

# TABLE OF CONTENTS

---

Preface .....	i
International Education Levels and Ages .....	iv-vi

## SECTION 1 - TEACHING GUIDE

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<b>PART 1 TEACHING GUIDE</b> .....	1
<b>A</b> How to use the manual .....	3
<b>A1</b> The teaching guide .....	3
<b>A2</b> The teaching material .....	3
<b>A3</b> The Appendix .....	5
<b>A4</b> The lesson framework .....	7
<b>B</b> Safety .....	8
<b>B1</b> General safety points .....	8
(a) Clothing and footwear .....	8
(b) Equipment .....	9
(c) Environment .....	10
<b>B2</b> Activity-specific safety .....	11
(a) Walking, running, and running over obstacles .....	11
(b) Jumping for height and length .....	11
(c) Throwing .....	11
<b>C</b> Organisation .....	12
<b>C1</b> Organisation of pupils .....	12
<b>C2</b> Organisation of space .....	12
(a) Alignment .....	12
(b) Wheel .....	15
(c) Grids .....	16
(d) Distance marks .....	16
(e) Tag games .....	17
<b>D</b> Fitness and health .....	18
<b>D1</b> Why do we need to warm-up .....	18
<b>D2</b> Why do we need to cool-down .....	20
<b>D3</b> Effects and benefits of a healthy lifestyle .....	21

<b>PART 2 - STANDARDS AND ASSESSMENT</b> .....	23
<b>E</b> Minimum expected standards of performance.....	24
<b>E1</b> Minimum expected standards by the age of 9 years (end of year 4) .....	25
<b>E2</b> Minimum expected standards by the age of 11 years (end of year 6) .....	27
<b>F</b> Self and peer assessment .....	29
<b>(A)</b> Throwing .....	30
<b>(B)</b> Long jump .....	31
<b>(C)</b> High jump.....	32
<b>(D)</b> Combination jumping .....	33
<b>(E)</b> Hurdles.....	34
<b>(F)</b> Sprinting.....	35
<b>(G)</b> Relays .....	36
<b>G</b> Teacher assessment and recording .....	37
<b>G1</b> Year 3&4 assessment sheet.....	38
<b>G2</b> Year 5&6 assessment sheet.....	39

## **SECTION 2 THE TEACHING MATERIALS**

---

Year 3 unit 1 lessons .....	43
Year 3 unit 2 lessons .....	59
Year 3 team competition “A” .....	74
Year 3 individual competition “B” .....	75
Year 4 unit 1 lessons .....	79
Year 4 unit 2 lessons .....	95
Year 4 team competition “A” .....	110
Year 4 individual competition “B” .....	111
Year 5 unit 1 lessons .....	115
Year 5 unit 2 lessons .....	131
Year 5 team competition “A” .....	146
Year 5 individual competition “B” .....	147

Year 6 unit 1 lessons .....	151
Year 6 unit 2 lessons .....	167
Year 6 team competition “A” .....	186
Year 6 individual competition “B” .....	187

## **SECTION 3 APPENDICES**

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### **APPENDIX A - WARM-UP ACTIVITIES**

---

(i) Mobility of joints .....	195
(ii) Pulse raisers and problem solving .....	199
Year 4 .....	201
Year 5 .....	208
Year 6 .....	216
(iii) Stretching with “Alphabetashapes” and “Alphabetapairs” .....	225

### **APPENDIX B SKILL DEVELOPMENT AND INDIVIDUAL/ TEAM CHALLENGES**

---

(A) Sprint starts .....	251
(B) Sprint technique .....	254
(C) Sprint challenges.....	262
(D) Estimating distance/duration .....	267
(E) Fling throw .....	273
(F) Push throw.....	276
(G) Pull throw .....	281
(H) Throwing for distance and accuracy.....	286
(I) High jump.....	296
(J) Jumping-long .....	298
(K) Combination jumping .....	303
(L) Hurdles .....	312
(M) Relay take-over.....	317
(N) Relays .....	321

**OBJECTIVES**

- To consolidate and improve the quality and range of the techniques they use.
- To develop their ability to use simple tactics.
- To describe how the body reacts to different types of activity.
- To describe and evaluate the effectiveness of performances.

**UNIT FRAMEWORK**

- (a) Independent use of mobility exercises.
- (b) Engaging in a variety of pulse-raising running and avoiding games to develop nimble footwork, transference of weight and spatial awareness
- (c) Developing techniques of:-
  - sprinting - use of arms and legs
  - throwing for accuracy
  - jumping for distance
  - running, jumping and throwing comparisons
  - longer distances - endurance
- (d) Working co-operatively with a partner to count, measure, time and give peer assessment.
- (e) Using a range of equipment and targets when throwing. Exploring take-offs and landings, adding a three-step run-up and combining a series of jumps.  
Experiencing different speeds and rhythms of running and understanding when to use the most effective one.
- (f) Working together in groups to engage in relays, challenges and problem-solving activities.

**EXPECTED LEARNING OUTCOMES**

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

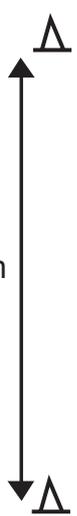
- run consistently and smoothly over different distances.
- demonstrate different combinations of jumps.
- throw a range of implements consistently and accurately.
- recognise there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation.
- understand about pacing their activity.
- carry out mobility and warm-up activities safely.
- observe and describe specific aspects of running, jumping and throwing styles.

**Warm-up**

- (i) **COPY CATS ON THE MOVE**– Copy the teacher’s instructions for different ways of **travelling** (e.g. *run, high-knees, feet up behind, gallop, skip, bounce, hopscotch etc.*) and for **travelling in different shapes** (e.g. *wide, tall, thin, twisted, curled up small, bridge shape etc.* Remember the mobility exercises and include them.)
- (ii) **CHASE THE BEANBAG** – (*Tag game in a restricted area.*)  
At least **ten** children carrying a beanbag each. Two people are “on” and wear bibs/bands. They try to tag a player carrying a beanbag. If successful they change places. (*Children should be encouraged to run and dodge but, if capture is close, throw the beanbag to another player. You can add more beanbags and more people “on” to increase the intensity.*)

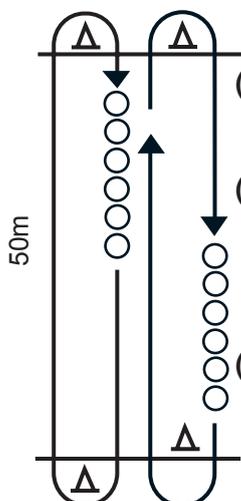
**Skill Development – RUNNING LONGER DISTANCES - ENDURANCE**

- (i) Walk about the space continuously for 2 minutes 30 seconds (*timed*).

-  (ii) Jog about the space for 1 minute 30 seconds (*timed*).
- (iii) Two lines approximately 15 metres apart. Children walk in pairs and put one marker/cone on each line. No.1 is timed for 1 minute and **shuttle runs around the two cones** whilst No.2 counts the number of runs. Change over roles. Repeat. Can you run about the same number as last time? It is easier to pace yourself over a longer distance if your steps are more even!
- (iv) Practise **walking** between the two lines and count the steps. Walk back and try to get the same number of steps on the return journey. Can you repeat it?
- (v) Can you do the **same thing but jogging**?
-  (vi) **Jog for 1 minute** and try to keep the pace even. Your partner will count the lengths you do. Change over then repeat. In one minute do you get approximately the same number of lengths?

**Challenge – JOG AND SPRINT** - Three pairs join together to form **groups of six**.

The teacher identifies two lines approximately 50 metres apart and teams place a marker on each of the lines.



- (i) Stand one behind the other and, keeping close together, jog around the two markers in a line.
- (ii) While the team is jogging the person at the back sprints to overtake the rest of the team (*on the right-hand side*) to reach the front of the line and makes a clear signal with his/her arms. On the signal the next person at the back moves to the front and so on.....
- (iii) The line keeps jogging and the pattern is repeated until the signal is given to STOP. Stay close together. A point is scored every time someone gets to the front. How many points can you get in a timed 2 mins 30 seconds/3 mins?  
PROBLEM: How fast do you jog so the whole team can keep going for the time?

**Cool-Down**

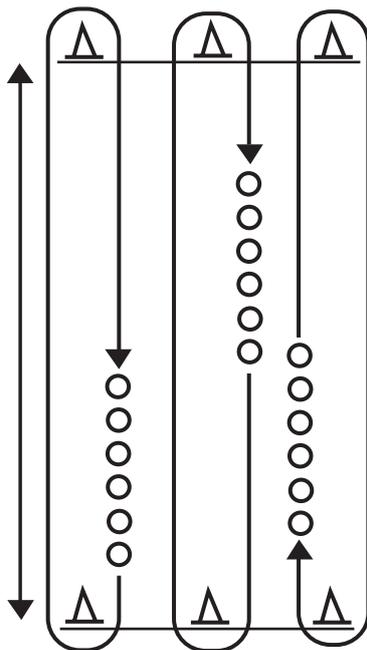
## RUNNING LONGER DISTANCES



- Two markers/cones approx 15m apart. Work in pairs.
- (i) No.1 runs between the two markers for a timed **1 minute** and No.2 counts the number of lengths achieved. Change over roles and then repeat once more for each person. (*Centrally timed or a stopwatch to each person.*)
- (ii) When running a longer distance we need to pace ourselves, so practise **walking** between the two cones and count the steps. Can you do the same number of steps each time?
- (iii) Count the steps when **jogging** between the markers-can you keep getting the same number?
- (iv) **Jog** for a timed one minute between the cones, but keep your **paces even** and count them. When you do a repeat of one minute jogging can you count steps again and get approximately the **same** number of lengths in the time?

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## JOG AND SPRINT



- Work in groups of about 6.  
Two markers approximately 50m apart.
- (i) Stand close together one behind the other. Jog around the markers in a line.
- (ii) Whilst the team is jogging, the back person sprints to over take the rest of the team (*on the right hand side*) to reach the front of the line and make a clear signal. On the signal, the next back person moves to the front, and so on....
- (iii) The line keeps jogging and the pattern is repeated until the signal is given to stop.
  - Stay close together. **A point is scored every time someone gets to the front and signals.**
  - How many points can you get in a timed 2½ or 3 minutes?
  - **Problem**-how fast do you jog so the whole team can keep going for the time?

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## **8-9 YEARS (YEAR 4) UNIT 1**

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### **OBJECTIVES**

Children should learn:-

- to consolidate the quality and range of techniques they use for particular activities.
- to develop their ability to use simple tactics in different situations.
- to know and describe the short-term effects of exercise on the body.
- to describe and evaluate the effectiveness of performances.

### **UNIT FRAMEWORK**

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- (a) Independent use of mobility exercises and a range of pulse-raising problem-solving activities.
- (b) Engaging in a variety of pulse-raising running and avoiding games to develop nimble footwork, transference of weight and spatial awareness.
- (c) Developing techniques of:-
  - Running for speed and distance.
  - Throwing techniques-push and pull.
  - Jumping, high and low.
  - Sprint speed and take-over from behind.
  - Throwing for distance and accuracy.
  - Running over obstacles.
- (d) Working with a partner to count, measure, time and give peer assessment.
- (e) Using a range of equipment, techniques and body positions when throwing; exploring a range of take offs and landings when jumping high and long; experiencing a range of speeds and rhythms when running and understanding when to use the appropriate one.
- (f) Working together in groups or teams to engage in challenges, relays and problem-solving activities.

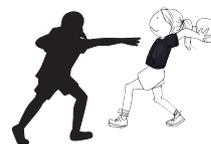
## **8-9 YEARS (YEAR 4) UNIT 1**

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### **EXPECTED LEARNING OUTCOMES**

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

- run at different speeds smoothly and with consistency.
- demonstrate different combinations of jumps, showing control, co-ordination and consistency.
- throw a range of objects in to a target area accurately.
- recognise that there are different throwing, running and jumping styles and be able to choose the appropriate one for different situations.
- understand about pacing so they can keep going and maintain the quality of their actions.
- recognise that different events make different demands on the body.
- identify when the body is cool, warm, hot and record it.
- watch and describe specific aspects of running, throwing and jumping and suggest ways of improving.



**Warm-up** (Opening option. Task set from “Pulse-raising and problem solving” Year 4.)

(i) **HIGH AND LOW – CHOOSE**

Travel about the space on your feet in different ways and sometimes punch the air with your fist above your head. You choose how you want to travel and when to stop. Every time you stop you do a mobility exercise.

(ii) **FREE AND CAUGHT – MATCHING.** (A tag game in a restricted area.)

Three or four children are “taggers”. When tagged, children make a high bridge shape. They can be released by someone who is free making a matching bridge shape beside them. They must hold the matching shapes for at least a count of three before running off. They cannot be tagged whilst they are in the bridge shape and can hold it until they think it is safe to move!

### Skill Development – THROWING FOR DISTANCE AND ACCURACY

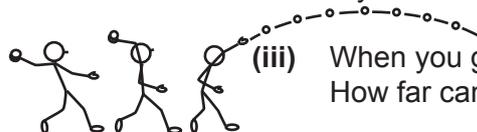
Move into pairs with one beanbag or koosh ball between you.

(i) Stand behind a line and take it in turns to practise the one-handed overarm pull-throw. Use the skill card to help each other correct your technique.

(ii) Stand approximately ten metres away from each other.  
(In alignment if you have plenty of space – in lines if you have little space)

From a standing start, throw the ball overarm to your partner.

Try to throw it very accurately so he/she moves very little to catch it.

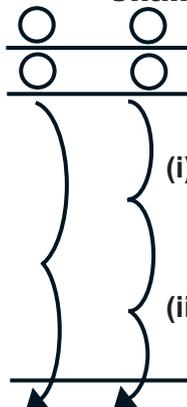


(iii) When you get ten successful throws/catches, move a bit further away. How far can you be and still throw accurately?

(iv) In your two's, stand well spaced out behind a line, all facing in the same direction. Take a selection of four different objects to throw – different weights, sizes and shapes-and explore which throws are best for each piece of equipment. How far can you throw the different pieces? (e.g. shuttlecocks, koosh balls, sponge balls, beanbags etc. can be thrown by the children without safety risks attached and present opportunities for children to work in their own time rather than needing strict guidance from the teacher.)

(v) Can you add a two-step run-up? Does it make it go further?

### Challenge – LESS IS BEST!



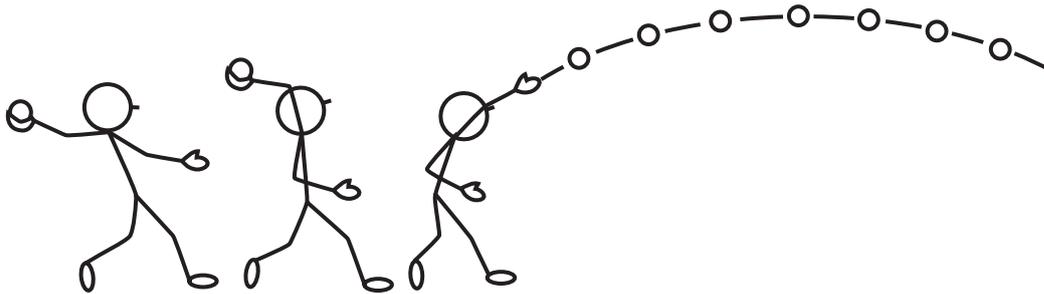
Pairs still stand behind the same throw line but a further line as far as possible away from the start and up to approximately 30 metres is identified and marked.

(i) “A” chooses an object from the collection and throws as far as possible then moves to where it lands and throws again towards the far line. How many throws to get there? Run back and “B” tries with the same equipment.

(ii) Try each piece of equipment and type of throw. Decide which is the most effective (the least number of throws to get to the far line) and then take it in turns to try to beat your own record and take less throws to cross the gap.

**Cool-Down** Put the equipment away. How many giant strides does it take to reach a line indicated by the teacher. Do the return journey and take **less** steps!

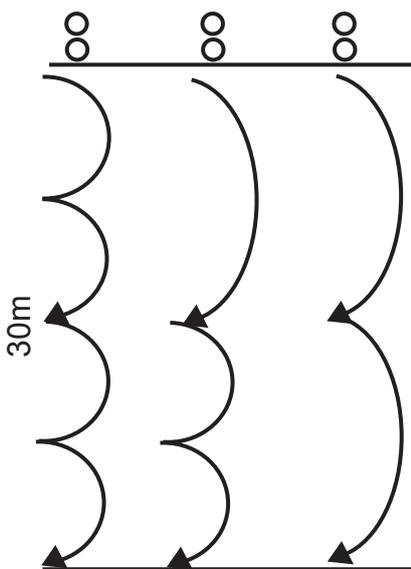
## ONE HANDED THROW FOR ACCURACY OVER DISTANCE



- (1) In 2's stand 10m away facing each other. From a standing start, throw the ball overarm to your partner. Try to throw it very accurately so he/she moves as little as necessary to catch it. If you get 10 successful throws/catches-move back a pace each.
- (2) Gradually move further away from each other, still throwing from standing. Throw from low to high.
- (3) If you are very accurate, can you take 2 or 3-step run and throw overarm accurately to your partner. (*Emphasis upon correct over-the-head throwing action.*)

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## LESS IS BEST!



Work in pairs and have a selection of objects to throw. Stand behind a line, well away from any other pair, but throwing in the same direction towards another line approximately 30m away.

- (i) 'A' selects something to throw and throws as far as possible towards the far line, then moves to where it landed and throws again. This continues until the far line is reached. How many throws to get there?
- (ii) 'A' runs back to the start line and 'B' throws the same object.
- (iii) 'A' and 'B' continue to throw until they have tried all their different pieces of equipment.
- (iv) Decide which is the best piece of equipment and type of throw to throw distances and then take it in turns to see who can reach the far line in the **least number of throws**.

Try to beat yourself **and** your partner. Does it make a difference if you have a **2 step run-up** to the throws?

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**OBJECTIVES**

Children should learn:-

- to develop consistency in their actions.
- to choose appropriate equipment and technique.
- to understand the basic principles for warming-up.
- to understand why exercise is good for you.
- to evaluate their own and others work and suggest ways to improve it.

**UNIT FRAMEWORK**

- (a) Warming-up exercises and games.
- (b) Pulse-raising chasing and tag games to develop balance and spatial awareness.
- (c) Developing techniques of:-
  - Developing rhythm in running and over obstacles.
  - Throwing- “Pull” throw.
  - Sprinting style.
  - Jumping combinations
  - Relay take-over- “upsweep”
  - Estimating duration, distance and speed.
- (d) Working with a partner and small group to count, measure, time and give peer assessment.
- (e) Using a range of equipment and techniques when throwing; jumping with combination jumps for distance; experiencing a range of rhythms and speeds when running, and understanding when to apply them approximately.
- (f) Working co-operatively in teams to engage in challenges and competitive situations.

**EXPECTED LEARNING OUTCOMES**

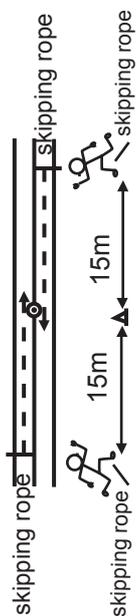
- Sustain their pace over longer distances and run more rhythmically.
- Throw over-arm with greater control.
- Perform a range of jumps showing control and consistency.
- Organise themselves in small groups safely.
- Know and understand the basic principles of relay take-over in particular the “upsweep” method and take part in relays.
- Understand and perform a range of warm-up activities.
- Say why some activities can improve, strength, stamina and suppleness.
- Watch a partner’s performance. Identify good points and suggest ways of improving.



**Warm-up** (Opening option - task from "Pulse-raising and Problem-solving" Year 5)

- (i) **ARCHES AND TUNNELS** Travel, jogging/side stepping/striding etc. When the teacher calls 'ARCHES' stop and **make an arch** with the nearest person (*hand to hand- stretched high*). On a signal, continue moving and when the teacher calls 'TUNNELS' stand **back-to-back** with the nearest person, legs wide astride and hands on knees (*continue for several minutes in any order.*)
- (ii) **DONKEY'S TAIL** (A tag game in a restricted area.) Each player has a band tucked into their waistband (*or tag belt.*) Children try to keep their own tails whilst collecting the tails of others. When you lose your own tail, bounce up and down on the spot. The winner is the last person to lose his/her tail (*don't let the game go on for too long- the winner could be the one who has collected the most tails without losing their own!*)

**Skill Development – DEVELOPING RHYTHM**



- (i) Can you walk about the space for 1.5 minutes without stopping? Keep an even, rhythmical pace.
- (ii) Try **jogging** for **20** paces and **walking** for **20** paces or jogging for **10** paces and walking for 10 paces. Choose which pattern you like, or make up your own pattern of jogging and walking.
- (iii) Use your chosen pattern to move about the space for 1.5 minutes.
- (iv) Now practise jogging and keeping to a rhythm. Jog without stopping for 1.5 minutes. (*The rhythm should help develop endurance.*) Which was the hardest to do? The pattern, or jogging. Why?
- (v) Stand in two's. Collect a skipping rope each and one cone to each pair. Place one skipping rope in a straight line on the ground as a start line, and the other one 30m further on as the finish line. Place the cone mid-way between the two.
- (vi) Stand behind a skipping rope, facing your partner, with the cone between you. **Aim to pass the cone on the left-hand side. Both start at the same time and jog towards each other and the cone. Aim to pass your partner and the cone at the same time.**
- (vii) If you find this easy, can you do the same task, but sprint and aim to pass each other and the cone at the same time?

**Challenge - RHYTHMICAL STEP-OVER**



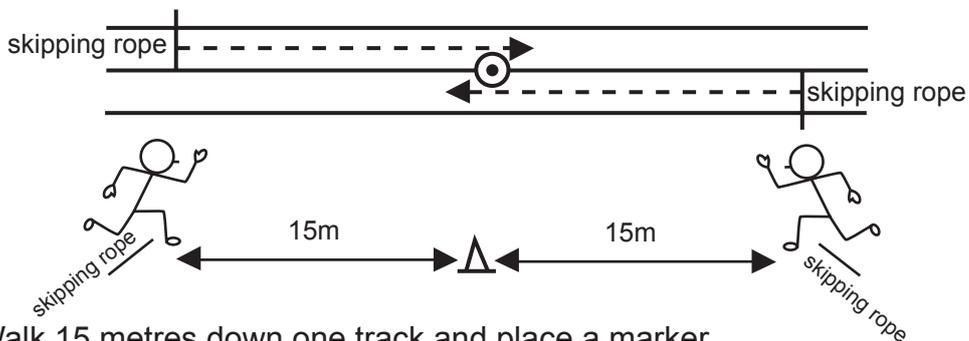
- Two pairs join to create teams of **four**. Set your equipment out in this way... one cone is the start line. The first rope (*hurdle*) is laid out 10m from the start line and the remaining 3 at 5m intervals. The finish cone is 10m after the last rope.
- (i) Run down the course stepping over the ropes as you go. Can you run so that you have the same number of steps between each 'hurdle'? The **same leg** must lead over each hurdle.
- (ii) Two stand behind each cone facing the **other** two. On 'Go' 'A' runs over the course and sets 'B' off touching **right hand to right hand**. This relay continues for a timed **1 minute**. Every time the **right hand connects** you score 1 point - how many points? Repeat and try to beat your own record.

**Cool-down** Put the equipment away. Practise the pattern of steps and jogs you worked out at to beginning of the lesson.

## DEVELOPING RHYTHM

**Equipment-1** cone and 2 skipping ropes.

(a) Place a cone on a track line between two lanes.



(b) Walk 15 metres down one track and place a marker.

(c) Do the same in the opposite direction.

(1) Partners start in their own lanes **facing each other** 30 metres away.

On a signal they **jog** in their own lanes (*or to the left of the cone*).

Can you and your partner pass the cone **at the same time**?

Repeat 5 times. Can you do the same task but **sprint** instead?

*(It may help you judge your acceleration/drive if you initially race side-by-side for 15 metres.)*

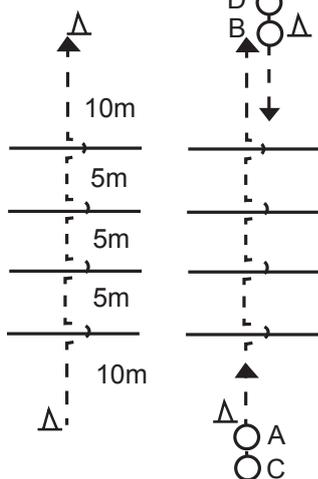
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## RHYTHMICAL STEP-OVER

• **Equipment-** 4 skipping ropes and 2 cones.

Set the course out:- 1 cone as the starting line.

1st skipping rope laid out 10m from the start and the remaining 3 skipping ropes at 5m intervals. The second cone is 10m away as the finish line.



(i) Practise running down the course stepping over the ropes with the **same leg leading** each time and the **same number of paces** between each cone. Practise until you can do it comfortably.

(ii) Two stand, one-behind the other facing the other line. On 'Go' 'A' runs over the course and tags his/her right hand to 'B's' right hand. 'B' runs the course, and so on.....

This relay continues for a timed **1 minute**, and every time right hand connect, you score one point - how many points in one minute?

**Repeat and try to beat your own record.**

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**OBJECTIVES**

Children should learn:-

- to increase the number of techniques and develop consistency.
- to choose appropriate techniques for specific events.
- to understand the basic principles of warming-up
- to evaluate their own and other's work and suggest ways to improve it.

**UNIT FRAMEWORK**

- (a) Warming-up exercises and games.
- (b) Pulse-raising chasing and tag games to develop balance and spatial awareness.
- (c) Developing techniques of:-
  - Drive and speed
  - Throwing styles-push (*shot*)  
-sling (*discus*)
  - Jumping-long-(*long jump*)  
-combination (*triple jump*)
  - Pull throw (*javelin*)  
running over obstacles
  - Running longer distances.
- (d) Working with a partner and small group to count, measure, time and give peer assessment.
- (e) Using a range of equipment and techniques when throwing.  
Jumping and adding a short run-up.  
Developing rhythm, techniques and speed when running different distances and understanding when to apply them in different situations.
- (f) Working co-operatively in teams to engage in challenges and competitive situations.

## **EXPECTED LEARNING OUTCOMES**

---

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

- sustain their pace over longer distances.
- throw with greater control, accuracy and efficiency.
- perform a range of jumps showing power, control and consistency at both take-off and landing.
- know and understand the basic principles of relay take overs and confidently take part in relay races.
- explain how warming-up can affect performance and perform a range of warm-up activities.
- watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements.



**Warm-up** (Opening option - task from "Pulse-raising and Problem-solving" Year 6)

- (i) **STEP IN TIME.** Move in and out of each other. Start by jogging, then change step in response to the teacher (e.g. side gallop; skip with high knees; run and dodge; knees high in front; clap knees with hands feet; touch feet with hands.) Sometimes you will be asked to stop running and mobilise different joints.
- (ii) **TOUCH AND GO.** Stand one behind the other in two's behind a line. 'A' stands about 1m in front of 'B' who is holding his/her hand out. 'A' touches 'B's hand and sprints forward to a previously indicated line (well away from any walls.) 'B' chases and tries to touch 'A' before he/she reaches the line. (Change over roles at least 3 times each.)

**Skill development – SPRINT START AND STRIDE LENGTH**

Two pairs join together to create groups of four who line up behind the start line. Each line of children in turns tries the different starting positions races, 10m then jogs back down the **side** of the track to 'rejoin' the **rear** of the group.

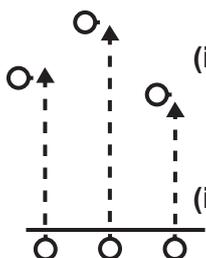
- (i) On "GO" start running as soon as possible:
  - (a) Lie on your **back** with head to the line (turn over push on hands.)
  - (b) Lie on **stomach** with head to the line
  - (c) Two hands and two knees (hands to the line)
  - (d) Two hands and one Knee (hands to the line)
  - (e) 'Set' position (hands to the line)



- (ii) Revise the sprint start and start each line at least 3 times with the correct position to run 10m.
- (iii) Move into 2's, collect 2 markers and place them 20m apart. Evaluate your partners sprint and help them improve.
- (iv) Take it in turns to start at one marker and sprint to the other 20m away and **count the number of strides** you take. Repeat the sprint 5 times – can you **match the number** of strides each time? Work alternately with your partner. (Establishing a stride pattern and rhythm is one of the keys to successful running.)

**Challenge – SPRINT FOR SPEED**

- (i) Retain you 'start' marker and **estimate** how far your can run in **5 seconds** and place the second marker.
- (ii) Run for a times 5 seconds and move your markers accordingly. With each successful times run, can you **match** or **beat** your marker? (Repeat 4 times.) Work alternately with your partner.
- (iii) **Finally** - No.1 sprints/strides for **30 seconds** moving **around** both markers. How many lengths in 30 seconds? (Work out the approximate **length** of the run-each length is approximately 20m) No. 2 repeats the exercise.



**Cool-down** Put the equipment away. Can you and your partner remember and repeat the side-to-side step pattern 8-8, 4-4, 2-2, 4-4, 8-8?

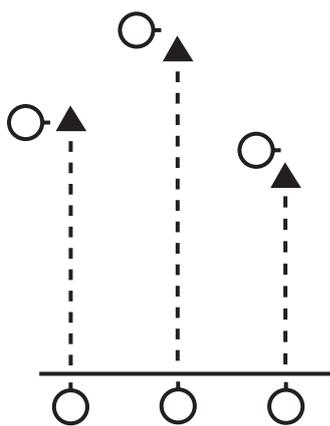
## SPRINTING-STRIDE PATTERN

- (i) Sprint to a marker 20m away.  
**How many strides do you take?**
- (ii) Repeat the sprint 5 times.  
Can you **match the number of strides**.
- (iii) Work alternately with your partner.



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## ESTIMATE AND BEAT IT



- Work in pairs. 1 marker each.
- (i) Pupil 'A' **estimates** how far he/she can run in 5 seconds (*or 3 seconds*) and places a marker.
  - (ii) On a signal 'A' sprints as fast as possible in the chosen number of seconds (3-5). 'A' adjusts the marker to record the distance.
  - (iii) Can 'A' **beat the marker**? Repeat twice more and then change over so 'B' becomes the runner.
- The timing is done centrally by the teacher or by the children using their own stopwatch.

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