

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** UKS2 Year A Athletics

**Key Concept- Concepts:** Joy of movement, personal challenge, building resilience, Critical thinking and action  
**PoS aims from NC:**

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

### Prior Learning (what pupils already know and can do)

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

### Long-term Learning (what pupils MUST know and remember) End Goals

<u>Y5 skill</u>	<u>Y6 skill</u>	<u>ABOUT THE UNIT</u>
<p>*Use correct technique to run at speed.</p> <p>Develop the ability to run for distance. Identify and apply techniques of relay running.</p> <p>*Understand which technique is most effective when jumping for distance. Explore different footwork patterns.</p> <p>*Throw with accuracy and power.</p> <p>*Learn how to use skills to improve the distance of a pull throw.</p> <p>*Demonstrate good techniques in a competitive situation.</p>	<p>*Explore different footwork patterns.</p> <p>*Understand which technique is most effective when jumping for distance.</p> <p>*Practise throwing with power and accuracy.</p> <p>*Throw safely and with understanding.</p> <p>*Utilise all the skills learned in this unit in a competitive situation.</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. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> <p><b>WHERE THE UNIT FITS IN</b></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.</p> <p>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</p>

### **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

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- suppleness
- safety and rules
- relay take-over area
- time, measure
- record
- set targets

### Session 1

Skills: I can....

Change pace and run at different tempos

Sustain my pace over longer distances

Knowledge: I know....

How to control my running over middle distance

How running a bend differs from running a straight

Assessment: I can...

Can lead others in warming up, knows why it is important and can work actively across whole sessions

### Session 2

Skills: I can....

Throw with accuracy and power using the pull technique

Throw after a run up

Knowledge: I know....

To get sideways on when throwing

How to throw safely as part of a group

To use my non-throwing arm to help me throw

Assessment: I can...

Listens actively, respects the opinion of others and contributes ideas

### Session 3

Skills: I can....

Throw with greater force and over longer distances

Throw with greater control, accuracy and efficiency

Knowledge: I know....

How to throw a shot using 'clean palm, dirty neck' technique

How to generate power from the thighs

Assessment: I can...

Enjoys competing and challenging him/herself to improve across all areas

### Session 4

Skills: I can....

Perform the correct techniques for triple jump, high jump and standing vertical jump

Measure accurately my performance at standing vertical jumping

Knowledge: I know....

How to approach the bar from an arced run up when high jumping

The technique, 'same, different, both' for triple jump

Assessment: I can...

Can lead others in warming up, knows why it is important and can work actively across whole sessions

### Session 5

Skills: I can....

Combine sprinting with hurdling

Knowledge: I know....

My take off foot and lead leg

How to hurdle efficiently

Assessment: I can...

Listens actively, respects the opinion of others and contributes ideas

### Session 6

Skills: I can....

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Transfer a relay baton efficiently as part of a team

Knowledge: I know....

How to position myself to receive a baton

Assessment: I can...

Enjoys competing and challenging him/herself to improve across all areas.

**Future learning this content supports:**

- Access to a variety of sporting experiences across KS2 will add depth to this. The use of transferable skills and vocabulary will consolidate the learning within this unit.