

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

### **Subject:** LKS2 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:

It is helpful if children have:

- experienced running fast and running for sustained periods of time, eg two to three minutes
- taken part in simple tag relay races or shuttle relays
- thrown a range of objects using different actions, for distance and accuracy, eg into a target
- used different jumping actions, eg hop, step, two feet to two feet, singly and in combination

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

<b>Y3 skill</b>	<b>Y4 skill</b>	
<p>*Run in different directions and at different speeds, using a good technique. Understand the relay and passing the baton. Choose and understand appropriate running techniques</p> <p>*Reinforce selection and application of jumping techniques</p> <p>*Compete in a mini competition, recording scores and assessing against personal best.</p>	<p>*Explore different footwork patterns Understand which technique is most effective when jumping for distance.</p> <p>*Practise jumping with power and accuracy.</p> <p>*Jump safely and with understanding</p> <p>*Utilise all the skills learned in this unit in a competitive situation.</p>	<ul style="list-style-type: none"><li>• ABOUT THE UNIT-</li><li>• 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. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</li><li>•</li><li>• WHERE THE UNIT FITS IN-</li><li>• 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. 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.</li></ul>

### **Key Vocabulary**

In this unit children will have an opportunity to use a range of words and phrases, such as:

- sprint, jog
- pace, eg steady, fast, medium, slow
- throwing action, eg sling, push, pull
- power
- stamina
- speed
- safety
- relay
- time
- measure
- record

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### Session 1

Skills: I can....

Use the correct technique to start a sprint race

Develop my coordination to improve my speed

Knowledge: I know...

How to start a sprint race

The importance of keeping my first few metres low and powerful

Assessment: I can...

Warm up prior to exercise and be able to sustain performance over periods of time

### Session 2

Skills: I can....

Hurdle efficiently and consistently

Sprint between hurdles

Knowledge: I know...

Which my take-off foot is

The technique associated with hurdling

Assessment: I can...

Work well with others in a range of contexts

### Session 3

Skills: I can....

Develop the technique and consistency of my jumps

Jump consistently off the same foot

I can scissor kick

Knowledge: I know...

That my furthest landing point backwards, in long jump and triple jump, is the point measured in competition

To run in an arc and to approach the bar sideways on when high jumping

That triple jump can be remembered by, 'Same, different, both.'

Assessment: I can...

Enjoys competing / performing and thrives on showcasing their talents

### Session 4

Skills: I can....

Throw overarm accurately

Throw overarm with power, for distance

Knowledge: I know...

To position my body sideways-on when throwing

The 'pull' technique in throwing

Assessment: I can...

Warm up prior to exercise and is able to sustain performance over periods of time

### Session 5

Skills: I can....

Accurately replicate the technique for running, jumping and throwing events

Run a relay efficiently as part of a team

Knowledge: I know...

How to receive and transfer a baton safely

How to remember the technique for triple jump

Assessment: I can...

Works well with others in a range of contexts.

### Session 6

Skills: I can..

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Replicate the techniques for running, jumping and throwing events in competitive situations

Challenge myself to beat previous performances

Knowledge: I know..

I can improve on personal bests

How to measure my own and others' performances

Assessment: I can..

Enjoys competing / performing and thrives on showcasing their talents

**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.