Lesson no. 2	Subject: Athletics	Lesson description: Basic Sprint start	Year: 7	Group:	Ability:	Day:	Period:	Duration:	Total No.: M: F: SEN:
Objectives:	To be able to confidently perform with accuracy, a standing and semi-crouched sprint start. To understand how the crouched position allows the runner to start the race more efficiently and be able to depict and/or express this in basic mechanical terms. To be able to begin a sprint race using the semi-crouched start.								

Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Eval of Perf.	Creativity, Resilience and Tactics	Maths / English / Science / Cross Curricular	Link to Theoretical PE Aspects
Student Warm Up	The pairs chosen last lesson lead the warm up Students arranged in a circle. Students lead through series of stretches	To be able to lead the group through heart raising exercises. To understand the importance of stretching at the start of the session. To be able to demonstrate relevant stretches	listen to and follow instructions of those leading the warm-up Hold stretches for 8 seconds. No bouncing.	↑ Get pupils to incorporate in the warm up and stretching with Objects used in the lesson	Observe pupils performances Use warm up cards with key phrases **Q & A** on benefits of stretching and their warm ups	**R✚** What mindset do they have when winning?	Science: Inheritance, chromosomes, DNA and genes Objectives: Identify simple differences between species Student expectations: I can explain how a key can be used to find the differences between animals. Skills: Comparison of speed within Humans English: To allow pupils to become more confident and self-sufficient with key reading, writing and study skills by creating warm and stretch exercises. Objectives: Setting personal targets on how to deliver the warm up, monitoring how others complete the warm up and actioning to make sure the warm up is completed correctly. Learning and practising specific reading and writing strategies to communicate the warm up to an audience. Student expectations: How to use a library effectively: Dewey system etc, to find different and appropriate warm ups and stretches. How to read for meaning: skimming and scanning. Writing accurately in structured paragraphs. Spelling and grammar. Building vocabulary. Skills: Private reading for pleasure: regular changing of library books. Reading diary. Reading aloud to a friend/trusted and supportive adult. Checking and learning corrections. Maths: Scatter graphs Objectives: To understand correlation and interpret lines of best fit Student expectations: I can read off information and understand positive and negative correlation Skills: Comparison of speed within scattergraphs as distance-time Interpret graphical data	Students should be taught to understand and justify appropriate elements and phases of a warm up for different sporting activities. **Cardio-respiratory system** Students review the route/pathway of air; • Mouth/nose; Trachea • Bronchi • Bronchioles • Lungs • Alveoli Students should be introduced to the gas exchange at the alveoli, the properties of the alveoli and how these help gas exchange; • Larger surface area • The wall of the alveoli is moist and only one cell thick • Increased number of capillaries • Short distance for diffusion • Large blood supply • Movement of gas form a high concentration to a low concentration of gas Students should look at this process as they perform throughout the lesson. They should perform deep breaths to feel airflow through their mouth/nose filling the lungs (expanding the chest) reflecting on the pathway of the air into the body. Students should also identify how their breathing changes as they sprint the 100m (i.e. anaerobic activity) Students should be taught to understand and justify appropriate elements of a cool down for different sporting activities. • allowing the body to recover • the removal of lactic acid/CO_2/waste products prevent (delayed onset of) muscle soreness/ DOMS
Basic Sprint start	Shuttle. 2 stand opposite 2, 10 metres apart. Shuttle across and join the back of the opposite queue. While shuttling across use – a standing start position, a semi crouched position (no hands on floor). 10m sprint (timed) Pairs sprint races. One uses standing start, other uses semi-crouched start (over 20m) (timed) 30m sprint (timed) 40 metre sprint races with semi-crouched start. (timed)	To understand the importance of preparing for and recovering from exercise safely and effectively and to know the principles used. To be able to confidently perform with accuracy, a standing and semi-crouched sprint start. To understand how the crouched position allows the runner to start the race more efficiently and be able to depict and/or express this in basic mechanical terms.	**On your Marks:** The foot is placed up to the starting line but not on it. The feet are about shoulder width apart to obtain a good balanced position The weight is distributed so that about 2/3rds of the weight is on the front foot. **Set:** Bend the knees and lean forwards. Arms synchronised with the legs in this case right foot forward and left arm forward. Back, neck and head in line. Remain motionless. **Marks**: Place the right foot behind the line Place the left foot behind the right The toe of the right foot should be turned under Hands should be slightly wider than shoulder width with fingers behind line forming a bridge Arms should be straight but not locked The head and neck in line with the spine **Set:** Hips raised to a position slightly higher than the shoulders There should be an angle of 90 degrees at the front knee shoulder should be above the start line head and neck in line with the spine Remain motionless. **GO**: DRIVE UP AND OUT WITH LEGS Arms pumping from waist to chin Heel to toe action with legs Looking forwards	↑ Pupils evaluate and correct the correct stance throughout the phases ←→ Pupils race against those of equal ability ←→ Pupils race against those of equal ability ↑ Pupils evaluate and correct the start ↓ Decrease distances ←→ Pupils race against those of equal ability ↓ Decrease distances	☑ Pupils evaluate and correct the correct stance throughout the phases Ask students for feedback regarding their performances and strategies used ☑Pupils evaluate and correct the correct start throughout the phases Assess the weak attempts Assess the mistakes made in the event **Q&A:** What is the OR and WR for this event Work out and evaluate: What is the difference between the partners 200m attempt to the 200m World Record and 200m Olympic Record?	Discuss the traits of a sprinter Discuss the importance of reactions R✚ Reward the best attempts Pupils discuss how to gain an advantage over competitors What is the difference between the partners attempt to the World Record and Olympic Record Pupils devise new strategies to beat opponents Discus the tactics of the start of the race. **R✚** identify a few steps along the way to achieve goals when running.	
Testing and Targets	Test the students starts to get the best technique to start from	To develop the starting skills and test these.						
Competition	How far can the partner get in the WR time	To be able to confidently perform with accuracy, the start and sprint in the allocated time. Record the distances						
100 metres	100 M pupils time from standing start and record here scores 100 M pupils time from crouched start and record here scores Compare the times 100 M timed race Rest and Use hand out sheets to calculate differences between times 100 M timed race	To be able to begin a sprint race using the semi-crouched start.						
Leadership and Coaching	In pairs, observe partner sprint 100m and give teaching points, coaching advice and advice	To know how to accurate replication the actions, phrases and sequences of running styles to help others	Give teaching points, coaching advice and assessment correctly and clearly	↑ Pupils evaluate and identify variations in pace	◈ Students state, the strength and weakness in their starts	**R✚** Students teach / coach a new skill Discus the tactics of the race.		
Officiating	Officiate the 100 m event Record the 100m times accurately and correctly	To be able to officiate the event correctly using the correct signals, comments and techniques To be able to time the event correctly	Use correct commands Use correct method of recording timings Use the correct signals	↑ Pupils in pairs start, finish and organise the races	Q&A: How can a competitor be disqualified from the 100m event	Discus the laws that govern the start and finish.		
Cool Down	The 2 students chosen to lead the cool down do so	To understand why you Cool Down and do rhythmical movement after exercise	listen to and follow instructions of those leading the cool down complete exercises and stretches	↑ Why is a Cool down is essential after exercise	Ask students for feedback regarding their performances Use cool down cards with key phrases	**R✚** Reward hardworking		

Active lifestyle & Social Guidance	Discus the positive effects of a balanced diet for Athletes
Equipment	TV & video, Record sheet, analysis, discus – approp. Weight, Cones, Tape measure, Whistle
Healthy Lifestyles and well being	State why being hydrated is paramount for optimum performance