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**OBJECTIVES**

Children should learn:-

- to remember, repeat and link combinations of actions.
- to choose equipment suitable for the task or challenge.
- to describe what their bodies feel like during different activities.
- to watch, copy and describe what others have done.

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**UNIT FRAMEWORK**

- (a) Travelling in different ways for whole body involvement and efficient mobilisation of joints.
- (b) Engaging in pulse-raising running and avoiding games to further develop spatial awareness and control when moving.
- (c) Further developing specific basic skills of:
  - running style
  - jumping techniques and combination of jumps together with a partner
  - pull throw - overarm throwing
  - pivot turn - changing direction
  - running in curving pathways
  - underarm throwing
  - push throw
- (d) Working co-operatively with a partner and problem-solving.
- (e) Exploring how different body positions and different types of equipment affect the success /effectiveness of an activity.
- (f) Working to the rules of a game or challenge.

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## **5-6 YEARS (YEAR 1) - UNIT 2**

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### **EXPECTED LEARNING OUTCOMES**

By the end of this unit most children will be able to:-

- demonstrate basic jumps and make up simple combinations with a partner.
- move at different speeds and change direction with a pivot action.
- demonstrate the overarm throw and show increasing accuracy into targets.
- use skills to meet different challenges.
- describe what happens to their heart, breathing and temperature when they engage in different types of activity.
- explain what they have to do to perform better.



# 5-6 YEARS (YEAR 1) - UNIT 2

## Warm-up



- (i) Move in and out of each other without bumping. On command can you stretch up high, arms above head and move "TALL" or bend down low and move "SMALL".  
*(Call them alternately several times. Children look straight ahead.)*



- (ii) Move about "WIDE" like a broad bean without bumping into anyone.  
*(Strong bodies – stretch wide and keep head up. Show demonstrations.)*

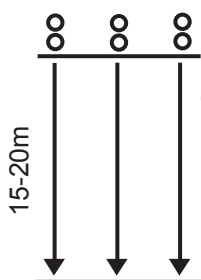
- (iii) Move TALL, WIDE or SMALL in response to instructions.  
*(Call them out several times in random order.)*

- (iv) **FREE AND CAUGHT – SMALL** – *(Tag game in a restricted area.)*



Two, three or four catchers wearing bibs/bands. The catchers attempt to "tag" all free runners. When runners get caught they crouch down to the ground. They can be released by a free runner crouching down briefly beside them.  
*(Change the taggers often probably about every minute.)*

## Skill Development – RUNNING STYLE



- (i) Identify a start line and mark out another line 20 metres away. Children stand in two's one behind the other on the start line.

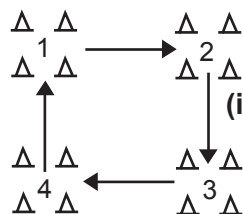
- (ii) On a "start" signal No.1 **walks** fast to cross the other line **with arms tightly by sides**, then stays there. On the next signal No.2 repeats the activity. Repeat the walking in the other direction but **swing your arms strongly**. Was there any difference? Which felt best? Practise with your partner and talk about it. Now try **skipping** with arms by sides and then swinging arms strongly. Which felt best and why?

- (iii) If swinging our arms makes the travelling easier, let's try it with running. Take it in turns to **run** down your track with **knees high and strongly swinging arms**. *(Encourage individuals and reinforce the teaching points. Show any good demonstrations.)*

- (iv) Have one final sprint with the teacher starting it. No.1 first then No.2.

## Challenge – ISLAND HOPPING ON A JET PLANE!

Add cones to make a 20 metre square with a small square in each corner.  
*(Use mats if they can be easily transported)*



Divide the class into four groups - each group stands on its own island.

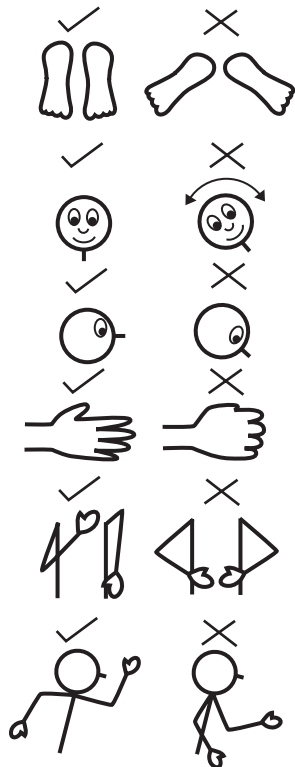
- (i) Remind children they move as a group and practise "island hopping" first. i.e. on a signal from the teacher, the group runs in a clockwise direction to the next island. *(Four times to take them back to their own mat.)*

- (ii) Number the groups one to four. No.1s and No.3s go on your signal and run all the way round the outside of the square, back to their own island again. Which group is back first? Same procedure with groups 2 and 4. Have one more race for each group.

**Cool-Down** Put equipment away. March around the play space, swinging your arms across your body *(approximately 1 minute.)*

## RUNNING STYLE

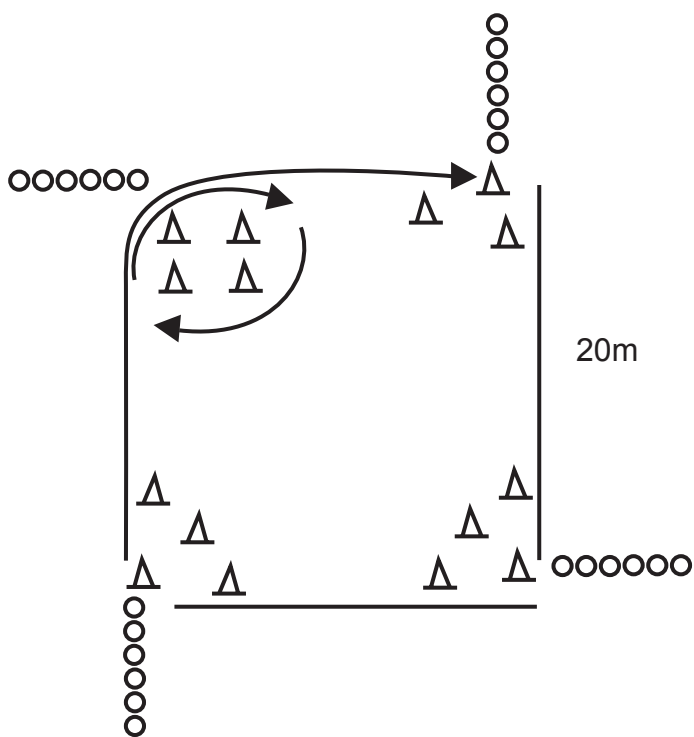
## SKILL CARD



- Feet in line - **not** "10 to 2".
- Head in line with body - **not** held to one side or swaying from side-to-side.
- Head **up** looking ahead - **not** head forward and looking at the floor.
- Hands relaxed **not** fist clenched.
- Arms close to body not elbows wide and away from the body.
- Arms swinging high and 90° bend of elbow.

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## SPACE TRAVEL



- Set out a square (*approx 20m each side*). Divide class into four groups, one at each corner.

(i) Line up to the corner cone. On a signal from the teacher, run once around your own circle (*earth!*) and then run in a line to 'land' on the next 'planet'. Do this three more times to land back to 'earth' again (*this begins to develop running in a curve.*)

(ii) If children can do this successfully, on a signal from the teacher, they run around their own 'earth' run to the next planet and run around it, then the next.... and so on until they reach their own 'earth'. Which group lands on 'earth' first?

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**OBJECTIVES**

Children should learn:-

- To remember, repeat and link combinations of actions with greater control and co-ordination.
- To choose equipment to help them meet the challenges set.
- To describe what their bodies feel like during exercise.
- To watch and describe what others have done.

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**UNIT FRAMEWORK**

- (a) Introduction to mobility exercises and children incorporating them into their warm-ups.
- (b) Engaging in a variety of pulse-raising, running and avoiding games to further develop co-ordination and control of their bodies in space.
- (c) Developing basic techniques of:-
  - push-throw and push-bounce.
  - sprinting technique - isolating different elements.
  - throwing for distance.
  - even pacing between obstacles.
  - jumping for distance using different patterns and take-offs and landings.
  - push throw with a bounce.
- (d) Working co-operatively with a partner, counting, timing, problem-solving and simple peer assessment.
- (e) Exploring and experiencing the use of a range of equipment, different body positions, different types of take-off and landing and understanding how they can affect the success of an activity.
- (f) Working together to follow the rules of a game, relay or event.

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**EXPECTED LEARNING OUTCOMES**

By the end of this unit most children will be able to:-

- demonstrate a range of take-offs and landings and combine some of them into patterns of jumping.
- show the difference between running at speed and jogging and be able to maintain a steady rhythm.
- take part in a relay activity.
- throw with increasing accuracy using a variety of games equipment.
- use different techniques for running, jumping and throwing.
- describe what happens to their heart-rate and temperature when they have been active.
- explain what is successful and what they have to do to perform better.

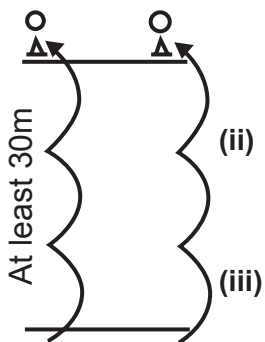


**Warm-up** Remind children of the mobilisation of joints.

- (i) **SNOWFLAKE** – Jog in and out of each other dodging and weaving to avoid contact. On **one** whistle stop and stretch out into a wide snowflake shape. On **two** whistles **stand with a partner** to make the wide shape. On three whistles stand in a **stretched circle of three**. (*Change the mode of travel each time, i.e. jog, skip, side gallop*).
- (ii) **SNOOKER – CLEAR THE TABLE** (*Game in a restricted space.*)  
At least three children holding a medium/large light ball each. Everyone runs about the restricted space whilst the “snooker players” with the balls run around the **outside** of the space. On “STOP” everyone stands still and the “snooker players” roll the ball to hit a stationery person’s feet/legs. (*They may not move to avoid it!*) When hit they change places with the snooker players. The winner is the person who has been hit the least number of times.

**Skill Development – THROWING FOR DISTANCE**

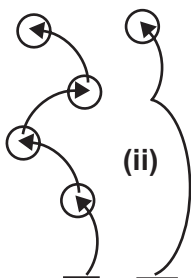
Divide the class into groups of four – each with a different piece of equipment (*not a ball that bounces or rolls easily*) e.g. koosh ball, beanbag, quoit, shuttlecock. Groups stand behind a line and face another line **at least 30 metres** away (*more if possible*). Groups should be spread well away from each other for safety.



- (i) No.1, on a signal, throws his/her equipment as far as possible towards the further line. He/she runs after it and throws it again from where it landed. How many throws to get to the other line? Which **type** of throw is most effective for each different piece of equipment?
- (ii) When all the No.1s have reached the furthest line a signal starts No.2 etc. They keep the same equipment to do the return journey and see if they can beat their own record.
- (iii) They experiment with all four pieces of equipment and if there is enough space they can work in their own time - not wait for a signal from the teacher. (*They explore and discuss the effectiveness of different equipment and different throws.*)

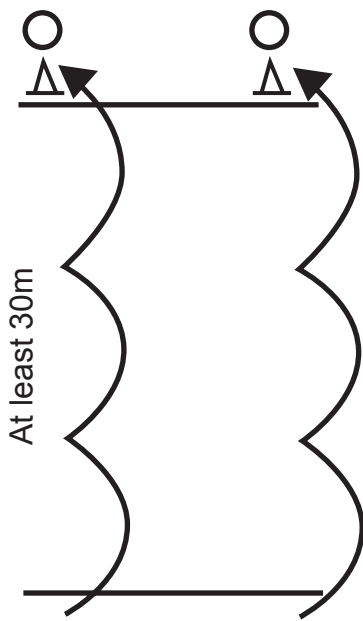
**Challenge – PLANET HOPPER** – Everybody picks up a hoop or skipping rope.

- (i) Each group of four sets up a “trail” of “planets” using hoops (*taped down if on a playground*) or skipping ropes made into circles. Take it in turns to aim from the start line onto a “planet”. When it lands on the planet, jump into it and aim for the next one. Choose which equipment you want to use and how you arrange your “planets”.
- (ii) **GOLF** – Alongside “planet hopping” the group also sets up a start line and one hoop or skipping rope circle between 15-20 metres away. They see how many “shots” (*throws*) it takes to get the ball into the “hole”. They are aiming for as few shots as possible. How many? Can anyone score a “hole in one”?



**Cool-Down** Put the equipment away. Follow my leader for 20 jogs-stretch-change the leader for 20 jogs etc.

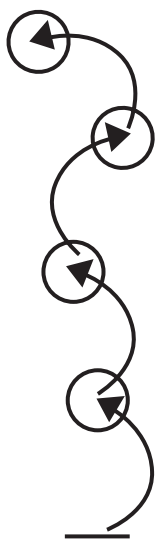
## THROWING FOR DISTANCE



- Work in 2's, 3's, or 4's
  - Have a selection of equipment to throw e.g. koosh balls, bean bags, shuttlecocks, quoits, foam javelins etc.
  - Stand behind a start line and well away from anyone else. Face a further line at least 30m away.
- (i) Throw the equipment as far as possible towards the furthest line.
  - (ii) Throw it again from where it landed. How many throws to reach the furthest line?
  - (iii) Stay there, then the next one throws etc.
  - (iv) Keep the same equipment and throw the return journey-can you throw **less** times to reach the other side?
  - (v) Explore the task with different pieces of equipment . Which pieces of equipment go furthest? Which throws are best for different equipment?

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## PLANET HOPPING



- Work in 2's, 3's or 4's
  - Have a selection of equipment you can throw at targets.
  - Set up a trail of "planets" using hoops (*taped to the floor in a playground*) or skipping ropes made into circles.
- (i) Take it in turns to aim from the start line onto a 'planet'. When it lands on a 'planet', jump onto it and aim for the next one. Choose which equipment you want to use and how you arrange your 'planets'.
  - (ii) How can you make the challenge much harder?

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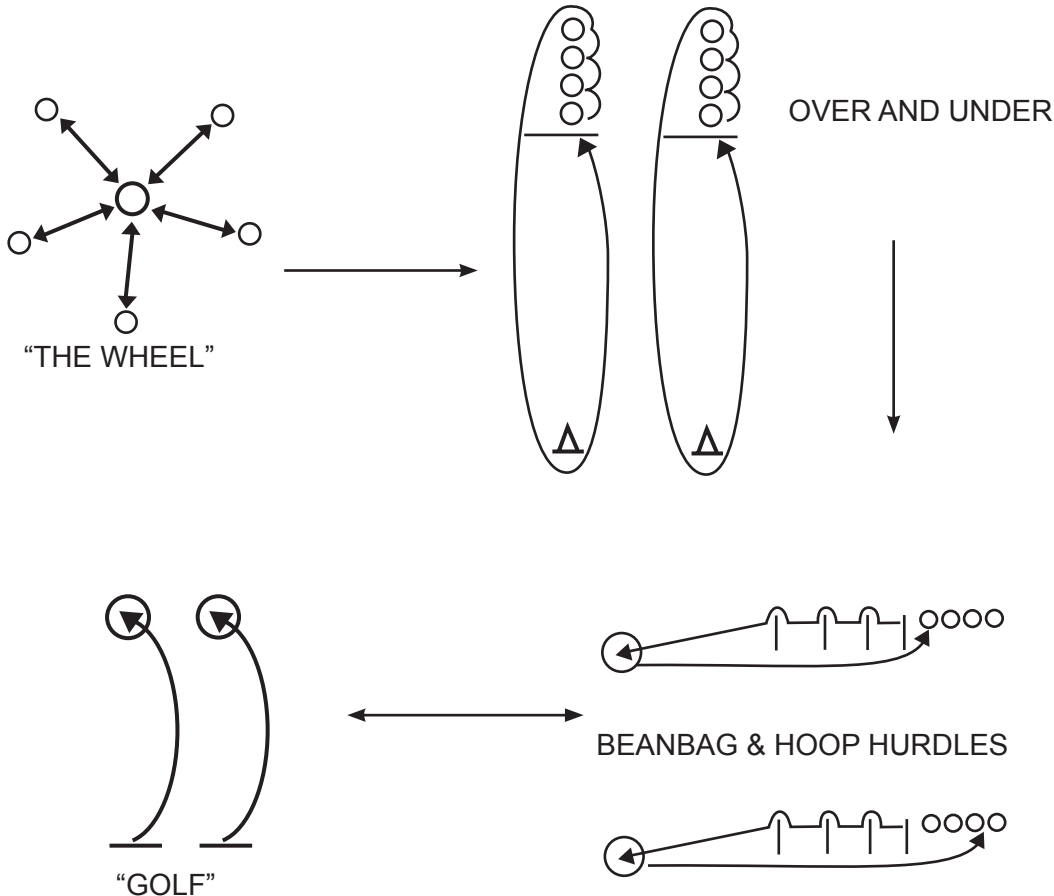


# A – TEAM COMPETITION

## 6-7 YEARS (YEAR 2)

### Organisation

Set the area up with the four chosen activities. Depending on the size of the class, set up **one** or **two** bases for each activity and divide the class into group of 3 or 4. Set the challenges up at different stations on the play area. (See the examples below).



The teams take up positions at the four stations and sit down. The teacher quickly reminds children of the activities at each group.

- (i) They have a few minutes, to practise
- (ii) Centrally timed for 1 ½/2 minutes and teams record their score. Children perform for a second time and record the score. Have they beaten their previous timed score? (If each team has a stopwatch they can time themselves as many times as possible in 5/6 minutes and record their scores (times).
- (iii) Teams then move **clockwise** to the next activity and repeat (i) and (ii). When all teams have performed and recorded **all** the challenges; children will be able to see where they have improved their scores. (If appropriate the teacher can see which teams were the **winners** on each event on the "athletics day".)



**Organisation**

Children work in pairs and count and record for each other. With central timing, everyone does to same activity at the same time – twice through to give them a chance to beat their own record. The pairs work alternately.



Basic Shape – 2 cones set approximately 10m apart with the pairs standing behind one cone.

**Competition 1 – Pass the cone**



One child runs for **30 seconds** around the far cone and back round the end cone. How many times does he/she pass the **far** cone in the time?

**Competition 2 – Jumps - same set up of cones**



Children have 3 or 4 minutes to take it in turns to see how **few** 2 feet-2 feet jumps they can take to reach for the far cone. (*Take as many turns as possible in the time allowed, and only record the **lowest** number of jumps.*)

**Competition 3 – Winning a Medal** – Add a hoop midway between the two cones and have one beanbag between the two children.



They take it in turns to have 5 throws to aim into the hoop. What is their highest score in 3 or 4 minutes of taking it in turns to throw?

**Competition 4 – Slalom Run** – Take away the hoop and add 3 more cones/markers.



Each child takes it in turn to run in and out of the slalom, straight down to side and repeat as many time as possible in 30 seconds. How many times around to end cone in 30 seconds?

**A - TEAM SCORE – SHEET 6-7 YEARS (YEAR 2) DATE:**

---

Team members: (i).....  
(ii).....  
(iii).....  
(iv).....

- 1 **The Wheel** Number of passes between team members  
a            b            c            d            e
- 2 **Over and Under** Number of times around the end cone  
a            b            c            d            e
- 3 **“Golf”** Number of successful “Hole-in-one” aims out of 5  
a            b            c            d            e
- 4 **Beanbag and Hoop Hurdles** Number of times around the end cone  
a            b            c            d            e

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**B – PERSONAL RECORD CARD 6-7 YEARS (YEAR 2) DATE:**

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Name: .....

- 1 **Pass the Cone** Number of times around the end cone  
a            b            c            d            e
- 2 **Jumps** Two-footed jumps between the cones (the least number)  
a            b            c            d            e
- 3 **Winning a Medal** Number of successful shots in 5 tries  
a            b            c            d            e
- 4 **Slalom Run** Number of times around the end cone  
a            b            c            d            e

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