

Athletics Games

Speed/Track Activities

- The activities provided contain basic advice for running and a range of activities designed to improve students skills. They will also support the further development of fundamental movement skills such as agility, balance and co-ordination.
- Teaching Tips
 - Run as tall as possible
 - Drive the arms back like pistons
 - Lift your knees high
 - Pick your heels up and under you

Run Tall

- **For: Yr1-8**

- **Equipment**

Cones

- **Game Description**

Identify the activity area

students spread out and jog around the space

On the command “run high” students assume a tall body position as they run

- on balls of the feet
- picking feet up high
- head held high

On the command “run low” students run in a crouched position

- flat feet
- head low

Continue to alternate commands with increasingly longer spells of ‘tall running’

Discuss the difference and why it is important to run tall



Chase the Tail

- **For: Yr1-8**

- **Equipment:**

Plenty of soft plastic / fabric bands

- **Game Description:**

Give each student a band, which they tuck into their waist as a tail. Put spares in a hoop in the centre of the playing area

The aim of the game is to try and catch a tail from any other student, while not losing your own

students that catch a tail tuck it in, wearing a maximum of two

If they get a third, it must be placed in the hoop

Anyone without a tail can collect one from the hoop

At the end of the first game, split students into separate games: those who had 2 tags going into one game with a separate game for others



Paper, Scissors, Rock

- **For:** Yr 4-8

- **Equipment:**

Playing lines and cones

- **Game Description:**

Divide class into pairs of similar ability. Pairs place two cones 10 strides apart

students stand together half way between the two cones and play rock, paper, scissors

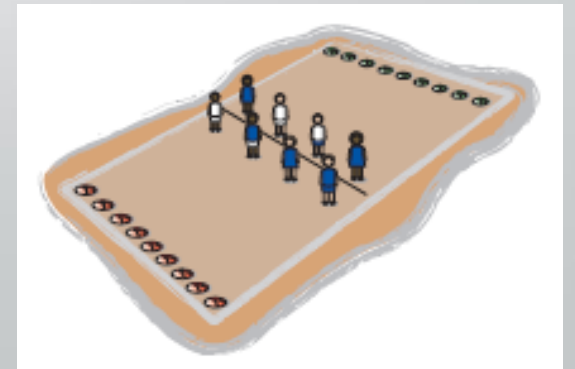
Together the players say 1, 2, 3 and then make their hand into a fist for a rock, flat for paper or hold 2 fingers apart for scissors

Rock blunts scissors, paper wraps rock and scissors cut paper

The loser runs to their cone

The winner tries to tag them

Repeat several times



Train

- **For: 1-8**

- **Equipment**

Whistle

- **Game Description**

Groups of 5 students stand one behind the other in a space

The person at the front of each train will lead the others on a safe route around the space available – initially at walking pace, then jogging slowly

On the whistle blast, the student at the back of the group sprints to the front of the train

Once at the front of the train the student should slow down again to a walking / jogging pace

The whistle should be blown often so that everyone has several turns at sprinting to the front of the train



Quick Start

- **For: Yr1-8**

- **Equipment**

Cones

Stopwatches

Tape measure

- **Game Description**

Divide class into groups of four, each with a stopwatch and two cones

students should set the cones 20m apart and take turns being the time keeper/starter

students will start from a variety of positions and compare times to investigate which is the quickest

- sitting – lying - kneeling - standing

The starter should use the commands:

- “on your marks” – get into position

- “set” – prepare and focus

- “go”

When everyone has had a turn at all the starts, discuss which they felt was best and why



Getting Faster

- For: Yr4-8

- Equipment
Cones

- **Game Description**

Organise into teams

Set out cones every 10m to create four zones

Explain that each zone represents a different speed of movement

Zone 1 – walking

Zone 2 – jogging

Zone 3 – striding

Zone 4 – sprinting

Set students off in teams

students watch each other to observe the technique as they travel through each zone



Cats and Dogs

- For- Yr1-8

- **Equipment**

Cones

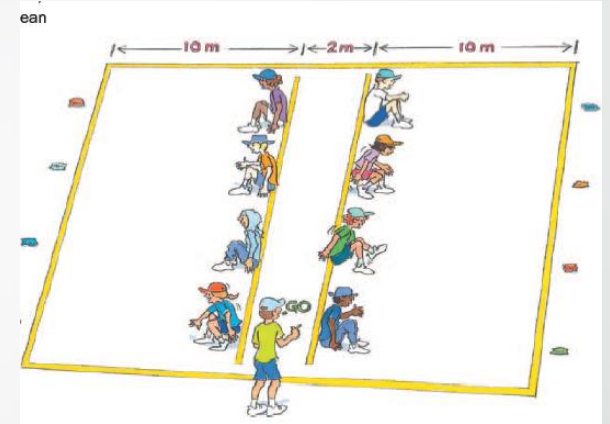
Beanbags

- **Game Description**

Players pair up and from various starting positions sprint to their marker to collect an object and sprint back to the starting line. The first player back wins a point.

Players line up opposite their partner, approx. 2m away, in a start position of the teachers choice e.g. sitting, lying, standing

On teachers call players sprint to their end line, approx. 10m away, pick up their bean bag and sprint back to the middle.



What's my pace?

- Yr5-8

- **Equipment**

Beanbags

Stop watches

Whistle

- **Game Description**

Divide class into teams of four, each with a different coloured beanbag

Discuss relaxed running and pace judgement

On the command 'go', student one runs forward holding a beanbag. On the whistle (blown after 5 seconds) the student drops the beanbag and returns to the start

Reinforce that this is not a race

Repeat for other 3 runners

The aim of the activity is to run and reach the beanbag at exactly 5 seconds

Repeat several times for all runners (giving sufficient recovery time)

Allow students to alter the beanbag position if they want

Repeat the activity, but for 20, 30 or 40 seconds, running to and from the beanbag. Again the target is to finish at the correct place (whistle every 5 seconds to assist the pacing, turning on each whistle)



Fish & Chips

- Yr3-8

- **Equipment**

None

- **Game Description**

Organise students into pairs.

Once student is the coach and they must watch their partner to look for low body position, driving arms or quick reactions.

Using a starting line of 15 to 20m in length mark a second line parallel to this at a distance of 5 to 10m apart.

Once student from each pair lines up on the first line lying in the prone position with their head towards the direction of the second line.

On command 'Fish' they jump to their feet and run to the second line as quickly as possible.

If 'Chips' is called they must remain still.

The partners now swap roles.

Sprint and hurdle

- For: Yr4-8

- **Equipment**

Plastic hurdles

Markers

Cones

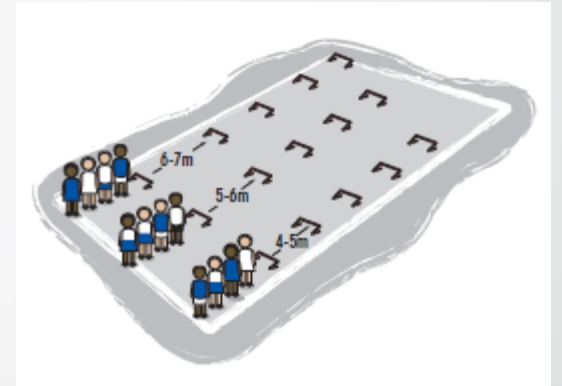
- **Game Description**

Set out a grid of obstacles to represent hurdles with several lanes of different spacings

students take it in turns to run down the different lines, sprinting over the obstacles and deciding which lane suits them best

Review the number of steps taken between hurdles

students practise to develop a rhythm, aiming for 3 strides between each 'barrier' and taking off the same foot each time (i.e. 1, 2, 3, over; 1, 2, 3, over)



Sprint Stations

- **For: Yr4-8**

- **Equipment**

Beanbags

Cones

- **Game Description**

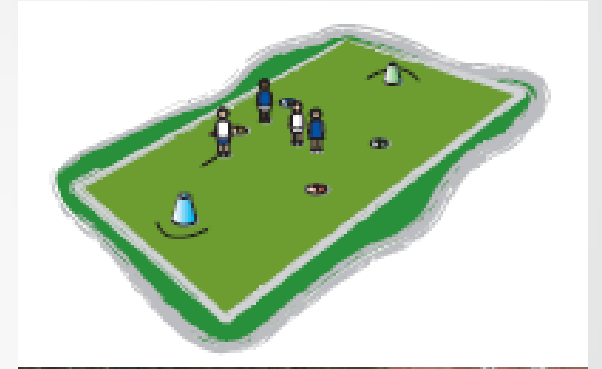
Set up three sprint stations these can be repeated to accommodate groups of three to six children. Students measure and record speed and distance in their groups or estimate duration by counting "One banana, two banana, etc" (roughly seconds).

Beanbag Shuttle: Students take turns to run from a cone to a hoop and back (about 5 metres apart), as quickly as possible collecting as many beanbags as they can from the hoop in 20 seconds and returning them to a box or hoop at the start. They may only move one beanbag at a time. One child times or counts 20 seconds.

Criss-Cross: using cones/markers set up a diamond shape (with a diameter of approx. 10 metres). A cone is placed in the centre. The runner starts at the centre cone and runs to one of the points of the diamond, touches the cone and returns to the centre. They then run to the next point on the diamond returning to the centre cone each time until all four points have been touched. One student times the duration.

How Far?: Mark a starting line and from that line place cones at every metre from the start line in the direction of the run for a distance of about 30 metres. One student is the starter and calls "On your marks", and then calls "Go". Another student times five seconds. The runner runs along the line of cones as far as they can in 5 seconds. The third student marks the spot with a cone. The students then aim to beat their target.

Relay change over



- **For Yr5-8**

- **Equipment**

Cones

Relay Baton

- **Game Description**

Place 2 cones per pair, one 5m in front of the other to mark the zone

One student stands at the second cone. The other starts 30m back from the first cone and sprints towards the zone

When that student reaches the first cone, the second student, standing by the second cone tries to escape by running away fast

Change round and practise a few times

Begin to adjust the distance between the cones until one runner can just about catch the other

Introduce the batons – students practise pushing the baton into the partner's hand as shown

Practise this walking, then jogging

Return to the 'zone' and attempt to pass the baton, using the spacings already established

Linear Relays

- **For: Yr4-8**

- **Equipment**

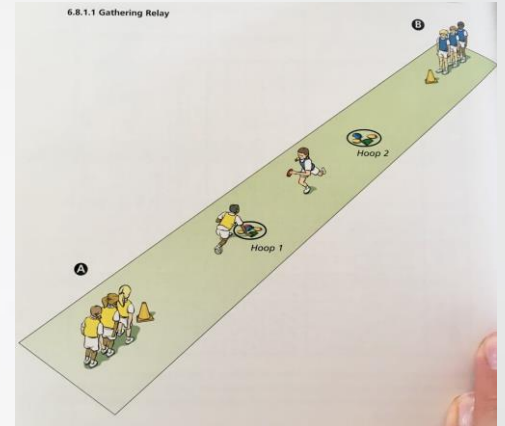
Bean Bags

Hoops

Cones

- **Game Description**

The first member of 'Team A' runs to collect a beanbag from 'Hoop 1' and drops it into 'Hoop 2'. At the same time, the first member of 'Team B' collects a beanbag from 'Hoop 2' and drops it into 'Hoop 1'. This continues over a specified time period and the winning team is the one with the most beanbags in the dropping hoop.



Task Relay

- For : Yr4-8

- **Equipment**

Skipping Rope

Bench

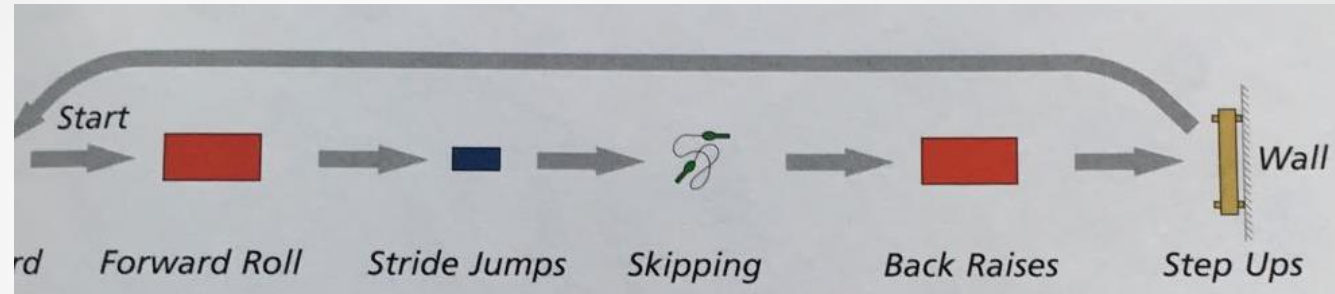
Mat x2

- **Game Description**

Each student completes one lap of the course, attempting the task card on the way out and sprinting on the return. The first team member starts on the whistle with a forward roll, which should be performed from a kneeling position with both hands on the mat. They then complete a series of tasks such as:

- Stride jumps on to a box
- Skipping with a rope
- Back raises
- Step ups onto a bench.

Then the student sprints straight back to the start and tagging their next team member.



Skipping Relay

- **For: Yr4-8**

- **Equipment**

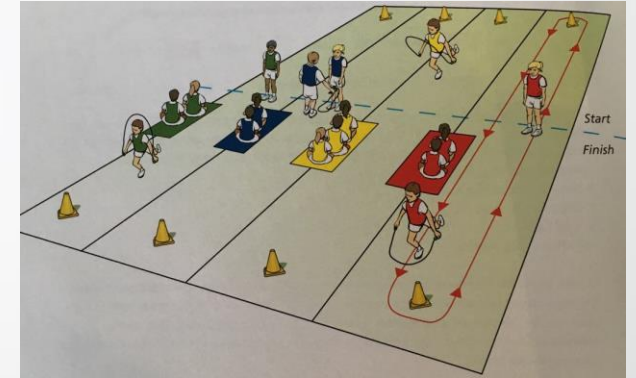
Skipping Rope

Cones

Mats (not essential)

- **Game Description**

The start and finish of this type of relay is the halfway point between the two cones. Waiting team members sit on their team mat or assigned area to the side of their lane. A completed lap is the distance from the start/finish line to the first cone followed by the full length of the course to the return cone and back to the start/finish line. The first runner stands behind the start line facing the numbered cone. On the whistle, the first runner completes one lap skipping continuously. The take-over is by passing the skipping rope to the next team member. After exchanging the skipping rope the runner sits on the team mat and the last runner finishes the relay by crossing the start/finish line at the end of their lap.



Traffic Lights

- **For: Yr1-4**

- **Equipment**

red spot, orange spot, green spot – optional

- **Game Description**

Discuss traffic lights and their meaning

Explain the response required

- Red – stop
- Amber – run on the spot
- Green – run round the room

Call out colours in a random order

students work in pairs taking it in turns to call out the colours for their partner to respond

You can also add additional colours with new meanings (e.g. blue – jump, purple – spin)



Rainbow Run

- **For: Yr1-4**

- **Equipment**

None

- **Game Description**

students stand (or sit) in a circle 8-12m across

Give each student a colour from the rainbow (maximum 5 colours). They should not be next to someone who has the same colour

Check that students know their colour

Explain that when a colour is called, anyone with that colour should run around the circle back to their own space (clarify the direction of running)

Call colours out at random (there is no need to wait until all students of one colour are back in their places before calling out the next colour)

Add ons:

Give each student a coloured beanbag

students walk, skip, side-step etc.

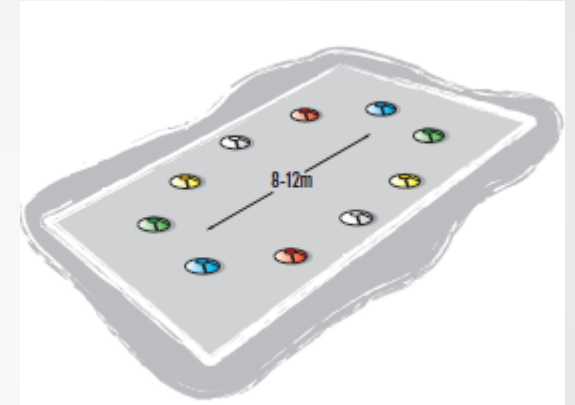
Alternative 'labels'

- Animals

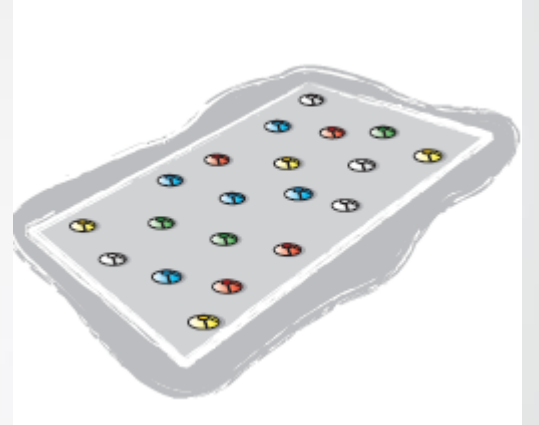
- Numbers (with some simple arithmetic, e.g. "students who are $4+3$ ")

Run in the opposite direction and/or change direction during the run on command

Use different sized circles



Touch Base



- **For: Yr1-4**

- **Equipment**

Many different coloured soft plastic cones or rubber spots

- **Game Description**

Place the coloured cones or spots around the playing area
students jog between them

On hearing a colour called, students run quickly to the nearest available cone/spot and freeze

Gears

- **For: Yr1-6**

- **Equipment**

None

- **Game Description**

Discuss the concept of gears and decide what number gear relates to what type of movement, e.g. 1 - walking, 2 - jogging, 3 - striding, 4 - sprinting

students spread out and move at the correct pace when each gear number is called out, trying to change pace smoothly

Instead of gradual change of pace, try to speed up quickly, i.e. jogging to sprinting

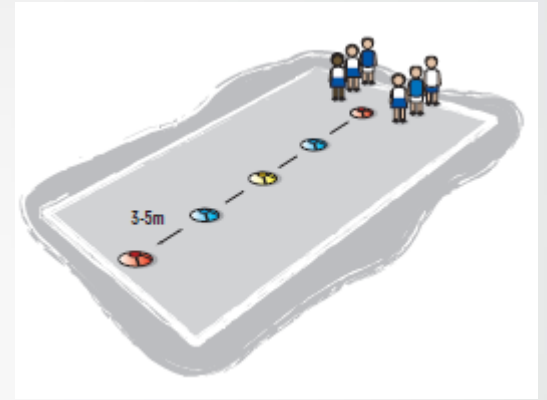
Add on: students work in pairs (with a partner capable of similar running speed) taking turns as the pace setter

Pace setter moves around the space, calling out the gears and changing pace

Partner attempts to match their pace

Organise pairs and use a line of cones to indicate when a change of speed is required

Vary the sequence (e.g. 1 to 4 etc.)



Roll of the Dice

- **For: Yr1-8**

- **Equipment**

Dice

Cones

- **Game Description**

Set up teams of 4. Place them opposite cones 10m apart

Roll the dice, call out the score

Teams run that number of shuttles e.g. if a 3 is rolled, three students should run, one after the other

On the next roll the fourth person in the team will be the first to run

Continue until all have run several times



I like to move it move it...

- **For: Yr1-4**

- **Equipment**

None

- **Game Description**

Ask students to run as the teacher calls out the list below (in any order) and students are to demonstrate:

You are a speed walker (walking fast)

You are running for a bus (running fast)

You are trying to run on sand (running heavy)

You are being chased by a tiger (sprinting)

You are a ballerina (light on feet)

Heavy like an elephant (heavy feet)

Questions students around technique

High Knees

- **For: Yr1-4**
- **Equipment**

Dots

- **Game Description**

Dots are spread around an area. Students start running/ moving around the area (avoiding the dots). When the teacher calls dot, the students run to a dot and begin doing a high knee action. Then continue running around the area again.

Win the Chase

- For: Yr4-8

- Equipment
Cones

- Game Description

Set up three lines of cones

-start line for A (yellow cones in picture), startline for B (Blue cones in picture) and finish (orange cones in picture)

Group students into team of three A,B,C

A- chaser B-Escaper C- Observer

B puts a cone somewhere between the blue and yellow cone (in picture green cone). B stands at their start cone (blue cone).

On 'Go' A sprints. B sets off when A passes the green cone. B must pass the finish line before A. Student C tells B how far behind A finished.

Challenge: B positions the cone even closer to where B starts



Explode

- **For: Yr6-8**

- **Equipment**

Basketball or light med ball

- **Game Description**

Students start with both feet shoulder width apart, while holding a ball at their chest. Next, have your students provide an explosive chest pass, trying to propel the medicine ball as far as possible. This will then cause them to use their legs and drive out. The instant the ball is released, have your students keep that momentum going by sprinting out to 15m.



Ball Drop



- **For: Yr5-8**

- **Equipment**

Cones

Tennis Balls

- **Game Description**

In groups of three. Students can use the various starting positions (standing, lying. Sitting). One of the students stands 5-10m away (this distance can be moved up or back depending on the level) with a tennis ball in their hand. The student's arm is at shoulder level held out to the side. The other two students are positioned at a cone or start line. The student with the ball then drops the ball and once the other two team members sees the ball released, they must sprint and catch the ball before it bounces twice.

Sprint Squares

- **For: Yr1-8**

- **Equipment**

Cones

- **Game Description**

Sprint Squares Arrange students in groups at a square grid. All students begin behind one cone (base). The first student begins by sprinting to the first cone, and jogging around the rest of the square to get back to base. The rest of the students repeat this action. On their second turn, students sprint to the second cone, and jog around the rest of the square to get back to base. On each turn, they have to sprint an additional side of the square until they eventually sprint all sides of the square on their fourth turn. When all students have had a turn, reverse the order of the sprint square: students now start by sprinting around the full square, then jogging an additional side of the square on each subsequent run.

Snatch the cone- Reaction game

- **For: Yr1-8**

- **Equipment**

Cones

- **Game Description**

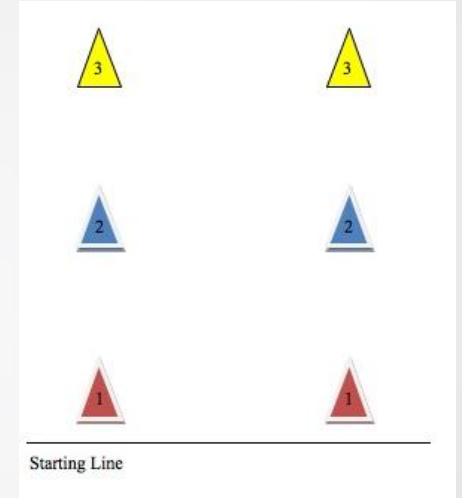
This is a reaction game. Arrange students in pairs with a cone. Squat down facing your partner with the cone on the floor between you. Teacher calls any variation of the following or other words: 'heads, knees, toes, cones!' students must touch their 'head', 'knees' etc., but when they hear the word cone, must try to snatch the cone before their partner. Set the activity up again and repeat.



Reaction Race

- For: Yr5-8
- Equipment
Cones
- Game Description

Two students start in an athletic position approximately 5m behind the starting line and three feet outside the two rows of cones. A teacher or student starts the race by calling out a number. The students race to the corresponding cone, touch it with one hand, turn and sprint back to the starting line. You can increase difficulty by using three sets of different colored cones and by randomly call out numbers or colors.



Get up and Go

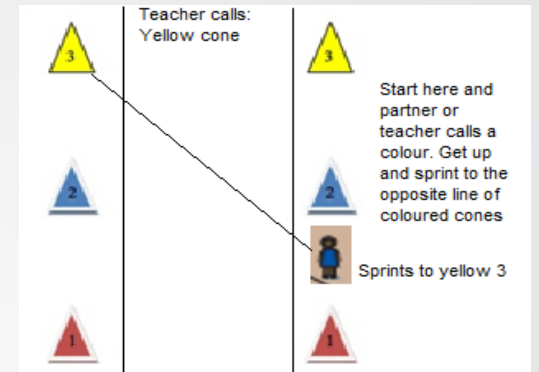
- For: Yr5-8

- Equipment

Cones

- Game Description

Begin by lying on your stomach behind cone one. When partner calls out a specific number, get up and sprint to the corresponding number in the opposite row of cones. Drop down into a Push-Up. Repeat for approximately 8 to 12 seconds with two to four directional cues per set.



Jumping Activities

- The activities provided contain basic advice for jumping and a range of activities designed to improve students skills. They will also support the further development of fundamental movement skills such as agility, balance and co-ordination.
- Teaching Tips
 - Run-up in control
 - Keep your body tall
 - Lift the free knee up high
 - Straighten the knee and ankle quickly at take off
 - Use your arms to help

Exploring Jumping- Animal jumps

- **For: Yr1-4**

- **Equipment:**

None

- **Game Description**

Ask students which animals can jump

Decide how best to imitate those movements

On the command: "Jump like a ..." students adopt that jumping style

Examples

Kangaroo (hands off floor)

Rabbit (hands - feet: small fast jumps)

Frog (big jumps)

Deer (long strides)

Horses (up and over)



Exploring Jumping- Arm Change

- For: Yr1-4

- Equipment

None

- **Game Description**

students work in pairs and spread out in the space available

Take turns to jump as high as possible with arms in the different positions

Partners watch and decide which arm position is the most effective:

Arms at the side

Swing arms from low to high

-Hands on hips

Arms swinging slowly

Hands on head

-Arms swinging fast



Exploring Jumping- On the Hop

- **For: Yr3-6**

- **Equipment**

None

- **Game Description**

students practise standing very still on one leg then the other for five seconds

Hop on the spot for five seconds – change legs

Hop forwards five times on each leg

Challenge students with the following sequences: hop, hop, step, hop, hop, jump

Use paces to measure five consecutive hops; identify strongest leg

Use the word same to describe the hop, other to describe the step and both to describe the jump



Exploring Jumping- Hop n Swap

- For: Yr3-6

- Equipment

Cone

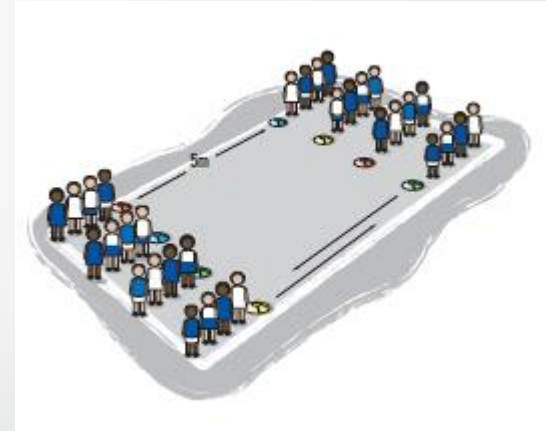
- **Game Description**

Place students in teams of four, with teams sitting opposite each other, 5m apart

Number students 1 to 4

Explain the actions required: hop (same), step (other) or jump (both)

Call out a number and an action, e.g. 3 hop: 3 students from each team hop to the opposite side and sit down in the vacant space as quickly as possible



Exploring Jumping- Paper, Scissors, Jump

- **For: Yr1-8**

- **Equipment**

Hoops

Tokens

- **Game Description**

Split up your class so that students are in groups. The hoops are set-up in a snowflake diagram and one cone is placed at the end of each line. Next to each cone is a bucket containing 20-25 tokens.

One student from each team goes at a time. Students must jump into each hoop to move across the board. Their goal is to make it to another teams cone in order to earn one of their tokens to take back to their team's bucket. As the student is jumping, they can come head to head with another student. These 2 students then play Rock, Paper, Scissors (RPS). The winner of RPS gets to keep jumping. The student that loses then steps out of the hoop and runs back to their team. As soon as a student steps out of a hoop (off the playing board) the next person on their team can begin. The same happens if a student makes it to another teams cone; that student steps out of the hoop (which allows their next teammate to begin) they then can get a token and run it back to their team's bucket.



Exploring Jumping- How many?

- **For: Yr4-8**

- **Equipment**

Cone

- **Game Description**

Mark a clear start and finish using lines or cones 6m apart
students hop from start to finish and count how many hops they take

Repeat with other leg

Practise a few times trying to reduce number of hops taken

Discuss key points

- use arms for balance and generating momentum
- bounce the foot off the ground
- drive the knee forward



Long Jump- Feet First

- **For: Yr1-4**

- **Equipment**

Mat

Bean bag or cones

- **Game Description**

In pairs, students take turns to jump using the following take off and landing positions:

- two feet to two feet
- one foot to one foot
- one foot to two feet

Partners use a bean bag to mark different take off and landing positions

Which combination of the different jumps produces the longest distance?



Long Jump- Lily Pads

- **For: Yr1-4**

- **Equipment**

Hoops or spots

Cones

- **Game Description**

Randomly distribute hoops inside an area, making sure they are not too far apart from each other.

Students jump from one lily pad to another and see how many they can land on in a given time.

If there is more than one frog on a lily pad with another student already on it, the original student must immediately find another lily pad to jump onto



Long Jump- Watch Out!

- For: Yr1-8

- Equipment

Cone

- Game Description

Cones are placed around the playing area at different distances. Green=short, Red=medium, Blue=long

Players move around, leaping from one foot and landing on the other, over a series of markers.

Players try to accumulate as many points as possible within a given time

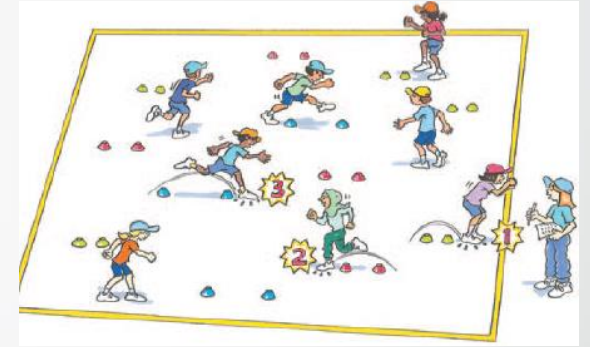
Points are:

Green cones- 1 point

Red cones- 2 points

Blue cones- 3 points

Players take off from their opposite foot each time they jump



Long Jump- Head, shoulders, knees

- **For: Yr1-8**

- **Equipment**

Cone

Mats (not necessary)

- **Game Description**

Organise the class into groups of three or four.

One child lies on the mat or concrete area with their feet level with the jumping end of the mat whilst another draws around their partner with chalk or marks their height with a line.

In their groups the children take turns to see if they can jump the body length of that child using a standing jump (2 feet to 2 feet).

Children mark their progress with chalk.

The groups could be encouraged to record and measure each others progress. This might involve using a tape measure at the end of the lesson to record their results.

Once the group have begun to develop and improve their technique a one step approach into the jump could be introduced. Children start with one foot forward and rock back and then forward, transferring their weight onto the front foot at take off (1 foot to 2 feet jump).

This activity could be progressed to a short run up of three to five strides.

Long Jump- Jump the stream

- **For: Yr1-4**

- **Equipment**

Skipping Ropes or rope or cones

- **Game Description**

Place two sets of ropes in a long, narrow V shape

Explain that the gap between the ropes is the stream and that students need to jump across the stream without 'getting their feet wet'

Starting towards the narrow end of the stream, students work gradually towards the wider end, thus jumping further

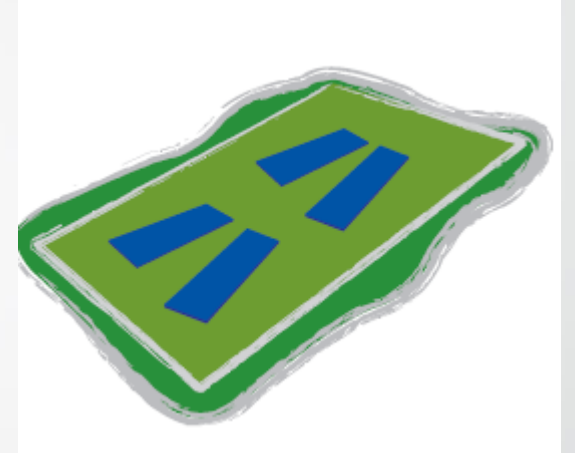
Mark the river with tape or chalk

Place mats in one long strip with double width mats at one end. Mark out the banks of the stream using chalk or tape
students should be encouraged to select their own starting point

students can jump from further away from 'the bank'

Jump off one leg

Jump off the other leg



Long Jump- Hop pity hop

- **For: Yr1-5**

- **Equipment**

Cones

Dots

- **Game description**

Teacher marks out an area, 20x20. Spread dots or markers inside the grid that students will use to land on. Students start outside the grid, split into teams and then half the team is positioned on one side of the grid to the other. On 'go' the first student in each team must jump (one foot to two) across the grid to the other side, tagging the next person in their team etc until the whole team has been through. Students can only jump onto the dots/markers and two people can not be on the same one.



Long Jump- Hooping it

- **For: Yr1-8**

- **Equipment**

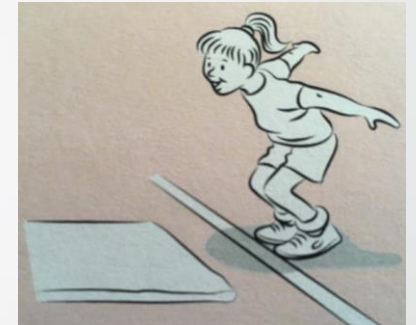
Cones or lines

Hoops

- **Game Description**

Students in pairs take a hoop and find a line or stand at a cone. They place the hoop in front of them. Each student in their pair take a turn at jumping into the hoop from behind the line. If they are successful they can move the hoop further away and repeat. See how far they can jump into the hoop successfully.

Extension- add a run up and then take off on the line and jump into the hoop.



Long Jump- How far?

- **For: Yr4-8**

- **Equipment**

Tape

Cones

- **Game Description**

Working in pairs of similar jumping ability, place a strip of tape on the floor 1-2m in front of a mat as the take-off line

Practise a one foot take-off and two feet landing

Using a 1, 3 or 5 stride run up, take off at the line and jump onto the mat

Partner marks where the jumper lands

Take turns to improve distance jumped

Partner observes and provides feedback on:

- one foot take off
- take off leg straight
- free knee driving up and forward
- two feet landing



High Jump- Line Bounce

- For: Yr1-4

- Equipment

Lines

- Game Description

In pairs, identify a bouncer and a counter

The bouncer stands with both feet on one side of a line

On the command “go”, bouncers jump sideways across the line and back as many times as possible until the teacher blows the whistle (after 10 seconds)

Partners count the bounces and tell their partner

Swap roles



High Jump- Scissor

- **For: Yr4-8**

- **Equipment**

Cones

Sticks

or mini hurdles

- **Game Description**

Give each group of 4 students 2 mats and some elastic

From a short distance (no more than 5 metres), students approach the cones with cane on top to jump over the cane.

Let each child have several attempts

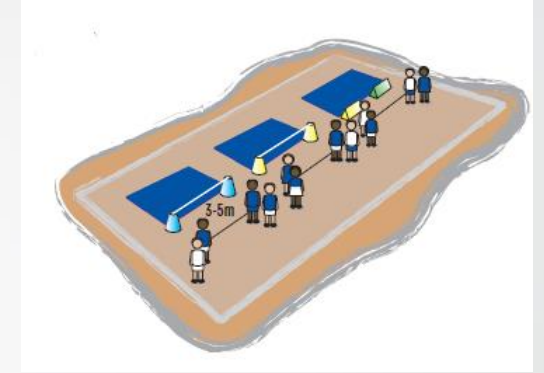
Partner observes which foot was used to take-off (this will usually remain constant)

Based upon take-off foot, students now jump approaching from a 30 degree angle

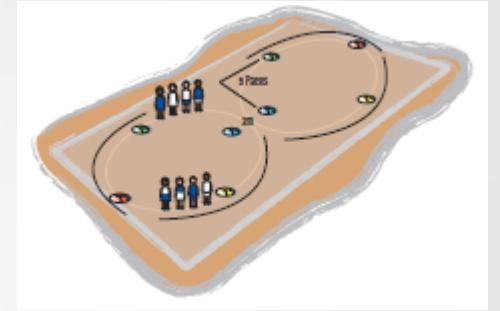
- left foot take-off run from right

- right foot take-off run from left

Practise scissor jumps from a three stride run up



High Jump- Just Jump



- **For: Yr6-8**

- **Equipment**

Cones

Practice hurdles

Elastic, uprights with elastic bar

- **Game Description**

Run around and on whistle, jump high into the air and land in control. Vary the jump in the following ways: jump off two feet, jump off one foot, jump off the other foot, land on two feet, land on one foot, land far from where you took off, land exactly where you took off, land behind where you took off

Students explore what leads to a high jump. Explain and demonstrate the A position

Run around and on whistle, stop and hold the A position stable for 5 seconds

In pairs, students coach each other skipping high, emphasising the A position

Set out cones in figures of 8. Students spread around the figure of 8. Challenge them to skip as high as possible aiming for trunk upright, thigh parallel and toes raised

Introduce variation: students aim for maximum height every 2nd or 3rd or 4th skip

Continue in pairs - one performing, one observing.

Challenge partners to identify which take off foot results in higher skips

Offer a 'high five' to others while skipping round the figure of 8

In teams of 4, set up the echelon jumps activity – take off and land, take off and land 5 times over cones

Add an elastic bar at the end of the 5 jumps

In small groups see who can jump high over an elastic bar (landing on feet) – move students between

High Jump- Stations

- **For: Yr4-8**

- **Equipment**

Cones

Practice hurdles

Skipping ropes

- **Game Description**

Introduce three or four stations with two sets of equipment at each station.

These stations can be repeated two or three times depending on the class size and the equipment available to you

In groups of four, but working in pairs children take turns at each activity station. Encourage children to explore a range of different take off positions or approaches.

Jumping Stations

Target Jump (2 feet to 2 feet): Using clear wall space children take turns to make a standing jump to reach as high up the wall as possible. Children stand side on to the wall reaching their inside arm to the wall. Targets might include chalk markings, post-its, or laminated signs for the children to reach for. A bench will be needed to enable children to reposition the targets or mark the height with chalk.

High Bounce (2 feet to 2 feet): Using a small foam wedge, mini-hurdles, or cones, children take turns to make standing tuck jumps over the obstacle. Encourage children to keep their feet together and drive their arms at take off. The activity could be extended to three or four tuck jumps being performed in row over a set of obstacles. Children might explore making one or two bounces between obstacles or hopping instead.

Edward Scissor Legs (1 foot to the other): Using the lines of the playground, ropes or mini hurdles children take turns to scissor jump the obstacle. In the scissor jump the legs are swung fast and straight from the hip. Children begin with a standing start for take off and should be encouraged to try leading with both legs. The approach should be a straight line and a diagonal pathway to the obstacle. Children could be encouraged to explore the best approach for themselves by trying different approaches or pathways to the obstacles from three or four strides. These could include straight approach, diagonal or curved line.

Jump & Reach (2 to 2, 1 to the other, 1 to 2): Using something suspended from the ceiling or a beam the children take turns to jump for the target. Alternatively a uni-hoc stick or broom handle with something dangling from the end as a target with one child holding the end whilst the other jumps and reaches. Alternatively a soft ball or balloon thrown into the air by a partner could be used as a target for which to jump and reach.

High Jump- Weave Relay

- For: Yr4-8

- Equipment

Cones

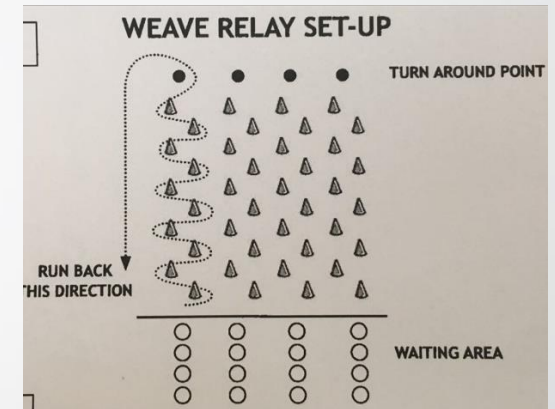
- **Game Description**

A course of small cones is set out in a slalom pattern.

The class is split into teams

Each team will have their own course to run through

This game is conducted as a relay race, where students can practice running curved running patterns.



High Jump- Scissor Jump Relay

- **For: Yr3-8**

- **Equipment**

Skipping Ropes

- **Game Description**

Organise the class into even teams and place them in shuttle relay formation i.e. with one half of the team at one end and the other half of the team at the other end. Lay out long skipping ropes length ways between the teams. On 'go' the first runners complete their leg of the relay, scissor jumping over the ropes as they make their way to the other end. Students take a weaving path over the rope which encourages them to lead with both their right and left legs. When they get to the end the next student has a turn. The relay is complete when all team members have had a turn.

Throwing Activities

- The activities provided contain basic advice for throwing and a range of activities designed to improve students skills. They will also support the further development of fundamental movement skills such as agility, balance and co-ordination.
- Teaching Tips
 - Use your legs to give you power
 - Start with your weight on your back foot
 - Push your hips forward fast
 - Keep your shoulders back while your legs are pushing
 - Use your shoulder,

Exploring Throwing- Spring Clean

- **For: Yr1-8**

- **Equipment**

Bean Bags

Cones

- **Game Description**

Divide the playing area into equal halves

Scatter equal number of beanbags balls in each half

Divide equal number of students between each half

Explain that each team is trying to get as many beanbags balls as possible into the other half

students must be aware of others and avoid collisions

On the whistle students start to throw beanbags balls into the other side

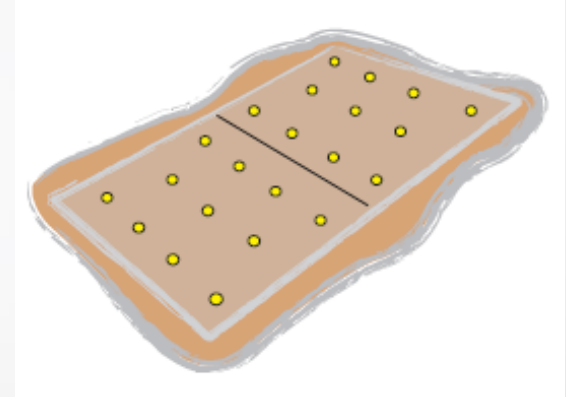
students must throw only one at a time

Play for a maximum of one minute

On the second whistle students immediately freeze and stop throwing

Count the beanbags balls in each half. The winning team has the least beanbags balls in their half

Repeat two or three times



Exploring Throwing- Shark infested waters

- For: Yr3-8

- **Equipment**

Bean Bags/vortex/balls

Cones

- **Game Description**

Set up a large throwing area with a throwing line from which to start the throw.

2m in front of the line mark a zone of about 10m in width

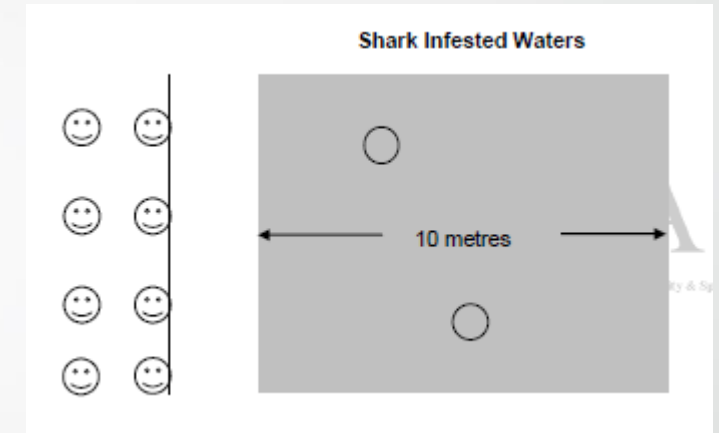
This is the shark infested water

Each pair has a selection of 3 throwing implements (eg tennis ball, bean bags, vortex)

Student A is the thrower whilst student B is the coach.

On command from the teacher student A takes all 3 of their throws aiming to get their throwing implements clear of the shark infested waters.

Each time they clear the water they can award themselves on point.



Explore Throwing- Sling it

- **For: Yr1-4**

- **Equipment**

Bean bags

Hoops

Gym floor

- **Game Description**

Issue beanbags to pairs, facing each other across a distance of 5 to 10 metres

Aim is to slide the beanbag across the floor so that it stops just in front of partner's feet

Extensions:

Increase the distance between students

Slide beanbag

- along a line
- to stop closest to a wall
- into a chalk target

Throw beanbag underarm

Try with eyes closed

Try from sitting / kneeling / standing



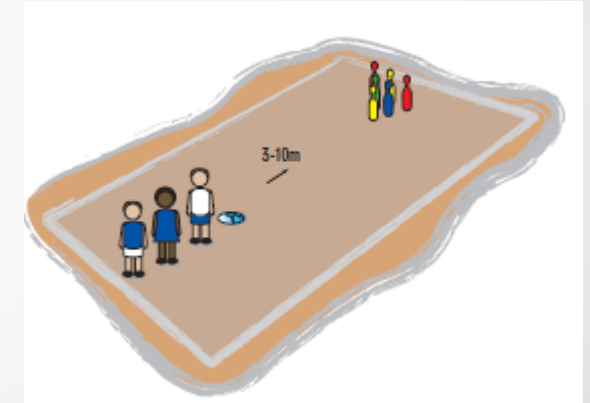
Explore Throwing- Bowl It

- **For: Yr1-8**

- **Equipment**

Sets of skittles or tall, light-weight cones

Tennis, rounders or other small balls



- **Game Description**

Give each group of 4 a set of skittles and a ball

Each student has 2 attempts to knock over as many skittles as possible using an underarm bowl from 5m away

Other students retrieve the ball and stand up skittles once each player has taken 2 attempts

Swap places in turn

Explore Throwing- Skills

- **For: Yr4-8**

- **Equipment**

Bean bags

Ball

Wall

Hoop

- **Game Description**

Form groups of 4-5 students in lines, 3m apart and 8m from the wall. The first person throws a ball or bean bag underarm towards the wall, next person walks up to retrieve the ball and returns to the front of the line and then throws. Continue until last person in the group throws.

Repeat with another throwing method eg two handed overhead throw

Switch to bean bags and try another throw method eg sideways sling

Explore Throwing- Bowl It

- **For: Yr1-8**

- **Equipment**

Three large balls

6 benches or cones

Chalk or masking tape

Many small foam balls or beanbags

- **Game Description**

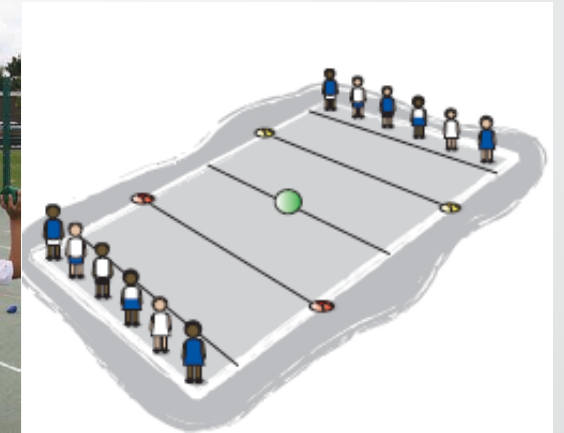
Set up 3 courts, 2 teams to a court

Place a large ball in the centre of each court midway between the scoring lines

Each team must stand behind a line

students throw at the large ball and try to move it over the opponents' scoring line

The team achieving this scores one point



Shotput-Shark

- **For: Yr4-8**

- **Equipment**

Beanbags

Variety of balls

- **Game Description**

students must stand spaced apart along and behind a line.

This is the edge of the 'shark infested' water (use a second line for large classes, students stand at least 2m behind throwers)

students wait until they hear the command "throw"

All students execute a pull throw at the same time

students must not cross the line until the command "collect"

If students cross the line before this command shout "shark" to remind them that it is not safe

This is a key learning outcome to ensure that future lessons operate safely

Once routine is established, explore throwing other implements of various weights and sizes

Compare how well they fly and how far they go



Shotput-Sit, kneel, stand

- **For: Yr4-8**

- **Equipment**

Beanbags

Variety of balls

- **Game Description**

In pairs, students take it in turns to throw a bean bag from the following starting positions:

- sitting
- kneeling
- standing

Observe partner's technique and how far they throw the beanbag. Discuss which is most effective

Ask students which throwing position felt best and which helped them to throw the furthest

Ask students why they think a particular position was more effective

students can use a:

- push throw
- pull throw (over arm)

Use a range of throwing implements



Shotput-Push and Bounce

- **For: Yr4-8**

- **Equipment**

Netball or other large balls

- **Game Description**

In pairs, students pass the ball to each other using a two handed push throw

Practise this using chest pass and bounce pass

Once students are competent change from one to the other on the commands: "push it" and "bounce it"

Experiment using the following positions:

- kneeling
- standing with feet level
- standing with one foot forward

Vary the distance between students

Vary the type of ball used

Vary the speed and height of the pass

students work in larger groups with more than one ball being passed across a circle

Add an extra command of "change" where students pass the ball back in the direction it came from

Throw against a wall, moving further away upon successful completion of a push and catch



Shotput-Rainbow

- **For: Yr4-8**

- **Equipment**

Beanbags or large sponge balls

Cones

Seven large sheets of paper each with a colour of the rainbow on them

- **Game Description**

Place sheets of paper on a solid wall above students' head height. Place four cones opposite each sheet at 2, 3, 4 and 5m away from the wall

Organise students into seven groups, each group to stand opposite a sheet of paper

students take it in turns to stand by nearest cone and try to hit the coloured sheet of paper (rainbow) using a one handed push throw

On completion, groups move onto the next colour and stand at the second cone to throw

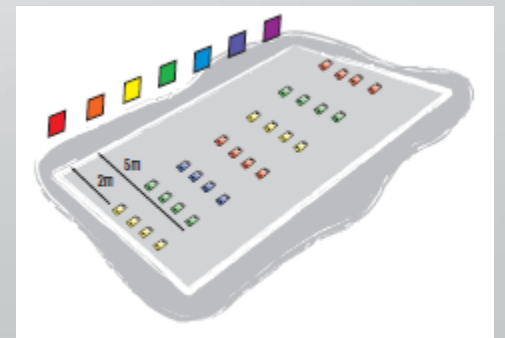
Continue until everyone has thrown at each colour, moving further away and then closer again until they return to first cone

Identify successful performances

Repeat this activity using a variety of throws:

- two handed push throw
- two handed pull throw
- one handed pull throw

Increase the range of distance between the colour targets and the throwing line



Shotput- Heave

- **For: Yr4-8**

- **Equipment**

Bench

Large balls

- **Game Description**

students start in pairs behind a row of benches with a large ball

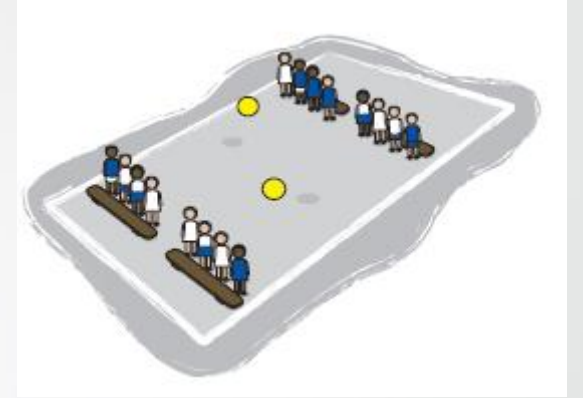
One student sits on the bench facing their partner

On the command 'throw' they stand and heave the ball over their head to land behind them

On the command 'collect' they retrieve the ball

Repeat for a forward heave: the thrower sits facing the direction of throw

Play this game - 2 teams face each other and try to heave a ball over the opposing team's bench



Shotput- Push Golf

- **For: Yr4-8**

- **Equipment**

Hoops

Bean Bags

- **Game Description**

Set out a number of hoops 20-50m apart around a field, with a coloured spot 5m away from each hoop

Explain that each hoop represents a hole on a golf course; students try to get their bean bag from one hoop to the next in as few throws as possible

Divide the class into groups of 4

Allocate each group a different hoop to start the game

One player stands on the coloured spot and throws their bean bag towards the next hoop, using a push throw

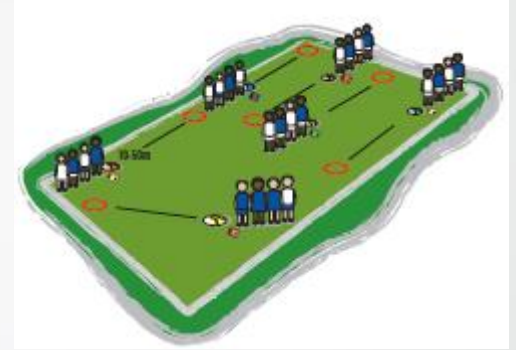
Each student takes their first turn

students throw again from where the first throw landed (furthest away from the target throws first)

Continue until all students have thrown into the hoop

students should never throw while others are in front of them and should shout "FORE" if a throw is likely to hit anyone

Use the push throw



Shotput-Blindfolded Push

- **For: Yr4-8**

- **Equipment**

Large hoops

Buckets or baskets

Beanbags

Cones

- **Game Description**

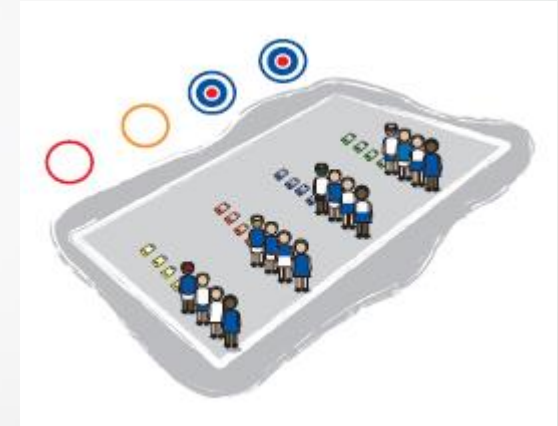
Use large hoops, buckets or baskets as targets; place a cone 3m away from each target

Divide class into groups of four and allocate each group a target area and beanbags

students take it in turns to wear a blindfold and attempt to hit the target using a pull throw

After each throw, one student describes the action and suggests to the thrower how to improve accuracy and/or distance

Use a push throw



Shotput-Team High, Team Low

- For: Yr3-8

- **Equipment**

Large hoops

Beanbags

Cones

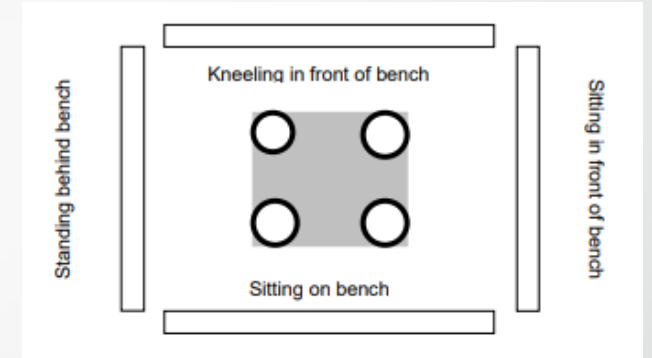
- **Game Description**

Define a square with sides of five metres and place a hoop in each corner. Set up four benches parallel to the sides of the square about ten metres away. (If outdoors, cones could be used to mark where the benches belong and just one bench or some chairs could be used for the seated throw).

Split the class into four groups with one group at each of the four stations.

Each child in the class has a beanbag and on command aims to throw their beanbag into the square or hoop. 5 points for the square, 10 for the hoop.

Children rotate around the stations, adding up team scores as they go. The activity encourages children to understand how throwing positions affect how we apply force to a throw.



Shotput-Over the Rope

- **For: Yr3-8**

- **Equipment**

Ball

Rope

- **Game Description**

In teams of 4-6

Use a two handed push throw or one handed, kneeling or standing front-on.

First team member pushes, retriever rolls ball back and runs to back of line, while first pusher goes out to retrieve

Count number of pushes over the 'rope' in a set time



Shotput-Asteroids

- **For: Yr3-8**

- **Equipment**

Cones

Bean bags or soft shots

Hoops

- **Game Description**

Arrange a line of cones placed at least two metres apart.

The student line up in groups of no more than four (less is better) behind a cone. Each group is provided with a bean bag or soft shot.

Scatter cones or other similar objects in front of the players. These are the “asteroids”, and form an “asteroid belt”.

In front of each group, place one hoop (a “planet”) beyond the asteroid belt at a challenging but achievable distance.

Explain to the group that they are about to launch their “armoured spaceship” (shot) on a dangerous mission. Their ultimate aim is to land their spaceship on a distant planet but lying between the launch pad and this planet is a deadly asteroid belt.

The players attempt to put the shots (spaceships) for maximum distance and accuracy to score points for their group. Scores are as follows:

Hit an asteroid = 0 points

Land in asteroid belt but not hit an asteroid = 1 point

Land beyond the asteroid belt = 2 points

Land in a hoop (on planet) = 3 points

Teams keep their aggregate point score to compare with the other teams and determine the “best and bravest space pilots”.



Shotput- Carry then throw

- For: Yr3-8

- Equipment

Ball

Rope

- Game Description

In teams of 4-6 , each team with a large ball

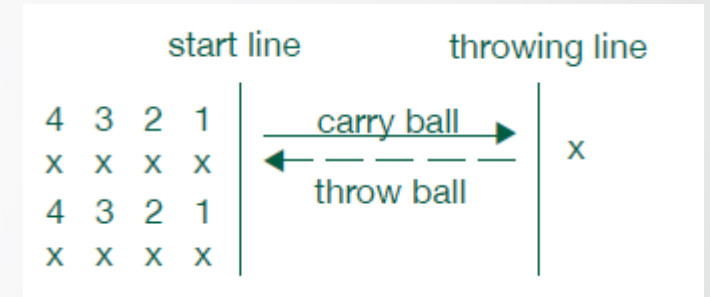
Teams lined up behind a starting line

First team member runs with the ball to the throwing line, does a two handed push pass to next team member and then runs to the back of the team

That team member catches the ball and repeats the action

Repeat with all team members

Distance of throwing line will depend on the level



Discus- Roll a goal

- For: Yr4-8

- Equipment

Discus

Cones

- Game Description

Divide the students into groups of 4

Give each group 1 discus, and 2 cones to set up a small 'goal' with one pair on either side of the goal (3-6m away)

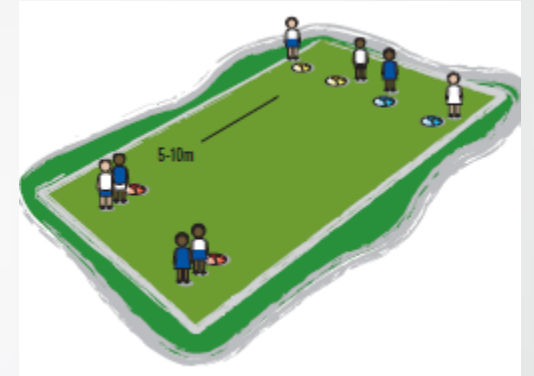
In turns, students roll the discus back and forward through the gate

Use 2 additional cones to place a narrow gate within the wider gate: score 3 points when the discus goes through the narrow gate and 1 point for the wide gate

Add individual scores together to give a team score

Vary width of gates and distance from them

Outside, use larger balls and use one or two hands



Discus- Hooping

- **For: Yr4-8**

- **Equipment**

Hoops

- **Game Description**

Give students one hoop between two and spread them out along a line

One student stands on the line, sideways on to the direction of throw, with the hoop. The other stands 3m back

Ensure students stand so that the opposite foot to the throwing arm is forward

students must wait for the commands "throw" and "collect"

students start with most weight on their back foot and perform sling throws by transferring weight to their front foot before releasing the hoop

Observe partner and check one of these points on each throw:

- opposite foot forward
- start with weight on back foot
- twist and push hips forward
- arms whip through last from low to high
- keep throwing arm straight throughout



Discus- Throlf



- **For: Yr4-8**

- **Equipment**

Range of targets

1 quoit or small hoop per student

Objects to create obstacles and barriers

- **Game Description**

As in golf a course with holes is established. Students move around the course attempting to reach the target in the least number of throws.

Establish the course and spread students out on it.

Students throw from a start line next to each target

When throwing students hold the quoit away from the body and deliver from a forward facing position

The next shot is taken from where their quoit lands

To score, total the number of throws to each target. The lower the score the better.

Discus- Sling It

- **For: Yr5-8**

- **Equipment**

Hoops or Quoits

Cones

- **Game Description**

Class throws outwards from a large square, pentagon or circle. A throw, B collect

In pairs students sling from the following positions:

- sitting, kneeling, standing
- feet together, feet apart, one foot forward
- free style (however they choose)

Review and discuss: balance; ability to apply force (equal and opposite reactions); leg and arm speed

Discuss what actions give the best results: using the legs; releasing high; keeping balanced; keeping arm straight (a long lever)

Practise the power position for a standing discus throw; identify good performances

Throw with the opposite hand; explore which hand leads to the longest throws



Discus-Cross it out

- **For: Yr4-8**

- **Equipment**

Hoops

Quoits

- **Game Description**

Divide the student into pairs or small groups of no more than 4.

For each pair/group, set up a target area like the one pictured using hoops or similar.

Stand the student behind ground markers a suitable distance away from the targets.

Each student takes turns at slinging the quoit at their target area in an attempt to land it on the full in one of the hoops.

If a quoit lands in one of the hoops on the full, a marker such as a ground dot or cone is placed in this hoop. The implement only has to touch down in the hoop, not come to rest inside it, to count as a successful attempt.

The aim of the game is to end up with a marker in every hoop, or in as many hoops as possible in the given time.



Discus-Train Tracks



- **For: Yr4-8**

- **Equipment**

Discus

Skipping Ropes

Cones

- **Game Description**

For each group of players, create a set of “train tracks”. This can be done by utilizing the lane markings on an athletics track, laying out skipping ropes end-to-end in two parallel lines or using cones to distinguish two lines.

The tracks should be at least ten metres long and roughly 1.2 meters wide (the width of a lane on an athletics track).

The students line up at one end of the train tracks, each with a cones and (if possible) a discus.

When it is their turn, players attempts to roll their discus as far along the train track as possible, using a correct discus grip and release.

At the point their discus veers off the tracks, the player places their ground marker. The aim of the game is to attempt to roll the discus further along the tracks with each successive turn.

Discus- Frisbee frenzy discus

- **For: Yr4-8**

- **Equipment**

Frisbee

Cones

- **Game Description**

In teams of 4, students use a frisbee to practise the discus throw. The class works in four equal teams. Two teams play against each other in a 30m x 30m grid space. One team starts with the Frisbee and attempts to pass the Frisbee (like a discus) amongst their team, keeping it off the opposition. Five continuous successful passes to team mates scores a point. After students score a point, possession goes to their opponents. (Emphasis the discus throw when passing).

Discus- Discus Cricket

- **For: Yr4-8**

- **Equipment**

Wickets

Discus or quiot

Cones

- **Game Description**

Divide the class into an even number of teams. Select one team in each game to be the “batting” team and one team to be the “bowling” team. Set up a target or wicket for the bowling team to aim for at least 10m from where they are lined up. Set up five markers, each five metres apart, for the batting team to use as a scoring area.

Two teams compete against each other. The “batting” team scores “runs” by taking turns throwing a discus to land in their scoring area. One point is awarded if the discus land past the first marker, two points if the discus lands past the second marker and so on. No points are awarded if the discus does not reach the first marker.

The “bowling” team takes turns to roll a discus at the wicket to “dismiss” the batters. Wickets are taken by hitting the wicket. Ensure there is enough space between the teams so that students cannot be hit by incorrectly thrown discuses.

No batter or bowler may have consecutive throws or rolls. Batters are not out of the game when wickets are taken. They continue to take turns as normal. The winning team can be determined by dividing the number of points gained by the batting team by the number of wickets taken.