

Athletics Lesson 3

Objectives: to enable the child to

- engage in an active warm-up
- explore various ways of jumping
- practise the underarm and (*) overarm throw
- practise reaction sprints and sprinting
- find out about athletic events that involve jumping

<p>Warm-up</p>	
	<p>Children find their own space and</p> <ul style="list-style-type: none"> • walk around the play area following different pathways e.g. straight, curved, zigzag • jog around the play area following different pathways • run around the play area following different pathways <p>Always freeze when the whistle is blown.</p> <p>Children run and jump into a space when the teacher calls 'jump/léim'. Repeat this a few times.</p> <p>Trace a shape (e.g. a boat, the sun, a box) on the ground as you walk. Now hop around this picture you have made. Now bounce (i.e. jump from two feet to two feet) around it.</p>
	<p>Run around the play area. When the teacher calls 'síos' crouch down touching the ground and freeze. When the teacher calls 'ar aghaidh' continue running. The teacher may call 'suas' and the children jump up in the air, land and freeze until the next direction from the teacher.</p>
	<p>Stand in a space and</p> <ul style="list-style-type: none"> • lift your knees alternately to meet your chest • do a 'scissors' jump: feet together as you start and jump into a position where your feet are apart, repeat this leg action rapidly, move your arms in and out as you jump • pull your arms through the air as if you are swimming
	<p>Children perform stretching exercises for the neck, arms, back and legs. See stretching exercises from Action for Life Programme Teacher's Notes.</p>

Teacher Questions

Q. Tell me some ways of getting ready before you start sprinting, throwing and jumping to make sure you are warm?

Q. () Why is warming up important? (it prepares the body for more active exercise so that the blood goes to the muscles and it prevents us injuring our muscles)*

Development

Children spread around the play area.

Activity	Teaching points/questioning
<p>1. Jumping</p> <p>Each child finds a space and explores various ways of jumping e.g. one foot to the same (hop), one foot to the other (step), two feet to two feet, one foot to two feet.</p>	<p>Encourage gentle jumping; ask them to try jumping longer or higher only if the children are on a soft surface (grass, sand).</p> <p><i>Can you remember how to land safely?</i></p> <p>(landing with the knees bent and the back straight).</p> <p><i>Some athletes compete to see who can jump furthest taking off from one foot and landing on two feet, do you know what that jump is called? (long jump)</i></p>
<p>Combine two jumps e.g. hop landing on one foot and step onto the opposite foot or step from one foot to the other and land on two feet</p>	<p>Encourage children to jump gently and slowly at first to encourage good co-ordination.</p>
<p>(*) Combine the jumps practised above to make three jumps: a hop, step and jump</p>	<p><i>What athletic event uses these three jumps? (triple jump)</i></p> <p>Practise it slowly and land gently.</p>

Children line up in groups of eight, each child standing behind a marker and a second marker is placed 3-5 metres away. Each child takes a beanbag.

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(x denotes child, y denotes marker)

Activity	Teaching points/questioning
<p>2. Throwing</p> <p>Each line of children in turn practise throwing the beanbag underarm at the target marker.</p> <p>(*)Children practise the overarm throw.</p>	<p>N.B. No beanbag is retrieved until all children have thrown and the teacher gives the signal.</p> <p><i>Can you hit the target marker?</i></p> <p>This skill may have been introduced in games lessons.</p> <p>It forms the basis for the javelin throw in athletics</p>
	<p>(Stand sideways on to target, extend the arm fully backwards and release the beanbag high)</p>
Activity	Teaching points/questioning

3. Running: Sprinting - reaction sprints

Each line of children (in turn) adopts a starting position as directed by the teacher. The children sprint to the marker opposite on the signal 'go'.

Possible starting positions might be: crouch down and touch the ground, sit with your legs straight, stand with your legs crossed, stand with your back facing the teacher

4. Running: Sprinting

Each line of children stand back from the marker and walk to the first marker on hearing 'on your marks', crouch low by bending the knees on hearing 'set', and run/sprint on 'go'

Markers can be moved to extend the distance run to 10 metres, (*) 15m

Did you practise sprinting fast at home? Who ran with you? Did you remember how to start the race?

Concluding activity/cool-down

Children jog around the play area waving their arms in the air.

They perform three stretching exercises.

They gently jog then march on the spot before walking to the line for assembly when the teacher signals.

Resources: indoor or outdoor play area, whistle, markers/cones, beanbags