

UNIT / TOPIC: Run, Jump, Throw		CLASS: Year 1,2,3		DURATION: 5 Weeks	
UNIT AIM: Children are actively involved practicing skills throughout as much of the Run Jump Throw session as possible		SCHOOL WIDE LINKS: Athletics Day			
KEY AREA OF LEARNING: Physical Activity		AO'S TO BE FORMATIVELY ASSESSED: Movement skills B1			
ACHIEVEMENT OBJECTIVES		LEVELS		UNDERLYING CONCEPTS	
Strand A–Personal Health & Physical Development				Hauora	
1. Personal Growth & Development		<input type="checkbox"/>			
2. Regular Physical Activity		<input type="checkbox"/>			
3. Safety & Risk Management		<input type="checkbox"/>			
4. Personal Identity & Self Worth		<input type="checkbox"/>			
Strand B – Movement Concepts & Motor Skills				Health Promotion	
1. Movement Skills		<input type="checkbox"/>			
2. Positive Attitudes & Challenges		<input type="checkbox"/>			
3. Science & Technology		<input type="checkbox"/>			
4. Social & Cultural Factors		<input type="checkbox"/>		Socio-ecological Perspective	
Strand C – Relationships with Other People				Attitudes & Values	
1. Relationships		<input type="checkbox"/>			
2. Identity, Sensitivity & Respect		<input type="checkbox"/>			
3. Interpersonal Skills		<input type="checkbox"/>			
Strand D–Healthy Communities & Environment					
1. Societal Attitudes & Beliefs		<input type="checkbox"/>			
2. Community Resources		<input type="checkbox"/>			
3. Rights, Responsibilities & Laws		<input type="checkbox"/>			
4. People and the Environment		<input type="checkbox"/>			
LEARNING OUTCOMES (Students will be able to.....)		STRAND AND AO		EVIDENT WHEN....	
ASSESSMENT OPPORTUNITIES					
Students will use a wide range of movement skills and demonstrate the ability to link them (using equipment) in order to perform run, jump, throw actions		1 – 2B1		RUN: * Explore space, direction, light and heavy movement and running over obstacles, fast/slow, forwards/backwards, left/right, tip toes, flat feet, long and tight arms. * Through self assessment and observing others discuss the correct technique you may use if you want to run quicker/slower, zig zag/straight. JUMP: * Experimentation with 1 and 2 foot take offs over low obstacles (high jump) and varying distances (long jump).	

LEARNING OUTCOMES (Students will be able to...)	STRAND AND AO	EVIDENT WHEN.....	ASSESSMENT OPPORTUNITIES
<p>Students will share ideas and beliefs about ways the environment contributes to safety and well-being and will work with other people to make improvements.</p> <p>Students will express their ideas, needs and feelings confidently and then listen to other people and discuss them.</p>	<p>1 – 2D4</p> <p>1 – 2C3</p>	<p>* Discuss techniques to get you higher/further. Use position and use of feet / ankles / legs / hips / body position / arm / head etc.</p> <p>* Discuss safe landings – protecting ankles / legs / knees / hips.</p> <p>THROW:</p> <p>* Push and sling for height and distance using objects of various shape and weight.</p> <p>* Discuss safety when participating in these activities.</p> <p>* Transfer skills used into different environments.</p> <p>* Students take into consideration their environment when participating in various activities, and allow for adaptations to activities to ensure safety and participation.</p> <p>* Discuss ideas to ensure games are safe by looking at potential hazards in the environment.</p> <p>* For example: positions of students and direction objects are thrown.</p> <p>* Students express their ideas for adapting activities and listen to others ideas.</p> <p>* Students work with other participants of the group and take into consideration their ideas, needs, and feelings.</p> <p>* Students observe their peers and express and accept ideas on strengths and weaknesses and adaptations to activities.</p>	
<p>ESSENTIAL SKILLS</p> <p>Physical Skills</p> <p>Social and Cooperative skills</p> <p>Communication skills</p>		<p>RESOURCES & ORGANISATION</p> <p>All activities from Run/Jump/Throw sequenced resource book</p>	
<p>TEACHER EVALUATION OF UNIT</p>			
<p>STUDENT EVALUATION SUMMARY</p>			

LESSON SEQUENCE

POSSIBLE LESSONS	TEACHING IDEAS – Content/Activities
<p>RUN</p> <ul style="list-style-type: none"> • Explore space and direction. • Light and Heavy movements 	<ul style="list-style-type: none"> * Shouting out directional instructions for chn to do at a pace you or they choose eg. Walk/run/skip/hop/jog/side step * Discuss which path is slower/quicker * Run light/heavy in various directions. Tip toes/flat footed around cones etc. * Discuss which technique allows you to run quicker.
<ul style="list-style-type: none"> • Experiment with arms and legs • Running to improve agility • Standing start 	<ul style="list-style-type: none"> * Run between cones with long straight arms and then short bent arms. * Discuss which allows you to run quicker and why * Shuttle runs, object pick up, slalom runs. Time chn letting individuals know their time and challenge them to improve by focusing on what helps them to run faster. * Experiment with different ways of starting * Discuss what let them start the quickest.
<p>JUMP</p> <ul style="list-style-type: none"> • Two feet to two feet and one foot to two feet. 	<ul style="list-style-type: none"> * Using a line on the ground or a low obstacle experiment jumping from 2 feet to 2 feet, 1 foot to 2 feet. * Discuss which way got you higher or further
<ul style="list-style-type: none"> • Hopping • Leaping 	<ul style="list-style-type: none"> * One foot to same foot. * Discuss what role the arms play in hopping and balance * Leap on spot for height. Leap forwards, sideways, in and out of a hoop, over an obstacle, then walk and leap. * Discuss what body does to help you leap and land. Talk about what is easier – leaping from a standstill or a walk – why.
<ul style="list-style-type: none"> * Long Jump activities * High Jump activities 	<ul style="list-style-type: none"> * Standing push off from one leg, then two feet, then a walking push off, then running push off. * Discuss which technique gets you further – why * Walk and jump onto raised platform, practice using either leg. * Practice scissors over a line, practicing using both legs * Discuss what feels more comfortable / landings
<p>THROW:</p> <ul style="list-style-type: none"> • Seated – big balls • Kneeling – big balls • Standing – big balls 	<ul style="list-style-type: none"> * Practice pushing away from chest while sitting on your bottom. * Introduce a ball. * Discuss what fingers/hands/arms are doing * Kneeling – all activities as for seated. Discuss differences. * Standing – feet side by side/legs straight, feet side by side with knees bent, chosen foot forward, feet side by side and step forward with 1 leg.

<ul style="list-style-type: none"> • Shot activities – use bean bags or tennis balls • Throwing activities – big balls 	<ul style="list-style-type: none"> * Seated, kneeling, then standing. Push throw for distance, then height, then accuracy. * Discuss technique * Seated, kneeling then standing. Soccer throw in over head. * Experiment with body position. * Discuss which helps throw the ball further.
<ul style="list-style-type: none"> • Small ball activities – bean bags or tennis balls 	<ul style="list-style-type: none"> * Left or right foot forward, transfer weight as body goes forward. * Throw with elbow high, palm to sky. Full use of arm and shoulder. * Throw over something, at something eg target.

UNIT / TOPIC: Run, Jump, Throw		CLASS: Year 4, 5, 6		DURATION: 5 Weeks	
UNIT AIM: Children are actively involved either peer tutoring or practicing skills throughout as much of the Run Jump Throw session as possible		SCHOOL WIDE LINKS: Athletics Day			
KEY AREA OF LEARNING: Physical Activity		AO'S TO BE FORMATIVELY ASSESSED: Peer tutoring ability C2 Movement skills B1			
ACHIEVEMENT OBJECTIVES		LEVELS		UNDERLYING CONCEPTS	
Strand A–Personal Health & Physical Development				Hauora	
5. Personal Growth & Development		<input type="text"/>			
6. Regular Physical Activity		<input type="text"/>			
7. Safety & Risk Management		<input type="text"/>			
8. Personal Identity & Self Worth		2			
Strand B – Movement Concepts & Motor Skills		2		Health Promotion	
5. Movement Skills		<input type="text"/>			
6. Positive Attitudes & Challenges		2			
7. Science & Technology		<input type="text"/>			
8. Social & Cultural Factors		<input type="text"/>		Socio-ecological Perspective	
Strand C – Relationships with Other People				Attitudes & Values	
4. Relationships		<input type="text"/>			
5. Identity, Sensitivity & Respect		<input type="text"/>			
6. Interpersonal Skills		2			
Strand D–Healthy Communities & Environment					
5. Societal Attitudes & Beliefs		<input type="text"/>			
6. Community Resources		<input type="text"/>			
7. Rights, Responsibilities & Laws		<input type="text"/>			
8. People and the Environment		<input type="text"/>			
LEARNING OUTCOMES (Students will be able to.....)	STRAND AND AO	EVIDENT WHEN....		ASSESSMENT OPPORTUNITIES	
Identify and use safe practices when using athletic equipment and performing athletic skills	2 – A3	<ul style="list-style-type: none"> * Use equipment only as instructed * Use equipment only when instructed * Are in a safe area when others are practising skills * Watch carefully at all times what are doing 		Observation Discussion	
Identify others and own personal strengths when peer tutoring athletic skills	2 – A4	<ul style="list-style-type: none"> * Watch their partner perform tasks * Comment on what their partner did well * Can suggest one thing that their partner can do to improve their technique or performance * Use constructive praise 		Peer evaluation	

LEARNING OUTCOMES (Students will be able to...)	STRAND AND AO	EVIDENT WHEN.....	ASSESSMENT OPPORTUNITIES
<p>Practice athletic skills and demonstrate ability to perform them correctly</p> <p>Express their ideas and feeling confidently and sensitively when peer tutoring athletic skills</p>	<p>2 – B1</p> <p>2 – C2</p>	<p>* Fill in chart when chn get back into class with tick for good or * for great</p> <p>* Running principles on Pg 26 Run Jump Throw</p> <p>* Long Jump and High Jump using principles on Pg 57 Run Jump Throw</p> <p>* Put and sling using principles on Pg 75 Run Jump Throw</p> <p>* Speak directly to their peer</p> <p>* Make a sensible statement to their partner on something that they did well</p> <p>* Make a sensible statement to their partner on a technique they need to improve on and demonstrate what they mean</p> <p>* Speak in a loud, clear voice</p>	<p>Observation</p> <p>Self Assessment</p> <p>Peer Evaluation</p>
<p>ESSENTIAL SKILLS</p> <ul style="list-style-type: none"> * Physical skills * Self management and Competitive skills * Problem solving skills * Social and Cooperative skills * Communication skills 	<p>RESOURCES & ORGANISATION</p> <p>All activities from Run/Jump/Throw resource book</p>		
<p>TEACHER EVALUATION OF UNIT</p>			
<p>STUDENT EVALUATION SUMMARY</p>			

LESSON SEQUENCE

POSSIBLE LESSONS	TEACHING IDEAS – Content/Activities
<p>RUN</p> <ul style="list-style-type: none"> • Explore space and direction. • Light and Heavy movements 	<ul style="list-style-type: none"> * Shouting out directional instructions for chn to do at a pace you or they choose eg. Walk/run/skip/hop/jog/side step * Discuss which path is slower/quicker * Run light/heavy in various directions. Tip toes/flat footed around cones etc. * Discuss which technique allows you to run quicker.
<ul style="list-style-type: none"> • Experiment with arms and legs • Running to improve agility • Standing start 	<ul style="list-style-type: none"> * Run between cones with long straight arms and then short bent arms. * Discuss which allows you to run quicker and why * Shuttle runs, object pick up, slalom runs. Time chn letting individuals know their time and challenge them to improve by focusing on what helps them to run faster. * Experiment with different ways of starting * Discuss what let them start the quickest.
<p>JUMP</p> <ul style="list-style-type: none"> • Two feet to two feet and one foot to two feet. 	<ul style="list-style-type: none"> * Using a line on the ground or a low obstacle experiment jumping from 2 feet to 2 feet, 1 foot to 2 feet. * Discuss which way got you higher or further
<ul style="list-style-type: none"> • Hopping • Leaping 	<ul style="list-style-type: none"> * One foot to same foot. * Discuss what role the arms play in hopping and balance * Leap on spot for height. Leap forwards, sideways, in and out of a hoop, over an obstacle, then walk and leap. * Discuss what body does to help you leap and land. Talk about what is easier – leaping from a standstill or a walk – why.
<ul style="list-style-type: none"> * Long Jump activities * High Jump activities 	<ul style="list-style-type: none"> * Standing push off from one leg, then two feet, then a walking push off, then running push off. * Discuss which technique gets you further – why * Walk and jump onto raised platform, practice using either leg. * Practice scissors over a line, practicing using both legs * Discuss what feels more comfortable / landings
<p>THROW:</p> <ul style="list-style-type: none"> • Seated – big balls • Kneeling – big balls • Standing – big balls 	<ul style="list-style-type: none"> * Practice pushing away from chest while sitting on your bottom. * Introduce a ball. * Discuss what fingers/hands/arms are doing * Kneeling – all activities as for seated. Discuss differences. * Standing – feet side by side/legs straight, feet side by side with knees bent, chosen foot forward, feet side by side and step forward with 1 leg.

<ul style="list-style-type: none"> • Shot activities – use bean bags or tennis balls • Throwing activities – big balls 	<ul style="list-style-type: none"> * Seated, kneeling, then standing. Push throw for distance, then height, then accuracy. * Discuss technique * Seated, kneeling then standing. Soccer throw in over head. * Experiment with body position. * Discuss which helps throw the ball further.
<ul style="list-style-type: none"> • Small ball activities – bean bags or tennis balls 	<ul style="list-style-type: none"> * Left or right foot forward, transfer weight as body goes forward. * Throw with elbow high, palm to sky. Full use of arm and shoulder. * Throw over something, at something eg target.
<p>Reflection charts / Questioning used for discussions during the sessions of the run, jump, throw activities</p>	<p>During this unit, have children reflect on their own performance and observe other behaviour during a run, jump, throw, or competitive activity. What did they notice? Does this behaviour make you feel good/not so good? How do you feel? How did the person act? What did they do? Can this behaviour be used to enhance performance? How? Is feedback given to a student good/bad? How should it be given? How can it be used?</p>

UNIT / TOPIC: Run, Jump, Throw		CLASS: Year 7, 8		DURATION: 5 Weeks	
UNIT AIM: Students will develop at their individual level skills needed to enhance their run, jump and throw techniques.		SCHOOL WIDE LINKS: Athletics Day			
KEY AREA OF LEARNING: * Physical Activity. * Body care and Physical safety		AO'S TO BE FORMATIVELY ASSESSED: Self Assessment / Movement skills B 1, 2 Peer assessment / Observation B 4			
ACHIEVEMENT OBJECTIVES		LEVELS		UNDERLYING CONCEPTS	
Strand A–Personal Health & Physical Development				<i>Hauora</i> Building self esteem, confidence	
9. Personal Growth & Development		<input type="text"/>			
10. Regular Physical Activity		<input type="text"/>			
11. Safety & Risk Management		3			
12. Personal Identity & Self Worth		<input type="text"/>			
Strand B – Movement Concepts & Motor Skills				<i>Health Promotion</i> Develop personal skills	
9. Movement Skills		<input type="text"/>			
10. Positive Attitudes & Challenges		3			
11. Science & Technology		3			
12. Social & Cultural Factors		<input type="text"/>			
Strand C – Relationships with Other People				<i>Socio-ecological Perspective</i> Recognise the need for mutual care and responsibility between themselves and others	
7. Relationships		<input type="text"/>			
8. Identity, Sensitivity & Respect		<input type="text"/>			
9. Interpersonal Skills		<input type="text"/>			
Strand D–Healthy Communities & Environment				<i>Attitudes & Values</i> Encourage positive and willingness to give it a go. Perseverance and commitment	
9. Societal Attitudes & Beliefs		<input type="text"/>			
10. Community Resources		<input type="text"/>			
11. Rights, Responsibilities & Laws		<input type="text"/>			
12. People and the Environment		<input type="text"/>			
LEARNING OUTCOMES (Students will be able to.....)	STRAND AND AO	EVIDENT WHEN....		ASSESSMENT OPPORTUNITIES	
Develop and refine body movement to match purpose of running	3 – B1	* Head position is looking straight ahead * Arm movements are being brought back to hip and forward no higher than chin, short arm actions. * Leg movements are consistent with moving in a straight line * Body to have a slight lean * Demonstrating body position using starting commands.		Observation	
LEARNING OUTCOMES (Students will be able to...)	STRAND AND AO	EVEDENT WHEN.....		ASSESSMENT OPPORTUNITIES	

<p>Refine technique with emphasis on power for distance, throw, push and sling</p> <ul style="list-style-type: none"> - Discus (slinging activities) - Shot (pushing activities) 	<p>3 – B1</p>	<p>Discus</p> <ul style="list-style-type: none"> * Hold discus with the end joints of fingers wrapped over the rim * Shoulders are in line, elbows are high * Long throwing arm * Hip on the throwing side turns in preparation, and thrusts forward as throw is made * Feet should be slightly wider than shoulder width * Order of movement legs, chest, arm from low to high <p>Shot Put</p> <ul style="list-style-type: none"> * Starting position of holding object/shot under chin with high elbow * Free arm is held raised and slightly bent in front of chest * Low arm to high arm. Don't let hand drop. Push out * Shoulders remain square * Feet position – side position then turn fully to the front * Take weight on bent back leg, transfer weight to chest, before arm pushes out 	<p>Observation</p> <p>Self Assessment</p>
<p>Jump for distance and refine scissor jump</p>	<p>3 – B1</p>	<p>Long Jump</p> <ul style="list-style-type: none"> * Jump from 1 foot to 2 feet * Push off leg, straight leg, flat foot * Reaching forward with arms * Stretch legs out, toes up * Running steps short (easier to adjust take off) * Using an upright trunk <p>High Jump</p> <ul style="list-style-type: none"> * Using controlled regular strides * Legs are kicked up in front and are bent and do not swing to the side * Keep body trunk upright and lift hips high * Lands on feet. 	<p>Observation</p> <p>Self Assessment</p>
<p>Participate in competitive and describe how competition can effect behaviour</p>	<p>3 – B2</p>	<ul style="list-style-type: none"> * Chn record / discuss own emotions that occur during run, jump, throw activities * Through discussion chn identify how giving feedback can be used to enhance a person's performance. 	<p>Self Assessment</p> <p>Formative</p>

<p>ESSENTIAL SKILLS</p> <ul style="list-style-type: none"> * Physical skills * Self management and Competitive skills * Problem solving skills * Social and Cooperative skills * Communication skills 	<p style="text-align: center;">RESOURCES & ORGANISATION</p> <p>All activities from Run/Jump/Throw resource book</p>
<p>TEACHER EVALUATION OF UNIT</p> <p><i>Discussions, questioning chn, observations, PMI charts</i></p>	
<p>STUDENT EVALUATION SUMMARY</p> <p><i>Observations of each other, digital photos, video footage, PMI charts</i></p>	

LESSON SEQUENCE

POSSIBLE LESSONS	TEACHING IDEAS – Content/Activities
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<ul style="list-style-type: none"> * Long Jump activities * High Jump activities 	<ul style="list-style-type: none"> * Standing push off from one leg, then two feet, then a walking push off, then running push off. * Discuss which technique gets you further – why * Walk and jump onto raised platform, practice using either leg. * Practice scissors over a line, practicing using both legs * Discuss what feels more comfortable / landings
<p>THROW:</p> <ul style="list-style-type: none"> • Seated – big balls • Kneeling – big balls • Standing – big balls 	<ul style="list-style-type: none"> * Practice pushing away from chest while sitting on your bottom. * Introduce a ball. * Discuss what fingers/hands/arms are doing * Kneeling – all activities as for seated. Discuss differences. * Standing – feet side by side/legs straight, feet side by side with knees bent, chosen foot forward, feet side by side and step forward with 1 leg.

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<ul style="list-style-type: none"> • Small ball activities – bean bags or tennis balls 	<ul style="list-style-type: none"> * Left or right foot forward, transfer weight as body goes forward. * Throw with elbow high, palm to sky. Full use of arm and shoulder. * Throw over something, at something eg target.

The Fundamental Principles to Encourage Sprinting

- light quick movements
- upright carriage of the head and trunk
- movement of the feet and limbs in a straight path
- the discouragement of unnecessary body movements, particularly those directed away from the central line of movement
- use of short arm levers, pivoting about the shoulder joint
- a high pick-up of the leading thigh
- extension of the support leg
- running “tall” and with “high hips”
- a slightly forward inclination of the trunk
- relaxation throughout

The Fundamental Principles of Jumping

- jumping may be from a standing start or from an approach run
- take-offs may be made from one foot or from two feet
- in athletics, 2 feet take-offs are only used in a standing jump
- landing is usually make on 2 feet or on the bottom (2 feet to 1 foot is not a practicable form of jump)
- jumper’s leg should bend or flex in preparing to jump
- take-off should be from a flat foot rather than the toes
- arms should swing backwards in preparing to jump, then swing vigorously up as the jump is made (2 arms in a standing jump and 1 arm in a running jump)
- legs should “give” on landing in order to absorb the shock
- encourage long body shapes in the air

The Fundamental Principles to Encourage Throwing

- transfer of weight from back foot to front foot, and from low to high
- a wide-based stance makes this easier
- non-dominant foot and shoulder lead the movement all the time
- feet and legs first
- hips, chest, then arms, last and fast