

## Lancashire Athletic activities Year 3 or Year 3/4 Cycle A - Core Task

### Year 3/4 Core Tasks

#### Take Aim

The 'Take aim' core task involves children trying to score as many points as possible by throwing different pieces of equipment at targets using sling, push and pull throws. The children work in pairs: one thrower and one scorer. A range of targets (eg hoops and skipping ropes) are set out at distances of up to 20 big paces from a throwing line. The thrower has two sling throws, two push throws and two pull throws and has to choose appropriate equipment for each technique. If they hit the target area they score five points, if they are very close they score three points and if they are not close they do not score. The scorer decides how many points to award each throw and keeps a record on a score sheet. After six throws the children swap roles.

#### Furthest Five

The 'Furthest five' core task involves children using a run-up and performing the five basic jumps consecutively to reach the furthest distance possible. The children work in groups of three: a jumper, a measurer and a coach who looks at technique and officiates the jump. The jumper decides where to begin their run-up and the order in which to perform the five jumps (1-1, 1-2, 2-2, 2-1, 1-other). The measurer marks where the jumper lands and measures and records the final distance. The coach records the order of the jumps and makes notes on strengths and areas for improvement in technique. Each member of the group takes it in turn to have three attempts at combining the five jumps.

#### Pass the Baton

The 'Pass the baton' core task involves children running in a relay and trying to complete as many laps of the track as possible in three minutes. The children work in teams of four. Having considered each other's strengths and weaknesses, they decide how to divide the time or distance between them in order to achieve as many laps as possible in three minutes (eg each team member could run for two laps, each could run for 45 seconds, or some team members could run longer or further than others). Having chosen an approach to running the relay, the children take it in turn to run for their allotted time or distance, concentrating on speed and good baton changes. They keep a record of the number of laps they complete and aim to beat their score the next time they perform the core task.





### Lesson Progressions - Overview - Year 3/4 Athletic Activities

National Curriculum	Lesson Progressions
<p>N.C 2014 Key stage 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <u>use running, jumping, throwing and catching in isolation and in combination</u></li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• <u>develop flexibility, strength, technique, control and balance</u> [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• <u>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></li> </ul>	<p>Progressions leading to core task</p> <ul style="list-style-type: none"> <li>To perform the pull throwing action</li> <li>To explore different running techniques</li> <li>To perform the sling throw</li> <li>To develop jumping actions</li> <li>Select an appropriate running technique for distance</li> <li>To perform a push throw</li> <li>To perform a start in a sprint type race</li> <li>To throw for distance using three different throws</li> <li>To perform a hop, step and jump</li> <li>To pass a baton successfully in a race</li> <li>To perform 5 different jumps</li> <li>To perform in athletic type competitive events (run, jump and throw)</li> </ul> <p>Other resources to support the units of work.</p> <ul style="list-style-type: none"> <li>YST TOPS cards</li> <li>Fast running</li> <li>Jump the stream</li> <li>Trains on time</li> <li>Sprint start relay</li> </ul>

## Lancashire Physical Education Y3/4 Athletics Unit Cycle A

Date	Term	Class	Progression 1
<b>Learning Objective</b>		<b>Warm Up</b>	
To develop throwing skills in an athletic type activity To develop running skills in isolation. To evaluate their own success		Gears Ask the children to move around the area, responding to the number signal. Gear 1 - walk, Gear 2 - fast walk, Gear 3 - jog, Gear 4, run, Gear 5 - sprint	
<b>Tasks</b>		<b>Teaching Points</b>	<b>Success Criteria</b>
Ask the children to walk around the area making sure their heel is contacting the ground first, ask the children to continue but to lose their arm action. Repeat, but this time ask the children to bend their arms at the elbow and move them back and forward.  Ask the children to repeat with jogging, then running with and without arm action. Discuss with children the most effective way of running.  Model throwing using a pull throw. Alternatively could use a guided discovery task so children can explore which is most effective way of a pull throw and then create success criteria.  Explain the three tasks (two throwing and a running fast)  <b>Station 1</b> - Throwing for distance. Set up a throwing area with scored zones.(5pts, 10pts, 15pts, 20pts, 50pts) Ask the children to use the pull action aiming to throw for distance, using either a bean-bag or ball. In pairs pupils throw X times, their partner works out the score and records it. Swap and repeat.  <div style="text-align: center; margin-bottom: 10px;">                         5            10            15            20            50                     </div> <div style="border: 1px solid black; width: 300px; height: 100px; margin: 0 auto;"></div> <div style="display: flex; flex-direction: column; align-items: flex-start; margin-top: 10px;"> <div style="display: flex; gap: 5px; margin-bottom: 5px;"> <span>😊😊</span> </div> <div style="display: flex; gap: 5px;"> <span>😊😊</span> </div> </div>		Ask the children to describe whether it easier or more difficult walking/running without arms. Ensure their elbows remain close to their body  If you are running for speed what is the best arm action to use?  Explain how to throw using a pull throw using success criteria.  Split children into three groups and organise the three stations.  Each group spends X mins on each station before moving round.  Which is the best position to stand when throwing?  Does the height of the throw affect the distance you can achieve?	Pull throw <ul style="list-style-type: none"> <li>Hold the object in the throwing hand reaching back at shoulder/head height</li> <li>Opposite foot forward to throwing arm</li> <li>Step from back foot to front foot</li> <li>Elbow is kept high</li> <li>Bring arm and hand through fast and last.</li> </ul> Running fast <ul style="list-style-type: none"> <li>Eyes focused forward throughout the run</li> <li>A fast relaxed arm action Arms bend at elbows and move in opposition to legs</li> <li>Contact ground with front part of foot</li> <li>Body leans slightly forward</li> </ul>

## Lancashire Physical Education Y3/4 Athletics Unit Cycle A

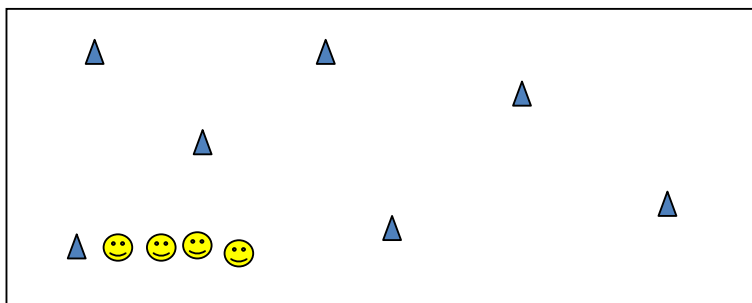
<p><b>Station 2</b> - Set up a throwing area with scoring zones. Ask the children to use the pull action using a ball/beanbag/shuttlecock, aiming to throw for accuracy. Partners score and record. Swap and repeat.</p> <div style="display: flex; align-items: center; margin: 10px 0;">   <div style="margin-left: 20px; border: 1px solid black; padding: 10px; display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; gap: 20px;"> <span>○</span> <span>○</span> <span>○</span> </div> <div style="display: flex; gap: 20px; margin-top: 10px;"> <span>○</span> <span>○</span> <span>○</span> </div> </div> </div> <p><b>Station 3</b> - TOPs card <b>Developing Fast Running.</b> Children work in pairs. One child places a cone at a distance the other child says they can run to in 5 seconds. The child runs towards the cone with the other child timing. The child timing shouts stop after 5 sec and marks where the runner reached (nonstandard units of measure if necessary) and record. The child running repeats to try and run past the mark where they reached in 5 sec. Swap roles and repeat.</p> <div style="display: flex; align-items: center; margin: 10px 0;">   <div style="margin-left: 20px; border: 1px solid black; width: 300px; height: 80px;"></div> </div>	<p>What did you do to help improve your accuracy?</p> <p>Children can estimate the distance they can run in 5 seconds.</p> <p>Children work accurately when placing markers</p> <p>Encourage the children to drive their arms and knees, running tall and looking forward.</p> <p>Discuss why they did or did not reach their estimated spot.</p> <p>Try repeating using 8 or 10 seconds</p>	
Cool DownTasks	Resources	Learning Outcomes
<p>Evaluate what makes a good pull throw. How did you beat your marker when running?</p>	<p>TOP Athletics cards. Pull, push, pace, stopwatch</p>	<p>To perform the pull throwing action To explore different running techniques</p>



## Lancashire Physical Education Y3/4 Athletics Unit Cycle A

**Station 3 - TOPS Trains on Time.** Set out a variety of cones (stations) around a large area, different distances apart. Ask the children to work in small teams or pairs. Teams stand forming a "train" with the front child dictating the pace and route and timing for one minute.

The train should stay together with the leader ensuring the pace is ok for the whole team. Alternate between brisk walking and running for one minute, visiting all the stations and arriving at the last station after the minute. Rest briefly and change the lead child. Use STEP to meet children's learning needs.



Encourage children to judge the appropriate pace for the group and sustain that pace

How can we save energy when running for longer periods of time?

Arms should be held lower, thumbs near waist with a gentle, slight movement backwards and forwards.

What can we do to improve our performance from last lesson?

### Cool DownTasks

### Resources

TOP Athletics cards. sling, pace

### Learning Outcomes

To perform the sling throwing action  
 To develop jumping actions (two feet to two feet for distance)  
 Select a running technique for distance.

## Lancashire Physical Education Y3/4 Athletics Unit Cycle A

Date

Term

Class

Progression 3

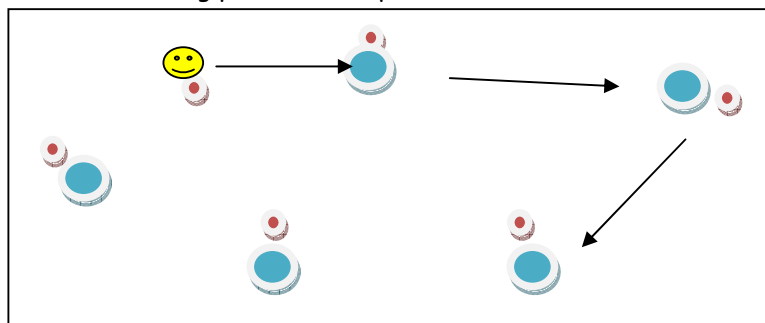
Learning Objective	Warm Up	
<p>To develop throwing skills in an athletic type activity</p> <p>To develop sprinting start skills in isolation.</p> <p>To develop jumping actions in isolation</p> <p>To evaluate their own success</p>	<p>Gears, Domes and Dishes - split the group into two and give each child a marker cone. Ask one group to place them in an area one way and the other group down the opposite way. One group tries to turn the domes to dishes and the other group dishes to domes.</p>	
Tasks	Teaching Points	Success Criteria
<p>Teacher Focus Activity. TOPs card Sprint Start Relay.</p> <p>Explain to children that in one of the stations they are going to explore sprint starts.</p> <p>Model the 4 different starting positions, lying on back, lying on front, box (knees and hands), box on one knee (traditional sprint start)</p> <p><b>Station 1 - Sprint start relay,</b></p> <p>Split children into groups of 4</p> <p>Create a short circuit/track,(either circular or square) with different starting points on for the teams. Tell the children they are going to do four laps, completing one then passing to a team mate. Each lap the children must use a different starting position. Ask the children to find out which starting position is the easiest and why?</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> </div>	<p>Ask the children which technique they will need to adopt as they are running only one lap, but it will be repeated four times?</p> <p>When passing onto a team mate, they must simply touch hands.</p> <p>Get ready to move away quickly. Move legs fast, work arms hard, keep head still</p> <p>Decide which position you want to do at the start of each lap.</p> <p>Which was the best starting positions and why?</p> <p>Which one allowed you to move away more quickly?</p>	<p>Children will be able to describe the effect different starting positions has on their performance.</p> <p>Sprinting</p> <ul style="list-style-type: none"> <li>• Eyes focused forward throughout the run</li> <li>• A fast relaxed arm action Arms bend at elbows and move in opposition to legs</li> <li>• Contact ground with front part of foot</li> <li>• Body leans slightly forward</li> </ul>

## Lancashire Physical Education Y3/4 Athletics Unit Cycle A

**Station 2 - Jump the Stream.** Set out two parallel lines of cones approximately five metres apart, Ask the children to see how many standing long jumps. Ask the children to explore if any other type of jump gets them across the stream in a lower number of jumps. Ask the children to combine 2/3 basic jumps in order to cross. e.g.1-1, 1-2, 2-2., In pairs one child goes first whilst the other observes and scores. Swap and repeat.  
Try again with a run up, does this make a difference when compared to a standing start?

### Station 3

Set out Push Golf. Set up a number of hoops with a marker cone next to it as the starting point for the push throw.



Each child throws their bean bag towards the hoop using a PUSH throw. Pupils throw again from where the bean bag lands until they get it into the hoop. They then start from the next marker cone and throw towards the next hoop.

How do you use your arms when jumping? How do you use your legs when landing? Watch each other and think of one thing that could help your partner jump further.

Which throw should you use for different equipment? (i.e. ball, quoit, beanbag, discus, javelin)

Could you improve your score by changing the technique or the equipment?

Have opposite foot to throwing arm

How can your legs help you throw further?

**SAFETY** - pupils should never throw while others are in front of them.

Push throw

- Keep the object close to neck
- Side on to the throw with feet slightly off line to each other (front toe in line with back heel)
- Balance is transferred from back leg to front leg
- Rear/throwing arm punches beanbag/ball out and up, extending arm

### Cool DownTasks

### Resources

TOP Athletics cards. cards. Pull, push, pace Cones, hoops, throwing equipment.

### Learning Outcomes

To throw using a push throw  
To jump in an athletics type activity  
To perform a start in a sprint type activity.


## Lancashire Physical Education Y3/4 Athletics Unit Cycle A

Date

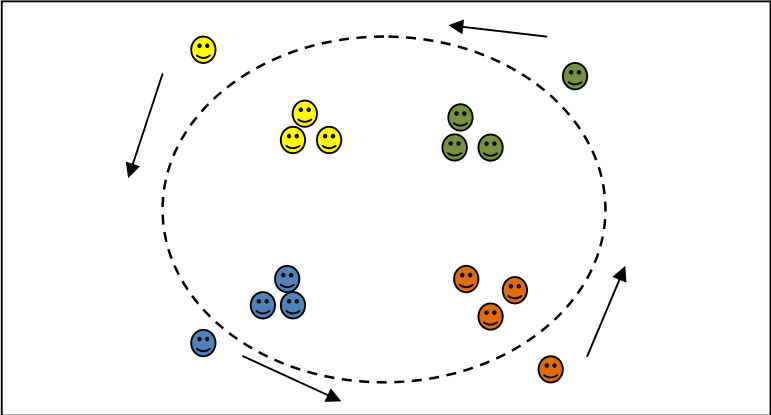
Term

Class

Progression 4

Learning Objective	Warm Up	
<ul style="list-style-type: none"> <li>To select appropriate equipment and technique when throwing</li> <li>To revise jumping actions</li> <li>To revise running techniques</li> <li>To develop the changeover skill in a relay.</li> </ul>	<p>Gears, Collecting the beanbag - in teams, one person runs collects a bean bag, returns and places bean bag at cone, next child goes when the first child has returned. Child must start from a sprint start position from last session. When completed, repeat but return bean bag.</p> 	
Tasks	Teaching Points	Success Criteria
<p>Discuss and revise the three different techniques of throwing (sling, push and pull). Model or ask children to model the three different throws and explain the difference between the three throws.</p> <p>Explain station 3 and the changover using a quoit.</p> <p><b>Station 1 - Throw and Run</b></p> <div style="border: 1px solid black; width: 300px; height: 100px; margin: 10px 0;"></div> <p>In pairs children throw for distance using one of the three throwing techniques. On "GO" children throw into area. When all children have thrown, the other child gets into a starting position to sprint and collect the equipment thrown. On command "sprint" children set off to collect equipment. Swap over roles</p> <p><b>Station 2- Jump the Stream</b></p> <p>Set up a two parallel lines of cones approximately 5 m apart. Ask the children to use a hop, step and jump from both standing start and short run up. Partner counts the jumps needed (using only hop, step then jump) to cover the area and records. Swap and repeat.</p>	<p>Children are able to select the appropriate equipment for the throw.</p> <p>Which equipment is best with which technique?</p> <p>What does a good push, pull and sling throwing action look like? SAFETY - children must follow teachers/leaders instructions. When to throw and when to run.</p> <p>How do you use your arms when jumping? How do you use your legs when landing?</p>	<p><b>Pull throw</b></p> <ul style="list-style-type: none"> <li>Hold the object in the throwing hand reaching back at shoulder/head height</li> <li>Opposite foot forward to throwing arm</li> <li>Step from back foot to front foot</li> <li>Elbow is kept high</li> <li>Bring arm and hand through fast and last.</li> </ul> <p><b>Push throw</b></p> <ul style="list-style-type: none"> <li>Keep the object close to neck</li> <li>Side on to the throw with feet slightly off line to each other (front toe in line with back heel)</li> <li>Balance is transferred from back leg to front leg</li> <li>Rear/throwing arm punches beanbag/ball out and up, extending arm</li> </ul>

## Lancashire Physical Education Y3/4 Athletics Unit Cycle A

<p><b>Station 3 - Running Athletics Challenge Card</b> - continuous relay or Tick tag relay using a quoit.</p> <p>Tick Tag Relay</p>  <p>Evaluate change over of team mates. Use STEP to enable all children to participate.</p>	<p>Continuous Relay - using reversaboard or cones. Children sit in teams. First child runs to board or cone and returns passing quoit to next person.</p> <p>Tig tag relay - each team sits inside a circle of cones. The first runner from each team tries to catch the runner in front. If nobody caught pass the quoit to the next team member to continue the chase. Relay continues until one child running touches another. The relay is over and that team get a point. Restart relay.</p>	<p>Sling throw</p> <ul style="list-style-type: none"> <li>• Opposite foot forward to throwing arm</li> <li>• Start with weight on back foot</li> <li>• Twist and push hips forward</li> <li>• Arms whip through from low to high</li> <li>• Keep throwing arm straight throughout.</li> </ul> <p>Relay changeover Choose in advance the hand that will touch or give and the hand that will receive (passes should be made left to right or right to left)</p>
Cool DownTasks	Resources	Learning Outcomes
	<p>TOP Athletics cards. Pull, push, pace Cones, hoops, throwing equipment. Baton or quoits. Level 1 school games challenge cards.</p>	<p>To throw for distance using three different throws. To pass a quoit/baton to a teammate in a relay. To perform a hop, step and jump</p>

## Lancashire Physical Education Y3/4 Athletics Unit Cycle A

Date	Term	Class	Progression 5
<b>Learning Objective</b>		<b>Warm Up</b>	
To select appropriate equipment and technique when throwing To combine different jumping actions To evaluate their success in a running event.		Teachers choice from any of previous warm ups	
<b>Tasks</b>		<b>Success Criteria</b>	<b>Success Criteria</b>
Explain to the children that they are going to practice the core task Pass the Baton and Take Aim and continue to practice for the final core tasks.. <b>Station 1 - Pass the Baton</b> Core Task Pass the Baton or school games challenge card continuous relay. In teams of 4, ask the children to organise their team in order to cover the most laps in 3minutes.  <b>Station 2 - Take Aim Core Task</b> The children work in pairs: one thrower and one scorer. A range of targets (eg hoops and skipping ropes) are set out at distances of up to 20 big paces from a throwing line. The thrower has two sling throws, two push throws and two pull throws and has to choose appropriate equipment for each technique  <b>Station 3 - Jump the Stream.</b> Set out two parallel lines of cones approximately five metres apart. Ask the children to combine 4 basic jumps in order to cross. e.g.1-1, 1-2, 2-2,. In pairs one child goes first whilst the other observes and scores. Swap and repeat. Try again with a run up, does this make a difference when compared to a standing start?  Ask children to evaluate after each station on one thing they or their partner could improve on for the next session and the final chance to improve their time/distance.		Pull throw <ul style="list-style-type: none"> <li>• Hold the object in the throwing hand reaching back at shoulder/head height</li> <li>• Opposite foot forward to throwing arm</li> <li>• Step from back foot to front foot</li> <li>• Elbow is kept high</li> <li>• Bring arm and hand through fast and last.</li> </ul> Push throw <ul style="list-style-type: none"> <li>• Keep the object close to neck</li> <li>• Side on to the throw with feet slightly off line to each other (front toe in line with back heel)</li> <li>• Balance is transferred from back leg to front leg</li> <li>• Rear/throwing arm punches beanbag/ball out and up, extending arm</li> </ul>	Sling throw <ul style="list-style-type: none"> <li>• Opposite foot forward to throwing arm</li> <li>• Start with weight on back foot</li> <li>• Twist and push hips forward</li> <li>• Arms whip through from low to high</li> <li>• Keep throwing arm straight throughout.</li> </ul> Jumping - standing long jump <ul style="list-style-type: none"> <li>• Eyes focused forward.</li> <li>• Arms swing behind body.</li> <li>• Arms swing forward and up.</li> <li>• Both feet leave the ground</li> <li>• Land on both feet at the same time.</li> <li>• Ankles, knees and hips bend to absorb impact</li> </ul> Relay changeover Choose in advance the hand that will touch or give and the hand that will receive (passes should be made left to right or right to left)
<b>Cool DownTasks</b>		<b>Resources</b>	<b>Learning Outcomes</b>
		TOP Athletics cards. School Games Challenge cards. Pull, push, pace Cones, hoops, throwing equipment. Baton or quoits	Select equipment appropriately when throwing at targets. Perform 4 different jumps Pass a baton successfully in a relay.

## Lancashire Physical Education Y3/4 Athletics Unit Cycle A

### **Take Aim - Core Task**

The 'Take aim' core task involves children trying to score as many points as possible by throwing different pieces of equipment at targets using sling, push and pull throws. The children work in pairs: one thrower and one scorer. A range of targets (eg hoops and skipping ropes) are set out at distances of up to 20 big paces from a throwing line. The thrower has two sling throws, two push throws and two pull throws and has to choose appropriate equipment for each technique. If they hit the target area they score five points, if they are very close they score three points and if they are not close they do not score. The scorer decides how many points to award each throw and keeps a record on a score sheet. After six throws the children swap roles.

### **Pass the Baton - Core Task**

The 'Pass the baton' core task involves children running in a relay and trying to complete as many laps of the track as possible in three minutes. The children work in teams of four. Having considered each other's strengths and weaknesses, they decide how to divide the time or distance between them in order to achieve as many laps as possible in three minutes (eg each team member could run for two laps, each could run for 45 seconds, or some team members could run longer or further than others). Having chosen an approach to running the relay, the children take it in turn to run for their allotted time or distance, concentrating on speed and good baton changes. They keep a record of the number of laps they complete and aim to beat their score the next time they perform the core task.

## Lancashire Physical Education Y3/4 Athletics Unit Cycle A

Date	Term	Class	Progression 6
<b>Learning Objective</b>		<b>Warm Up</b>	
To select appropriate equipment and technique when throwing To combine different jumping actions To evaluate their success in a running event.		Teachers choice from any of previous warm ups	
<b>Tasks</b>		<b>Teaching Points</b>	<b>Success Criteria</b>
Explain to children that they are going to record their times and distances from the following core tasks. <b>Station 1 - Furthest five Core Task</b> In teams of 3: jumper, measurer, official. The jumper decides where to begin their run up and the combination of the 5 jumps. (1-1, 1-2, 2-2, 2 1, 1-other) Ask the children to see how far they can get with their five jumps, Each child has 3 attempts taking it in turns. Ask children to record their distance and the order of jumps. Swap and repeat. <b>Station 2 - Take Aim Core Task</b> The children work in pairs: one thrower and one scorer. A range of targets (eg hoops and skipping ropes) are set out at distances of up to 20 big paces from a throwing line. The thrower has two sling throws, two push throws and two pull throws and has to choose appropriate equipment for each technique <b>Station 3 - Pass the Baton</b> Core Task Pass the Baton or school games challenge card continuous relay. In teams of 4, ask the children to organise their team in order to cover the most laps in 3minutes.  Record results of each station		What will be your order of jumps?  Which throwing actions is best suited to which equipment?  How can you improve on your performances from previous lessons?	See success criteria from progression 5
<b>Cool DownTasks</b>		<b>Resources</b>	<b>Learning Outcomes</b>
		TOP Athletics cards. School Games Challenge cards. Pull, push, pace Cones, hoops, throwing equipment. Baton or quoits	Select equipment appropriately when throwing at targets. Perform 5 different jumps Pass a baton successfully in a relay.

## Lancashire Physical Education Y3/4 Athletics Unit Cycle A

### **Take Aim - Core Task**

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### **Furthest Five - Core Task**

The 'Furthest five' core task involves children using a run-up and performing the five basic jumps consecutively to reach the furthest distance possible. The children work in groups of three: a jumper, a measurer and a coach who looks at technique and officiates the jump. The jumper decides where to begin their run-up and the order in which to perform the five jumps (1-1, 1-2, 2-2, 2-1, 1-other). The measurer marks where the jumper lands and measures and records the final distance. The coach records the order of the jumps and makes notes on strengths and areas for improvement in technique. Each member of the group takes it in turn to have three attempts at combining the five jumps.

### **Pass the Baton - Core Task**




The 'Pass the baton' core task involves children running in a relay and trying to complete as many laps of the track as possible in three minutes. The children work in teams of four. Having considered each other's strengths and weaknesses, they decide how to divide the time or distance between them in order to achieve as many laps as possible in three minutes (eg each team member could run for two laps, each could run for 45 seconds, or some team members could run longer or further than others). Having chosen an approach to running the relay, the children take it in turn to run for their allotted time or distance, concentrating on speed and good baton changes. They keep a record of the number of laps they complete and aim to beat their score the next time they perform the core task.



Year 3/4 Athletic Activities Core Task  
Assessment and Pupil Progress Guide

Athletic Activities Year 3/4

"I Can..."

I Can			
Perform a pull throw			
Run fast			
Perform a sling throw			
Jump 2 feet to 2 feet			
Run at different paces			
Perform a sprint start			
Combine 3 different jumps			
Pass a quoit/baton to a teammate successfully			
Perform a hop, step and jump			
Perform 5 different jumps			
Select appropriate equipment in a throwing type event			
Evaluate my own and other performances			
Compare my performances with previous ones to improve my personal best.			