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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 movement  Building Resilience  Personal challenge  Critical thinking and Action  **Key vocabulary:** In this unit children will have an opportunity to use a range of  words 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 jumping  events, and understood the need for safety procedures in these  activities  • identified when their body is warm and ready for exercise, and  how the intensity of activity affects the heart rate, temperature  and 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 improve  their 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 between  being 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 (although  modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping  for height and length.  In other physical education units, games and gymnastic activities will reinforce the need for good running, throwing and jumping  techniques. The need to learn and take a range of roles, eg coach, umpire, recorder, judge, will apply across the whole physical  education curriculum  **EXTENSION AND ENRICHMENT**  Out of lessons, at home and in the community, children could be  encouraged to:  • take part in activities and challenges during playtimes and at  lunchtime  • join an extracurricular athletic club  • look for opportunities to take part in athletic activities in the  community  • practise some of the activities at home  • take part in a 50-kilometre or 100-kilometre club, where they try  to run the distance over a period of several weeks, keeping a  diary 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 quality  of vocabulary  • ICT – storing and retrieving information, setting targets  • mathematics – estimating distance, collecting and storing  information  • PSHE – developing relationships based on trust and honesty,  learning to cope with success and failure, taking criticism and  acting on it, developing awareness of strengths and weaknesses  • science – investigating how the body works, understanding the  benefits of exercise and good nutrition |
| **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. They could do this using ICT  devices such as stopwatches or light gates to measure speed, eg at  take-off.  • 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. They could compare their own  and other performances using an interactive whiteboard.  • 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.  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 when they are moving and  working?  • 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; sustain  their pace and effort for short periods of time; demonstrate a range of throwing actions  using modified equipment, with some accuracy and control; demonstrate a range of simpler  jumping 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 and  differences between different throws or jumps  Year 6 End of unit-  choose the best pace for a running event, so that they can sustain their running and improve  on a personal target; show control at take-off in jumping activities; show accuracy and good  technique when throwing for distance; organise and manage an athletic event well;  understand how stamina and power help people to perform well in different athletic  activities; identify good athletic performance and explain why it is good, using agreed criteria |
| **Local Links :**   * **Local sports clubs** |