




## Scheme of Work: Athletics



Key Stage: 3	YEAR: 9	DURATION: 6-8 LESSONS
<p><b>Unit Aims:</b> In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a more detailed understanding of fitness and its effect on performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions. Pupils will perform core skills and record personal/collective bests. Pupil will develop knowledge of the immediate effects of exercise and physically exert themselves throughout.</p>		
<p><b>Prior learning</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Developed core skills in a range of events.</li> <li>➤ Experienced a number of sprint &amp; pacing races.</li> <li>➤ Awareness of strengths and limitations.</li> <li>➤ Applied strategies in event competitions.</li> <li>➤ Worked with others to make improvements.</li> </ul>	<p><b>Language for learning</b></p> <p>Through the activities in this unit pupils will be able to understand, use and recall terminology relating to athletics.</p> <p><i>e.g. Hurdles, Relay, Javelin, Shot Putt, High Jump, Long Jump, Stride length, Pacing, Speed, Recovery, Fatigue &amp; Lactic acid, .</i></p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Recording sheets</li> <li>➤ Stopwatches/measuring equipment.</li> <li>➤ Cones</li> <li>➤ Video/ICT playback devices</li> <li>➤ Relay batons</li> <li>➤ Shot</li> <li>➤ Javelin</li> <li>➤ Other equipment for individual lessons</li> </ul>
<b>Key Concepts and Processes:</b>		
<p><b>Accurate Replication</b></p> <p>Pupil will develop advanced athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing using advance tactics to improve scores. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students to describe the elements of an effective running, jumping &amp; throwing style.</p>	<p><b>Developing Physical and Mental Capacity</b></p> <p>Pupils to prepare and recover from exercise safely using principle of warm up. Pupil will explore different the types fitness demands of athletic activities. To extend knowledge of athletic event rules and personal records. Pupils will be encouraged to evaluate technical elements to each event. Understand the physics of speed, linear motion, angles and drag. To develop mental capacity when recording &amp; calculating times and distances.</p>	<p><b>Developing Skills/Performance</b></p> <p>Pupils to continue to improve their own personal performance. Pupils will develop advanced skills necessary to compete and achieve in all athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, time taken to cover distance. In all events, demonstration of accurate technique and related performances will be assessed.</p>
<p><b>Making and Applying Decisions</b></p> <p>Opportunities to coach pupils or small groups will develop communication, leadership and decision making skills. Pupils will further develop and refine skills and tactical decisions in order to run, jump or throw further. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Adapt &amp; refine these strategies to the need of an event. To develop the skill of reflection and evaluation to improve own performances.</p>	<p><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Pupils will understand why regular exercise has a positive effective on their own health, fitness and social well-being. Suggest any athletics clubs within the school timetable and promote community links. Highlight athletic events and the relevant components of fitness needed. <i>i.e. coordination, reaction time, speed, balance, power and agility.</i></p>	<p><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. Success criteria conveyed through modeling &amp; video recordings. Pupils will be able to use information gained from analysis of performance to influence and improve techniques. (Peer coaching)</p>
<p><b>Scan these QR codes for information</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>Triple Jump</b></p> </div> <div style="text-align: center;">  <p><b>Javelin</b></p> </div> <div style="text-align: center;">  <p><b>High Jump – Fosbury Flop</b></p> </div> </div>		

<b>Progress &amp; Assessment by Outcomes – Expected Learning Outcomes of the unit</b>	
<p>1. Replication of athletic techniques &amp; challenging physical limits.</p> <p>All pupils will: Observe and copy basic athletic techniques but will tire easily. Has reasonable success across all athletic disciplines but will find sustained physical activity a challenge.</p> <p>Most pupils will: Show a good replication of skills across most fitness disciplines and will push body to challenge physical capacity.</p> <p>Some pupils will: Can perform and replicate skills to a high level showing clear knowledge of the techniques necessary to complete runs, jumps &amp; throws. Has the ability to refine techniques and strategies to a range of situations. Replication of these core skills are consistent even as a result of fatigue.</p>	<p>2. Development of leadership and communication skills</p> <p>All pupils will: Can lead a partner through basic warm up exercises and simple versions of athletic techniques but can lack confidence and clarity of communication.</p> <p>Most pupils will: Can motivate and push other to undertake physical activity tasks and is clear on how to complete these.</p> <p>Some pupils will: Displays confidence when talking to individuals/small groups and often demonstrates activities for others to follow. Able to create plans to improve performance and create drills to develop athletics skills.</p>
<p>3. Understanding of warm up and heart/lung functioning.</p> <p>All pupils will: Apply basic principles of warm up and cool down, using exercises appropriate for the event. Identifies increases in heart rate but makes no link to fitness levels.</p> <p>Most pupils will: Explain in simple terms the physical effects of exercise on heart rate, lungs and the cardiovascular system. Can explain how warming up and cooling down help performance and suggests example activities.</p> <p>Some pupils will: Shows a clear understanding of why fitness activities are good for healthy active lifestyles. Knowledge of heart rate, respiratory and cardiovascular system is sound and can link exercise and recovery to adaptations that take place.</p>	<p>4. Developing Reflective learners/Creative thinkers/Self managers</p> <p>All pupils will: Recognise a need for strategies and creative thinking and can add to a group discussion.</p> <p>Most pupils will: Can focus on aspects of their technique to improve and understand ways to perform in an event. Can critically evaluate a plan to attack and adapted this idea to suit the needs of individuals.</p> <p>Some pupils will: Can work independently on own training programme and monitor own performance. Evaluates performance and can see how skill, tactics, strategies and fitness affect overall effectiveness.</p>
<p><b>Other Links:</b> Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility &amp; Core strength), Numeracy Skills (measuring distances, collating data &amp; comparing recordings against other bests), Citizenship (sportsmanship &amp; cooperation), Computing (Use of ICT and digital skills)</p>	<p><b>Personal, Learning and Thinking Skills (PLTS):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creative thinkers</li> <li><input type="checkbox"/> Reflective learners</li> <li><input type="checkbox"/> Team workers</li> <li><input type="checkbox"/> Effective participants</li> </ul>

Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
Lessons 1-8	<p><b>Sprint running technique (100/200/400m/relays)</b> To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint start to create power/speed. To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle.</p>	<p>Warm up – Group pulse raiser. Discuss reaction time. Line on belly/back, react to ‘go’ command, sprint 10m. Work in pairs to develop their running style. Paired drill. Pupil A to place cone short distance behind them. Partner B jogs towards cone, once B reaches marker, A goes. B to catch. T.P’s; Develop idea of body control. Pupils able to identify good and bad technique – Timed races + record personal bests (100, 200, 400m &amp; relays). Highlight school &amp; world records.</p>	<p>Mid-lesson plenaries check – Recap running style/technique for sprint events. What is benefit of a down start? What tactics and strategies can be used during a race? How can own personal best be beaten? How does setting targets help?</p>
	<p><b>Middle distance running – 800m</b> To accurately replicate and maintain an effective running technique. To understand how to pace a race reflecting on own ability. To understand the role of heart and lungs and their importance during an 800m. To evaluate self performance against previous bests.</p>	<p>Group pulse raiser + stretches. Discuss role of heart &amp; lungs during 800m. In groups of 4. Set a pace for 200m time based on the following standards; bronze (87 sec), silver (62 sec), gold (52 sec) &amp; platinum (45 sec) standard. 4 pupils to relay run 800m (4x200m) at the set pace. Pupils must achieve as close to that time as possible and not quicker/slower. Final individual 800m timed race. Highlight world record – 1.41min and the 200m splits for that time (25 secs per 200m).</p>	<p>Mid-lesson plenaries check – What is meant by pace? How can this be judged during a race? Discuss school, national and Olympic records? Why is it important to run with similar individuals?</p>
	<p><b>Jumping - triple jump</b> To accurately replicate the technique for an effective triple jump. To perform and record the distance achieved. To understand the rules regarding take off and landing. To understand the components of fitness involved in jumping events and the meaning of ‘plyometrics training’.</p>	<p>Warm up – discuss plyometric training. 3’s relay-perform 2 footed jumps over small hurdles and jog back. Increase height of hurdles. 3’s- Place 3 hoops even distance apart. Technique saying- “SAME, OTHER, TOGETHER”. First landing is same as take off foot, next is other foot, then together landing. Teaching points; run up, take off, use of arms, landing in pit (see ‘triple jump’ QR code) Practice from side of pit in 3’s with 3 side run up. Experiment with full jump + measure run up. Record personal best distance.</p>	<p>Mid-lesson plenaries check – What is plyometric training? Describe the 3 element of the jump before take off. How can the run up, take off and flight be affected? What impact would speed have on distance achieved?</p>
	<p><b>Throwing – shot putt</b> To perform and accurately replicate the shuffle technique for shot putt. To record distance achieved in relation to previous years bests. To understand the rules regarding the shot putt event. To understand the main phases that forms the full technique and begin to refine individual elements.</p>	<p>Warm up – paired strength challenges. Press up challenges. Tug of war. Reinforce safety points. Peer evaluation. Practice analysing partner’s performance. Teaching points; grip, leg muscles for power, low body position, 45 degree release. Demo shuffle technique to create more power. Distances recorded with cone. Rules of shot-cant cross line, out back of circle. Take best attempt-measure. Highlight school + world record.</p>	<p>Mid-lesson plenaries check – What components of fitness are important to throwing events? How can distances be improved? How can peer observation and feedback help?</p>
	<p><b>Throwing - javelin</b> To perform and accurately replicate the technique for javelin. To incorporate the use of a run up and understand what effective this has on performance. To record distance achieved in relation to previous best. To understand the rules regarding the javelin throw.</p>	<p>Warm up – throw a shuttlecock and retrieve. Partner to attempt to throw further. No run up. Dynamic stretches. Q &amp; A on javelin knowledge. Reinforce safety points. Peer evaluation. Practice analysing partner’s performance. T.P’s; power position, whip javelin through in straight line, 45 degree release &amp; transfer linear speed into arm power (see ‘javelin’ QR code) Practice throws using 3/5 stride run up. Recorded distances with cone. Measure best at the end. Highlight school + world record.</p>	<p>Mid-lesson plenaries check – How can more distance be gained? What adjustments to run up can be used? How will angle of release help javelin flight? What are some of the common problems experienced? How can they be overcome?</p>
	<p><b>Jumping - High jump</b> To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and competition. To record the height achieved. To understand the components of fitness involved in high jump.</p>	<p>Warm up – Student led pulse raiser + stretches. Watch high jump technique intro clip. Recap 1 foot take off in pairs. Recap run up/take off –scissors. Fosbury technique (see QR code) - arc approach, take off phase-arm usage, clearing bar (body bend) and landing. Use time delay within dartfish to allow pupil to clear bar and watch on screen. Pupil demo. Why are some pupils successful? High Jump competition. 3 lives. Heights recorded by non-participants.</p>	<p>Mid-lesson plenaries check – What are the possible techniques used in high jump? How does speed and coordination play a part in the overall event technique? What are some of the common problems experienced?</p>