

Unit
6

Young Olympians

Lesson 1

Year 5 • Champions

- Learning objectives:**
- To use correct technique to run at speed.
 - To develop the ability to run for distance.

- Learning outcomes:**
- Sustain running at a continuous pace.
 - Improve the technique for running at speed.

- Prior learning:**
- Correct running technique (Year 4).

- Vocabulary:**
- Continuous.

- Equipment:**
- Cones, beanbags, stopwatch, whistle.

- Champions resources:**
- Champions movies: *running*.

Warm-up:**Stuck in the mud**

Choose three children to be catchers while the other children run around the room, changing direction and taking care not to bump into others. If caught, the runners should stand in a star shape; to re-enter the game, another child must set them free by running under their arms.

Skills learning and development:

Recap on the correct running technique learned in Year 4. Ask the children to model it.

Train and carriages

The children organise themselves into groups of four or five and stand one behind the other. The person at the front of the line is the leader and takes the group of carriages safely around the playing area at a steady jog. The carriages must stay close together and not lose the train. When the whistle blows, the child at the back of the line must sprint to the front using the correct technique (head up, arms driving, on balls of feet). They then become the leader and dictate the pace. Ensure that all the children get a turn at being the leader.

Running for distance

Discuss relaxed running. How is it different from sprinting? Arms and shoulders should be relaxed and you should be able to talk comfortably when running. You may get out of breath initially but this should soon regulate and a steady breathing rate is established.

Set up cones in a horseshoe and organise the children into groups of four, with each having a different coloured beanbag. On 'Go!', the first person in each line sets off running. After five seconds, the whistle blows – they drop the beanbag and continue to run around the horseshoe back to the start. Repeat for the rest of the group. Develop by repeating the activity and the aim is for the children to reach the beanbag at exactly five seconds each time. If necessary, the children can change the beanbag.

Application and practice:

Repeat the activity, altering the time the beanbag is dropped to 20 seconds. Blow a whistle or call out time every five seconds so that the children can pace themselves.

Reflect and review:

In your team, discuss the differences between running for longer periods of time and sprinting. *Do you prefer one to the other?*

Support

Play as a larger team. Reduce the size of the space and horseshoe.

Extend

Play as a smaller team. Complete a set number of runs consecutively.



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Young Olympians

Lesson 2

Year 5 • Champions

Learning objective: • To throw with accuracy and power.

Learning outcome: • Demonstrate correct push technique.

Prior learning: • How to throw safely (Year 4 and Super strikers unit).

Vocabulary: • Push technique.

Equipment: • Beanbags, hoops.

Champions resources: • Champions movies: *jumps*, Champions movies: *standing long jump*.

Warm-up:**Dishes and domes**

Lay out 30 cones, facing down (like domes). Divide the children into two teams – the dishes team and the domes team. On 'Go!', the dishes team turns over domes to make dishes, and the domes team turns over dishes to make domes. At the end of three minutes, the team with the most dishes or domes wins.

Skills learning and development:

Ask the children to describe the safe way to throw.

Give each a beanbag and share the technique for throwing the shot-put:

- Rest the beanbag on the palm of hand (without gripping).
- Tuck the beanbag into the neck area.
- Stand side on, crouch down, placing all the weight on one leg and aim with the free arm towards the sky.
- Transfer the weight to the other leg and *push* the beanbag into the air.

The children work in pairs – one throws and collects before changing over. Practise the correct push technique. All the children must throw at the same time and their partners remain behind the line until they are told to collect.

Application and practice:**Push golf**

Randomly set out a number of hoops on the field, with a cone about 5 m away from each. These hoops are like holes on a golf course. The children must aim to get around the golf course in as few throws as possible.

Organise the children in even teams so that each group can start at a hole. The children start at the associated cone and, one at a time, try to throw the beanbag into the hoop using the push technique. Each person in the team throws and then continues to throw from where the beanbag landed until they get their beanbag in the hoop. They count the number of throws it takes. The children should not throw if someone is in front of them, and should shout 'Fore!' if anyone is likely to be hit.

The children can count their own score or have a team score.

Reflect and review:

Ask:

- *What do you think you did well as a team and what do you need to improve on?*

Support

Set up two golf courses, one easier than the other.

Extend

Vary the distances between the hoops.



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Young Olympians

Lesson 3

Year 5 • Champions

Learning objective: • To identify and apply techniques of relay running.

Learning outcome: • Know the position to stand in when receiving a baton.

Prior learning: • The principles of a relay race.

Vocabulary: • Relay, baton.

Equipment: • Cones, relay baton.

Warm-up:**Rats and rabbits**

The children line up with their backs to their partners. Label one line 'rats' and the other 'rabbits'. Call 'Rats!'; the rats run, chased by their partner. Can they catch their partner before they reach the boundary line? Repeat, calling 'Rats!' or 'Rabbits!' at different times.

Skills learning and development:

In pairs, the children use two cones to mark out an area 5m apart. One child stands at the second cone and the other stands about 20m back from the first cone. This child runs towards the first cone and, when they reach it, the child at the second cone starts to run away in a straight line before their partner can catch them. Change roles.

Adjust the distance so that the first runner can catch the second one.

Introduce the relay baton. Tell the children to make groups of four and stand in a straight line, one behind the other, with a cone about 10m away. Give the child at the back of the line a baton and ask them to pass it from the back to the front. When the person at the front receives the baton, they jog around the cone and

join the back of the team. Repeat until everyone is back where they started.

Discuss the methods used, explaining which was the most efficient.

Correct technique – the baton moves from the first runner's right hand to the second runner's left hand, then to the next runner's right hand and then to the fourth runner's left hand. The baton stays in the same hand it was received in. The receiver faces forward with their hand behind them at hip level. Push the baton into the next runner's hand so that they have the whole of the baton in their hand. If a team has used the correct technique, ask them to model it.

Start passing the baton while walking so that it is fluent and smooth. When the children are confident, increase the distance between each runner and they can jog.

Application and practice:**Relay race**

The children stand in a straight line at cones marked out at suitable distances. The child at the back starts and the race finishes when the last runner is back where the first runner started.

Reflect and review:

Ask:

- How can you improve your changeovers as a team?
- How would this affect your speed?

Support

Reduce the distance run.

Extend

Increase the distance run.



Unit
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Young Olympians

Lesson 4

Year 5 • Champions

- Learning objectives:**
- To explore different footwork patterns.
 - To understand which technique is most effective when jumping for distance.

- Learning outcome:**
- Understand how to successfully perform a standing long jump.

- Prior learning:**
- Different footwork patterns through basic running, jumping & hopping techniques.

- Vocabulary:**
- Take off, landing, long jump, extend, bend, distance, control.

- Equipment:**
- Cones, tape measures, lines or throw-down lines.

- Champions resources:**
- Champions movies: *jumps*, Champions movies: *standing long jump*.

Warm-up:

Divide the children into even teams and complete a large stride relay: one child travels to a marked line using large strides, runs back and tags next team player to go. Follow with hopping relay, jumping, skipping etc.

Skills learning and development:

Share and model success criteria for a standing long jump: use the video clip of long jump performance to reinforce learning objectives. Ask: *Which footwork pattern is best when jumping for distance?* – Answer: Strong foot to two feet.

The children then practise hopping on each foot to remind themselves which is their strong foot. In pairs hop from one line to another (approximately 10 metres apart) – each child counts how many hops on right foot then on left foot their partner performs. *Choose the strongest/most comfortable leg and repeat seeing if the number of hops can be reduced.* Ask: *how can you reduce the number of hops?* Use arms, push back with other leg, keep moving for momentum etc

Hop swap

Now challenge each pair to race each other – start at opposite sides and on ‘go’ hop across to the other side at the same time and see who wins.

What additional techniques did children apply in order to improve performance?

- Swing arms back, bend knees and lean back onto the heels of your feet.
- Transfer weight forwards, swing arms forwards and back and extend legs.
- Keep head and body up in a tall position during flight.
- Land leaning forward with flat feet and bent knees.

Remind the children that in a standing long jump they jump from their strong foot and land on two feet together.

Invite the children to practise the technique with a partner, what did they do well? What do they need to remember to do next time?

Application and practice:

Note – for safety children should *not* perform jumps using a run up unless they are jumping into a sandpit or onto a crash mat.

In pairs, and using a starting starting line/take off board, each child takes it in turns to perform a standing long jump – mark their landing using a cone. When marking, the jump should be marked at the back of the foot. Ask the partner to try and beat the previous jump. Record the children’s best jumps.

Reflect and review:

Ask:

- *What do you need to do in order to successfully perform a standing long jump?*
- *Why is it important to perform the jump with control and balance?*
- *What can you do to increase the distance you jump?*

Support

Children with the lower score can challenge someone else with a lower score.

Children could add an extra step before take-off to help with forward momentum.

Extend

Children with the better score in the pair can challenge another child who is the winner in their pair.



Unit
6**Young Olympians****Lesson 5****Year 5 • Champions**

Learning objective: • Learn how to use skills to improve the distance of a pull throw.

Learning outcome: • Throw for accuracy and speed in a game.

Prior learning: • Safety in throwing events and correct pull technique (Year 4).

Vocabulary: • Pull and push throw.

Equipment: • Whiteboard, javelin, vortex, beanbags, cones.

Champions resources: • *Champions* movies: *standing throw*.

Warm-up:**Windmills**

The children move around the playing area. On the command 'Windmills!' they swing their arms in a circle forwards and continue to run. At 'Reverse windmills!', they swing their arms backwards. At 'Left windmill!' and 'Right windmill', they swing the relevant arm.

Skills learning and development:

Ask the children to explain safe behaviour when throwing.

Recap on the correct technique for pull throw, using a child to model it.

With cones, mark out three lines, labelled Bronze (closest), Silver (further away) and Gold (furthest). The children aim to throw beanbags or a vortex as far as

possible or hit the cones. Record their result as B, S or G on a whiteboard.

Recap on the correct technique for a push throw, using a child to model it. Use the bronze, silver and gold lines as targets. The children practise the correct technique, aiming to beat their score from last lesson.

Application and practice:**Hit the ball**

Set up three courts, with two teams per court. Each team faces the other across the playing area, with a large ball placed in the centre, midway between two scoring lines. The children throw at the large ball and try to move it over their opponents' scoring line. Allow the teams two minutes to discuss tactics before starting. The children cannot collect their item until told to do so when all the team have thrown.

Reflect and review:

Discuss with your team the tactics that worked and the ones that didn't.

Support

Reduce the throwing distance.

Extend

Use more than one ball in the centre or increase the throwing distance.



Unit
6**Young Olympians****Lesson 6****Year 5 • Champions**

Learning objective: • To demonstrate good techniques in a competitive situation.

Learning outcomes: • Compete and set goals.
• Apply the skills learned in this unit to a competition.

Prior learning: • Skills and techniques for running, jumping and throwing events.

Vocabulary: • Carousel.

Equipment: • Throwing implements, cones, stopwatch and a record card.

Warm-up:

The children choose their favourite warm-up from this unit.

Skills learning and development:

Set up a carousel of activities:

1. Standing pull throw, using a beanbag or vortex. Each child has three attempts to reach bronze, silver or gold. Allocate one child per group to call 'Throw!' and collect the item thrown.
2. Standing long jump. Each child has three attempts to get bronze, silver or gold.
3. 70m sprint and hurdles at the same station, completed one after the other with an adult timing

and verifying the results (bronze, silver or gold for the fastest times).

4. Standing push throw with a beanbag.
5. Relay. This will be carried out at the end, just for fun.

The carousel can be completed in two ways - the whole class could complete each station and move together or they could be split into small groups that work at each station.

Application and practice:

The children move around the carousel. They can work in pairs and score their own results. When they have finished their event, they sit down and wait until told to rotate.

Reflect and review:

Ask:

- *How did it feel to be in competition?*
- *Does this affect your performance - if so, how?*
- *Which events do you like to do most? Why?*

Support / Extend

The children can set their own targets, which are a challenge to improve their personal best.

