

Title: Gymnastics_Creative)

Length of unit – 6 sessions

Pre-learning (Year 2)	Knowledge	Vocabulary	Learning Sequence (see REAL gym platform)
	Declarative To know how to:		
Recognise similarities and differences in movements and expression. Make up my own rules and versions of activities. Respond differently to a variety of tasks. Select and link movements together to fit a theme. Begin to compare my movements and skills with those of others. Explore and describe different movements.	Link actions and develop sequences of movements that express my own ideas. Change tactics, rules or tasks to make activities more fun or more challenging. Recognise similarities and differences in movements and expression. Make up my own rules and versions of activities. Respond differently to a variety of tasks.	Compose	Follow my leader Travel: floor work Dice frenzy Mapping pathways Gift cards
		Position	
		Extend	
		Travel	Follow my leader Travel: Hand apparatus Mapping pathways Hula Hula Gift cards
		Combinations	
		Demonstrate	
		Repeat	Follow my leader Travel: Hand apparatus Mapping pathways Hula Hula Gift cards
			Shape up Rotation: floorwork Beanbag rolls Jump, roll, balance Questions carousel
			Shape up Rotation: partner work Jump, roll, balance Beanbag rolls Questions carousel
			Shape up Rotation: partner work Jump, roll, balance Front support relay Questions carousel

Medium Term Plan – Outdoor PE – Year 3 Autumn 2:

Title: Basketball

Length of unit – 6 sessions

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	how to send the ball to others in a range of ways. how to apply and combine a variety of skills (to a game situation) how to develop strong spatial awareness. how to develop own games with peers. and understand the importance of rules in games. and develop simple tactics and use them appropriately. a basic understanding of attacking/ defending	Session 1 Control Session 2 Dribble Session 3 Receiver Sender Extend Session 4 Pivot Free-pass Triple Threat Double dribble Session 5 Attack Defender Intercept	Session 1: To keep control of a ball in various ways Warm up Children jog around pretending to bounce a basketball. When teacher says stop, children to freeze and protect the ball. When teacher says fast forward, the children jog forward. Rewind, children to jog backwards. Eject- children jump in the air and pretend to shoot the ball. Activity 1 Ask the children to experiment rolling the ball around their body. How many different ways can they come up with? (Children to use smaller balls if struggling with the larger basketballs.) Activity 2 Children to move the ball around different body parts. a) Waist b) Left leg c) Right leg. D) Head. E) figure of 8 through legs. How many times can they move the ball around each element in 30 seconds Activity 3 Can the children move the ball from head to toe without the ball leaving the body? How many times can it be done without dropping the ball. Competition Race 1 = Children run to the hoop. Pick up ball. Move the ball around the waist twice and run back to their team. Race 2 = Children run to the hoop. Pick up the ball. Move ball around their left leg and back to their team Race 3 = Children to start with the ball and roll with their hand around the hoop and back to their line.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) how to move ball around different parts of the body how to dribble and bounce a ball in a variety of ways ‘push not pat’ how to pass and receive a ball how to score into a targeted area, perform a jump and stride stop in basketball how to dodge in a conditioned game to get into a space protecting the ball in an adapted game transfer skills to a 3v3 mini basketball or an adapted game. key rules of basketball and apply them		Session 2: To dribble a ball with control Warm up Children jog around pretending to bounce a basketball. When teacher says stop, children to freeze and protect the ball. When teacher says fast forward, the children jog forward. Rewind, children to jog backwards. Eject- children jump in the air and pretend to shoot the ball. Activity 1 Children to work in pairs and take turns. Children to stand in a square marked with 4 cones and bounce the ball in as many different ways as they can. Activity 2 Teach the children the correct technique for dribbling

		• Ball on right or left side of the body • Bounce the ball to hip height • Push down with the fingertips (do not pat the ball) Children to dribble around their square and swap with partner. Activity 3 Children to work with a partner. First child to demonstrate a move (could be dribbling with right hand) Child with the ball copies. Continues doing different moves such as: jump with the ball, stop, low dribble etc Activity 4 Children to bounce the ball in a relay activity. Series of cones spaced in a straight line and the children dribble to the designated given and back to their place in the line.
Resources	• Basketballs • Hoops • Cones • Bibs • Floor spots	Session 3: To pass with accuracy and control (chest pass) Warm up Children jog around pretending to bounce a basketball. When teacher says stop, children to freeze and protect the ball. When teacher says fast forward, the children jog forward. Rewind, children to jog backwards. Eject- children jump in the air and pretend to shoot the ball. Teacher to model by holding the ball in two hands close in to chest. Step forward and extend arms forward pointing to the person they are passing. Activity 1 Passing needs two people to make a successful pass (sender/receiver) Children to stand two metres apart and make a chest pass to their partner. Children to take a step back when confident. Activity 2 Children to make groups of 3 and make a chest pass around a series of 4 cones (square) Children to move once they have passed the ball. Children to look at the person they are throwing to and communicate before they pass. Activity 3 Children to go into teams of 4. Children to pass the ball around the square as quickly as possible (competitive element) Activity 4 Relay race in larger groups. Groups of 10. 5 facing each other. Children to pass the ball to the other side. Children keep doing this until they get back to the position they started from. Session 4 Dribbling and stopping with control Warm up Gears. 1=walk 2=fast walk 3=jog 4=run fast Traffic lights=run to a cone Potholes= jump over a cone Roundabout= side step in a circle Break= jump and land on 2 feet in triple threat position. (feet on the floor, ball in hand ready to throw a chest pass) Activity 1

			Stopping with the ball. Use throw down spots over a large area. Children to run around and teacher to shout a command and children to jump onto a spot with their left foot and step forward with their right foot so that it lands in front of the spot. Repeat until confident. Children to alternate feet. Activity 2 Children to continue but this time when they land they should then pivot with the foot that is on the spot. Competitive game Children to dribble around the spotted area. Teacher is the pirate. Children to dribble until the teacher shouts “pirates are coming.” Children to stop on a spot and pivot whilst the teacher tries to knock the child’s basketball away.
			Session 5 Application in game situations Warm up Gears. 1=walk 2=fast walk 3=jog 4=run fast Traffic lights=run to a cone Potholes= jump over a cone Roundabout= side step in a circle Break= jump and land on 2 feet in triple threat position. Activity 3v3 game Explain the rules to the children. 1. Score by throwing the ball into the hoop on the floor 2. Once a team scores, the opposing team restarts by passing the ball from the back line at the side of the hoop 3. Game is non contact. Players can intercept and block passes but cannot physically grab the ball 4. No running with the ball. 5. When ball goes out of the court it re-starts with a throw in 6. Dribbling with one hand only 7. Once you stop dribbling you have to pass or shoot. (dribbling again = double dribble.)
			Session 6 Intra class competition As above but have it as an intra class competition. Children to be split into team (mixed ability) and a round robin tournament held. Children to think about tactics (marking similar ability players and positions)

Medium Term Plan – Outdoor PE – Year 3 Spring 1:

Title: Dance

Length of unit – 6 sessions

Pre-learning	Knowledge	Vocabulary	Learning Sequence (See REAL dance platform)
	Declarative To know how to:		
Pre-learning Shapes * Create multiple standing and floor shapes - with torso beginning to rotate. - with 3 points of contact with the floor. - facing down and up. * Travel between shapes including jumping with rotation. Circles * Create movements led by large vertical single arm circles and semi-circles leading into - stepping. - body movements. - turning. - jumps with 180° and 360° rotations. Partnering (Shapes) * Create standing and floor shapes - opposite and entwined with my partner. - in close contact but without touching. * Incorporate jumping when travelling between shapes - in canon. Partnering (Circles) * Create movement and turn forwards and backwards through horizontal and vertical large arm circle and semi-circle - in unison. - finishing in partner shapes. * Create jumps from foot circles - jumping in unison. Partnering (Lifts) * Create partner balances leaning away from each other with hand-to-hand contact.	Shapes * Create multiple standing and floor shapes - with torso rotated. - with 3 points of contact with the floor. - facing up and sideways. * Travel between shapes including stepping into jumping. * Rotate in jumps. Circles * Create exact and repeatable movement led by both single arm and leg circles and semi- circles leading into: - body dropping and turning. - turning with body tilted. - jumps with 180° and 360° forward and backward rotations. (starfish and barrel roll jumps). Partnering (Shapes) * Create standing and floor shapes - opposite and entwined with my partner. - as close as possible without touching. - facing up, down and sideways. - jumping with rotation when moving between shapes. - in canon. Partnering (Circles) * Create movement led by horizontal and vertical single arm circles and semi-circles - followed with steps. - followed with body action. - in unison. - in canon. - mirroring my partner. Partnering (Lifts) * Create partner balances with one standing and the other on the	Freeze Frame (stillness) Unison Cannon Set	Session 1 Shapes solo Follow the leader Shapes solo Give your dance a shape Moving from a painting Comfort stretch panic Session 2 Circles solo Follow the leader Circles solo Young creators Water as inspiration Comfort stretch panic Session 3 Partnering shapes Follow the leader Partnering shapes Partners in creation Bodies in different shapes and moves Comfort stretch panic Session 4 Partnering lifts All change Partnering lifts Lift to the skies Feelings-happiness sadness Questions carousel Session 5 Partnering circles All change

* Create and support jumps with hand to elbow contact - facing each other. - using a 2-foot take-off and landing, with 180° rotation. Artistry (Abstraction) * Create 2 ways of moving linked to the silk - using 3 or 4 limbs and pausing throughout my movement. - fluently and without stopping. Artistry (Musicality)* * Create shapes, circles and silk movements to - express the music. - change my moves so they match different music. Artistry (Making) * Create a sequence of 5 static and dynamic moves - in contrast to my partner's. - using different partner shapes. -	floor. * Create and support jumps palm to palm/palm to lower back with a 180° turn in the air and 1 foot take-off and landing. Artistry (Abstraction) * Create multiple ways of moving linked to the silk - pausing my movement to create shapes. - using those shapes as my starting and finishing positions. - including jumps with rotation. Artistry (Musicality)* * Create shapes, circle and silk movements - at different speeds to follow the music without stopping. - making them specific to stress what the music is doing. Artistry (Making) * Create a sequence of a minimum of 5 moves - similar and then in contrast to my partner's. - with various starting and finishing positions		Partnering circles Lord of the rings Revisiting moving from a painting Questions carousel Session 5 Artistry making All change Artistry making Creative mania Working with a theme Questions carousel
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Medium Term Plan – Outdoor PE – Year 3 Spring 2:

Title: Rugby (Warrington Wolves)

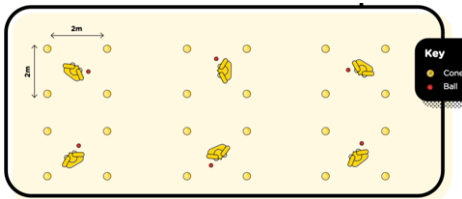
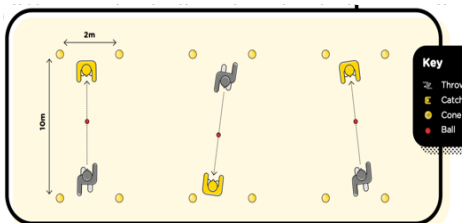
Length of unit – 6 sessions

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	how to send the ball to others in a range of ways. how to apply and combine a variety of skills (to a game situation) how to develop strong spatial awareness. how to develop own games with peers. the importance of rules in games. simple tactics and use them appropriately. How to develop an understanding of attacking/defending	Session 1 Wolfie Grip 2 hand carry Session 2 Early catch Pass backwards Session 4 Tag Tackle Dodge Play the Ball Session 5 Try Score Run Forwards Side Step Footwork	Session 1 Gripping the ball - Holding the ball with 2 hands. (Wolfie grip) - Fingers spread across the belly of the ball - One point of the ball to the sky and one point to the floor - Held in the centre of your chest
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) tactics and composition by starting to vary how they respond.		Session 2 Passing the ball

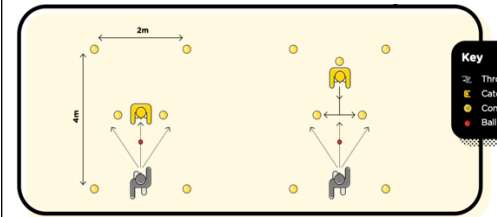
	how to communicate with others during game situations. how to use skills with coordination and control. how to develop own rules for new games. how to understand how to compete with each other in a controlled manner. how to select resources independently to carry out different skills.		• Holding the ball correctly (as above) • Tip the ball as if you are spilling a drink • Move ball to your hip • Following through with your arms to guide the ball
Resources	• Rugby balls (various sizes) • Cones • Tags		Session 3 Catching the ball • Rotate your shoulders towards the ball • Arms out in front (Wolfie wave) • Keeping an eye on the ball at all times • Catch the ball in your hands
			Session 4 Tag tackling • Identify the person with the ball • Chase the person with the ball • Tag the person with 2 hands at the same time
			Session 5 Try scoring • With 2 hands place the ball on the floor over the try line
			Session 6 Skill application (Small sided games) Festival

Title: Cricket

Length of unit – 6 sessions

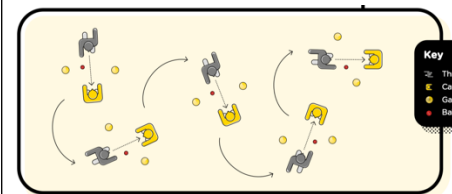
	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	how to move fluently, change speed and direction avoiding collisions. know how to control and accurately roll, (underarm throw), strike and kick a ball how to move in line with ball to receive it.		Session 1: To throw and catch accurately. Warm up Children to move around in the space, using a variety of movement types and changing directions (e.g. walk, run, skip etc.) Call out “Ready” children take up the catch ready position and wait for the next command: catch high/low, catch to the left/right, catch left hand/right hand, catch with a partner Activity 1 Children throw the ball up in the air, within the space marked out and aim to touch their head, shoulders, knees and toes before catching the ball Introduce a personal best competition to see how many body parts pupils can touch before catching the ball  Activity 2 With a partner, throw and catch a ball Introduce challenges such as catching a set number between them, including , on 1 leg, how many in 30 seconds? Etc.  Activity 3 Catcher starts in ready position in the middle of the cones Partner feeds ball to left and right, forward and back – the catcher moves to catch the ball When catcher has caught the ball, they return it and return quickly to the middle of the cones

Children work collaboratively scoring a point for each successful catch
Swap after 10 successful catches



Activity 4

In pairs, children have to visit each star (gate) and pass the ball back and forth to complete two catches
Set time limits to see how many catches can be completed
Get pairs to think about their route
The aim is to beat their personal best



Session 2 Bowling

Warm up

Children to move around in the space, using a variety of movement types and changing directions (e.g. walk, run, skip etc.)

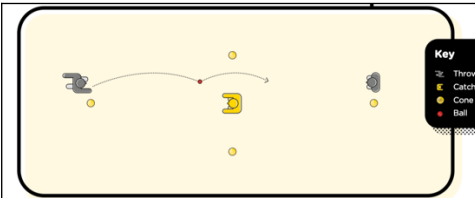
Call out "Ready" children take up the bowling ready position and wait for the next command: bowl fast, bowl slow, bowl to a target (identify target), run up and bowl

Activity 1

In threes, one fielder and two bowlers, bowl three balls each and swap over with the person in the middle

The aim is to use an overarm bowl and bounce the ball before getting it through the goal

The fielder aims to stop the ball going through, and gets a point if they can stop it or 2 points if they catch it



Activity 2

A group bowling and one child keeping wicket

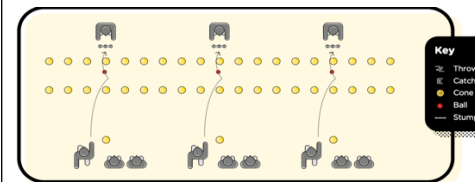
Bowlers aim to bounce their ball in the target area and hit the stumps

Rotate after each ball, so the bowler becomes the wicket keeper, and the wicket keeper joins the back of the bowling queue

Focus is accuracy and one bounce before wicket

Extension: Add hoop to aim at/into

Explore overarm bowling



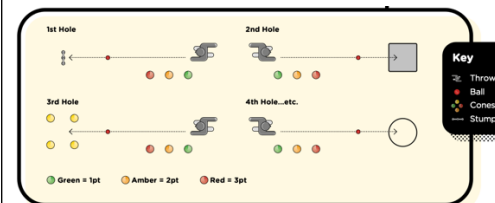
Activity 3

Children work in groups of 2-3, each group starts at a different hole/target – count how many bowls it takes to hit the target

Add up their scores and record on a white board/score sheet

Lowest score wins

You may set up different challenge levels at each hole, with different starting points
The further the start/ bowling point from the target, the lower the score



Activity 4

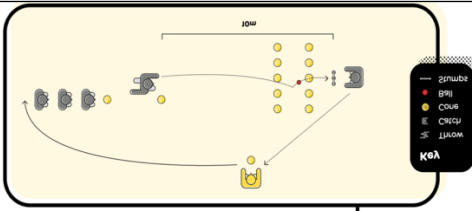
Bowlers bowl the ball, aiming to land in the 'good length' zone.

The ball is then transferred from the wicket keeper to the fielder (throw/roll) and the fielder runs to join the bowler queue.

The original bowler then becomes the wicket keeper and the previous wicket keeper takes the empty fielder position

Bowlers to have 5 goes each in each round

Introduce rules – i.e. 'no ball' if the ball bounces twice before the stumps and show umpire signal that goes with it



Session 3: Bowling with accuracy

Warm up

Create a space using cones, large enough for all children to move around in

Children to move around in the space, using a variety of movement types and changing directions (e.g. walk, run, skip etc.)

Call out "Ready" children take up the throwing ready position and wait for the next command

Some examples are: roll to a friend, throw at the stumps, throw and catch with a friend

Activity 1

Create two lines approximately 10m apart using cones

Spread a variety of balls out behind each line (same amount)

Teams line up behind the lines

Explain that the area between the lines is a 'no go zone' until the activity is finished

Consider setting up multiple games dependent on the class size, or even using a square shaped setup with 4 teams in the same space

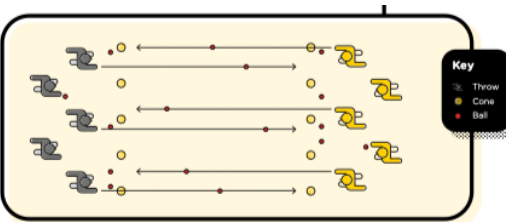
Shout 'Go', and children on both teams roll or underarm throw the balls to their opposition's planet

Children can catch, stop, or chase a ball before throwing the ball back to the other planet

Play should continue until the call of 'Stop'

Teacher gives a countdown to let children know how long they have left to clean their planet of any balls remaining on their side

The team with the fewest balls on their planet are the winners



Activity 2

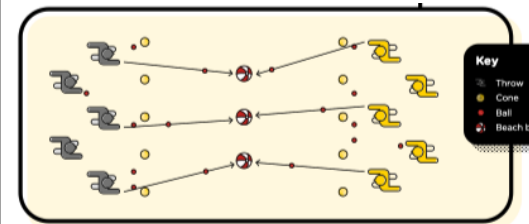
As per Clean your planet, but place large target balls on cones in the centre of the

'no go zone'

Same as Clean your planet, but the aim this time is to get the large target balls over the opposition team's line

Start with one target ball, but introduce others after the first round once a ball is knocked over the opponents line, it is out of play

Consider a points system for the balls if you have more than one



Activity 3

Each child sets up their cones in a square or line of 4 and stands behind them

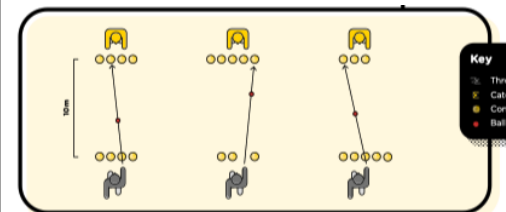
Children should be approx 10m away from their partner

Ensure all groups are suitably spaced apart from each other

Taking it in turns, each child throws the ball towards their partner's target, aiming to hit the cones

Every time they hit a cone, they can collect it and add to their pile

The aim is to be the player with the most cones at the end of the time limit



Activity 4

Split into groups of 8/10 (2 teams of 4/5 fielders and runners)

Ensure there are enough balls for 1 less than the number in the fielding team

Set up a stump/area for a member of the fielding team to act as wicket keeper.

Set out scoring zones using cones (further away = more points)

Set up cones for the running team to run between

The wicket keeper rolls all of the balls out into the outfield space

Once the final ball has been rolled, the fielders run out to collect the balls, starting with the closest ball

Once the first fielder reaches their ball, they shout 'One!' and then, using a relay throw with all other fielders, they get them back to the wicket keeper

Session 4 fielding and intercepting

Warm up

Create a space using cones, large enough for all children to move around in. Ensure you are well positioned for all children to see and hear commands.

Children to move around in the space, using a variety of movement types and changing directions (e.g. walk, run, skip etc.)

Call out "Ready" children take up the batting ready position and wait for the next command

Some examples are: big six, defend the ball, four along the floor – or if confident, use suitable shot-names (e.g. pull shot, straight drive)

Activity 1

Set up stumps and then scoring zones 1 and 2 vertically (see diagram)

Arrange into pairs at each station and perform demo

Groups of 3 or 4 at each station if there is less equipment

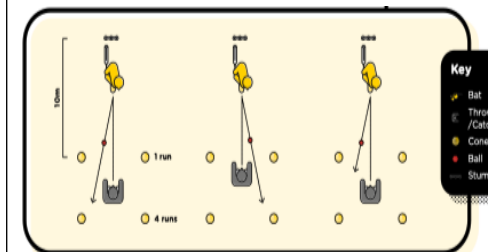
In pairs, one batting and one feeding then fielding

One run awarded for hitting the ball through the first scoring zone

Four runs awarded for hitting the ball through the second scoring zone

Fielders attempt to stop the ball from going through the zones

After six attempts, swap roles



Activity 2

Set up a cone 10m in front of a set of stumps and another cone a safe distance from the batting area

Split children into small groups (6-8)

Groups play as 1 batter, 4-6 fielders and a wicket keeper

Fielders start on the safe cone and are designated a ball each to field

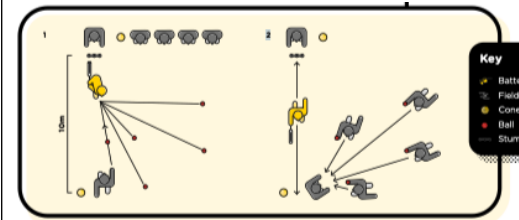
The teacher/assistant feeds the balls to the batter who hits each ball

After all feeds are done, the fielders come out to collect their designated ball and run it back to the teacher/assistant

The batter runs between the stumps to score as many runs as possible before all balls are back with the teacher

If the batter misses the ball, the wicket keeper retrieves it and throws it into the playing area to be fielded

Rotate positions/roles after each go – tally up your personal score



Activity 3

Use the same setup as for Deep space batting, but this time, the fielders are lined up across the playing area (min 10m from the batter)

Use cones for fielders to stand behind – you can use different distances too

Fielders start behind their cones – they can't move until all balls are bowled

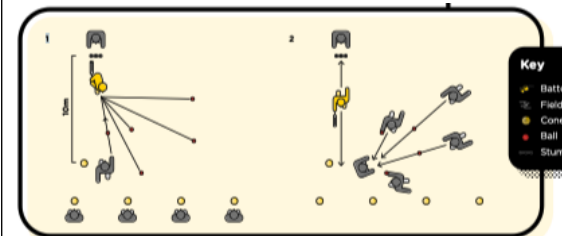
The teacher/assistant feeds the balls to the batter who hits each ball.

After all feeds are done, the fielders work as a team and get all balls back to the teacher as fast as possible

The batter runs between the stumps to score as many runs as possible before all balls are back with the teacher

If the batter misses the ball, the wicket keeper retrieves it and throws it into the playing area to be fielded

Rotate positions/roles after each go – tally up your personal score



Activity 4

Create a circle of cones (approx 5m radius) for the batter to work from.

Place bat and ball inside the circle, so it's ready for the batter to use

Batter operates only within the circle, with all fielders on the outside.

The aim is for the batter to avoid being hit by the ball from the waist down.

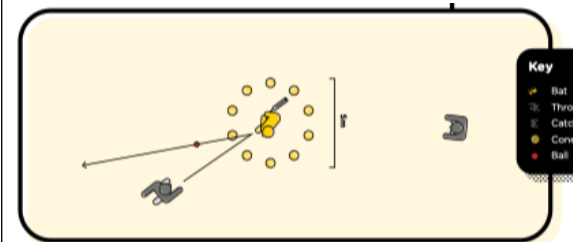
They must use their bat to defend the ball away from their body and back out of the circle

Fielders can move anywhere around the circle and must use an underarm throw

If a fielder hits the batter using their throw, the batter swap.

The batter's score is either the number of throws they faced, or the time they lasted.

If a fielder catches the ball, the batter swaps and the fielder gains bonus points



Session 5 Striking the ball and running between the wickets

Warm up

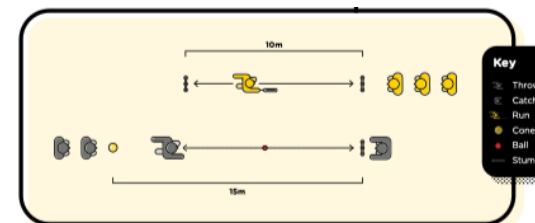
Create a space using cones, large enough for all children to move around in
Ensure you are well positioned for all children to see and hear commands
Children to move around in the space, using a variety of movement types and changing directions (e.g. walk, run, skip etc.)

Call out “Ready” children take up the ready position and wait for the next command.
Use a mixture of commands from the previous lessons e.g. bowl fast/slow, catch to the left/right, big six, throw at the stumps.
Add to the list of commands with Howzat! for great decision and fist pump for wrong decision/ mistake to learn from

Activity 1

Create a running area with two sets of stumps approx 10 metres apart
Create a fielding area with one set of stumps and a cone approx 15 meters apart

One team is running between the stumps and one team is fielding with a wicket keeper.
The wicket keeper rolls the ball 6-12m into the fielding area – as soon as the ball is rolled the runner tries to reach the far stumps/crease and back
The fielder runs to collect the ball and tries to hit the wickets or return the ball to the wicket keeper before the run is complete
If the runner makes it back, 2 runs are awarded
Change the runner after each run – after each runner has had two or three goes, swap the teams



			Activity 2 Working in their teams from the first game Set up a practice area for each group Ensure all groups are hitting in the same direction or away from each other (if using a batting activity) Teams discuss their performance in the game and identify areas to improve Teams look at practice cards and choose two which they feel will improve their performance Teams set up the activities in their area Perform the activities Activity 3 Set up stumps, bowling area and a rectangle/ circle of cones for batters to run around Mark a ‘pavilion’ area for waiting batters Divide the group into teams of 6-8 Two teams per pitch One team are the batting team – the others are the fielding team The teacher bowls to a batter who strikes the ball After the ball is hit, the batting team run around the cones in a line, while the fielding team collect the ball and complete three catches within their team before passing the ball back to the activator/bowler who then shouts ‘Howzat!’ A run is scored for every member of the team that completes a run before ‘Howzat!’ is shouted No runner can overtake the child who hit the ball Once everyone has batted, swap the teams over Session 6 Intra class competition Children to play the above game in their teams but bring in competitive element amongst the class. Each team to play each other in round robin event and the team with the most points is the winner.
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	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence (See individual plans for detailed explanation)
Pre-learning	how to change speed and direction whilst running. how jump from a standing position with accuracy. and perform a variety of throws with control and coordination. Preparation for shot put and javelin how to use equipment safely		Session 1 Running at speed (Sprinting) Hold your torso straight and vertical - (<i>Run tall</i>) Hold your head still, but relax your face and neck - (<i>Jelly Jaw</i>) Bend your elbows at 90 degrees. Pretend you are lightly gripping a small bird in each hand. Pump your arms so your hands travel from “hip to lip”, and keep your arms close to your sides. As you pump your arms, keep your shoulders steady but relaxed. With each stride, lift your front knee high (“knee drive”) and straighten your back leg completely to deliver full power. At the start of your sprint, keep your strides short and quick. Lengthen your strides as you gain speed and momentum. Feet hit the ground just missing the heels to land flat foot Use – Heads, Shoulders, knees and toes (really feet) Children to run over a distance of approximately 30 metres (half the length of the running track)
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) how to run at speeds appropriate for the distance. e.g. sprinting and cross country how to perform a running jump with some accuracy and perform a variety of throws using a selection of equipment. how to use equipment safely and with good control.		Session 2 Running Long distances Hold your torso straight and slightly leaning forward Hold your head still, but relax your face and neck - (<i>Jelly Jaw</i>) Bend your elbows at 90 degrees. Pretend you are lightly gripping a crisp between finger and thumb. Feet hit the ground just missing the heels to land flat foot Explain to the children that running longer distances builds up their endurance (ability to keep running) Children to Perform a relay race over a long distance. Children change the baton over when they pass on to their partner.
			Session 3 Throwing objects over a long distance. Grip the ball by resting the ball on the palm of your hand Hold the ball with 2 fingers in the middle. (You could let the children explore where to hold it) Stand side on and aim with your free arm pointing into the direction you want the ball to go. Extend the arm you are going to throw with and put your weight on your back foot. Transfer the weight to your front foot and release always keeping the ball aimed forwards. The children should be standing with their hips twisted to the side and as the ball points forward, the hips should twist and face forward at the same time.

			Progress to using a Javelin. Teach the children to stay in their place until all Javelins have been thrown as in High school they will be using real javelins Session 4 (Sports day practice.) Taking part in competitive sports 60M sprint. Children to practise their sprinting technique over 60m but children to be graded ready for sports day. (Timing children then working out fastest ones) Depending on class size, put children into 2 groups. Skipping. Ask the children what technique they would use. Is it the same as sprinting or long-distance stamina work? Children to have a practise at skipping over 30m Javelin. Remember the technique you used in normal PE lessons. Straight arm, 45degeree angle, follow through, step forward. Obstacle race. Sprinting technique and hurdling technique. Sack race. Bouncing over 30m Egg and spoon race over 45m walking technique or jogging. No holding the egg and spoon must be held where the finishing line is.
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