

LESSON PLAN: **INFANT AGILITY:** YEAR 2: WEEK 1

LEARNING OBJECTIVE: To learn the correct running technique for short distance running.

WARM UP (10 MINS)

Traffic Lights: The teacher uses Red, Yellow and Green cones for this activity. When the following cones are displayed, students must follow the following instructions:

- Red: Students must stop
- Yellow: Students must jog around
- Green: Students must sprint on the spot.

MAIN LESSON (20 MINS)

Relay Races:

In groups, one person at a time runs around a cone with a relay baton and back to their team. The next person is not permitted to go until they receive the relay baton.

In groups, one person at a time, students need to run to the first cone and back, second cone and back, third cone and back and then pass the relay baton to the next person.

In groups, one person at a time, students need to run to a specific marker and back to their team. However, students need to pass through obstacles. These obstacles can include hurdles, hoops and ladders.

GAMES COMPETITION (15 MINS)

Treasure Chest: The teacher splits the class into four groups and locates them in each corner of the hall. In the middle of the hall is a number of equipment that needs to be collected and returned to the students team. One student at a time, they run out, collect one piece of treasure and return it back to their team. The team with the most treasure at the end are declared the winners.

EQUIPMENT

- Cones
- Relay Baton
- Tennis balls/ Objects to use as treasure

KEYWORDS

- Pump
- Arms
- Legs

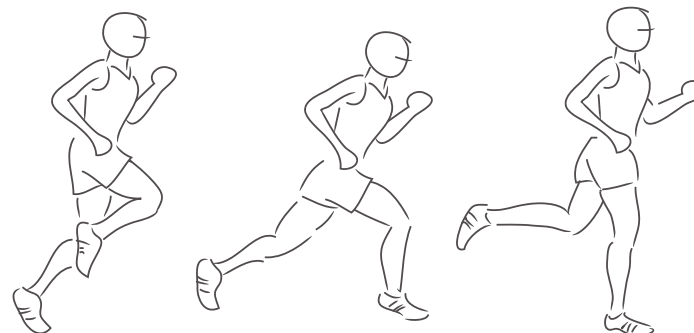
DIFFERENTIATION

LESS ABLE

- Decrease the distances.
- Put the pupils in ability groups.
- Have less obstacles.

MORE ABLE

- Increase the distances.
- Race against people of the same ability.
- Make the obstacles more difficult.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	4	Can they run to a high ability and also change direction?
	3	Can they run to a high ability but struggle to change direction?
	2	Can they run, but to a low ability?
Tactics, Rules & Teamwork	4	Works with their partner and demonstrates knowledge and the understanding of tasks.
	3	Can work with a partner and understand the directions.
	2	Starts communicating with a partner.
Show & Link	4	Can they link the skills : the correct technique required to run effectively over a short distance?
	3	Can they show and link: running effectively over a short distance?
	2	Show how to run.
Describe Ways to Improve	4	Are able to describe and improve performance.
	3	Are able to describe performance.
	2	Are able to see difference in performance against a simple model.
Fitness & Health	4	Shows a solid understanding of why physical activity has health benefits.
	3	Has some knowledge of why physical activity has health benefits.
	2	Has little knowledge of why physical activity has health benefits.