

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

Key Stage: 1	Year: 2	Duration: 6 Lessons
<p><b>Intent:</b> To experience running, jumping and throwing activities in a competitive format. To replicate simple running challenges that require speed, changes in direction and obstacles. To measure and record own performances and make basic comparisons to others. To understand feelings during exercise and link to activity intensity. To develop the ability follow instructions and activity rules fully.</p>		
<b>Knowledge</b>	<b>Skills</b>	<b>Sequencing</b>
<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>• Understand and demonstrate different running speeds.</li> <li>• To develop an understanding of distance.</li> <li>• Play different roles as a pair.</li> </ul>	<ul style="list-style-type: none"> <li>• Running</li> <li>• Jumping</li> <li>• Pushing</li> <li>• Pulling</li> <li>• Throwing</li> </ul>	<p>Learning should:</p> <ul style="list-style-type: none"> <li>• Build on running, jumping and throwing challenges.</li> <li>• Experiment with varying speeds and distances with different athletics equipment.</li> <li>• Involve pushing and pulling into target area.</li> <li>• Work at a suitable intensity that is more than their normal.</li> </ul>
<b>Curriculum Key Concepts and Processes:</b>		
<b>Accurate Replication</b>	<b>Developing Physical and Mental Capacity</b>	<b>Developing Skills/Performances/Actions</b>
<p>Pupils will develop and accurately replicate the 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>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>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. Pupil progress will be evident in the replication of techniques and related performances in competitive situations.</p>
<b>Decision Making and Problem Solving</b>	<b>Personal Development</b>	<b>Evaluating and Improving</b>
<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>To understand the importance of listening and supporting each other. Encourage resilience to failure and use set tasks to contribute to character education. Discuss the benefits of exercise and establish an awareness of the relationship between movement and well-being. Promote enrichment opportunities within the school timetable and beyond.</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>		
<b>Impact:</b>		
<b>Beginning:</b>	<b>Developing:</b>	<b>Exceeding:</b>
<ul style="list-style-type: none"> <li>• Will run at different speeds and change this occasionally.</li> <li>• Will jump from a standing position with some control.</li> <li>• Will throw an object one handed to achieve a distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Will change running speeds to cover a distance.</li> <li>• Will complete a running jump adhering to rules of competition.</li> <li>• Will throw objects further with a run up and improved timing.</li> </ul>	<ul style="list-style-type: none"> <li>• Will sustain an appropriate running speed based on the distance to be covered.</li> <li>• Will negotiate obstacles smoothly.</li> <li>• Will use the body effectively to increase jump or throw distance.</li> <li>• Will make changes in technique to improve overall performance.</li> </ul>

Implementation:		
Week	Learning objectives	Task examples
1	<b>Running</b> To be able to replicate a basic technique for running. To understand the importance of completing a set running task in the most efficient way. To understand how exercise affects the body.	Warm up – ‘basic team relays’- Start by speed walking it, progress to running. Group stretches. Fun relays to explore running. Use relay batons, bean bags, quoits to incorporate an element of passing and throwing. Starting and stopping - short distances stopping on command. Begin to develop competition through races. Running activities, for example, running into spaces using different speeds and directions; running round hoops on the floor; running in pairs in formation or shadowing partner.
2	<b>Running</b> To be able to replicate a basic technique for running short and longer distances. To understand how pacing will result in a successful outcome. To develop a basic understanding of changes in the body once exercise begins.	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 & then time for 1 minute. Partners count jumps & swap roles. Discuss the effect of exercise on the body including sweating, faster heartbeat, and being out of breath. Set up <i>chasing game</i> relays. Pairs. 1 starts 3 secs before the other. B to catch up with A. Use skipping ropes, hoops and cones to vary. Discuss pupil’s knowledge of sprinting and long distance running. Running fast and slow - short and long distances. Why do we need to pace ourselves? Complete 1 lap of in exactly 2 minute. Timing to set pace for running. Discuss to develop understanding of use of pace.
3	<b>Jumping</b> To replicate the basic technique when jumping for vertical height. To explore the difference in a standing and running jumps. To develop an understanding of roles of different body parts in jumping ie use of arms & legs.	Warm up- ‘jump the stream’. Introduce combinations of jumps across the stream. E.g. one foot to the same foot, one foot to the other foot & two feet to one foot. Pupils to explore their own. Stretches. Experiment with jumping for height. <i>E.g., jumping to have both feet off the ground from standing or running positions; jumping to land inside hoops placed on the floor, jumping out of hoops to show a shape in the air; jumping onto or off low benches; performing jumping patterns with a partner; jumping along a mat from a standing position;</i> Develop technique and an understanding of roles of different body parts in jumping i.e. use of arms & legs. Sergeant jump competition – use a wall to measure height achieved.
4	<b>Jumping</b> To replicate the basic technique for an effective horizontal distance jump. To explore the difference in jump when swinging arms. To understand the muscles required to generate power and how they are important for the jump.	Warm up – ladder pulse raiser. Jump between each rung 2 footed, 1 footed and sideways. Group stretches. Jumping for distance - starting with standing long jumps. T.P.’s; what muscles generate the power? use of body parts and the transference of weight, emphasis on the use of arms in the movement forward during the jump. Continued 2 footed jumps across field. Pupils need to cross in as few jumps as possible. Mini competition-work with a partner to help measure distance achieved with a cones + record.
5	<b>Throwing</b> To accurately replicate the technique for throwing/slinging events. To develop the use of legs and placement of feet to achieve distance. To evaluate partners throw and help them to improve their distance.	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. Group stretch. Introduce throwing for distance. All pupils to use small footballs (or any softer equivalent available). Pairs to stay set up opposite each other. 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 quoit/hoop throw competition. Pupils throw outwards from centre circle. ( <i>see quoit throwing competition card</i> ) Pairs; 1 performer, 1 to coach/help. Practice throws. Distances recorded with cone + record.
6	<b>Mini athletics festival/sports day</b> To demonstrate an accurate replication of running, jumping and throwing techniques. To show an understanding of the how each event should be run and the basic rules of competition.	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 scoring/ recording sheets in a mini athletics festival. Set up 4 events. Pupils to spend 6 minutes at each station. Record distances and scores. Circular relays together as a group to finish. Pupil progress to be assessed.