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| **Newquay Junior Academy – Physical Education** |
| **Topic:** Athletics Fundamentals | **Year:** 4 |
| **Composite: To acquire and develop fundamental skins that underpin athletic events. By developing these skills in a fun and inquisitive way it will enable them to be more successful in athletics events in Upper KS2.**  |

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| **What should they already know?** | **Assessment Criteria** |
| * Understand what the correct technique is for sprinting.
* Understand what pacing is and am able to apply it over a set distance.
* Understand how to jump and abide by the rules of the jump. For example: take off behind the line.
* Understand the difference between a ‘push’ and ‘pull’ throw.
 | **GOLD (GD):** Fulfilling and exceeding all the Learning Outcomes. Performing skills fluently and consistently. Having a thorough understanding of the knowledge involved and be able to apply to other areas of PE curriculum.**SILVER (WA):** Meting 80% of the Learning Outcomes, demonstrating a ‘good’ level of skill and knowledge.**BRONZE (WT):** Working towards achieving the Learning Outcomes. |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know what the correct technique is for sprinting and can identify sprint events. For example: 100m/200m
* I know what athletics events need pacing and why.
* I know what is and can identify between a standing jump and a standing triple jump.
* I know the importance of body positioning in throwing events.
 | * I can apply my sprinting technique in a race abiding rules.
* I can run continuously for five minutes without walking or stopping.
* I can perform a standing triple jump and understand the rules involved.
* I can throw for distance using an effective technique whilst following the safety rules.
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| **Key Vocabulary** | **Life Skills** |
| **Technique:** The manner and ability with which an artist, writer, dancer, athlete, or the like employs the [technical](https://www.dictionary.com/browse/technical) skills of a particular art or field of endeavour.**Rules:** One of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity.**Pacing:** To run at a speed that you are able to maintain over a period of time (the ability to run a long-distance event without having to stop or walk).**Standing Jump:** Two-footed take off from behind the take-off line.**Standing Triple Jump:** Hop (One foot), Step (the other foot), Jump (feet together). | Evaluate and ImproveTeamworkDeveloping strategies PerseveranceResilience |

**Year 4 Athletics Fundamentals**

***Composite:*** *To acquire and develop fundamental skins that underpin athletic events. By developing these skills in a fun and inquisitive way it will enable them to be more successful in athletics events in Upper KS2.*

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| **Stage** | **Focus** | **Learning Objectives** | **Lesson** |
| A | Running 1 | * To explore different ways of running.
* To understand why posture is important.
* To be able to explain what made ‘you’ run faster.
 | Intro and expectations.Warm Up: Perfect Posture (**Tops P2)**Sprint Relays **(Tops P3)** Beat The Clock (**Tops P5)**If Time – Use the World Record for 100m, and see how far the pupils can run in that time.Plenary) Q&A – ‘Pair and share’, did you run as far as you thought you could in 5 secs.  |
| B | Running 2 | * To be able to understand ‘pacing’ and apply it over a set distance.
* Be able to link the skills they are practicing to actual athletics events.
 | Warm Up: Touch Base (**Tops P2**)What’s the Pace? (**Tops P6**)Obstacle Running (**Tops P7**)Plenary) Why is pace important? What athletics events would you need to ‘pace’ in?What athletics events can you think of that include obstacles? |
| C | Jumping 1 | * Explore different types of jumps.
* Understand techniques involved to jump effectively and safely.
 | Warm up: In Pairs – hopping, jumping, leaping, hopscotch across an area, TRY and improve (reduce) how many jumps, hops it takes them to get across. What do they do differently?\*Jumping circuit: a) Spots – 2 footed jumps, b) Skipping – 2 footed, c) Side jumps over cone, d) Pairs skipping – face to face e) Jump the canyon (**Tops P12**), f) skipping – alternate feet.\* Jumping for distance (**Tops P12**)Plenary) What jumping events are there in athletics? Do you jump for distance or height? |
| D | Jumping 2 | * Experiment with different jump combinations.
* Understand the 3 phases of ‘triple jump’.
 |  Warm up: In Pairs – hopping, jumping, leaping, hopscotch across an area.Jumping Combo (**Tops P13**)Standing Triple Jump – Introduce the break down. Hop, Step, JUMP. Children explore taking off from each foot, which one do they prefer?Perform standing Triple Jump – measure with Bronze, Silver, Gold *or* tape measure *or* cones. |
| E | Throwing 1 | * Explore how to throw with ‘accuracy’.
* Develop a strategy to allow you to throw with more power.
 | Warm Up: SAQ movement patternsTarget Throw (**Tops P15)**Cross the Line (**Tops P17**)Plenary) Q&A – What made your throw successful / unsuccessful?  Did your team come up with any strategies in ‘cross the line’? What would you do differently in that game again? |
| F | Throwing 2 | * Understand the concept of a ‘pull’ throw.
* Be able to link the tennis ball throw to javelin.
 | Warm Up: SAQ movement patterns, rolling and throwing a tennis ball in pairs.Tennis Ball Throw (PULL THROW).1. How far can they throw (overarm) – measure with cones.
2. Call children in – progressively teach the correct way to overarm throw by isolating joints and introducing ‘transfer of weight’.
3. Re-throw, with an improved technique, did you throw further than the original throw?

Plenary) Q&A – What throwing events can you think of that are in the Olympics? What other sports is throwing important in?  |