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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 ofwords 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 andbeanbags, 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 ENRICHMENTOut of lessons, at home and in the community, children could beencouraged to:• take part in playground activities and challenges during playtimesand at lunchtime• play travelling, jumping and throwing activities with their parentsor guardians• join activity clubs that give opportunities to practise athletic skillsand encourage higher activity levels• take part in activity-based sessions for children at local clubsCROSS-CURRICULAR LINKSThis unit could be linked to:• English – using appropriate language for athletic activity;developing vocabulary by considering words associated with aparticular topic is a consistent objective in the National LiteracyStrategy: Framework for teaching• mathematics – developing awareness of distance, estimating andtime, reinforcing number work, counting and sequencing,introducing measuring skills• PSHE – developing self-esteem and self-confidence by settingand achieving simple athletic challenges, establishingrelationships with others through activities, beginning tounderstand that everyone is different• science – developing a simple definition for exercise,understanding that exercise changes body condition and is goodfor the body |
| **Wider influences- Worth being familiar with**  • In every lesson, most of the children’s learning should takeplace through physical activity relating to the core tasks.• Most lessons should start with short warm-up activities that helpthe children remember what they did in the last lesson and preparethem for what they will learn next. Most lessons should end withcool-down activities.• Give the children opportunities and time to investigate, explore andpractise on their own and with a partner. They should also haveopportunities to challenge and measure themselves, and to recordsome of what they achieve.• Make sure the children take part in some vigorous activity, so thatthey 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 andkeep them safe?• Is the space safe and clear enough to work in?• Are the children aware of others in the class when they are movingand 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 intoand out of areas from a standing position; throw a variety of objects, using a small range oftechniques; recognise when their heart rate and temperature have changedYear 2 End of unit- run at fast, medium and slow speeds, changing speed and direction; link running andjumping activities with some fluency, control and consistency; make up and repeat a shortsequence of linked jumps; take part in a relay activity, remembering when to run and what todo; throw a variety of objects, changing their action for accuracy and distance; recognisewhen their heart rate, temperature and breathing rate have changed |
| **Local Links :** * **Local sports clubs**
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