

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: KS1 Year A Athletics

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking and action
PoS aims from NC:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect

Prior Learning (what pupils already know and can do)

It is helpful if children have:

- experienced different ways of moving on their feet
- moved safely between and around objects and other children
- linked running and jumping movements
- used a variety of games equipment, eg balls, bats, quoits and beanbags, to catch, throw and send into target areas

Long-term Learning (what pupils MUST know and remember) End Goals

<u>Year 1 related skill acquisition</u>	<u>Year 2 related skill acquisition</u>	
*Develop balance, agility and co-ordination.	*Explore movement techniques with increased control.	<ul style="list-style-type: none"> • ABOUT THE UNIT- In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy. • WHERE THE UNIT FITS IN- This unit lays the foundations for athletic activities in years 3 and 4, in which children will learn the importance of strength and stamina, and will be introduced to a range of warm-up and stretching activities that help prepare them for athletic activity. They will improve their throwing skills and begin to associate different throwing actions with particular types of equipment. They will cover more distance in single and linked jumps, keeping good posture and control. They will be encouraged to watch and comment on the differences between successful and unsuccessful attempts. They will also measure and record athletic activity. This unit could be used in key stage 1. Other physical education units, such as Gymnastic activities (unit 1), will help children to improve their control of movement, especially when moving on their feet, leaping and landing. Games-based activity will also reinforce good running, jumping and throwing actions. All units place value on working well as a member of a group or team, and help children develop their stamina, strength and suppleness.
*Explore a variety of running styles.	*How to run and jump and to perform these	
*Explore a range of jumping techniques.	with increased control and co-ordination.	
*Develop combination movements adding running and jumping into a fluid movement.	*Further develop ability to jump for distance or height using personal best challenges as a motivator. *Explore techniques for starting running races.	

Key Vocabulary

In this unit children will have an opportunity to use a range of words and phrases, such as:

- run
- catch
- hop
- skip
- step
- sideways, forwards, backwards
- throw high, low, far, near, straight
- aim
- drop
- bounce
- fast, medium, slow

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• safely

Session 1

Skills: I can...

Share space and run with my head up

React quickly

Knowledge: I know...

What a good position of readiness looks like

That I need to be focused and avoid distractions

Assessment: I can...

Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement

Session 2

Skills: I can...

Jump, 1 foot to 2 feet and 2 feet to 2 feet

Coordinate a run with a jump

Knowledge: I know...

To land with really soft knees

To use my arms to help power me forward when jumping

Assessment: I can...

Seeks support, emotional 'refuelling' and practical help in new or challenging situations.

Session 3

Skills: I can...

Throw accurately

Work cooperatively with a partner and within a group

Share equipment and take turns

Knowledge: I know...

How to stand to throw overarm

The importance of my non throwing arm

Assessment: I can...

Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.

Session 4

Skills: I can...

Run efficiently and within a lane

Sustain my form during a race

Dip for the finish

Knowledge: I know...

How to stay focused on my own performance when running in a lane

Why it is important to dip at the finish

Assessment: I can...

Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement

Session 5

Skills: I can...

Jump for height

Time my take-off to clear an obstacle

Knowledge: I know...

Which parts of my body are really important when jumping high

How to coordinate a scissor kick

Assessment: I can...

Seeks support, emotional 'refuelling' and practical help in new or challenging situations.

Session 6

Skills: I can...

Throw a variety of pieces of equipment well

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Throw for distance

Throw with good technique

Knowledge: I know...

How to grip a frisbee

That I need to throw from a side- on position

To draw my body back by lifting my front leg to generate more power

Assessment: I can...

Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.

Future learning this content supports:

- Access to a variety of sporting experiences across KS2 will add depth to this. The use of transferable skills and vocabulary will consolidate the learning within this unit.