

**Area of Learning: Understanding physical development, health and wellbeing**  
**Scheme of Work: Athletics**



<b>Key Stage: 2</b>	<b>YEAR: 4</b>	<b>DURATION: 6 LESSONS</b>
<p><b>AIM:</b> In this unit pupils will further develop their ability to throw/jump for distance, using a range of objects and over increasing heights. Pupils will accurately replicate athletic challenges and competitions that require thought, speed and stamina. In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance. To be able to follow safety procedures and handle specific equipment.</p>		
<p align="center"><b>Prior Learning</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Experienced running, jumping and throwing in an athletic form.</li> <li>➤ 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.</li> </ul>	<p align="center"><b>Language for Learning</b></p> <p>Through the activities in this unit pupils will be able to understand and use words relating to:                      Running, jumping, throwing, stance, follow through, scoring, distances.</p>	<p align="center"><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Stopwatches/measuring equipment.</li> <li>➤ Cones, spots</li> <li>➤ Quoits, balls (varieties).</li> <li>➤ Relay batons, mini hurdles</li> <li>➤ Foam javelins</li> </ul>
	<p align="center"><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>➤ Move with ease and show control in a range of physical contexts</li> <li>➤ Generate &amp; implement ideas and strategies to solve problems</li> <li>➤ Communicate clearly and cooperatively with others.</li> </ul>	
<p align="center"><b>Curriculum Key Concepts and Processes:</b></p>		
<p align="center"><b>Accurate Replication</b></p> <p>To further develop the skills of running, jumping and throwing for distance and aim to develop the accurate replication of these. Pupils should understand that different events demand different abilities and be able to adapt their skills to the needs of the event.</p>	<p align="center"><b>Developing Physical and Mental Capacity/ Creative Problem Solving</b></p> <p>To recognise that different types of activities require different type of fitness. Pupils will prepare and recover from exercise safely and effectively. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques.</p>	<p align="center"><b>Developing Skills/Performances/Actions</b></p> <p>Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain a baseline experience at running, jumping and throwing events. In all events, pupil progress will be evident in the demonstration of accurate technique and related performance measures.</p>
<p align="center"><b>Making and Applying Decisions</b></p> <p>Pupils will evaluate the use of body parts to gain an improvement in the replication of the 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 events.</p>	<p align="center"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Highlight the benefits of athletic based movements to fitness and of being healthy and active. Suggest any athletics clubs within the school timetable and promote community links. To understand the type of fitness athletes need to perform at a high level. To develop an understanding of the main muscles used to create athletic movements.</p>	<p align="center"><b>Evaluating and Improving</b></p> <p>Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of peer assessment worksheets for events. Students should be able to describe the elements of an effective running, jumping &amp; throwing style. Appropriate questioning on teaching points of the skills and processes developed.</p>
<p><b>Cross Curricular Links:</b> Literacy (key words), Numeracy (number sequencing, scoring, (measuring distances and collating data) &amp; PSHE (Importance of rules &amp; sportsmanship),</p>		<p><b>Assessment opportunities:</b> Question &amp; Answer, formative and summative assessment.</p>

Week	Learning objectives	Task examples	Assessing Progress
1	<b>Introduction to athletics/games/relays</b> To be able to perform the basic technique for effective running. To understand how exercise affects the body. To understand the importance of pacing and speed judgment when running a race.	Warm up – Identify different ways of travelling. Walk/jog/hop/skip/run. Travel following different pathways and courses. Pupil led stretches. Bean bag and hoop races. Look at and identify differences in running style and techniques. Short steps, long strides and bent elbows. When would you use different styles? Identify different needs for different races. Short (50m) and longer (200m) distance races. Timed + recorded.	<p>Beginning:</p> <ul style="list-style-type: none"> <li>Will run at different speeds in a singular race accelerating and decelerating when appropriate.</li> <li>Will show a basic understanding of relay races.</li> <li>Will show coordination of limbs when jumping for distance.</li> <li>Will throw an object for distance with some accuracy.</li> </ul> <p>Developing:</p> <ul style="list-style-type: none"> <li>Will accelerate in order to beat opposition including during relay events.</li> <li>Will complete jumping events with the use of speed and off either feet.</li> <li>Will throw objects further with the use of a run up, trajectory and improved timing.</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>Will sustain an appropriate running speed based on the set distance.</li> <li>Will influence relay team success.</li> <li>Will negotiate obstacles with fluency and speed.</li> <li>Will use the body effectively to increase jump or throw distance.</li> </ul>
2	<b>Relays</b> To replicate a sprinting technique with a changeover element to the race. To understand the importance of timing during the relay changes. To explore the concept behind speed matching.	Warm up – Make courses in hexagon. Travel over a specific distance in any way they want. Change distances and methods of movement. Use different starting positions for each warm up race. Lying on back, Lying on front and on one knee. Discuss which one gave the best start. Introduce idea of relays and working as a team. In 4's; Explore ways of passing the baton. Relay races without carrying objects- use a tag system. Then introduce the baton. Differentiated races.	
3	<b>Throwing for distance</b> To accurately replicate the general technique for a throwing event. To experience and perform a range of push, pull and slinging events. To understand how a change in body technique will result in a further throw.	Warm up – In pairs, explore throwing and catching over a small distance. Extend distance out. Count consecutive catches. Moving objects over distances. Which technique gives greater distance? Explore rolling, pushing & throwing with a range of implements (quoits, balls, footballs). Work in pairs. Use a hoop to test each other's accuracy. Can you get the implement to land in the hoop? T.P's: the hoop may not be the furthest away possible. Distance over arm and side on. What technique would you use for different objects? Shot and discuss competition. Measure and record best distances.	
4	<b>Throwing for distance</b> To replicate the basic technique when throwing a javelin. To explore the difference in a standing and a run up throw. To develop the ability to recognise good performances and correct elements of a peers technique.	Warm up – 'shuttle cock throw'. Pairs. 1 partner holds a hoop and the other tries to throw the shuttle through the hoop. Swap roles + challenge each other. Stretches. Throwing foam javelin for accuracy with targets and for distance. T.P's: Sideways on, exactly like throwing the shuttle cock, 45 degree angle is best. Why? Can you throw further than you can run in 3 sec's? Pairs to explore this idea? Use a run up? Differentiated competition. Measure the distance jumped and record.	
5	<b>Jumping for distance.</b> To replicate the technique for an effective distance jump. To explore the different ways of jumping and hopping. To understand the how the use of arms and speed can help in jumping for distance.	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. Pairs; explore different ways of jumping/ hopping. One foot /two feet, use of swinging arms. Can you jump further when moving? Idea of running then jumping momentum for greater distances. Standing long jump competition. Mark the distance jumped with a cone. Measure + record.	
6	<b>Mini athletics festival/circuit</b> To demonstrate an accurate replication of running, jumping and throwing techniques. To show an understanding of the rules for each event and the underlining principles of each.	Warm up - pulse raiser game. Tag (use rugby tag belts) once tag is taken pupils must jog on the spot until a winner is determined. Stretches. Use scoring/ recording sheets in a mini athletics festival. Set up a circuit of events. Pupils to spend 5-7 minutes at each station. Record distances and times and evaluate strengths as an athlete based on performance. Pupil progress to be assessed.	