

**Area of Learning: Physical Education, Health and Well-being**  
**Scheme of Work: Athletics/Sports Day Games**

Key Stage: 1	Year: 1	Duration: 6 Lessons
<p><b>Intent:</b> To experience simplified jumping and throwing activities in a series of challenges. To replicate simple running games that require speed, changes in direction and obstacles both as an individual and part of a team. To understand the relationship between exercise and being healthy. To develop turn taking skills and working as a team.</p>		
<p style="text-align: center;"><b>Knowledge</b></p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> <li>To demonstrate different running speeds and directional challenges.</li> <li>To develop an understanding of repetition to bring about improvement.</li> <li>Understanding of turn taking and sharing.</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>Running</li> <li>Jumping</li> <li>Pushing</li> <li>Pulling</li> <li>Throwing</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>Build on play based running, jumping and throwing games.</li> <li>Experiment with different athletics equipment.</li> <li>Involve running, retrieval and returning items.</li> <li>Develop listening and following instructions.</li> </ul>
<p><b>Curriculum Key Concepts and Processes:</b></p>		
<p style="text-align: center;"><b>Accurate Replication</b></p> <p>Pupils will develop and accurately replicate simple skills for modified versions of running for time, jumping and throwing for distance. Pupils should understand that different events demand different abilities and be able to adapt their skills/techniques to the needs of the event.</p>	<p style="text-align: center;"><b>Developing Physical and Mental Capacity</b></p> <p>To recognise that different types of activities require different type of fitness and recognise the effects of activity on the body. Pupils will prepare and recover from exercise safely and effectively. Pupils are to experience warm-up and cool-down exercises to develop pupil's physical capacity.</p>	<p style="text-align: center;"><b>Developing Skills/Performances/Actions</b></p> <p>Pupils will develop the skills necessary to achieve success 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 performances.</p>
<p style="text-align: center;"><b>Decision Making and Problem Solving</b></p> <p>Pupils will evaluate the use of body parts to gain an improvement in replicated 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 modified events.</p>	<p style="text-align: center;"><b>Personal Development</b></p> <p>To understand the importance of turn taking and supporting each other. Encourage repetition to improve outcomes and develop a positive mindset towards sport. Understand why exercise is good for us and what being healthy means. Promote enrichment opportunities within the school timetable and beyond.</p>	<p style="text-align: center;"><b>Evaluating and Improving</b></p> <p>Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of their own performances. Students should be able to describe what an effective running, jumping &amp; throwing style looks like. Appropriate questioning on teaching points of the skills will enhance learning.</p>
<p><b>Cross Curricular Links:</b> Literacy - key words, Numeracy - application of number, scoring, (measuring distances and collating data)</p> <p><b>Assessment opportunities:</b> Q &amp; A, formative feedback (do pupils replicate technique effectively?), discussion (Can the pupils explain what skills they are doing and why?) and summative assessment.</p>		
<p><b>Impact:</b></p>		
<p><b>Beginning:</b></p> <ul style="list-style-type: none"> <li>Will run at different speeds, jump from standing and throw an object one handed.</li> <li>Will take turns with others.</li> </ul>	<p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>Will change speed and direction of running to suit the distance covered.</li> <li>Will complete a running jump.</li> <li>Can increase distance thrown with run up and grip adjustments.</li> </ul>	<p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Will sustain running speed and negotiate obstacles smoothly.</li> <li>Will change body position effectively to increase jump or throw distance.</li> <li>Will be able to explain how changes in technique will improve performance.</li> </ul>

Implementation:		
Week	Learning objectives	Task examples
1	<p><b>Running</b> To be able to replicate running technique to complete a group relay. To understand the organization of a relay and how a race is started. To understand how best to run always leaving a last burst of energy to complete run well.</p>	<p>Warm up – ‘group by numbers’. Class move around defined space. Once a number is called out all pupils get into groups of that number. Group stretches. Begin to introduce competition through relay races. Learning the commands – <i>on your marks, get set, go</i>. Learning the organisation of a relay race. Learning how to finish a race - discuss leaving enough energy to give a final burst at the end. Basic team relays. Start by speed walking it, progress to running. Fun relays to explore running. Use relay batons, bean bags, quoits to incorporate an element of passing and throwing.</p>
2	<p><b>Running</b> To be able to replicate a basic technique for running short distance. To understand how speed is developed with the use of swinging arms. To begin to understand the changes to the body once exercise begins.</p>	<p>Warm up – moving around in a defined space. On teachers command pupils copy actions. Jog, skip, stretch tall, bend low and travel backwards. Group stretches. Discuss the effect of exercise on the body including sweating and being out of breath. Paired relays. A’s stand behind B’s. T.P’s: use of arms when running (pocket to ear). Use skipping ropes as a fun finishing race. Square relay. Set up a 4 cones on the corners of a square. On command, pairs to run from one corner to another and stop. Pairs to speed match each other. Mini competition, who gets back to cone first?</p>
3	<p><b>Jumping</b> To replicate the basic technique when jumping for horizontal distance. To develop an understanding of the role of the arms in a jump. To explore the difference in a standing jumps while incorporating teamwork.</p>	<p>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 &amp; then time for 1 minute. Partners count jumps &amp; swap roles. Group stretches. Jumping for distance - starting with standing long jumps. T.P.’s; use of arms in a swinging motion &amp; legs. Continued 2 footed jumps across field. Pupils need to cross in as few jumps as possible. ‘Paired crossing’ (see task card). Allow time to practice &amp; then make competitive. Why did some pairs complete in a quicker time than others? Teamwork, use of arms, didn’t throw the hoop too far.</p>
4	<p><b>Jumping</b> To replicate the technique for basic hurdle type jumping. To explore the best way to cover the series of obstacles in the quickest time. To understand what a good hurdle run looks like.</p>	<p>Warm up – ladder pulse raiser. Jump between each rung 2 footed, 1 footed and sideways. Add in cones slalom at the end of the ladder- make a relay competition. Group stretches. Set up small groups with series of hurdles in front of them. T.P’s: pupils to run smoothly over them without stopping to jump. Allow pupils to explore. Emphasis on the use of arms and body shape (upright) in the movement over the hurdles. Highlight any strong performances and discuss why it was ‘good’. Relay competition with a series of obstacles to jump. Use batons to pass over.</p>
5	<p><b>Throwing</b> To accurately replicate the technique for push throwing/ slinging events. To develop the use of legs and placement of feet to achieve accuracy of throw. To assist partner in improving throw and marking distances.</p>	<p>Warm up – pairs stand opposite each other 5m apart with a hoop in front of them. Place bean bags in each hoop. Pupils must throw bean bags into opponent’s hoop. Count successful throws. Pairs – each with a different piece of equipment e.g. koosh ball, beanbag, quoit or shuttlecock. Pairs stand behind a line and face another line at least 30 m away (more if possible). Maintain safety. On a signal – pupils to throw equipment as far as possible towards the partner. Pupils run after it and throw again from where it landed. How many throws to get to the other line? Which type of throw is most effective for each different piece of equipment? Throw object using different hands; throw from under legs or over shoulder; throwing for partner to catch. Highlight use of legs and placement of feet (imagine a coiled spring). Mini ball throw competition into a target (hoop). 1 performer, 1 to coach/help.</p>
6	<p><b>Mini athletics festival/sports day</b> To demonstrate an accurate replication of modified running, jumping and throwing competitions. To show an understanding of the how each event is scored. To begin to working independently using fair play and teamwork.</p>	<p>Warm up – ‘Hot potato’. 5 pupils per small grid area. 3 bean bags held to start. Pupils should move around in the grid while passing the bean bag. Must not drop the item. Use ball, quoit and baton. Group stretches. Use <i>mini athletics guide</i>. Set up circuit of events. Pupils to spend 5 minutes at each station. Circular relays together as a group to finish. Pupil progress to be assessed.</p>