

# ATHLETICS LESSON 1 - Year 4

## EQUIPMENT:

Cones  
Stop watch x 15  
Large Dice- optional  
Dice x 6

Learning Intention : How can you run "FAST"?

I can remember how to run FAST

I can react quickly and sometimes accelerate over short distances.

I can react quickly and accelerate over short distances.

Yr 4 Key words: Technique, Compete, Change over, Baton, Short distance, Rhythm



## WARM UP: Racing Fun

Using cones, mark a clear area for movement. Children listen to the teacher's commands and move accordingly.

1 = Walk, 2 = Jogging, 3 = Running, 4 = Sprinting, Break = STOP.



Why is warming up important? What are the 3 P's?

- Prepares my body (Making my heart beat faster)
- Prevents injury (Making my muscles warmer)
- Prepares my mind (Makes me think about what I will need to do- focus)

## ACTIVITY 1: FAST

Teacher to talk through the Teaching Points of FAST – see KS1 lesson 2 if not taught before.

Set up cones (15m apart)  
as shown in diagram: Children in pairs.

1. Children to take it in turns to run FAST to the cone, around, and back – recapping and revisiting the FAST technique.

- 1st time: **Focus** on keeping the head still
- 2nd time: **Focus** on pumping the arms fast "hip to lip"
- 3rd time: **Focus** on running on the balls of the feet
- 4th time: **Focus** on the trunk being upright
- 5th time: Put it all together and run FAST

**F** – Face forward – head still  
**A** – Arms pump fast – hip to lip  
**S** – Speedy feet  
**T** – Trunk to be upright



**Q & A:** How can you run quickly around the cone? As you reach the cone slow down and turn tightly around the cone with small steps. **Accelerate** out of the turn.



**Mini coaches:** Children can/could use videos/tablets to record their partner techniques and/or give feedback



**Make it harder:** Set a **challenge** – Can they time each other?

## ACTIVITY 2: Sprint catch

1. Children in pairs/three's
2. Child 1 stands behind the first cone and Child 2 stands 1 metre behind.
3. Teacher/child calls 'On your marks, get set, go!' Child 1 sprints, and child 2 attempts to tag them before they cross the finish line.
4. In this 'sprint catch your partner' activity, one person (child 1) gets a head start, and the other (child 2) attempts to close the gap and tag them.

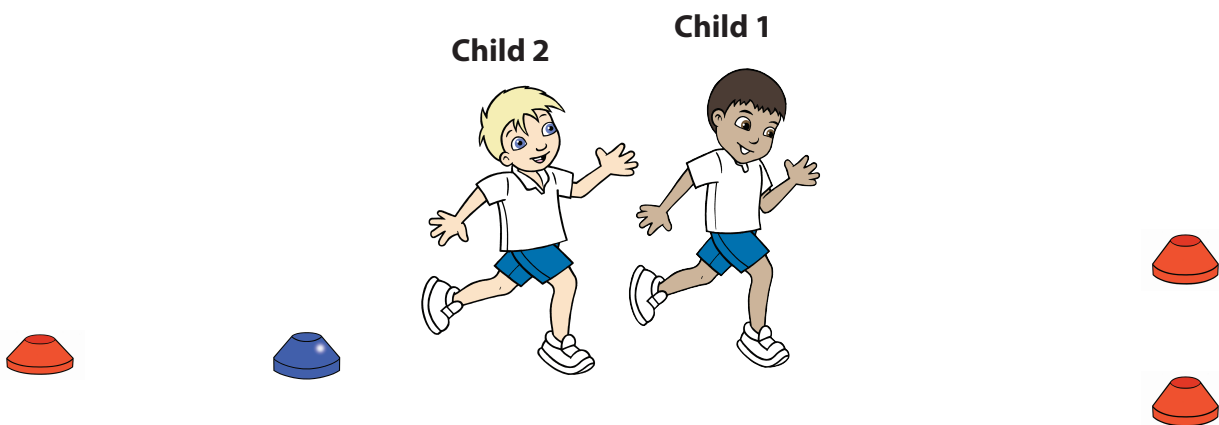
Teacher can reward children for showing the **FAST technique** – and choose some model examples to demonstrate.



**Q & A: How can you react quickly?** Start in a ready position on the balls of your feet, listen for the instruction and look (**focus**) down the track.

**Make it easier:** Increase the head start to 2 metres

**Make it harder:** Increase the sprinting distance



**F** – Face forward – head still  
**A** – Arms pump fast – hip to lip  
**S** – Speedy feet  
**T** – Trunk to be upright

### ACTIVITY 3 : Timing Fun

Set up cones (15m apart) as shown in diagram.

1. Children in pairs.
2. Child A to run FAST to the cone, around and back.
3. Child B to time their partner.
4. Children to swap over roles.

Can your partner get a Personal Best (PB)?



**Mini coaches:** Can children use ipads to record their partner's running **technique**? How can they improve?



### ACTIVITY 4: Race Time (50m sprints)

1. Children now attempt to perform a 50m sprint.
2. Teacher can time the children, or alternatively partners may attempt to time each other if there are enough stopwatches available.
3. Reward children who are displaying good running technique.

Reward children who are showing the FAST technique when racing.



#### COOL DOWN

Play the warm up game – finishing off with gear 1.

#### PLENARY

What helps you run FAST? Where do you think you are on the progress-o-meter?