

Topic name – Athletics			
<b>Learning outcome:</b> To ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of fundamental movement knowledge and the semantic knowledge of tactics and strategy, leadership, personal and social and vocabulary.			
<b>Oracy</b> <ul style="list-style-type: none"><li>Developing sports commentary and feedback when performing.</li></ul>		<b>Key Vocabulary:</b> Sprint, running, sustained, push throw, pull throw, sling throw, quoit, sissonne and lactic acid.	
<b>Experiences/Visits/Visitors (Inspiration)</b> Children were exposed to elite athletes in this particular field, highlighting what key characteristics and abilities they have to perform their sport at the highest level.		<b>Key Texts:</b> <b>UNDER REVIEW</b>	
<b>Subjects covered:</b> PE			
<b>PE threshold concepts</b> Develop practical skills in order to participate, compete and lead a healthy lifestyle.			
This scheme of work will be structured all around athletics.			
<b>Lesson title and learning Intention</b>	<b>Threshold concepts (success criteria)</b>	<b>Milestones (success criteria)</b>	<b>Lesson structure</b>
1. Athletics: Take five jumps	<b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b>	This activity shows that children can: <ul style="list-style-type: none"><li>Jump in a number of ways, using a run up where appropriate.</li><li>Compete with others and aim to improve personal best performances.</li></ul>	<ul style="list-style-type: none"><li>Working in small groups, students practise the five different types of jumps:<ol style="list-style-type: none"><li>Jumping from one foot to the other foot (step)</li><li>Jumping from one foot to the same foot (hop)</li><li>Jumping from one foot to two feet (jump)</li></ol></li></ul>

			<p>4. Jumping from two feet to one foot (sissonne)</p> <p>5. Jumping from two feet to two feet (bounce)</p> <p>Children experiment with combining jumps, and see which combinations are the most challenging. They find which combination of five jumps will cover the longest distance. They measure the distance jumped and try to increase it.</p>
2. Athletics: Throwing	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p>	<p>This activity shows that children can:</p> <ul style="list-style-type: none"> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Compete with others and aim to improve personal best performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Working in threes, students experiment with the push throw from sitting, kneeling and standing. One throws, one marks landing, one measures and records. Longest snake: Students work in groups of four or five, with one cone per person. All teams stand behind a start line. The first person throws, using a pull throw. When everyone has thrown, and on a signal from the teacher, one of the team runs out and places a cone where the ball landed first. The second player moves to stand next to that cone and on another signal throws the ball. The activity repeats until everyone in the team has thrown. The longest snake wins. Target zones: Three target zones are marked out using coloured cones 3</li> </ul>

			metres apart. Students work in groups of three or four, taking it in turns to sling throw a quoit into each of the zones. Zone 1, the nearest zone, scores 1 point; zone 3 scores 3 points.
3. Athletics: 9.58 seconds	<b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b>	<p>This activity shows that children can:</p> <ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Compete with others and aim to improve personal best performances.</li> </ul>	<ul style="list-style-type: none"> <li>• This activity is for students to sprint as fast as they can in 9.58 seconds (the world 100-metre record) and mark the distance with a cone. Students work in pairs. On, 'on your marks, set, go' from the teacher, one runs while the other stands to the side approximately 50 metres away. When the teacher shouts 'Stop', after 9.58 seconds, a cone is placed, by the non-running partner, to mark the distance. They then swap over and repeat the activity with another cone. Each pupil now has a target. Working together, they try to improve their distances. This activity could be repeated a few weeks apart, to allow for improvement.</li> </ul>