

Athletics:

Big Ideas/ Key Elements of PE		
<ul style="list-style-type: none"> - Movement - Development of skills and techniques - Application of skills and techniques — Co-operation/teamwork 	<ul style="list-style-type: none"> - Competition — Games - Tactics - Challenge 	<ul style="list-style-type: none"> - Analysis and evaluation - Preparation for life and participation - Health and fitness — Swimming

Yr	Term	About the Unit (unit file ref: phe#)	Where the unit fits in	Prior Learning it builds on	Intentions	Vocabulary
R			ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Previous experiences will vary based on prior setting. These can include 'mini sports days' with running, balancing and target activities.	Be able to run in an increasingly co-ordinated manner with control over speed and direction. Be able to complete an under and over arm throw with increasing accuracy. Be able to jump with initial technique of bending knees and moving arms.	run <ul style="list-style-type: none"> • catch <ul style="list-style-type: none"> • Jump • sideways, forwards, backwards • throw high, low, far, near, straight • aim • drop • bounce • fast, medium, slow • safely <ul style="list-style-type: none"> • Bend
1/2			This unit lays the foundations for athletic activities in years 1 and 2, in which pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	<ul style="list-style-type: none"> • Experienced different ways of travelling, walk slow, run fast etc • Children will have explored throwing and catching using both over and underarm techniques 	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	run <ul style="list-style-type: none"> • catch <ul style="list-style-type: none"> • Jump • Hop • skip • sideways, forwards, backwards • throw high, low, far, near, straight • aim • drop • bounce • fast, medium, slow • safely <ul style="list-style-type: none"> • Bend • Land • Overarm • Underarm

3		<p>Ph17 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.</p> <p>As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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, <i>eg balls, bats, quoits and beanbags</i>, to catch, throw and send into target areas 	<p>run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed</p>	<ul style="list-style-type: none"> • run • catch • hop • skip • step • sideways, forwards, backwards • throw high, low, far, near, straight • aim • drop • bounce • fast, medium, slow • safely
4		<p>Ph18 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.</p> <p>As in all athletic activities, children think about how</p>	<p>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, <i>eg carrying out sprinting activities to increase leg speed and muscle reaction time</i>. 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</p>	<ul style="list-style-type: none"> • experienced running fast and running for sustained periods of time, <i>eg two to three minutes</i> • taken part in simple tag relay races or shuttle relays • thrown a range of objects using different actions, for distance and accuracy, <i>eg into a target</i> • used different jumping actions, <i>eg hop, step, two feet</i> 	<p>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</p>	<p>such as:</p> <ul style="list-style-type: none"> • sprint, jog • pace, <i>eg steady, fast, medium, slow</i> • throwing action, <i>eg sling, push, pull</i> • power • stamina • speed • safety • relay • time • measure • record

		to achieve the greatest possible speed, height, distance or accuracy.	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.	to two feet, singly and in combination		
5/6		<p>Phe29</p> <p>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.</p> <p>As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p>	<p>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, <i>eg coach, umpire, recorder, judge</i>, will apply across the whole physical education curriculum.</p>	<ul style="list-style-type: none"> • 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 	<p>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</p>	<ul style="list-style-type: none"> • 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