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| **Athletics Medium Term Plan KS1**  **NC POS:** A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect  **Concepts:** Joy of movement, personal challenge, building resilience  **Key vocabulary:** In this unit children will have an opportunity to use a range of  words and phrases, such as:  • run  • catch  • hop  • skip  • step  • sideways, forwards, backwards  • throw high, low, far, near, straight  • aim  • drop  • bounce  • fast, medium, slow  • safely  **Prior learning:**  It is helpful if children have:  • experienced different ways of moving on their feet  • moved safely between and around objects and other children  • linked running and jumping movements  • used a variety of games equipment, eg balls, bats, quoits and  beanbags, to catch, throw and send into target areas |
| **Core knowledge: Athletics**   * ABOUT THE UNIT- * In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy. * WHERE THE UNIT FITS IN- * This unit lays the foundations for athletic activities in years 3 and 4, in which children will learn the importance of strength and stamina, and will be introduced to a range of warm-up and stretching activities that help prepare them for athletic activity. They will improve their throwing skills and begin to associate different throwing actions with particular types of equipment. They will cover more distance in single and linked jumps, keeping good posture and control. They will be encouraged to watch and comment on the differences between successful and unsuccessful attempts. They will also measure and record athletic activity. This unit could be used in key stage 1. Other physical education units, such as Gymnastic activities (unit 1), will help children to improve their control of movement, especially when moving on their feet, leaping and landing. Games-based activity will also reinforce good running, jumping and throwing actions. All units place value on working well as a member of a group or team, and help children develop their stamina, strength and suppleness.   EXTENSION AND ENRICHMENT  Out of lessons, at home and in the community, children could be  encouraged to:  • take part in playground activities and challenges during playtimes  and at lunchtime  • play travelling, jumping and throwing activities with their parents  or guardians  • join activity clubs that give opportunities to practise athletic skills  and encourage higher activity levels  • take part in activity-based sessions for children at local clubs  CROSS-CURRICULAR LINKS  This unit could be linked to:  • English – using appropriate language for athletic activity;  developing vocabulary by considering words associated with a  particular topic is a consistent objective in the National Literacy  Strategy: Framework for teaching  • mathematics – developing awareness of distance, estimating and  time, reinforcing number work, counting and sequencing,  introducing measuring skills  • PSHE – developing self-esteem and self-confidence by setting  and achieving simple athletic challenges, establishing  relationships with others through activities, beginning to  understand that everyone is different  • science – developing a simple definition for exercise,  understanding that exercise changes body condition and is good  for the body |
| **Wider influences- Worth being familiar with**  • In every lesson, most of the children’s learning should take  place through physical activity relating to the core tasks.  • Most lessons should start with short warm-up activities that help  the children remember what they did in the last lesson and prepare  them for what they will learn next. Most lessons should end with  cool-down activities.  • Give the children opportunities and time to investigate, explore and  practise on their own and with a partner. They should also have  opportunities to challenge and measure themselves, and to record  some of what they achieve.  • Make sure the children take part in some vigorous activity, so that  they can identify how their body changes as a result of exercise.  • Give the children specific guidance on what to do and how to do it,  as well as general feedback and praise.  Health and safety  • Do the children’s clothing and footwear help their learning and  keep them safe?  • Is the space safe and clear enough to work in?  • Are the children aware of others in the class when they are moving  and working?  • Have all the children warmed up and cooled down properly? |
| **Enduring understanding**  Year 1 End of unit- run at different speeds; take part in a relay activity with guidance; jump with accuracy into  and out of areas from a standing position; throw a variety of objects, using a small range of  techniques; recognise when their heart rate and temperature have changed  Year 2 End of unit-  run at fast, medium and slow speeds, changing speed and direction; link running and  jumping activities with some fluency, control and consistency; make up and repeat a short  sequence of linked jumps; take part in a relay activity, remembering when to run and what to  do; throw a variety of objects, changing their action for accuracy and distance; recognise  when their heart rate, temperature and breathing rate have changed |
| **Local Links :**   * **Local sports clubs** |