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| **Athletics Medium Term Plan Lower KS2**  **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, Critical thinking and action  **Key vocabulary; In this unit children will have an opportunity to use a range of**  **words and phrases, such as:**  **• sprint, jog**  **• pace, eg steady, fast, medium, slow**  **• throwing action, eg sling, push, pull**  **• power**  **• stamina**  **• speed**  **• safety**  **• relay**  **• time**  **• measure**  **• record**  **Prior learning:**  It is helpful if children have:  • experienced running fast and running for sustained periods of  time, eg two to three minutes  • taken part in simple tag relay races or shuttle relays  • thrown a range of objects using different actions, for distance  and accuracy, eg into a target  • used different jumping actions, eg hop, step, two feet to two  feet, singly and in combination |
| **Core knowledge: Athletics**  **ABOUT THE UNIT**  In this unit children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for  distance and time that involve using different styles and combinations of running, jumping and throwing.  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 5 and 6, in which children will develop their technical understanding across  all areas of athletics. They will be introduced to the idea of training for a specific purpose, eg carrying out sprinting activities to  increase leg speed and muscle reaction time. In jumping events, they will extend their run-up and will be encouraged to think about  technique at take-off. In throwing events, they will extend the length of their run-up and be encouraged to think about the last stride  in the run-up. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.  Other physical education units will help children to develop good running, jumping and throwing techniques through games-based  activities. Safety procedures and the importance of stamina and strength will be reinforced throughout the physical education  curriculum. Jumping activities and a range of travelling skills will be used in gymnastic activities and dance.  **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  • join an after-school activity club to practise techniques and skills,  and to be physically active  • practise suitable skills at home and set up an activity diary to be  filled in at home  • take part in athletic activity-based sessions at local clubs  **CROSS-CURRICULAR LINKS**  This unit could be linked to:  • English – using technical language, supporting work on verbs  and adverbs  • mathematics – estimating distance and time, recording data  • PSHE – developing self-concept by meeting challenges,  developing interpersonal relationships, learning about roles and  etiquette |
| **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 to practise, repeat and refine the  skills they learn. Vary activities so that the children don’t get too  tired in any one event or challenge. Organise a range of  competitions for individuals and groups, eg the combined distance  thrown in an event by a small group.  • The children should set their own targets for performance. They  could design a spreadsheet for recording and interpreting their  results, and could also use the spreadsheet for organising  competitions. Give them the opportunity to measure and record  throwing and jumping activities.  • Make sure the children have an opportunity to see good-quality  performances by their peers and others. Encourage them to look at  how movements start and finish.  • Give the children specific guidance on the skills they need to use  and how to use them correctly, as well as general feedback and  praise. Give them opportunities to talk about what they are doing  and to comment on their own and others’ performances.  • 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 3 End of unit- demonstrate running, jumping and throwing skills in simple challenges; show some control  when using a small range of basic running, jumping and throwing actions; cooperate when  working in small groups to meet challenges; recognise different parts of a warm up and join  in well; recognise when their body is warmer or cooler and when their heart beats faster or  slower; recognise and describe different athletic techniques  Year 4 End of unit- understand and demonstrate the difference between sprinting and running for sustained  periods; know and demonstrate a range of throwing techniques; throw with some accuracy  and power into a target area; perform a range of jumps, showing consistent technique and  sometimes using a short run-up; play different roles in small groups; relate different types of  activity to different heart rates and body temperatures, and use some of these activities when  warming up; compare and contrast performances using appropriate language |
| **Local Links :**   * **Local sports clubs** |