

Area of Learning: Understanding physical development, health and wellbeing
Scheme of Work: Athletics/Sports Day Games



Key Stage: 1	YEAR: 2	DURATION: 6 LESSONS
<p>AIM: In this unit pupils will experience running, jumping and throwing activities. Pupils will accurately replicate running challenges and competitions that require speed and changes in direction. In all athletic based activities, pupils will engage in performing skills and measuring performance. Pupils will develop the ability follow safety procedures and handle equipment correctly.</p>		
<p align="center">Prior Learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Experienced running, jumping and throwing in some type of athletic form. ➤ Used a variety of athletic equipment, e.g. balls, bats, quoits and beanbags, to catch, throw and send into target area experienced different ways of moving on their feet. 	<p align="center">Language for Learning</p> <p>Through the activities in this unit pupils will be able to understand and use words relating to: Running, jumping, pushing, pulling, slinging, throwing and stance, power and speed.</p> <hr/> <p align="center">Key Skills</p> <ul style="list-style-type: none"> ➤ Move with ease and show control in a range of physical contexts ➤ Generate & implement ideas and strategies to solve problems ➤ Communicate clearly and cooperatively with others. 	<p align="center">Resources</p> <ul style="list-style-type: none"> ➤ Stopwatches/measuring equipment. ➤ Cones, spots ➤ Quoits, bean bags, balls (varieties). ➤ Relay batons ➤ Ladders ➤ Mini festival scorecards, pencils
<p>Curriculum Key Concepts and Processes:</p>		
<p align="center">Accurate Replication</p> <p>Pupils will develop and accurately replicate the skills for modified versions of running for time, jumping and throwing for distance. Pupils should understand that different events demand different abilities and be able to adapt their skills/techniques to the needs of the event.</p>	<p align="center">Developing Physical and Mental Capacity/ Creative Problem Solving</p> <p>To recognise that different types of activities require different type of fitness and recognise the effects of activity on the body. Pupils will prepare and recover from exercise safely and effectively. Pupils are to experience warm-up and cool-down exercises to develop pupil's physical capacity.</p>	<p align="center">Developing Skills/Performances/Actions</p> <p>Pupils will develop the skills necessary to achieve success in a number of athletic events. To gain a baseline experience at running, jumping and throwing events. Pupil progress will be evident in the replication of techniques and related performances in competitive situations.</p>
<p align="center">Making and Applying Decisions</p> <p>Pupils will evaluate the use of body parts to gain an improvement in replicated technique. Pupils will work on refining techniques in order to run, jump or throw further. Apply some ideas for effective competitive performance in a range of modified events.</p>	<p align="center">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the benefits of athletic based movements to fitness and of being healthy and active. To understand the need for rest after exercise and to be aware of the relationship between exercise and physical well-being. Suggest any athletics clubs within the school timetable and promote community links.</p>	<p align="center">Evaluating and Improving</p> <p>Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of their own performances. Students should be able to describe what an effective running, jumping & throwing style looks like. Appropriate questioning on teaching points of the skills will enhance learning.</p>
<p>Cross Curricular Links: Literacy (key words), Numeracy (application of number, scoring, (measuring distances and collating data)), PSHE (Importance of rules & sportsmanship),</p>		<p>Assessment opportunities: Q & A, observations (do pupils replicate technique effectively?), discussion (Can the pupils explain what skills they are doing and why?) and summative assessment.</p>

Week	Learning objectives	Task examples	Assessing Progress
1	<p>Running To be able to replicate a basic technique for running. To understand the importance of completing a set running task in the most efficient way. To understand how exercise affects the body.</p>	<p>Warm up – ‘basic team relays’ - Start by speed walking it, progress to running. Group stretches. Fun relays to explore running. Use relay batons, bean bags, quoits to incorporate an element of passing and throwing. Starting and stopping - short distances stopping on command. Begin to develop competition through races. Running activities, for example, running into spaces using different speeds and directions; running round hoops on the floor; running in pairs in formation or shadowing partner.</p>	<p>Beginning:</p> <ul style="list-style-type: none"> • Will run at different speeds and change this occasionally. • Will jump from a standing position with some control. • Will throw an object one handed to achieve a distance. <p>Developing:</p> <ul style="list-style-type: none"> • Will change running speeds to cover a distance. • Will complete a running jump adhering to rules of competition. • Will throw objects further with a run up and improved timing. <p>Exceeding:</p> <ul style="list-style-type: none"> • Will sustain an appropriate running speed based on the distance to be covered. • Will negotiate obstacles smoothly. • Will use the body effectively to increase jump or throw distance. • Will make changes in technique to improve overall performance.
2	<p>Running To be able to replicate a basic technique for running short and longer distances. To understand how pacing will result in a successful outcome. To develop a basic understanding of changes in the body once exercise begins.</p>	<p>Warm up – speed bounce. Use a speed bounce mat or similar. Pupils jump with 2 feet simultaneously touching one side then the other. One correct cross of the obstacle = 1. Allow practice & then time for 1 minute. Partners count jumps & swap roles. Discuss the effect of exercise on the body including sweating, faster heartbeat, and being out of breath. Set up <i>chasing game</i> relays. Pairs. 1 starts 3 secs before the other. B to catch up with A. Use skipping ropes, hoops and cones to vary. Discuss pupil’s knowledge of sprinting and long distance running. Running fast and slow - short and long distances. Why do we need to pace ourselves? Complete 1 lap of in exactly 2 minute. Timing to set pace for running. Discuss to develop understanding of use of pace.</p>	
3	<p>Jumping To replicate the basic technique when jumping for vertical height. To explore the difference in a standing and running jumps. To develop an understanding of roles of different body parts in jumping ie use of arms & legs.</p>	<p>Warm up- ‘jump the stream’. Introduce combinations of jumps across the stream. E.g. one foot to the same foot, one foot to the other foot & two feet to one foot. Pupils to explore their own. Stretches. Experiment with jumping for height. <i>E.g., jumping to have both feet off the ground from standing or running positions; jumping to land inside hoops placed on the floor, jumping out of hoops to show a shape in the air; jumping onto or off low benches; performing jumping patterns with a partner; jumping along a mat from a standing position;</i> Develop technique and an understanding of roles of different body parts in jumping i.e. use of arms & legs. Sergeant jump competition – use a wall to measure height achieved.</p>	
4	<p>Jumping To replicate the basic technique for an effective horizontal distance jump. To explore the difference in jump when swinging arms. To understand the muscles required to generate power and how they are important for the jump.</p>	<p>Warm up – ladder pulse raiser. Jump between each rung 2 footed, 1 footed and sideways. Group stretches. Jumping for distance - starting with standing long jumps. T.P.’s; what muscles generate the power? use of body parts and the transference of weight, emphasis on the use of arms in the movement forward during the jump. Continued 2 footed jumps across field. Pupils need to cross in as few jumps as possible. Mini competition-work with a partner to help measure distance achieved with a cones + record.</p>	

5	<p>Throwing To accurately replicate the technique for throwing/slinging events. To develop the use of legs and placement of feet to achieve distance. To evaluate partners throw and help them to improve their distance.</p>	<p>Warm up – pairs stand opposite each other 5m apart with a hoop in front of them. Place bean bags in each hoop. Pupils must throw bean bags into opponent’s hoop. Count successful throws. Group stretch. Introduce throwing for distance. All pupils to use small footballs (or any softer equivalent available). Pairs to stay set up opposite each other. Throw object using different hands; throw from under legs or over shoulder; throwing for partner to catch. Highlight use of legs and placement of feet (imagine a coiled spring). Mini quoit/hoop throw competition. Pupils throw outwards from centre circle. <i>(see quoit throwing competition card)</i> Pairs; 1 performer, 1 to coach/help. Practice throws. Distances recorded with cone + record.</p>	
6	<p>Mini athletics festival/sports day To demonstrate an accurate replication of running, jumping and throwing techniques. To show an understanding of the how each event should be run and the basic rules of competition.</p>	<p>Warm up – ‘Hot potato’. 5 pupils per small grid area. 3 bean bags held to start. Pupils should move around in the grid while passing the bean bag. Must not drop the item. Use ball, quoit and baton. Group stretches. Use scoring/ recording sheets in a mini athletics festival. Set up 4 events. Pupils to spend 6 minutes at each station. Record distances and scores. Circular relays together as a group to finish. Pupil progress to be assessed.</p>	