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| **Athletics Medium Term Plan Upper 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 movementBuilding ResiliencePersonal challengeCritical thinking and Action**Key vocabulary:** In this unit children will have an opportunity to use a range ofwords and phrases, such as:• race• run-up• position of feet on last stride• pacing, stamina• strength and speed = power• suppleness• safety and rules• relay take-over area• time, measure• record• set targets **Prior learning:**It is helpful if children have:• been timed in sprinting and longer distance running activities• taken part in a range of relay events• made up and measured a range of throwing and jumpingevents, and understood the need for safety procedures in theseactivities• identified when their body is warm and ready for exercise, andhow the intensity of activity affects the heart rate, temperatureand breathing rate |
| **Core knowledge: Athletics****ABOUT THE UNIT**In this unit children focus on developing their technical understanding of athletic activity. They learn how to set targets and improvetheir performance in a range of running, jumping and throwing activities.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 future athletic activity units, in which children will develop their understanding of the links betweenbeing fit and performing well, and will find out more about how athletics activity can help to keep them healthy. In running events,they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (althoughmodified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumpingfor height and length.In other physical education units, games and gymnastic activities will reinforce the need for good running, throwing and jumpingtechniques. The need to learn and take a range of roles, eg coach, umpire, recorder, judge, will apply across the whole physicaleducation curriculum**EXTENSION AND ENRICHMENT**Out of lessons, at home and in the community, children could beencouraged to:• take part in activities and challenges during playtimes and atlunchtime• join an extracurricular athletic club• look for opportunities to take part in athletic activities in thecommunity• practise some of the activities at home• take part in a 50-kilometre or 100-kilometre club, where they tryto run the distance over a period of several weeks, keeping adiary of the distance they go each time they run**CROSS-CURRICULAR LINKS**This unit could be linked to:• English – speaking and listening, extending the range and qualityof vocabulary• ICT – storing and retrieving information, setting targets• mathematics – estimating distance, collecting and storinginformation• PSHE – developing relationships based on trust and honesty,learning to cope with success and failure, taking criticism andacting on it, developing awareness of strengths and weaknesses• science – investigating how the body works, understanding thebenefits of exercise and good nutrition |
| **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 of competitions for individuals and groups, eg thecombined distance thrown 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. They could do this using ICTdevices such as stopwatches or light gates to measure speed, eg attake-off.• 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. They could compare their ownand other performances using an interactive whiteboard.• 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.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 when they are moving andworking?• Have all the children warmed up and cooled down properly? |
| **Enduring understanding**Year 5 End of unit- understand and demonstrate the difference between sprinting and distance running; sustaintheir pace and effort for short periods of time; demonstrate a range of throwing actionsusing modified equipment, with some accuracy and control; demonstrate a range of simplerjumping skills in different activities; identify activities that need more power or more stamina;with guidance, take different roles, eg recorder; explain some of the similarities anddifferences between different throws or jumpsYear 6 End of unit-  choose the best pace for a running event, so that they can sustain their running and improveon a personal target; show control at take-off in jumping activities; show accuracy and goodtechnique when throwing for distance; organise and manage an athletic event well;understand how stamina and power help people to perform well in different athleticactivities; identify good athletic performance and explain why it is good, using agreed criteria |
| **Local Links :** * **Local sports clubs**

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