all the children to handle?

EXPECTATIONS AT THE END OF THIS UNIT	
<i>Most children will be able to:</i>	Consistently strike a bowled ball and use varying skills required within the sports being practiced. They will have become more consistent in catching, throwing, bowling, intercepting and have greater control and accuracy when completing these skills. They will be able to work with their peers' collaboratively, in pairs, group activities and in small sided games. The use of tactics will be more predominant in performances as the children will have an understanding of how to implement and select tactics in varying scenarios. They will have knowledge of basic rules as well as how to apply them fairly and consistently. Children will recognise what areas of the sessions are required in terms of competing warm up activities and cool downs. They will begin to gain understanding in strengths and weaknesses of performance and how to identify these as well as suggest ideas of practices that will help improve their weaknesses.
<i>Some children will not have made much progress. They will be able to:</i>	Play the games, but may need extra support. Hit a ball bowled sympathetically to them and play a range of roles in when fielding, but with varying success. They will understand basic rules for the sport and be able to adhere to them. They will have basic understanding of strategies and tactics and recognise why they are important. They will understand the need to warm up and carry out exercises carefully. These children will be able to recognise why some practices help improve their skill level and therefore their performances.
<i>Some children will have progressed further. They will be able to:</i>	Play games effectively, reading situations and responding quickly in a variety of roles. They will be able to bat, bowl and field with control and accuracy. This group of children will have an understanding of a number of tactics which can be used in both attack and defence, as well as being able to carry them out effectively. The children will be able to identify the main fitness types needed for the game and be able to use them in the warm up routines. They will be able to identify their own and others' strengths, and devise practices that lead to improvement.

LINKS WITH OTHER SUBJECTS	RESOURCES
▪ Science - developing awareness of pulse and breathing rates ▪ Numeracy - scoring (individual and team), timing ▪ PSHE - listening to others, giving and taking feedback, working as a team	• A range of bats and balls • Beanbags • Markers • Posts • Wickets • cones • resource cards with rules and skills practices

WHERE THE UNIT FITS IN

In future units, children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team. They will develop warm-up routines and skills practices that will improve their play, showing a greater awareness of the type of fitness they need and how to prepare for striking and fielding games.

In other physical education units children will use throwing and catching skills and striking skills for different games. They will focus on ways of warming up and how to work in teams to plan tactics

TEACHING ACTIVITIES USED IN THIS UNIT MAY INCLUDE

In this unit children will have an opportunity to:

- Play games using familiar equipment. Listen to their views on which equipment they like best.
- Use different ways of hitting the ball. The children will learn to hit the ball accurately into spaces, and to different parts of the field, when playing games. They will learn how to stand in this situation in order to hit the ball effectively as well as safely. The children will learn how to position their feet in order to improve the accuracy of their strikes.
- Bowl accurately to help a partner and, later, to get an opponent out. They will learn different bowling techniques, e.g. underarm or overarm. The young people will develop understanding of how to place their feet and position their bodies. When bowling they will learn how to grip the ball, how to vary the direction and speed of the bowl.
- Retrieve, intercept and stop a ball when fielding. Teach them to get their body behind the ball. Help them to catch the ball with two hands and, when necessary, with one hand. Help them to throw the ball overarm efficiently when fielding.
- Think about how to work as a pair when bowling/wicket-keeping and fielding. Children will work together as a fielding team to cover the area and make it hard for the batter to score. They will have an opportunity play their favourite shots and be able to set each other up for this when bowling. When bowling they will learn to help their fielders and make it hard for the batter.
- Use strategies to hit the ball away from the fielders. Help them to gauge when and how far to run between wickets. Teach them when to use attacking shots and when to defend. The children will begin to gauge the distances they are running between wickets/bases. Tactical play of when to play attacking or defensive shots will be learnt in this unit.
- Give their views on which tactics work best for them.
- Learn the rules of the game and explain them to help retain this knowledge. It is expected that, with encouragement, the children will be able keep the rules of the game
- Help the children to pick out and describe what is successful in a game. Ask them what they feel they do best and where they lack confidence. Listen to their views on what parts of their play they need to improve. Teach them practices to help them improve.
- Identify and describe what has been successful in the game. They will be encouraged to describe what areas they feel they do best in and where they lack confidence. They will work with guidance to suggest how they can improve their performance
- Evaluate their performance in different parts of the game, eg batting, bowling and fielding. The children will recognise how each of these activities makes their bodies work differently.
- Give their views on adapting games to make them easier or harder.
- Gain an understanding of fitness and health and learn what types of fitness they most need for bowling, batting and fielding. They will have the opportunity to identify what is the same and what is different about how their bodies work in each of these parts of the game.
- Warm up independently, using activities which focus on the types of fitness needed to participate in the games being worked on.

In this unit teaching activities will include children having the opportunity to:

- use different ways of bowling
- bowl underarm accurately
- vary how they bowl
- bat effectively, using different types of shot
- field with increased accuracy
- throw overarm with accuracy and for a good distance
- hit the ball from both sides of the body
- direct the ball away from fielders, using different angles and speeds
- plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding
- gauge when to run after hitting the ball
- use tactics which involve bowlers and fielders working together
- recognise their own and others' strengths
- identify what they need to improve in their performance and suggest how they could do this
- make up their own warm up and explain how it is organised
- know the importance of particular types of fitness to the game

In this unit coaches will encourage children to develop understanding in these areas:

- In every lesson, most of the children's learning should take place through physical activity relating to the core tasks.
- Most lessons should start with short warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next. Skills practices should be used as some of the warm-up activities, especially when they involve some gentle and then more vigorous running. Most lessons should end with cool-down activities.
- Give the children the opportunity to become confident using particular equipment and skills before these are changed. Give them enough time to practise their skills, both in drills and in games. Make sure batters and bowlers have enough turns to allow them to practise.
- Give the children opportunities to talk to each other, so that they can plan how to play as a team, evaluate what they do, and decide what they need to practise. Planning, modifying and identifying next steps are part of the 'discussion and group interaction' strand in the framework for planning in teaching speaking and listening in key stages 1 and 2, (QCA/99/391).
- Make sure the children have opportunities to watch others play or demonstrate skills. Ask them to look for specific things.
- Give the children opportunities to record what they have done, and the rules and tactics used for games.
- Children could use a video camera to record their performances and compare their techniques with professional players'
- a concept keyboard to track and analyse players' performances
- the internet to research the rules of mini-games
- They could also design their own recording system for scoring, which could be used to organise a competition.

School:	Class: Year 5	No. of pupils:	Activity: Kwik Cricket	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): To retrieve, intercept and stop a ball when fielding; To get their body behind the ball.				
Course Outcomes: Field with increased accuracy; Use tactics which involve fielders working together.				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	Jog around in area – respond to teacher commands touch the floor, jump off right foot and reach up with right hand, try left foot and left hand, repeat jumps but use opposite arm, jump off both feet and raise both arms.	- Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity - Explain dynamic movements and which muscle groups are being stretched, e.g. quadriceps	Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	<u>ON YOUR OWN</u> • Ball each jog around throwing and catching ball up. How high can you throw it and catch it? • Bounce ball hard into the ground and catch it after one bounce	Two handed catching	- Size of ball - Will differ in each child - Walking/jogging pace

MAIN CONTENT	20 - 25 mins	WITH A PARTNER • Stopping the ball, (the long barrier). • Demonstrate stopping position; divide class into pairs with 1 ball between them. • Roll ball across for partner to stop and roll back. • Roll the ball 1 metre either side of partner. In pairs with 1 ball. • Pairs stand side by side. • Feeder rolls the ball out slowly (8 to 10 metres). • Partner chases and picks ball up from outside the foot on the throwing – arm side (i.e. outside left foot for left-handed thrower). • Retriever brings the ball back and rolls it for partner. Running, picking up, turning, throwing. • In pairs with 1 ball. • The ball is rolled out slowly and straight. • The fielder chases the ball, picks up in throwing hand outside foot on the same side i.e. right foot for right hand throwers. • Fielder aims with non-throwing hand and throws the ball back. • Change over. GROUP WORK • Top sport Cricket card – Quickfield. • 3 in each group – collector, feeder and timekeeper. • Make sure balls go in same direction or from centre outwards. • Striking and fielding games... Catch them out. • Two teams of four to five including a goalkeeper. • Players roll the ball to each other and try to score by rolling the ball through the opposition's goal.	• Can you vary the pace of the ball? • Can you run around the ball and pick it up? TP. Slightly over run the ball and turn, always facing the ball, pick ball up between feet, add left hand to support the pick up in the right hand. • See additional information below	• Will differ in each child • Size of equipment • Increase/decrease space • Adjust pairings of children
Plenary	5 mins	• Review objective – have we achieved this? • Question children on key words and meanings from lesson • Static stretching focusing on leg stretches	• Encourage use of key words • Reinforce the muscles being stretched • Identify the difference between static stretching and the dynamic stretching done in the warm up	• Use of different types of questioning for variety of abilities

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
ASSESSEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

CRICKET Quickfield

How to play

- ★ Number of players: 3 in each group – collector, feeder and timekeeper.
- ★ Feeder rolls 3 balls into target area (two thirds of total area). Any ball missing the target area is not in play so collector can leave them. If all balls out, feeder rolls again – have 2 goes only.
- ★ Collector (with back to feeder): Collects all 3 balls as quickly as possible and returns them to hoop on start line. Time stops when last ball is in hoop.
- ★ If no clocks play in twos with collector and feeder.
- ★ Have 3 goes, try to beat your quickest time.
- ★ All 3 balls must be rolled out at same time.

Did you manage to keep time accurately? Did you improve with each try? When feeding, did you feed the ball in sensibly each time?

Safety points

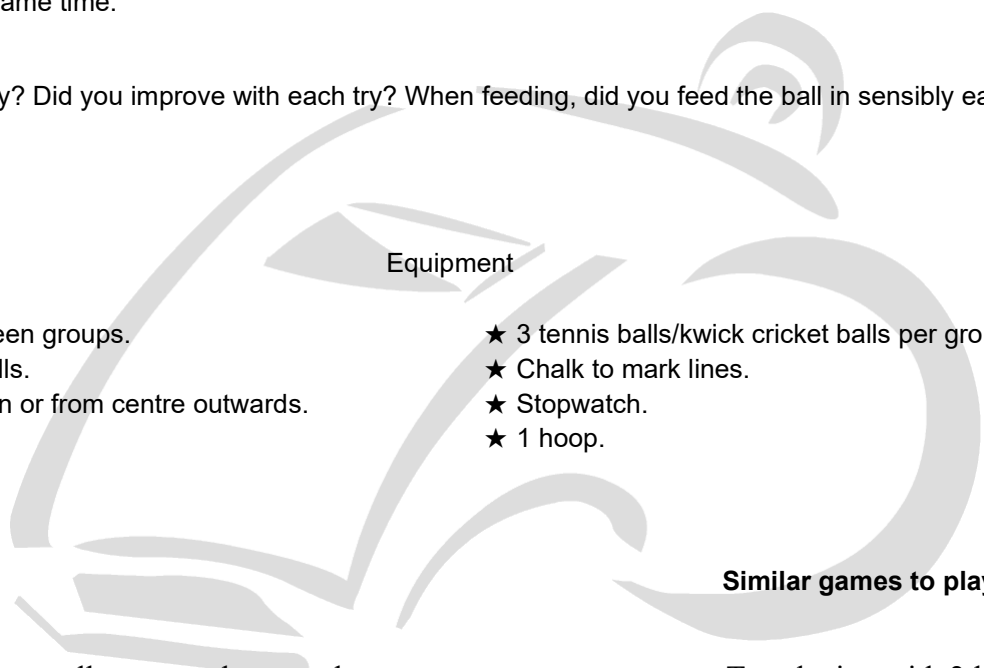
- ★ Leave enough space between groups.
- ★ Be alert when collecting balls.
- ★ Balls to go in same direction or from centre outwards.
- ★ 3 tennis balls/kwick cricket balls per group.
- ★ Chalk to mark lines.
- ★ Stopwatch.
- ★ 1 hoop.

Challenges and Changes

- ★ Less experienced players collect in smaller area, others use larger area.
- ★ Less experienced children play with only 2 balls.
- ★ All 3 players add times together (in seconds) – have 1 more go, trying to beat previous time.
- ★ Compete with other groups – all 3 players add times together and compare.

Similar games to play

Try playing with 2 larger balls like netballs or basketballs



School:	Class: Year 5	No. of pupils:	Activity: Kwik Cricket	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): How to place their feet and position their bodies to bowl a ball; to bowl with over arm and underarm actions.				
Course Outcomes: Use different ways of bowling; use tactics which involve bowlers and fielders working together				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	- All line up on one side of area, jog to the other side, run easily to return to start line, sprint on next crossing, jog back to start line, repeat several times. - Introduce some dynamic stretches	- Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity - Use Q+A to reinforce the muscle groups discussed in the previous session - Has heart rate and body temperature increased?	Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	WITH A PARTNER - Pairs, one ball per pair. - Demonstrate to pupils how to grip the ball and over arm bowling action (drawing the six) – check each other. - First pupil in each pair copies the demonstration – without releasing the ball. Partner checks performance. Change roles. - Pairs now line up opposite each other – about 10 – 15 metres apart. - Partner fields the ball and bowls back.	T.P. over arm, body side on, straight arm, increase speed of bowl.	- Size of ball - Will differ in each child - Pairings of children
MAIN CONTENT	20 - 25 mins	GROUP WORK - Striking and fielding games... Target throw. - Two teams of four. - Throw balls or bean bags to hit large balls in the middle until they cross the end line. - Striking and fielding games ... There and back. - Two teams of four.	- Ensure that all children are bowling in the same direction. - See additional information below	- Will differ in each child - Size of equipment - Pairings/groupings of children can be adjusted - See additional information below
PLENARY	5 mins	- Review objective – have we achieved this? - Question children on key words and meanings from lesson - Static stretching focusing on leg stretches. Doing static stretching at the end of the session allows the muscles to recover and improves flexibility	- Encourage use of key words - Reinforce the muscles being stretched - Identify the difference between static stretching and the dynamic stretching done in the warm up	Use of different types of questioning for variety of abilities

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
ASSESEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

Striking and fielding games... Target throw

How to play

Two teams of four.

- Throw balls or bean bags to hit large balls in the middle until they cross the end-line.
- One point for each direct hit of the target ball.
- One point each time the target ball get halfway across the opponents' area.
- Five points for crossing the other team's end line.

If playing with wall or floor targets:

- Two teams of two take it in turns to see who can score the most points in 12 throws each.

Think INC.

Divide into two teams and give each team a target ball. Teams line up together and move their ball towards an end line. First team to move their ball over the line scores.

Safety:

Ensure bean bags are being thrown sensibly and limit the number of bean bags initially.

Equipment:

Bean bags. Large target balls. Playground markings.

Striking and fielding games... There and back

How to play

- Two teams of four. Set out the activities as shown.

Fielding team:

- At one end, wicket keeper, and retriever who receives the ball from the wicket keeper, and rolls it back to the bowler.
- At the other end two bowlers have a ball each and bowl six bowls alternately.
- At the end of two overs, change roles.

Batting team:

- The batting team takes turns to run out and back to score two runs. Runs only count if the bat is grounded over the crease.
- The next runner may not start until the second run is complete.
- After four overs count the batters' total and deduct three runs for every time the wicket was hit.

Think INC.

Shorten the distance for some runners. For players whom running is not an option find another way for them to score (getting the ball into a target) or use a runner, provided the batter controls the movement of this player.

Safety:

Ensure all children are bowling in the same direction or from the centre towards the outside. If using a hard ball wicket keepers should have gloves.

Equipment

Soft cricket ball or tennis ball. Wicket keeper's gloves.

School:	Class: Year 5	No. of pupils:	Activity: Kwik Cricket	Period:
Location:	Lesson No: Three	Duration:	Date:	Delivered by:
Lesson Objective(s): How to work as a team when bowling/wicket keeping and fielding; To use different ways of hitting the ball.				
Course Outcomes: Bat effectively using different types of shots; use tactics which involve bowlers and fielders working together				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	Walk 10 steps, jog 10 steps, sprint 10 steps, repeat. • Jog around area carrying a ball. • Gently toss ball away – run after it and catch it before it bounces. • In own space toss ball up and catch it in both hands. • Toss ball up from left hand to right hand and vice versa. • Can you do these skills when walking or jogging? • Provide some dynamic stretches-Ask some of the more responsible children to help with this part by mirroring the dynamic stretches done last week. Ask some responsible children to help with this.	• Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity • Use Q+A to reinforce the muscle groups discussed in the previous sessions	• Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	WITH A PARTNER • Demonstrate the straight drive. • Use a feeder to drop the ball from a position level with the batters eyes at arm's length. (Always standing with the bat between batter and him/her). • Place cones on the floor for batter to aim through. • Demonstrate forward defensive shot and explain when it is used. • Bowler bowls underarm for batter to practice shot. • Change over after 5 turns.	• T.P push bat back and step forward, swing through straight, follow through). • T.P. play the ball down into the ground by holding the bat at an angle when the ball hits it. Stop the ball -Don't hit it!	• Size of ball • Will differ in each child • Pairings of children • Increase/decrease distances

MAIN CONTENT	20 - 25 mins	GROUP WORK • Top Sport Cricket card – Cricket Rover. • 2 teams of 4 batters v fielders. • Discuss rules. • Non participants to keep score. • Top sport cricket card- cricket pairs. • Go through rules. • Non participants could keep score.	• See additional information below	• Will differ in each child • Size of equipment • Pairings/groupings of children can be adjusted • See additional information below
PLENARY	5 mins	• Review objective – have we achieved this? • Question children on key words and meanings from lesson • Static stretching focusing on leg stretches. Doing static stretching at the end of the session allows the muscles to recover and improves flexibility. Ask some responsible children to lead the stretching (the coach could ask two or three children to provide one static stretch to show the group)	• Encourage use of key words • Identify the difference between static stretching and the dynamic stretching done in the warm up	• Use of different types of questioning for variety of abilities

EQUIPMENT / RESOURCES REQUIRED	CROSS CIRICULAR / RELATED WET LESSON PLANS	
ASSESSEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED
STRATEGIES FOR NEXT LESSON		
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED		

CRICKET Cricket rover

How to play

- ★ Number of players: 2 teams of 4, batters v fielders.
- ★ Batter hits ball off tee, and runs to safety zone and back; or runs to safety zone and stays there until running back on next hit.
- ★ 6 runs if getting to safety zone and back before ball is returned to hoop. If ball is placed in hoop before batter returns, no runs scored.
- ★ Each batter has 3 hits, then teams change over.

Safety points

- ★ Fielders at least 10 metres from the batter.
- ★ Leave enough space between groups.
- ★ When waiting to bat keep away from the batter.
- ★ Be alert when playing this game as balls will be hit and thrown about.
- ★ Try to position groups so ball will not interfere with others.

Equipment

- ★ 2 tennis balls or Kinder balls per group.
- ★ Stack of cones or chalk to mark playing area and safety zone.
- ★ 1 kwik cricket bat.
- ★ 1 tee (or cone or something similar).

Challenges and Changes

- ★ Less experienced players hit off the tee, others have to hit ball and fed underarm by team-mate
- ★ If very young players have difficulty catching ball in zone or near hoop, roll ball to them.
- ★ Less experienced players take 2 steps to throw. Others must throw underarm from where ball was caught/collected.
- ★ Match younger players with others of similar age and ability, or mix older and younger players together in a team.

Similar games to play

Strike. To improve accuracy at hitting ball to target area.

Harder

Easier

★ Move safety zone closer to tee and batter.

★ Move safety zone further away from tee and batter.

CRICKET Pairs cricket

How to play

- ★ Number of players: 10 divided into 5 pairs numbered from 1 to 5.
- ★ Each pair carries out following activity:
- ★ 1 – Batting, 2 – Fielding on leg side, 3 – Fielding on off side, 4 – 1 bowler; 1 wicket keeper (swap after each over), 5 – 1 umpire; 1 scorer (swap after each over).
- ★ Each pair starts with 100 runs. Lose 6 runs each time you are out.
- ★ Score runs by batting and running between wickets in normal way.
- ★ Play for 2 overs (6 bowls each over) before changing to next activity.

Safety points

- ★ Leave enough space between groups.
- ★ Ensure size of playing area matches the players' ability level.
- ★ Be alert when playing, especially when batting and fielding.
- ★ Fielders at least 10 metres from the batter.

Equipment

- ★ 2 kwik cricket/tennis/Kinder balls per group.
- ★ Stack of cones or chalk to mark the playing area.
- ★ 2 kwik cricket bats (or bat shape of the correct size).
- ★ 2 kwik cricket stumps.

Challenges and Changes

- ★ Younger players can hit off tee. Pair younger and older players.
- ★ 3 goes at batting for younger player in each pair.
- ★ Try hit and run.

How to improve

One, two or Four To improve hitting ball into certain areas of the field.

Try a full game of Kwik cricket using the proper equipment.

School:	Class: Year 5	No. of pupils:	Activity: Kwik Cricket	Period:
Location:	Lesson No: Four	Duration:	Date:	Delivered by:
Lesson Objective(s): To know the best way of catching a ball in cricket.				
Course Outcomes: Field with increased accuracy; Use tactics which involve fielders working together.				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	- Get the children to begin by walking around an area of the school playground or field. Tell them to crouch and then spring to their feet when you shout 'go'. Repeat a number of times. Gradually, get the children to increase their speed until they are jogging. Tell them to change direction after each time they crouch down and spring into the air. Stop the class and get them to stand in a space. - Teacher leads stretching.	- Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity - Explain dynamic movements and which muscle groups are being stretched, e.g. quadriceps	Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	- Discuss with the class the different skills they would need to practice to be able to take part in a game of cricket - Split the children into pairs and provide them with a small ball. Show the children how to cup their hands together to help catch a ball. Tell the children to practice throwing the ball for each other to catch. Get the children to stand close to each other before moving further away.	- Two handed catching - Tell the class that some catches in cricket are made from balls that have been struck high into the air. Explain to the children the importance of watching the flight of the ball to judge where	- Size of ball - Will differ in each child - Pairings of children
MAIN CONTENT	20 - 25 mins	Children are split into groups of six. Each group creates two lines of 3 facing each other (cones to mark out distances). The child at the front of the line must throw the ball underarm to the person opposite. They then run to the back of the line. This continues until everyone has had a turn. Which team can do it the fastest and most controlled?	- Can you vary the pace of the ball? - Can you run around the ball and pick it up? TP. Slightly over run the ball and turn, always facing the ball, pick ball up between feet, add left hand to support the pickup in the right hand. - Encourage children to look at the ball/ position their hands correctly.	- Will differ in each child - Size of equipment - Increase/decrease space - Adjust pairings of children - Teacher introduces children to different ways of catching the ball e.g. the 'fingers up' approach.
Plenary	5 mins	- Review objective – have we achieved this? - Question children on key words and meanings from lesson - Static stretching focusing on leg stretches	- Encourage use of key words - Reinforce the muscles being stretched - Identify the difference between static stretching and the dynamic stretching done in the warm up	Use of different types of questioning for variety of abilities

EQUIPMENT / RESOURCES REQUIRED	CROSS CIRICULAR / RELATED WET LESSON PLANS	
ASSESSEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED
STRATEGIES FOR NEXT LESSON		
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED		

School:	Class: Year 5	No. of pupils:	Activity: Kwik Cricket	Period:
Location:	Lesson No: Five	Duration:	Date:	Delivered by:
Lesson Objective(s): To defend the wicket using controlled movements of the bat.				
Course Outcomes: Use different ways of bowling; use tactics which involve bowlers and fielders working together				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	- Play- walk around (ensure children begin walking in the same direction) - Rewind- run/walk backwards - Fast-forward- run. - Pause- jump on the spot. - Stop- stop. - Introduce some dynamic stretches	- Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity - Use Q+A to reinforce the muscle groups discussed in the previous session - Has heart rate and body temperature increased?	Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	Split the children into pairs and provide them with a set of stumps (or a cone) a bat and a small ball. Get the children to take it in turns to throw the ball underarm to try and hit the stumps whilst the batter defends the wicket only using the bat.	- Explain how to score runs - Tell pupils that they are not allowed to block the ball with their body to prevent the stumps being hit	- Size of ball - Will differ in each child - Pairings of children
MAIN CONTENT	20 - 25 mins	Working in groups of 2-6 (depending on number of bats- if more than 2, children can work in teams and rotate after every bat), children take it in turns to be the bowler/ the batter. Each time the bowler hits the cone/ the batter prevents them from hitting the cone they can add a different letter (h-o-r-s-e). The team/ child to spell h-o-r-s-e first wins.	Children proficient at using a bat to work with teacher and take part in a mini game in which they practice their bowling, batting and catching skills	- Will differ in each child - Size of equipment - Pairings/groupings of children can be adjusted - See additional information below
PLENARY	5 mins	- Review objective – have we achieved this? - Question children on key words and meanings from lesson - Static stretching focusing on leg stretches. Doing static stretching at the end of the session allows the muscles to recover and improves flexibility	- Encourage use of key words - Reinforce the muscles being stretched - Identify the difference between static stretching and the dynamic stretching done in the warm up	Use of different types of questioning for variety of abilities

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
ASSESEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

School:	Class: Year 5	No. of pupils:	Activity: Kwik Cricket	Period:
Location:	Lesson No: Six	Duration:	Date:	Delivered by:
Lesson Objective(s): To defend the wicket using controlled movements of the bat				
Course Outcomes: Bat effectively using different types of shots; use tactics which involve bowlers and fielders working together				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	- Children find a space in the hall. The teacher calls out a command e.g. Miss. Gaunt says do 5 star jumps. Teacher can model the move correctly but should sometimes perform the 'wrong' move. Repeat, increasing speed and intensity of activities to catch children out/ get them warmed up. - Ask the pupils to give stretches to be used	- Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity - Use Q+A to reinforce the muscle groups discussed in the previous sessions	Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	- Provide the children with a plastic cup/cone, a ball and a bat. Get them to place the ball on top of the cup. Tell the children to practice stepping forward to strike the ball with the bat (encourage them to tap the ball- it should be a controlled movement and the ball should not go flying). - Split the children into pairs and provide them with a bat and a ball. Get one of the children to bowl the ball underarm so that it bounces in front of the other child with the bat who can practice stepping back to hit the ball. Ensure that the children are working in a clear space on the field or playground to prevent accidents with flying balls (soft balls used).	- Remind the children of how they can defend the stumps by stepping forward to strike a ball away from the wicket. - Explain to the children that as well as using the bat to defend the wicket they can try and hit the ball to make some runs. Model to the class how they can take a step back and swing the bat across the front their body to hit the ball into the outfield of the cricket pitch. Tell the children that they should play this stroke when the ball that has been bowled arrives at the stump at waist height. Provide the children with a bat and get them to practice the action of stepping back and swinging the bat across the front of their body.	- Size of ball - Will differ in each child - Pairings of children
MAIN CONTENT	20 - 25 mins	Children divided into small groups (between 2 and 6- rotating roles frequently if more than 2 people). One child is to be bowler and another batter. Bowler practices throwing different throws to the bowler at different heights.	The batter must decide whether to simply defend the wicket or to make some runs (i.e. by batting the ball further afield). If the ball arrives at waist height, they should take the opportunity to make some runs.	- Will differ in each child - Size of equipment - Pairings/groupings of children can be adjusted

PLENARY	5 mins	• Review objective – have we achieved this? • Children find a space. Repeat 'Teacher Says' activity used in warm up but gradually reduce the intensity of activities/ introduce cool-down stretches.	• Encourage use of key words • Identify the difference between static stretching and the dynamic stretching done in the warm up	• Use of different types of questioning for variety of abilities
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EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
ASSESSEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

ABOUT THE UNIT

IN THIS UNIT THE PARTICIPANTS WILL LOOK TO DEVELOP THEIR TECHNICAL UNDERSTANDING OF ATHLETIC ACTIVITY. THEY WILL, WITH GUIDANCE, SET THEMSELVES AND OTHERS IN THE GROUP TARGETS, IN ORDER TO IMPROVE PREVIOUS TIMES, HEIGHTS OR DISTANCES. THEY WILL GAIN UNDERSTANDING IN VARIOUS TECHNIQUES AND DISCIPLINES IN ORDER TO GAIN A ROUNDED KNOWLEDGE IN ATHLETICS.

AS IN ALL ATHLETIC ACTIVITIES, CHILDREN THINK ABOUT HOW TO ACHIEVE THE GREATEST POSSIBLE SPEED, HEIGHT, DISTANCE OR ACCURACY.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- To develop the consistency of their actions in a number of events -To increase the number of techniques they are able to use	- To choose appropriate techniques for specific events	-To evaluate their own and others' work and suggest ways to improve it	- To understand the basic principles of warming up - To understand why exercise is good for fitness, health and wellbeing

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

- race, run-up, position of feet on last stride, pacing, stamina, strength and speed = power, suppleness, safety and rules, relay take-over area, time, measure, record, set targets

HEALTH AND SAFETY FOR THIS UNIT

- Do the children's clothing and footwear help their learning and keep them safe?
- Is the space safe and clear enough to work in?
- Are the children aware of others in the class when they are moving and working?
- Have all the children warmed up and cooled down

EXPECTATIONS AT THE END OF THIS UNIT	
<i>Most children will be able to:</i>	Understand the need for pacing themselves and be able to judge a reasonable pace for a distance they are running. They look to set themselves personal targets and look to improve on previous times, heights or distances they have received in a specific discipline. Children in this year group will be expected to show control in take-off jumps and landings, as well as when throwing for distance and accuracy. These children will be guided through how to organise an athletic event. The coach will help the children gain understanding in how strength and stamina are required for athletic performance. The children will also be able to identify good athletic performance and with the help of the coach, be able to explain why it is good using agreed criteria.
<i>Some children will not have made much progress. They will be able to:</i>	Understand and demonstrate the difference between sprinting and distance running. They will be able to sustain their pace and effort for short periods of time. This group of children will be able to complete some throwing actions with some control and accuracy, with the help of modified equipment. The children will look to complete a range of simplified jumping techniques. They will have basic understanding in which areas performers need stamina and strength. This group will be encouraged, with help, to perform different roles e.g. recorder; explain some of the similarities and differences between different throws or jumps
<i>Some children will have progressed further. They will be able to:</i>	Show good control, speed, strength and stamina while running, jumping and throwing. This group will be able to adapt their skills and techniques to different challenges and equipment. They will have good technique in a number of areas and have an understanding of how to pace their effort well. They will have understanding of the rules, and be able to organise, judge events and challenges well. The more developed children will be able to identify activities that help develop stamina or power and suggest how some can be used when warming up. They will be able to pick out the important features of a performance and be able to make good suggestions about what could be improved.

LINKS WITH OTHER SUBJECTS	RESOURCES
- English - using technical language, supporting work on verbs and adverbs - Numeracy - estimating distance and time, recording data - PSHE - developing self-concept by meeting challenges, developing interpersonal relationships, learning about roles and etiquette	- relay batons, - markers, eg cones, quoits, hoops, pegs, stopwatches - measuring tapes and electronic timing devices - games-based equipment for throwing - modified throwing implements, eg a foam discus, junior shot, light and small medicine balls

WHERE THE UNIT FITS IN

This unit is an extension of previous athletic activity units, in which children will develop their understanding of the links between being fit and performing well. The children will learn how athletics and general exercise will help keep them healthy. In running events, they will increase their distance in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping

In other physical education units, games and gymnastic activities will reinforce the need for good running, throwing and jumping. Children will learn how to be involved in non-active sports activities, e.g. how to coach, umpire, recorder and judge.

TEACHING ACTIVITIES USED IN THIS UNIT MAY INCLUDE

In this unit children will have an opportunity to:

- Explore different ways of running, jumping and throwing. They will learn the basics of good running, jumping and throwing actions, using an agreed set of criteria
- Feel the difference between running faster and slower over longer distances. Teach them how to run at a steady pace when running at different speeds
- Learn a variety of different throwing techniques that are used in different disciplines e.g. push, pull, sling, using different equipment. They will begin to learn to increase the speed of their movement before releasing when throwing. The coach will show the children how to place their feet to help the throw
- Use a run up to increase the distance they can jump. Teach them how to sink their hips and take a long last stride to gain distance and height.
- Choose their favourite ways of running, jumping and throwing. Ask them to choose the best equipment for different activities. Help them to see that different equipment suits different ways of throwing.
- Plan a run so that they pace themselves evenly or unevenly. Help them to plan how they cover distances as a team to get the best result possible, e.g. running further in a set time (30 seconds, 3 minutes), running faster over a set distance (80m, 200m)
- Make a run up for jumping and throwing. Talk to them about when it is best to use a run up
- Set targets for themselves and others in different events. They will learn how to use their skills to meet their targets. Help them to record what they achieve
- Learn how athletic activities can increase stamina, strength and suppleness are used in other areas of physical education and how they benefit the body
- Enjoy athletic activities and understand how they can improve their health and fitness
- Demonstrate a range of appropriate warm up activities. Encourage them to take greater responsibility for their own safety during athletic activities.
- Develop a set of criteria that they can use to evaluate the quality of running, jumping and throwing activities. Help them to recognise when a performance has improved. Listen to them compare and contrast performances and choose criteria to help them improve outcomes, e.g. the distance thrown
- Watch performances and pick out the important aspects. Encourage them to use other people's suggestions to practice and improve their own performance

In this unit teaching activities will include children having the opportunity to:

- Sustain their pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes
- Throw with greater control, accuracy and efficiency
- Perform a range of jumps, showing power, control and consistency at both take-off and landing
- Organise themselves in small groups safely, and take turns and different roles
- Know and understand the basic principles of relay take-overs
- Take part well in a relay event
- Perform a range of warm up activities
- Explain how warming up can affect their performance
- Say why some athletics events can improve strength, power or stamina, and explain how these can help their performance in other types of activity
- Watch a partner's athletic performance and identify the main strengths
- Identify parts of the performance that need to be practiced and refined, and suggest improvements

In this unit coaches will encourage children to:

- In every lesson, most of the children's learning should take place through physical activity relating to the core tasks.
- Most lessons should start with short warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next.
- Most lessons should end with cool-down activities.
- Give the children opportunities to practise, repeat and refine the skills they learn. Vary activities so that the children don't get too tired in any one event or challenge.
- Organise a range of competitions for individuals and groups, eg the combined distance thrown in an event by a small group.
- The children should set their own targets for performance. They could design a spreadsheet for recording and interpreting their results, and could also use the spreadsheet for organising competitions. Give them the opportunity to measure and record throwing and jumping activities. They could do this by using ICT devices such as stopwatches or light gates to measure speed, e.g. at take off
- Make sure the children have an opportunity to see good-quality performances by their peers and others. Encourage them to look at how movements start and finish. They could compare their own performances using an interactive whiteboard
- Give the children specific guidance on the skills they need to use and how to use them correctly, as well as general feedback and praise.
- Give them opportunities to talk about what they are doing and to comment on their own and others' performances.
- Evaluation is part of the 'discussion and group interaction' strand in all years of the framework for planning in teaching speaking and listening in key stage 1 and 2

School:	Class: Year 5	No. of pupils:	Activity: Athletics – Throwing (Shot)	Period:
Location:	Lesson No: Four	Duration:	Date:	Delivered by:
Lesson Objective(s): Develop technique for ‘pushing’ the shot put.				
Course Outcomes: Begin to watch and describe specific aspects of running, jumping and throwing styles.				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	- Follow the leader – on whistle, last person has to sprint to the front – this continues until all children have completed - Introduce some dynamic stretches	- Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity - Begin to name the muscle groups being stretched, e.g. quadriceps, hamstrings	Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	- Introducing the push - Using soft ball, in pairs, on knees, practice pushing the ball to one another - As above but now on one knee - As above but now standing	Elbows in, push from the chest, aim for partners hands which should be ready to catch	- Different size/shape balls used - Distance apart from partner - Pairings of children - Will differ in each child
MAIN CONTENT	20 - 25 mins	- In 2's/3's – Introduce chin, knee, toe technique giving children opportunity to practice - Progression – move one child around clockwise from each group to coach others - Introduce competition – mark landings with cones	- Use of coaching cards with bullet points for children to use to coach – sideways stance; elbow high with ball in neck; chin in line with knee and toe; release 45 degree angle; other arm for aim - Mark where ball first landed	- Different size balls/shot put - Pairings/groupings of children - Simple instructions to relay to children when using coaching cards - Will differ in each child
PLENARY	5 mins	- Review objective – have we achieved this? - Question children on key words and meanings from lesson - Perform a slow dynamic stretching routine as a cool down	- Encourage use of key words - Reinforce the muscle groups being stretched, e.g. quadriceps, hamstring. Link this to the warm up	Use of different types of questioning for variety of abilities

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
Cones Balls(variety)			
ASSESEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

School:	Class: Year 5	No. of pupils:	Activity: Athletics - Jumping	Period:
Location:	Lesson No: Five	Duration:	Date:	Delivered by:
Lesson Objective(s): To be able to demonstrate sequence for jumping activities				
Course Outcomes: Begin to watch and describe specific aspects of running, jumping and throwing styles.				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	★ Skipping – in 3's – each child skips for 1 minute - Question and answer – how does this activity relate to our lesson today?	• Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity • Discuss dynamic stretching and which muscles are being used in the skipping exercise • Has heart rate and body temperature increased?	• Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	○ Children practice one part of sequence first – hop and join back of queue; hop & step and join back of queue; hop, step & jump and join back of queue ○ Adjust cones slightly – start off easy and progress ○ Competition – four working areas, progressive, easier to harder (adjust cones accordingly) ○ STANDING JUMPS ONLY	○ HOP ○ Practice which foot is more comfortable to take off from ○ Knees bent ○ Land with bent leg and on ball of foot ○ STEP ○ Step with opposite foot – large stride – land on one foot ○ JUMP ○ Take off from the one foot from the step ○ Bend knees and swing arms back and forth ○ Bring legs together ○ * Land two-footed	○ Will differ in each child ○ Differences in distances between cones according to individuals/groups
MAIN CONTENT	20 - 25 mins	○ Discuss the effects on legs from jumping ○ Finish with some cross curricular games – get children in single file groups (approx.7/8) and number accordingly ○ Maths challenges i.e. $10-2 = 8$ so the 8th child gets up and runs around a certain area – complete for all children	○ Working on numeracy skills ○ Team work, team building activities ○ Related to relays and sprinting	○ Easier/harder challenges ○ Working in a group therefore will have a range of different abilities
PLENARY	5 mins	• Review objective – have we achieved this? • Question children on key words and meanings from lesson • Perform a slow dynamic stretching routine as a cool down	• Encourage use of key words • Can you bring the heart rate gradually back down to a resting rate in order to relax the body	• Use of different types of questioning for variety of abilities

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
Cones			
ASSESEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

School:	Class: Year 5	No. of pupils:	Activity: Athletics – Distance running	Period:
Location:	Lesson No: Six	Duration:	Date:	Delivered by:
Lesson Objective(s): Develop technique longer distance running				
Course Outcomes: Begin to watch and describe specific aspects of running, jumping and throwing styles.				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	- Follow the leader – on whistle, last person has to sprint to the front – this continues until all children have completed - Provide some dynamic stretching exercises	- Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity - Relate to body temperature and heart rate	Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	- Sprinting – working individually, children run between two lines. Children count number of shuttles run over 10 seconds - Discuss technique and repeat - Challenge a partner - competition	Sprinting technique – fast arms, running on balls of feet, remain focused and look ahead to target	- Distance between lines can be adjusted - Children are working to own capabilities - Will differ in each child
MAIN CONTENT	20 - 25 mins	★ Long distance – Place 4 cones to make a large square, Child A runs around the circuit for a set amount of time i.e. 7 or 8 minutes. Child B records circuits completed. Children then swap over and repeat to see if score can be beaten	★ Think about breathing, body technique and pacing – running for longer periods of time does not require sprinting to start with	★ Individual task therefore children will work to own ability levels however when competition is involved – consider pairings of children ★ Distances of circuits – adjust accordingly
PLENARY	5 mins	- Review objective – have we achieved this? - Question children on key words and meanings from lesson - Perform a slow dynamic stretching routine as a cool down	Encourage use of key words	Use of different types of questioning for variety of abilities

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
Cones Stop Watch Clip Board And Pencil			
ASSESEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

ABOUT THE UNIT

IN THIS UNIT CHILDREN WILL ACQUIRE AND DEVELOP THE NECESSARY SKILLS NEEDED FOR NET/WALL GAMES. THE AIM IS THAT EACH CHILD WILL LEARN HOW TO MANIPULATE THE OBJECT THEY ARE STRIKING IN ORDER TO CONSISTENTLY DIRECT IT INTO A DESIRED AREA. THEY WILL LOOK TO EMPLOY SPECIFIC STRATEGIES IN ORDER TO OUTWIT THEIR OPPONENT.

IN GAME ENVIRONMENTS CHILDREN WILL USE THEIR SKILLS IN A STRATEGIC AND TACTICAL WAY. THE AIM OF NET/WALL GAMES IS TO GET THE IMPLEMENT BEING STRUCK TO LAND OR BOUNCE IN AN AREA WHERE THE OPPONENT CAN'T RETURN IT. CHILDREN WILL LEARN TO LOOK FOR SPACES WHERE THE OPPONENT WILL HAVE DIFFICULTY RETURNING THE OBJECT AND DISCOVER HOW TO STRIKE IT INTO THESE AREAS.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- To acquire rounded and consistent skills in specific net/wall games -To develop a variety of shot types in order to become competent and consistent in a number of different shots	- To learn fully the rules of the games and use knowledge of the game in both attacking and defending aspects of the game. - To apply varying strategies and tactics which will allow success in game activities	- To recognise what model performance and correct technique looks like. It is expected the young people will be able to recognise fault in themselves and their peers, as well as how to fix any issues.	- To gain knowledge of basic physiology, i.e. how their bodies are effected by exercise -To learn the effects of warm ups, cool downs, and their importance in relation to exercise and the effects on their body.

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

- Court, target, net, striking, hitting, defending, making it difficult for the opponent, tactics, scoring points

HEALTH AND SAFETY FOR THIS UNIT

- Is the space safe and clear enough to work in?
- Do the children's clothing and footwear help their learning and keep them safe?
- Are teams and groups suited in size and ability, when it is important?
- Have all the children warmed up and cooled down properly?
- Is the equipment the right size for all the children?

EXPECTATIONS AT THE END OF THIS UNIT	
<i>Most children will be able to:</i>	Use varying shots in various scenarios. Participants will begin to recognise which shots should be used in each situation, for example forehand, backhand, overhead, volleys. The areas which are considered strengths of the participants, should be developed in order to be played competently, while being consistent in their execution. The children should developed understanding of tactics and why they are needed as well as how to select strategies effectively, in order to aid their performance. Working with their peers to use cooperative play is something which the children will be encouraged to, and expected to do in this unit. A full understanding of the rules of the game is expected at this level, as well as being able to apply them fairly with the rest of the year group. The young performers will develop an understanding of warm ups with a more developed physiological understanding than in previous years. This will allow them to create warm up practices with a view to starting the lesson and getting themselves ready for exercise.
<i>Some children will not have made much progress. They will be able to:</i>	These children will complete simplified versions of the games and practices. They will need additional support to perform the skills and to participate in the games. This could be done by increasing target areas or slowing the play. This will allow this group to complete the desired skills for the game, as well as allow practices and games to flow fluently. In order to improve their standard of play these participants will develop basic tactics and strategies again with extra guidance. They will learn why warm ups are needed and how to carry them out effectively. Children in this category can identify model performance, successful performers within the group and why their technique gets a successful outcome.
<i>Some children will have progressed further. They will be able to:</i>	These children will be comfortable using varying shots in game environments with a good degree of success. They will have full understanding of the rules of the games used and be able to start, and restart the game by the correct means i.e. serving to their opponent. These children will be given the extra responsibility to lead warm ups, organise their teams and work successfully in their teams throughout the sessions. Extra responsibilities will also include suggesting practices that will improve performances in areas of their, and others technique where they have identified strengths and weaknesses. They will have more developed views in the tactical aspect of the game and understand the needs for a variety of different strategies. It is expected that children of this year group will be able to work collaboratively with a partner in any situation required.

LINKS WITH OTHER SUBJECTS	RESOURCES
English - using technical language, supporting work on verbs and adverbs •mathematics - estimating distance and time, recording data •PSHE - developing self-concept by meeting challenges, developing interpersonal relationships, learning about roles and etiquette	• markers, ropes, chalk, lines, grids to make court areas • small balls or other equipment, eg beanbags, shuttlecocks • equipment to divide courts, eg nets, benches, canes

TEACHING ACTIVITIES USED IN THIS UNIT MAY INCLUDE

In this unit children will have an opportunity to:

- Play a variety of shots that are used within the sports
- Play continuous rallies by anticipating where the implement being struck is going to land
- Learn how to improve their footwork in order to track the flight of the object and to be in a position to view it at all times
- Learn how to direct the object they are striking in an accurate and consistent way by using a variety of different techniques
- Develop a scoring system that rewards accurate striking
- Learn about the different phases of a shot, for example preparation, action and recovery
- Outwit and opponent in a competitive situation
- Learn how to defend their area of the court by anticipating where the shot may go
- Learn which areas attacking shots should be played from
- Vary the trajectory, angle and speed of the implement they are striking, to successfully expose spaces created from strategic and tactical play
- Carry out warm up routines by learning specific details as to why they are carried out and suggest the best ways to do this
- Recognise what their bodies feel like when they are warm
- Recognise when their heart rate has increased
- Learn how to recognise correct technique as well as how they can adapt in order to correct their own technique
- Recognise model performers and successful tactics
- Work well with peers and work as a team
- Recognise how to utilise their strengths

In this unit teaching activities will include children having the opportunity to:

- Have continuous rallies between peers. This will help with court position as well as getting comfortable with the racket
- Use all shot types in game like environments
- Develop accuracy and consistency of all shots
- Create their own scoring systems to encourage competition and developing technique
- Learn about the effects of warm up on the body and why this is important
- Increase their participation in leading warm up activities with guided discovery from the coach
- Increase their learning of physical fitness types used within the sports, i.e. speed, flexibility
- Increase their knowledge of techniques, movements and tactics used within the sport with a view to improving their own performances by recognising model performances. The children will look to recognise how to adapt their own performance by mirroring more developed techniques either through viewing their peers or mirroring the coach

In this unit coaches will encourage children to:

- Encourage the children to be proactive in developing and leading warm ups for the sessions
- Utilise the space to give as many children as much opportunity to practice as possible in a safe environment
- Develop confidence in the children by improving their technique and allowing them to get used to the equipment in use
- Allow time to view peer and model performances in order to gain experience in self-assessment by comparing others technique to their own
- Provide varying levels of pressure from passive to full, dependant on the children's ability levels
- Research the rules of the games

WHERE THE UNIT FITS IN

This unit gives the young people an understanding of net/wall games and allows for children to be involved in more complex games in larger areas. They will begin to use equipment that will allow them to introduce more speed in their shots and for greater manipulation of the ball through varied shot types. The skills learnt within these net/wall games are transferable to other sports. The young people will develop effective striking and increase their knowledge of tactics and strategies used within the sport. As the participants will have experience moving and striking an object with a racket, this will help in other sport such as hockey and other racket sports.

School:	Class: Year 5	No. of pupils:	Activity: Tennis	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): To increase accuracy of ground strokes				
Course Outcomes: Play modified and competitive net/wall games; use skills and tactics and apply basic principles suited to the needs of the game				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	- Pupil 1 stands with 2 balls behind Pupil 2, who stands facing across the court ready to run: - Pupil 1 rolls the 2 balls past Pupil 2 (could be through the legs) - Pupil 2 runs after the balls preparing to pick them up - Pupil 1 calls out 'Right, Left' or 'Left, Right' indicating the order in which to pick the balls up	- Stay low and move quickly - React to the instructions and the direction of the ball - Roll the ball at a challenging pace – not too quick, not too slow - Call out immediately after the roll action	- Roll 1 ball - Roll 3 balls and shout in any order 'Right, Middle, Left' - Pupil 1 picks up balls in opposite order to that given by Pupil 2
INTRODUCTORY ACTIVITY	5 - 10 mins	- Teams rally on half/third of a court in service boxes. At one end, just behind the baseline, - there is a team hoop with 3 balls inside - Pupils start on the service line - On 'go' Pupil 1 gets a ball from their hoop and returns to the service line to rally - When the team gets a rally of 10, Pupil 1 takes the ball and puts it in another team's hoop - Pupil 1 then gets another ball from their hoop and starts again - The winning team is the first one to have no balls in their hoop	- Hit the ball with reasonable consistency and accuracy in cooperative rallies - Teams rally on half/third of a court in service boxes. At one end, just behind the baseline, - You can have more than 2 in a team by rotating the pupils between rallies or shots - After 3 minutes, if there is no winner then the game stops and the team with least balls in their hoop wins	- Use orange / green balls - Rally to 5 - Hit only backhand

MAIN CONTENT	20 - 25 mins	- Pupils are aiming to knock over a target of cones set in front of each player 1. To begin pupil 1 stands behind the target. Both pupils rally. Pupil 2 aims at the target. - Both pupils always return to a ready position between shots and use both forehand and backhand shots. Change roles after 10 shots. 2. Each pupil has a target and both pupils rally aiming at the targets. In 2s each with a cluster of cones as a target in front of them. Pupils rally aiming to hit the target. Every time a cone is hit it is removed from that target and added to the other pupil's target. After a set time the pupil with the most cones in front of them is the winner. - Restart each play with an underarm feed	- Use forehand and backhand shots dependant on where the ball lands - Use the correct weight of shot to hit the targets - Direct the ball towards the target and follow through to ensure you get the desired direction.	- Increase/ decrease distances - Size of equipment - Change the type of ball being used in order to slow it down/make it faster
PLENARY	5 - 10 mins	- Review lesson related to learning objectives - Responsible children will be asked to lead static stretching exercises	Encourage use of sports specific terms i.e. when describing technique	Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED	CROSS CIRICULAR / RELATED WET LESSON PLANS	
Tennis racquets Tennis balls		
ASSESSEMENT AND END OF LESSON EVALUATION	ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON		
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED		

School:	Class: Year 5	No. of pupils:	Activity: Tennis	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): To develop the technique of the serve				
Course Outcomes: Play modified and competitive net/wall games; use skills and tactics and apply basic principles suited to the needs of the game				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	Each pupil has a ball. They move around the area. On the coaches call they toss the ball into the air, slightly in front, and look to catch it. Throw using your non preferred hand	- Warm up should be an activity that raises the pulse rate and gets children ready for physical activity. - Toss the ball an appropriate height for serving	- Will differ in each child - Children work to own capabilities for warm up activities
INTRODUCTORY ACTIVITY	5 - 10 mins	- Pupils work in pairs. Pupil 1 serves to Pupil 2 who returns the ball. The process is repeated with pupil 2 moving to a different area on the court. Pupil 1 has to adjust the serve in order to aim it at their partner. - Swap roles after 5 turns	- Serve must bounce inside the marked area before reaching your partner - Toss the ball slightly in front in order to strike it comfortably - Make contact above head height	- Increase/decrease distances - Pairings of children - Different sizes of equipment can be used

MAIN CONTENT	20 - 25 mins	1. Each pupil starts with 2 balls, sets up behind the service line (or further back if they can) ready to serve. Each pupil serves 2 serves from the right and 2 from the left changing places with the partner. 2. Each pupils starts with 2 balls. Each pupil serves (first serve) and only serves the second ball (second serve) if the first serve is missed. If both are missed this is a double fault. Keep changing sides. - Par for the Court: Every pupil serves from 4 serving spots on the court going round the court from spot 1 to spot 4. At each spot they stay and serve until a serve goes in. Each pupil counts how many serves it takes to get around the court. They compare their scores to par which is 8. 8 = Par server, 7 = 1 under par, 6 = 2 under par, 5 = 3 under par, 4 = 4 under par and ACE SERVER, 9 = 1 over par, 10 = 2 over par, etc. - The aim is to improve the score against par next time. Can also be played over 8 spots and 2 courts - If there is no lined court, mark boxes for pupils to aim for.	- Serve consistently over and in to the diagonally opposite service box - Develop a full service action, starting with a tap from contact point - Know the rules about serving - Start with frontal stance - Racket face upwards and arm slightly bent - Make contact above your head - Tap the ball upwards gently and stay high with your racket	- Start nearer the net - Help the pupil placing the ball - Start with a slightly bent arm very close to contact point - Move step by step from frontal stance to 45 degree angle with the net to sideways, to backwards in a loaded position - Move step by step from a tap up to a hit feeling, always stay high with the racket after contact point - Always keep tapping upwards
PLENARY	5 - 10 mins	- Review lesson related to learning objectives - Responsible children will be added to lead static stretching exercises	- Encourage use of sports specific terms i.e. when describing technique - The children will discuss heart rate and body temperature with the coach	Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
Tennis racquets Tennis balls			
ASSESEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

School:	Class: Year 5	No. of pupils:	Activity: Tennis	Period:
Location:	Lesson No: Three	Duration:	Date:	Delivered by:
Lesson Objective(s): To develop play within game environments				
Course Outcomes: Play modified and competitive net/wall games; use skills and tactics and apply basic principles suited to the needs of the game				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	Pupils move around the area and upon the teachers command they must perform a shadow tennis movement Andy Murray-2 handed backhand, Roger Federer-one handed backhand, Serena Williams-serve, Rafael Nadal-Top spin forehand, Novak Djokovic-flat forehand	- Warm up should be an activity that raises the pulse rate and gets children ready for physical activity - Top spin forehand must come from down to up when striking through. Flat forehand is a straight and more flat swing - Show the pupils how to do each movement	- Will differ in each child - Children work to own capabilities for warm up activities
INTRODUCTORY ACTIVITY	5 - 10 mins	- Pupils work in pairs - They stand at the back of the court or a distance apart which will allow full length shots to be struck - Pupils maintain a rally cooperatively and see how many passes they can get without a break in the rally. The pairing with the most passes will be the winners	- Aim towards your partner - Play shots at a good weight for return - Get into the ready position after each shot	- Try to ensure mixed ability teams - Increase/decrease the distances
MAIN CONTENT	20 - 25 mins	Pupils stay in the groups they are working in. They move into playing competitively against each other. They will use correct scoring systems and rules which have been learnt throughout previous lessons. If there are high numbers in the class, additional pupils can be added as umpires	- Use correct tennis scoring systems - Use correct rules - Alternate serves between games	A ladder system can be used, if you win you move up and if you lose you move down. This will allow players to play against pupils of similar ability to themselves
PLENARY	5 - 10 mins	- Review lesson related to learning objectives - Perform slow dynamic stretching led by the children	- Encourage use of key words - Reinforce the muscles being stretched - Discuss the fact that exercise is good for fitness - Overview of the subject	Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
Tennis racquets Tennis balls			
ASSESSEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

School:	Class: Year 5	No. of pupils:	Activity: Tennis	Period:
Location:	Lesson No: Four	Duration:	Date:	Delivered by:
Lesson Objective(s): To develop and improve the accuracy and control of shots				
Course Outcomes: Play modified and competitive net/wall games; use skills and tactics and apply basic principles suited to the needs of the game				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	Chase the bean bag Twelve children hold a bean bag each. One person is the catcher and tries to tag a pupil carrying a bean bag. If successful they change places. Children should be encouraged to run and dodge, but if the catcher is close they can throw the bean bag to another pupil	A warm up should increase heart rate and body temperature	Children will work to their own capabilities
INTRODUCTORY ACTIVITY	5 - 10 mins	- Put a hoop on the ground and collect a ball. Cooperatively bounce the ball down in the hoop alternating turns. Can you change hands every turn? - Bounce the ball down for your partner to catch - Throw to each other across the hoop. - Can you throw 2 balls at the same time	- Work cooperatively - Have correct weight of throw - Accurately throw the ball to your partner	- Use orange / green balls - Rally to 5 - Hit only backhand
MAIN CONTENT	20 - 25 mins	Bouncing tennis 2v2 - Begin with a bounce serve. Create a net using skittles and rope (e.g. skipping ropes). - The aim is for pupils to keep the ball bouncing over the net, no more than one bounce on each side of the net before returning.	- Use forehand and backhand shots dependant on where the ball lands - Use the correct weight of shot to hit the targets - Direct the ball towards the target and follow through to ensure you get the desired direction.	- Increase/ decrease distances - Size of equipment - Change the type of ball being used in order to slow it down/make it faster
PLENARY	5 - 10 mins	- Review lesson related to learning objectives - Responsible children will be asked to lead static stretching exercises	Encourage use of sports specific terms i.e. when describing technique	Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED		CROSS CURRICULAR / RELATED WET LESSON PLANS	
Tennis racquets Tennis balls			
ASSESSMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

School:	Class: Year 5	No. of pupils:	Activity: Tennis	Period:
Location:	Lesson No: Five	Duration:	Date:	Delivered by:
Lesson Objective(s): To develop and improve ground strokes.				
Course Outcomes: Play modified and competitive net/wall games; use skills and tactics and apply basic principles suited to the needs of the game				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	All in tag Two children are catchers. On the signal they chase other children. As players are tagged, they put on a coloured braid/bib and join the chase. The last two caught are the new chasers for the next game	- Warm up should be an activity that raises the pulse rate and gets children ready for physical activity.	- Will differ in each child - Children work to own capabilities for warm up activities
INTRODUCTORY ACTIVITY	5 - 10 mins	Stand in groups of four. Two facing two. Pupil 1 throws to pupil 2 and moves behind his/her partner. Pupil 2 throws to pupil 3 and moves his/her partner and so on. Change the type of throws- underarm, overarm, bounce. Change the type of catch- one handed, two handed	- Work as a group - Accurate throws to your partner - Correct weight of throws	- Increase/decrease distances - Pairings of children - Different sizes of equipment can be used
MAIN CONTENT	20 - 25 mins	Keep the kettle boiling Two groups of four join together on a defined court. A net is placed between the two (can be made of skipping ropes and skittles). Pupils face each other with the net in the middle. The ball is hit by the first pupil and children take it in turns to hit it back over the net. Once a player has returned the shot he/she moves quickly to the back of the line. The aim is to establish a continuous rally, counting the number of times the ball is played. Progression- Children have to run across to the opposite group after playing a shot and join the end of that line	- Use various ground strokes to maintain the rally - Play the shot with the correct weight - Play the shot with accuracy to help your partner play it back across	Give every pupil a ball in their hand so that when it breaks down they can quickly play a new ball
PLENARY	5 - 10 mins	- Review lesson related to learning objectives - Responsible children will be added to lead static stretching exercises	- Encourage use of sports specific terms i.e. when describing technique - The children will discuss heart rate and body temperature with the coach	Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
Tennis racquets Tennis balls			
ASSESEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			

School:	Class: Year 6	No. of pupils:	Activity: Tennis	Period:
Location:	Lesson No: Six	Duration:	Date:	Delivered by:
Lesson Objective(s): To develop play in a game like environment				
Course Outcomes: Play modified and competitive net/wall games; use skills and tactics and apply basic principles suited to the needs of the game				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	Pupils move around the area and upon the teachers command they must perform a shadow tennis movement Andy Murray-2 handed backhand, Roger Federer-one handed backhand, Serena Williams-serve, Rafael Nadal-Top spin forehand, Novak Djokovic-flat forehand	- Warm up should be an activity that raises the pulse rate and gets children ready for physical activity - Top spin forehand must come from down to up when striking through. Flat forehand is a straight and more flat swing - Show the pupils how to do each movement	- Will differ in each child - Children work to own capabilities for warm up activities
INTRODUCTORY ACTIVITY	5 - 10 mins	Pupils work in groups of three with one hoop and one large ball. The pupil with the hoop stands in the middle and either holds it above his/her head or at the side of the body. The other two pupils have to throw the ball through the hoop to the other pupil. The process is repeated. Rotate roles.	- Aim towards your partner - Play shots at a good weight for return - Get into the ready position after each shot	- Try to ensure mixed ability teams - Increase/decrease the distances
MAIN CONTENT	20 - 25 mins	Rally practice - A long rope or tape is placed across the area as high as possible (ideally above head height). Pupils work in pairs and look to maintain a rally with a sponge ball. This can be developed to 2v2. This is cooperative play. - Volleyball 3v3. Pupils now play competitively with a large sponge ball. They have to catch and throw the ball back over the net. The aim is to get the ball to bounce on the opponent's side of the court.	- Use correct tennis scoring systems - Use correct rules - Alternate serves between games	A ladder system can be used, if you win you move up and if you lose you move down. This will allow players to play against pupils of similar ability to themselves
PLENARY	5 - 10 mins	- Review lesson related to learning objectives - Perform slow dynamic stretching led by the children	- Encourage use of key words - Reinforce the muscles being stretched - Discuss the fact that exercise is good for fitness - Overview of the subject	Vary how you question the children i.e. open/closed etc.

EQUIPMENT / RESOURCES REQUIRED		CROSS CIRICULAR / RELATED WET LESSON PLANS	
Tennis racquets Tennis balls			
ASSESEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED	
STRATEGIES FOR NEXT LESSON			
ADDITIONAL INFORMATION/ BEHAVIOUR MANAGEMENT TECHNIQUES USED			