

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
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Yr	Term	About the Unit (unit file ref: phe#)	Where the unit fits in	Prior Learning it builds on	Intentions (skills)	Knowledge	Vocabulary
R					Gross motor ELG from September 2021 Move energetically, such as running, jumping, hopping, skipping and climbing.		<ul style="list-style-type: none"> • Running • Hopping • Skipping • Jumping • Climbing
1					<ul style="list-style-type: none"> • Run for longer periods of time in one direction • Learn a variety of hopping/jumping (such as 1 footed, 2 footed) • Experience moving in different ways and different directions • Use a variety of equipment to practice throwing (bean bags, quoits, balls) • Partake in small races for enjoyment and understand the term compete 		<ul style="list-style-type: none"> • Running • Hopping • Skipping • Jumping • Throwing • Direction • Compete
2					<ul style="list-style-type: none"> • To be able to run in a straight line over a distance of 20 meters • Move safely between and around objects and other children • Practice a range of jumping techniques, taking off and landing 		

					<p>on different feet</p> <ul style="list-style-type: none"> • Link simple running and jumping movements • Use a variety of equipment to practice throwing towards a target (bean bags, quoits, balls) • Compete against others for enjoyment 		
3		<p>Phe17- 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.</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 	<ul style="list-style-type: none"> ▪ run at fast, medium and slow speeds, changing speed and direction over 60 metres ▪ link running and jumping activities with some fluency, control and consistency; ▪ take part in a relay activity, remembering when to run and what to do; ▪ Use a range of throwing techniques (such as under arm, over arm) ▪ Throw with accuracy to hit a target area ▪ Compete with others and aim to improve personal best performances. 	<p>-recognise when their heart rate, temperature and breathing rate have changed and why</p> <p>-to know the type of throw that suits the equipment</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</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</p>	<ul style="list-style-type: none"> • experienced running fast and running for sustained periods of time, 	<ul style="list-style-type: none"> ▪ understand and demonstrate the difference between sprinting and 	<p>- To be able to relate different types of activity to different heart</p>	<p>such as:</p> <ul style="list-style-type: none"> • sprint, jog • pace, <i>eg steady, fast, medium, slow</i>

		<p>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 to achieve the greatest possible speed, height, distance or accuracy.</p>	<p>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.</p>	<p><i>eg two to three minutes</i></p> <ul style="list-style-type: none"> • 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 to two feet, singly and in combination</i> 	<p>running for sustained periods</p> <ul style="list-style-type: none"> ▪ know and demonstrate a range of throwing techniques ▪ throw with some accuracy and power into a target area or to cover distance ▪ perform a range of jumps consistently, using a run up where appropriate ▪ play different roles in small groups; ▪ compare and contrast performances using appropriate language ▪ Compete with others and aim to improve personal best performances. 	<p>rates and body temperatures, and use some of these activities when warming up- identify why these things have changed.</p> <p>- To know what makes a good performance and identify how to improve it</p>	<ul style="list-style-type: none"> • throwing action, <i>eg sling, push, pull</i> • power • stamina • speed • safety • relay • time • measure • record
5/6		<p>Phe29- 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,</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>	<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 	<ul style="list-style-type: none"> • 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 ▪ combine sprinting with low hurdles over 60 metres ▪ Throw accurately and refine performance by analysing technique and body shape ▪ Compete with others and keep track of personal best performances, setting targets for improvements ▪ organise and manage an athletic event well; 	<p>- identify good athletic performance and explain why it is good, using agreed criteria</p> <p>- understand what stamina and power are and how they help people to perform well in different athletic activities</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

		height, distance or accuracy.		the heart rate, temperature and breathing rate			