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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 oftime, eg two to three minutes• taken part in simple tag relay races or shuttle relays• thrown a range of objects using different actions, for distanceand accuracy, eg into a target• used different jumping actions, eg hop, step, two feet to twofeet, 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 fordistance 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 acrossall areas of athletics. They will be introduced to the idea of training for a specific purpose, eg carrying out sprinting activities toincrease leg speed and muscle reaction time. In jumping events, they will extend their run-up and will be encouraged to think abouttechnique at take-off. In throwing events, they will extend the length of their run-up and be encouraged to think about the last stridein 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-basedactivities. Safety procedures and the importance of stamina and strength will be reinforced throughout the physical educationcurriculum. 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 beencouraged to:• take part in playground activities and challenges during playtimesand 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 befilled 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 verbsand adverbs• mathematics – estimating distance and time, recording data• PSHE – developing self-concept by meeting challenges,developing interpersonal relationships, learning about roles andetiquette |
| **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 to practise, repeat and refine theskills they learn. Vary activities so that the children don’t get tootired in any one event or challenge. Organise a range ofcompetitions for individuals and groups, eg the combined distancethrown in an event by a small group.• The children should set their own targets for performance. Theycould design a spreadsheet for recording and interpreting theirresults, and could also use the spreadsheet for organisingcompetitions. Give them the opportunity to measure and recordthrowing and jumping activities.• Make sure the children have an opportunity to see good-qualityperformances by their peers and others. Encourage them to look athow movements start and finish.• Give the children specific guidance on the skills they need to useand how to use them correctly, as well as general feedback andpraise. Give them opportunities to talk about what they are doingand to comment on their own and others’ performances.• 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 3 End of unit- demonstrate running, jumping and throwing skills in simple challenges; show some controlwhen using a small range of basic running, jumping and throwing actions; cooperate whenworking in small groups to meet challenges; recognise different parts of a warm up and joinin well; recognise when their body is warmer or cooler and when their heart beats faster orslower; recognise and describe different athletic techniquesYear 4 End of unit- understand and demonstrate the difference between sprinting and running for sustainedperiods; know and demonstrate a range of throwing techniques; throw with some accuracyand power into a target area; perform a range of jumps, showing consistent technique andsometimes using a short run-up; play different roles in small groups; relate different types ofactivity to different heart rates and body temperatures, and use some of these activities whenwarming up; compare and contrast performances using appropriate language |
| **Local Links :** * **Local sports clubs**
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