

Summer 1	Year 3/4 Lesson 3. Athletics: Running over obstacles	Key words: Run. Sprint. Speed. Distance. Race. Accelerate. Decelerate. Finish. Start. Strength. Power. Technique. Hurdle. Obstacle. Stride: cross (an obstacle) with one long step (His strides were perfectly placed to overcome the obstacle with control).				
Learning Intention <i>Demonstrate running with rhythm over obstacles</i> <i>(Share LI and explain that today we will be focusing on running over obstacles)</i>		Success Criteria <i>I can run over an obstacle with speed and fluency</i> <i>I can overcome an obstacle with control and grace.</i> <i>I can select appropriate approach when running over obstacles.</i> <i>I can identify individual targets to improve my partners performance</i>		SEND: See activities shown on bank of games resource. EAL: Pair children up with a buddy. Model the skills and techniques to be used in the lesson. Be explicit and talk about what you are doing and why. Use visual clues and pictures to help make the meaning clear.		
				Resources: 30x Cones. 15x Variety of different sized hurdles. 10x Foam javelins. Bank of games pages: 6, 13 & 14.		
Intro/ Starter/ Warm up: Domes and Dishes (page 6 in bank of games). Ask chn to discuss what is meant by an obstacle? Use talk partners. Play Domes and Dishes. <i>This activity will give chn an opportunity to experience overcoming obstacles whilst preparing their bodies for the lesson. Make sure chn are working safely and watching out for others.</i> Mini Plenary: In talk partners discuss this question: How might we travel over obstacles? Discuss for 30 seconds.				AFL ✓ By observation against learning outcomes <i>Have they met them? Are they exceeding them or are they almost meeting them?</i> ✓ Using desired outcomes for year group: <i>See assessment on page 2 of Medium term plan.</i> ✓ Differentiate by task and outcome. <i>Keep eye out for how students are working to ensure they are working to their abilities and for progression.</i>		
Main Learning Episodes: Activity 1 Understanding: Obstacle arena (page 13 in bank of games). <i>This activity will give chn the opportunity to explore effective ways of travelling over a variety of obstacles. Stop them regularly and ask KQ’s to ensure they are meeting SC.</i> Mini Plenary: Select a child that is working well to demonstrate to the class. <i>Ask remainder of the class to assess using this question as a prompt; Are they traveling over the obstacles? (running, jumping) Are they travelling at speed? Use what went well (www), even better if (ebi) for feedback. ‘See if we can improve’-Praise chn who do.</i> Activity 2 Application: Obstacle challenge (page 14 in bank of games) Can you apply what you have learnt to meet the SC? <i>Stop regularly to ask key questions. How might you challenge yourself during this activity? Ensure the chn are working safely and traveling the correct way over obstacles. Encourage children who are meeting the SC and recap key notes and TP’s with those who struggle. Encourage effort and use successful chn for demonstrations.</i>						
Final Plenary		Exit pass: Select a template from the Exit pass booklet. Ask the following questions; How might you travel over an obstacle? Were you successful in achieving the LI? How do you know this? Why might it be important to think about your strides? Have them write down their answer/share verbally. *NC link: <i>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</i>				
Outcomes (For teacher assessment)		<i>I can run over an obstacle with fluency</i> <i>I can overcome an obstacle with control and grace.</i> <i>I can select appropriate approach when running over obstacles</i> <i>I can identify individual targets to improve my partners performance</i>		Below	At	Above