

Safe space PE

KS2

Athletics

Lesson number: 1



Learning objective:

To develop partner work and performance skills.

To develop throwing, jumping, agility and speed.

Success criteria:

Measure from the start line to where the object or person lands.

Swing arms to generate power and speed.

Whole child objectives:

Social: I can work alongside others while staying in my own space.

Emotional: I can be trusted to follow the safety rules at all times.

Equipment: 1 x beanbag or paper plane per pupil,
45 x cones, 1 x stopwatch.

10

Mins

Warm Up and Introduction

Teacher note: if possible (in the classroom) go over the stations with the pupils and give them some ownership over which stations you will focus on and how you will safely set them up to allow for space for social distancing (approx. four children at each station). Take time to listen to the pupils if they want to suggest their own station (something they might have tried at home) and if appropriate add it. All pupils will need their own beanbag or paper plane for station B.

On the spot

Pupils begin in their own space. Teacher to call out the following movement actions for the pupils to perform on the spot. Ask the pupils what part of their body are they using to generate power (speed and strength combined)?

- Running- slow, medium or fast
- High knees
- Heel flicks
- Hopscotch on the spot
- Two feet side to side jumps

Let the children contribute their own ideas for on the spot exercises. Every few commands add in a ten second sprint on the spot.

Keep a slow and consistent breath. Breathing in through your nose and out through your mouth.

30

Mins

Skill Development

In groups of 2-4, pupils complete the following stations as a carousel. Pupils will work in pairs (plan for supportive partners, involve pupils in this process if appropriate). Partners will be working together but in separate lanes (see suggested set up diagrams).

The teacher will central time for 2-3 minutes and tell the pupils when to move to the next station.

Explain the stations:

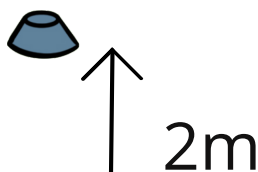
Before starting the carousel show the class what is required at each station and use pupils to demonstrate the tasks is required. This can be done in the classroom if easier.

- A** Shuttle sprint relay (10-15m). Take it in turns with your partner and see how many can you complete. Running to the line and back = 1. Partner will be on separate lane.

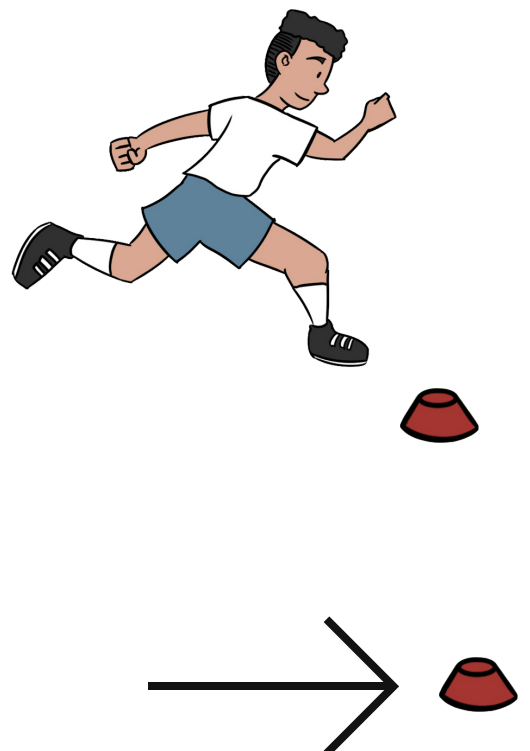
Take big strides.

Move your hands from pocket to mouth.

Great job Lee!
Keep going.



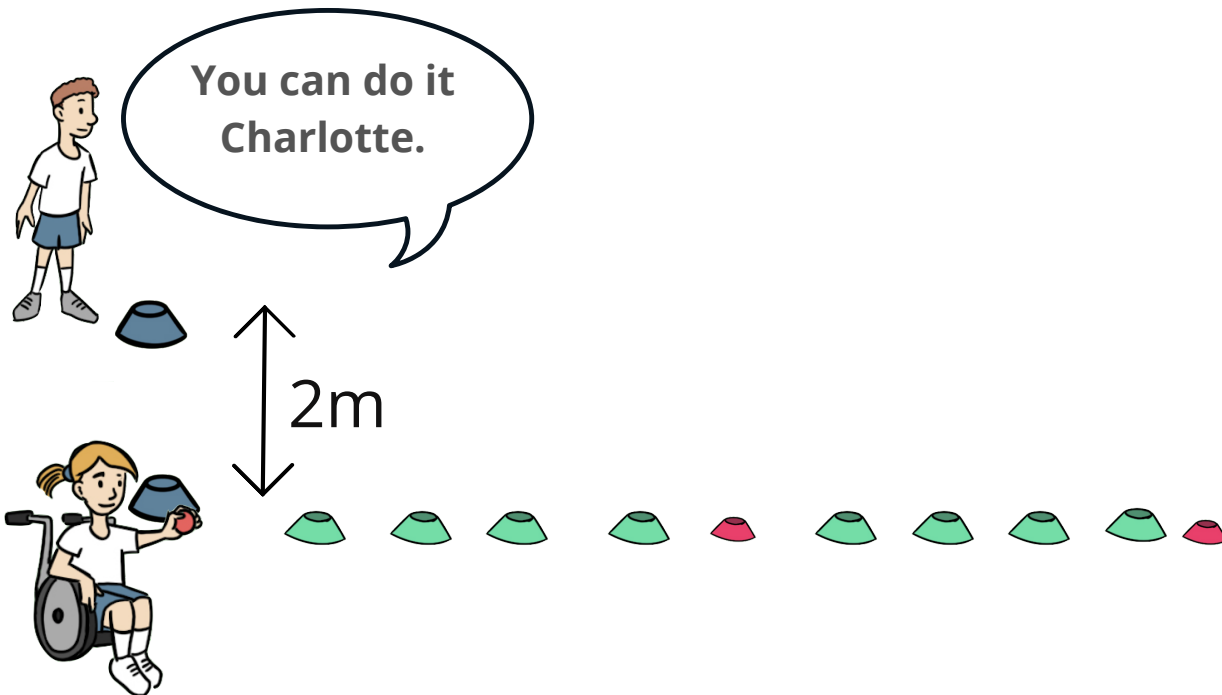
10-15m



- B** Beanbag/paper plane throw. Place a cone every 1m with a red cone to show 5m,10m,15m ect. How far can pupils throw a beanbag (or object). Each cone = 1 point.Pupils to take turns with their partner. Partner will be on separate throwing lane.

Ensure pupils begin sideways on to the direction of the throw.

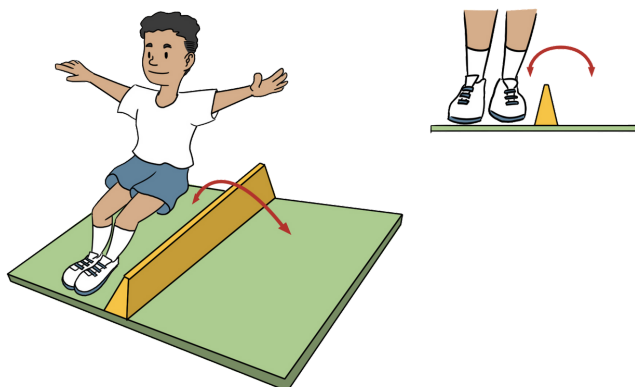
Transfer your weight from back to front leg.



- C** Speed bounce (over a line, cones or mini hurdle). How many speed bounces can you do, swap with your partner every 10 bounces. Partner will be on a separate speed bounce.

Two feet to two feet landing either side of the line.

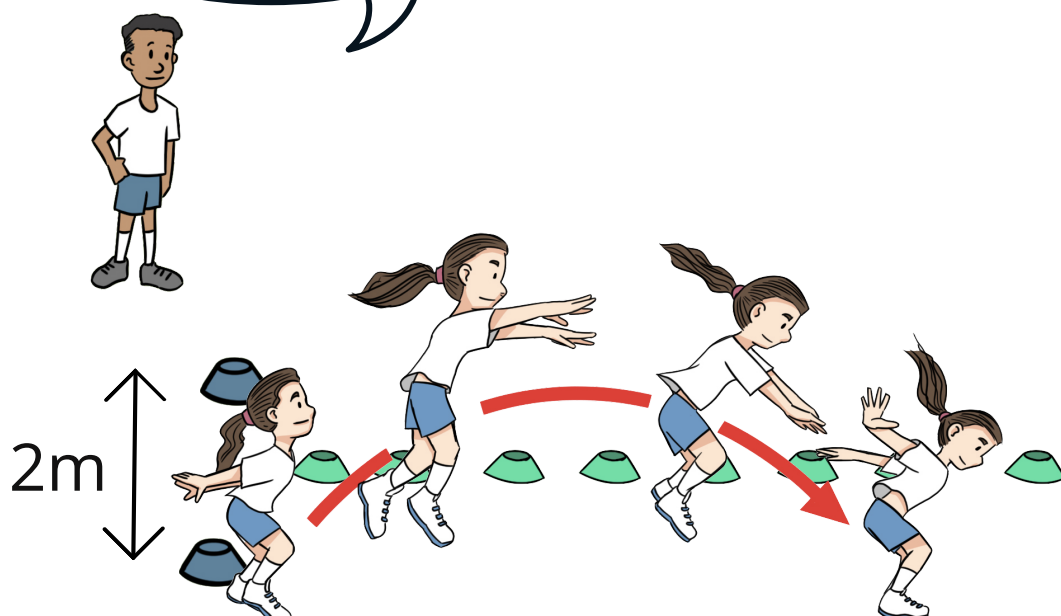
Jump with soft knees.



- D** Standing long jump. Place cones in a line down the side touching each other for pupils to use to measure their jumps.
How far can they jump?
Pupils continue to take it in turns with their partner until the time is up.
Partner will be on a separate jumping lane.

**Great jump Sam.
That's 3 more cones
than last time.**

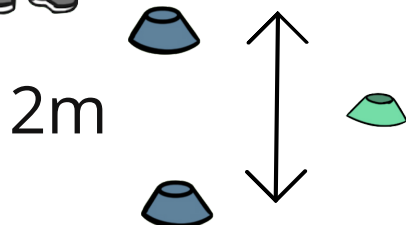
Begin with knees bent.
Swing your arms forwards as you take flight.



- E** Agility run. Pupils to take it in turns with their partner to complete shuttle runs. They score one point as a pair for each shuttle completed. Place 4 cones 1m apart. Pupils run to the first cone and back, second cone and back, etc.

**Keep going Tom, this
will be our sixth.**

Take short steps to change direction quickly.
Encourage and support your partner,.



Station F - Pupil choice.

Remember the 2m rule and don't share equipment.



Plenary

Give the children the chance to demonstrate to the class the challenge they created.

Ask the children to feedback which parts of their body helped them generate power when they:

Sprinted in the shuttle runs?

Jumped in the speed bounce?

Threw the beanbag?

Ask the pupils if their partner encouraged and supported them today. Ask for examples and praise this behaviour.