

Subject: Athletics

Years: 1 and 2

Teacher(s): uSports

KEY FOCUS The aim of this unit of work is to introduce and improve running, throwing and jumping techniques

Week	Medium Term Planning		
	LEARNING OBJECTIVES	SUGGESTED TEACHING, ACTIVITIES AND DIFFERENTIATION	COVID-19 Adaptations
1	<p>Overarm throwing</p> <p>Support – be able to describe how to win a throwing competition.</p> <p>Core – be able to throw overarm</p> <p>Higher – be able to consistently throw a javelin demonstrating different teaching points</p>	<p>Warm up – Catch and Step In pairs, children must throw and catch a ball. The ball can bounce one time if it needs to.</p> <p>If a successful catch is made, the catcher can take one big step back. If the catch is not made, the catcher must step one big step forwards.</p> <p>Start with underarm and progress the stronger children into overarm throws.</p> <p>Skills</p> <p>In pairs throw the ball as far as they can. Swap over. Continue a few times. Ask children what they think they could do to throw further?</p> <p><i>Introduce running overarm throws for the higher students</i></p> <p>Competition Mark with a cone the distance. Ask children to mark where they land. Keep this exercise working in pairs.</p>	<p>Balls must be cleaned between sessions.</p> <p>Remind children to keep an eye on their ball so to limit the unnecessary sharing of balls.</p>

<p>2</p>	<p>Standing Long Jump</p> <p>Support – jump from 2 feet and landing on 2 feet.</p> <p>Core –demonstrate a standing long jump.</p> <p>Higher – consistently jump using the teaching points.</p>	<p>Warm Up ANIMALS</p> <p>Children move around the area as different animals. Use animals that jump, e.g. Kangaroo, Frog, Rabbit etc.</p> <p>Skills</p> <p>Team challenge: Arrange the children in teams of 3. Create 10 stations around the area.</p> <p>Each group start at a different station and must jump to the next station in as few jumps as possible. Teams add up their scores.</p> <p>Demo to children standing long jump covering, bent knees, swing arms forward, explosive movement and how to land.</p> <p>In pairs children practice and place a cone where their partner lands. Attempt to beat.</p> <p>Choose a child who is demonstrating well to demo to the class. Ask the children what they think was done well.</p> <p>Competition</p> <p>Using measuring tape children measure the distance their partner jumps. Remember to ask them to mark from the closest point to the line they jumped from.</p>	<p>Create enough space in each station to allow for distancing.</p> <p>When running the competition, children need to be spaced out whilst waiting.</p>
<p>3</p>	<p>Sprints</p> <p>Support – be able to describe a sprint.</p> <p>Core – demonstrate a good sprint start.</p> <p>Higher – demonstrate good sprint technique</p>	<p>Warm up TRAFFIC LIGHTS</p> <p>Green cone means run, orange means get ready and red means stop.</p> <p>Mix this up by changing red to run and green to stop!</p> <p>Skills</p> <p>START</p> <p>Teach the standing start and discuss starting low with slightly bent knees. Allow children to practice the start with just 5 or 6 steps before they stop and return to their line.</p>	<p>When running the competition, children need to be spaced out whilst waiting.</p>

		<p>MIDDLE 20 metre sprints. Stressing the importance of a strong start and pushing forward to get up to a strong speed.</p> <p>All children should be running the same way to avoid collisions.</p> <p>Talk about the importance of driving arms and legs forwards (not sideways) to allow their power to be pushing them in straight line towards the finish.</p> <p>Talk about the importance of strong arms.</p> <p>Talk about keeping head facing forwards to keep them in the lane.</p> <p>Competition Include 8-10 children per race and hold 1 for 60m if possible, depending on the size of the field. The more children in the race, the less time waiting per children</p>	
4	<p>Triple Jump</p> <p>Support – be able to name the 3 phases of triple jump</p> <p>Core – be able to link the 2 phases</p> <p>Higher – consistently link 2 phases.</p>	<p>Warm up TOYS</p> <p>The teacher calls out different children’s toys that they need to pretend they are using.</p> <ul style="list-style-type: none"> - Bike - POGO Stick - Scooter - Trampoline - Surfboard - Etc. <p>HOP</p> <ul style="list-style-type: none"> - Ask children to hop in different directions - Try both feet - Hop forwards trying to get some distance - <i>Run and hop to challenge the higher pupils</i> <p>Hop, Skip</p> <ul style="list-style-type: none"> - Start from a standing start - Stand on one foot and hop to the same foot - Then jump to the other foot 	<p>When running the competition, children need to be spaced out whilst waiting.</p>

		<ul style="list-style-type: none"> - “Right – Right – Left” - Try both feet - <i>Start from a walk/run up to challenge the higher group</i> <p>Hop, Skip, Jump</p> <ul style="list-style-type: none"> - Start from a standing start - Stand on one foot and hop to the same foot - Then jump to the other foot - Then jump and land on two feet - “Right – Right – Left - Together” - Start by doing one movement and then pausing. Progress by putting it all into one fluid movement - <i>Start from a walk/run to challenge the higher group</i> <p>Competition</p> <p>Using measuring tape children measure the distance their partner jumps.</p>	
5	Relays	<p>Warm up Copycat Children work in pairs; one child is A and the other is B. To start, B’s have to copy everything that A’s do.</p> <p>Change over who leads</p> <p>Make it a race where A’s need to try and get away from B’s</p> <p>Change over</p> <p>Skill – Pass over Children will practice a COVID Passover. Each station should have a cone that runner one must touch with their foot before runner 2 can go.</p> <p>In groups of three, children must passover up the line. Using the four lines of a netball court (or similar lined out on a field). One child starts on the first, second and third line. Children will walk to the next child and pass the baton over and so on. They can practice going up and down the line. Let the person in the middle change.</p> <p>Focus on communication and not going too early.</p>	<p>Instead of using a baton we will use a changeover marker which needs to be touched with the foot.</p>

		<p>Introduce a walk before the change over.</p> <p>Speed Using the same distance (or extend if you have the space) ask children to start running.</p> <p>Children may need to give runner 1 space to make sure that they don't run into runner 2.</p> <p>Encourage them to look forwards rather than back at the person running towards them.</p> <p>Remind them to run in straight line</p> <p>Recap on sprinting lesson</p> <p>Race Have a race with three people in each team. If they drop have an unsuccessful passover they are disqualified. Have at least 5 races with 5 teams racing in each race.</p>	
6	Mini Olympics	<p>Warm Up Coach Says The same as Simon says but use your name instead.</p> <ul style="list-style-type: none"> - Simon says stand on one leg - Simon says run around - "Stop!" - Etc. <p>Carousel Split the class into groups of three.</p> <p>Using four different stations, spread the teams out across the stations and give them a ¼ of the time available on each station.</p> <ul style="list-style-type: none"> - Standing Long Jump - Triple Jump - Sprints - Overarm Throws 	When running the competition, children need to be spaced out whilst waiting.

This unit of work will be assessed by:

RELATED LEVEL DESCRIPTORS TAKEN FROM ATTAINMENT TARGETS

ATHLETICS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
I can run at different speeds	I can change speed & direction whilst running	I can run at a speed appropriate to the distance I am running	I can improve and sustain running technique at different speeds	I can demonstrate good control, strength, speed & stamina in a variety of athletic events
I can jump from a standing position	I can jump accurately from a standing position	I can take a running jump	I can demonstrate accuracy & techniques in a range of throwing & jumping actions	I understand how to apply athletic skills & tactics to the competitive situation
I can throw an object with one hand	I can throw a variety of objects with one hand	I can demonstrate a range of throwing actions using a variety of objects	I can identify & explain good athletic performance	I can explain how to improve technique in a variety of events

I can recognise changes in the body during exercise	I can recognise a change in temperature & heart rate during exercise	I can recognise a change in heart rate, temperature and breathing rate	I can describe the changes in my body when running, jumping & throwing	I understand & can explain the short & long term effects of exercise, and I understand the need for specific warm up & cool down
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Range of Levels within which the Great Majority of Pupils are Expected to Work		Expected Attainment for the Majority of Pupils at the End of the Key Stage	
Key Stage 1	1-3	At age 7	2
Key Stage 2	2-5	At age 11	4
Key Stage 3	3-7	At age 14	5/6

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