

Scheme of Work: Athletics

Key Stage: 3	Year: 7	Duration: 6-8 Lessons			
<p>Intent: To accurately replicate running, jumping and throwing skills for athletic events showing an improvement in performances. To explore variations in core techniques and use knowledge to become more technically proficient. To record and improve upon personal bests in relation to speed, height and distance.</p>					
<p style="text-align: center;">Knowledge</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"> • Skill replication in a range of competitive contexts • Basic biomechanics to aid core skill execution • Simple tactics to improvement performances • Application of event rules • Health and safety guidelines when using equipment. 	<p style="text-align: center;">Literacy for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and recall terminology relating to Athletics.</p> <p style="text-align: center;"><i>E.g. Speed, Power, Acceleration, Height, Bound, Leap</i></p>	<p style="text-align: center;">Head Heart Hands Assessment</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>Head</p> <ol style="list-style-type: none"> 1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules </td> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>Heart</p> <ol style="list-style-type: none"> 1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence </td> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>Hands</p> <ol style="list-style-type: none"> 1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving </td> </tr> </table>	<p>Head</p> <ol style="list-style-type: none"> 1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules 	<p>Heart</p> <ol style="list-style-type: none"> 1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence 	<p>Hands</p> <ol style="list-style-type: none"> 1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving
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Key Concepts and Processes:					
<p style="text-align: center;">Accurate Replication</p> <p>Pupil will be introduced to basic athletic skills and develop an accurate replication. Pupils will develop the skills of sprinting, sustained running, jumping and throwing. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students should be able to describe the elements of an effective running, jumping & throwing style.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. Be able to recognise that different types of activities require different type of fitness. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Understand the physics of speed, linear motion, angles and drag.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain a baseline experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed.</p>			
<p style="text-align: center;">Decision Making and Problem Solving</p> <p>Pupils will develop and refine skills and tactical decisions in order to run, jump or throw further. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective competitive performance. Adapt & refine these strategies to the need of an event. To encourage the ability to become a reflective learner.</p>	<p style="text-align: center;">Personal Development</p> <p>To understand the importance of sportsmanship and particular British Values linked to sport (tolerance and respect for others) Highlight possible character building opportunities through athletic based activities and discuss the need to stay healthy and active throughout life. Signpost enrichment opportunities within the school timetable and in the wider community.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in own and others' performance. Assessment for learning will be achieved through the use of worksheet, video analysis or peer feedback. Success criteria will also be conveyed through modeling, digital stills & video recordings.</p>			
<p>Scan these QR codes for information</p>					
<p>Ladders/SAQ Ideas</p>	<p>Running/Sprinting</p>	<p>Long Jump</p>			
<p>Shot Putt</p>	<p>Hurdles</p>				

Implementation			
Week	Learning objectives	Suggested lesson tasks/activity ideas Powerful Knowledge	Differentiation/ Personalised Learning/Assessment Tools
Lessons 1-8	Introduce running style (100/200/400m) To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action. To evaluate performance of self and others and suggest ways technique may be improved. To understand components of fitness for sprint races.	Warm up – gradual pulse raiser + stretches . Discuss type of fitness needed- speed, power & reaction time. SAQ ladders. Both feet in each, side stepping (see 'ladders/SAQ ideas' QR code) Progress to 10 metre team relays. T.P's; movement of arms, hip to shoulder, leg movement, pick knees up, stride length & stride frequency . Paired 30 meter sprints – focus on arms / legs / head. Highlight sprint start technique + how to measure out. Discuss standards –Timed races (100, 200, 400m). Highlight world record.	Mid-lesson plenaries check – Recap running style/technique for sprint events. How will higher leg drive generate more speed? How can tactics and strategies help during a race?
	Introduce pace running – 800m To accurately replicate basic technique for an effective paced race. To perform an 800m race refining ability to pace the performance to sustain 2 laps. To understand components of fitness involved in longer distance races.	Warm up – gradual pulse raiser + stretches. Perform 4 different paced ½ laps (200m) to highlight pace required for a bronze (87 sec), silver (72 sec), gold (52 sec) & platinum (45 sec) performance . 2 groups. T.P's; pacing ability, don't go off to quick. 800m timed. 4 ability races-pupils to choose race to compete in. Highlight world record.	Mid-lesson plenaries check – What is meant by pace? How can this be judged during a race? Discuss school, national and Olympic records? What is the purpose of a cool down?
	Jumping- long jump To accurately replicate the technique for an effective long jump. To perform and record distance achieved. To understand the rules regarding take-off and landing. To understand the components of fitness involved in jumping events.	Group relay warm up with a focus on increasing the range of movement/dynamic stretching. Small teams. Place 4 hoops even distance apart. Hop into each hoop. Progress to taking off 1 foot landing 2 foot. Teaching points; run up, take off, hang time, landing (see 'long jump' QR code) Break skill down into parts, demo, practice at side of pit. Encourage pupils to measure run up. Competition-distances recorded by non-participants	Mid-lesson plenaries check – Describe the 3 phases of the jump. How can the run up, take off and flight be affected? What impact would speed have on distance achieved?
	Throwing – shot putt To accurately replicate the technique for an effective shot putt. To perform and record distance achieved. To understand the rules regarding throwing and ball landing. To understand the fitness needs of throwing events.	Warm up – gradual pulse raiser + stretches. Discuss shot putt fitness components. Tug of war, 2 teams. Highlight safety points. Pairs; 1 performer, 1 to coach/help. Begin with tennis ball, progress to shot. Teaching points; dirty fingers, clean palms, leg muscles for power, low body position, 45 degree release (see 'shot putt' QR code) Distances recorded with cone. Take measurement at the end. Highlight world record with cone.	Mid-lesson plenaries check – What components of fitness are important to throwing events? How can distances be improved? How can peer observation and feedback help?
	Throwing - javelin To accurately replicate the technique for an effective javelin throw. To perform the event and record distance achieved. To understand the rules regarding the throw and landing. To develop the ability to evaluate technique after each throw.	Warm up – pairs to throw and catch 1 metre apart. Increase distance by 1 metre after 10 successful catches. Discuss javelin knowledge. Highlight safety points. Pairs; 1 performer, 1 to coach/help. Begin with shuttle cocks, progress to javelin. Teaching points; stance make a bow see it go, whip through, bring javelin through in straight line & 45 degree release . Practice throws, T.P.'s emphasized. Distances recorded with cone. Measure best at the end. Highlight world record.	Mid-lesson plenaries check – How can more distance be gained? What adjustments to run up can be used? How will angle of release help javelin flight? Discuss school, national and Olympic records?
	Hurdles To perform the event and record time achieved. To accurately replicate an effective hurdling technique. To understand and appreciate the need to make decisions about refinement of technique to maintain speed throughout.	Warm up – SAQ ladders – quick feet. Discuss hurdling technique (see 'hurdles' QR code) Replace ladder with small hurdles. Discuss lead leg. Explore use of right or left lead. Use partner to run alongside normally. Maintain pace over flight. Teaching points; head position, leading leg, trailing leg, stay low. 4 lanes, differentiated, varying heights Discuss stride pattern, 3 steps . Sprint races timed. Highlight world record.	Mid-lesson plenaries check – How long should a warm up and cool down take? What should be included in these stages? Explain hurdle technique. What is the meaning of lead and trail leg?

Impact	
<p>1. Basic replication of core skills for running, jumping and throwing</p> <p>Emerging: Demonstrates an accurate replication of running, jumping and throwing techniques across different disciplines. Will copy perform the necessary skills but will fatigue easily.</p> <p>Developing: Good replication of skills across all 3 areas and applies a reasonable knowledge of the underpinning principles related to athletics.</p> <p>Mastery: Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve replication through use of event tactics and strategies.</p>	<p>2. Development of physical literacy (coordination & body management skills)</p> <p>Emerging: Use basic body movements with reasonable timing just with a reduced speed. Coordination and body management skills are evident for simple movements. <i>I.e. jumping, running, throwing.</i></p> <p>Developing: Describe parts of their performances which are effective and explain what they can improve with practice. Perform event techniques with control and will attempt to link coordination skills together resulting in improve outcomes.</p> <p>Mastery: Shows a very good body management and performs core skills with good timing and control. Often will require little or no help. Stamina and speed is very good and used effectively.</p>
<p>3. Developing personal bests and setting targets.</p> <p>Emerging: Show a basic ability with simple personal targets. These will reflect a developmental physical literacy stage and will find sustained running, jumping and throwing a challenge.</p> <p>Developing: Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Personal targets are continual set and achieved due to sustained attempts and motivation.</p> <p>Mastery: Identify good performances and will continually refine core skills to challenge ability and strive to beat personal bests. Motivation and drive are evident in all athletic activities.</p>	<p>4. Developing an understanding of warm ups & athletic event rules/terminology</p> <p>Emerging: Show an understanding of the rules for each event and the underlining principles. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance and will follow a warm up safely.</p> <p>Developing: Explain in simple terms the physical effects of exercise on their body and the importance of preparing for exercise safely. Can explain varied terminology relating to athletic activities. Applies basic safety principles. Can explain how athletics improves overall fitness levels.</p> <p>Mastery: Conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Show a good understanding of terminology and uses it explain instructions to others.</p>
<p>Careers: Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related.</p>	



Scheme of Work: Athletics

Key Stage: 3	Year: 8	Duration: 6-8 Lessons				
<p>Intent: To use knowledge of athletics events, strategies and core techniques to develop skill replication and performance. To develop an understanding of fitness and its relationship to performance. To improve core skills and personal bests in relation to speed, height, distance and accuracy. Develop confidence in movement and challenge mental capacity.</p>						
<p style="text-align: center;">Knowledge</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"> Skill replication in a range of competitive events Application of a set of rules when competing Understanding of own strengths and limitations Knowledge of personal running, jumping & throwing capacity 	<p style="text-align: center;">Literacy for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and recall terminology relating to Athletics.</p> <ul style="list-style-type: none"> E.g. Speed, Power, Acceleration, Height, Bound, Leap 	<p style="text-align: center;">Head Heart Hands Assessment</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>Head</p> <ol style="list-style-type: none"> 1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules </td> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>Heart</p> <ol style="list-style-type: none"> 1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence </td> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>Hands</p> <ol style="list-style-type: none"> 1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving </td> </tr> </table>	<p>Head</p> <ol style="list-style-type: none"> 1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules 	<p>Heart</p> <ol style="list-style-type: none"> 1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence 	<p>Hands</p> <ol style="list-style-type: none"> 1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving 	
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Key Concepts and Processes:						
<p style="text-align: center;">Accurate Replication</p> <p>Pupil will develop athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students to describe the elements of an effective running, jumping & throwing style.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. Be able to recognise that different types of activities require different type of fitness. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Understand the physics of speed, linear motion, angles and drag. To develop mental capacity when recording & calculating times and distances.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed.</p>				
<p style="text-align: center;">Decision Making and Problem Solving</p> <p>Opportunities to coach pupils or small groups will develop communication, leadership and decision making skills. Pupils will further develop and refine skills and tactical decisions in order to run, jump or throw further. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Adapt & refine these strategies to the need of an event. To encourage the ability to become a reflective learner.</p>	<p style="text-align: center;">Personal Development</p> <p>To develop a resilience to challenges and setbacks. To understand the importance of communications and sportsmanship/respect for others. Highlight other possible character building opportunities through athletic based activities and discuss the need to stay healthy and active throughout life. Signpost enrichment opportunities within the school timetable and in the wider community.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Success criteria conveyed through modeling & video recordings. Pupils will be able to use information gained from analysis of performance to influence and improve their own technique.</p>				
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Implementation			
Week	Learning objectives	Suggested lesson tasks/activity ideas Powerful Knowledge	Differentiation/ Personalised Learning/Assessment Tools
Lessons 1-8	Sprint running technique (100/200/400m) To accurately replicate sprinting technique. To adjust body movements to create more drive/speed/power. To understand components of fitness involved in short distance races. To adhere to running rules in all track events	Warm up – gradual pulse raiser + stretches . Recap fitness needed- speed, power & reaction time. SAQ ladders. 10 metre team relays. T.P's; movement of arms, hip to shoulder , Focus on control of levers & pick knees up (see 'sprinting' QR code) Paired 30 metre sprints – Highlight sprint start technique. Start crouch = creates power. 10m start races – go through technique. Discuss standards + track rules (see QR code) –Timed races (100, 200, 400m). Highlight world record.	Mid-lesson plenaries check – Recap running style/technique for sprint events. What is benefit of a down start? What tactics and strategies can be used during a race?
	Middle distance running – 800m To accurately replicate basic technique for an effective 800m race. To understand the need to pace the race in order to sustain 2 laps. To develop components of fitness involved in 800m. To evaluate performance of self and others and suggest ways technique may be improved.	Warm up – gradual pulse raiser + stretches. Speed judging. Pairs must jog a 400m in a set time. Bronze (170 sec), silver (144 sec), gold (105 sec) & platinum (90 sec). Pairs start on different areas of the track marked with a cone. 1 pupil to take charge of pace-use stopwatch. T.P's; develop pacing ability. 800m timed. 4 ability races pupils to choose race to compete in 1. Highlight world record (1.41min)	Mid-lesson plenaries check – What is meant by pace? How can this be judged during a race? Discuss school, national and Olympic records? Why is it important to run with similar individuals?
	Jumping - high jump To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and perform a legal jump. To record and analyse the height achieved. To understand the components of fitness involved in high jump.	Over and under. 4's relay warm up – set up a course of obstacles that require a range of jumping skills. Use small hurdles in pairs to explore take off leg. Highlight 1 foot take off rule. Pairs- stand backwards to bar, practice standing backwards clear over bar, push hips up, land on back. Run up/ take off -scissors (progress to Fosbury) pupil/teacher demo (see 'high jump' QR code) T.P's; run up-arc run approach, take off phase, clearing bar and landing. Measured High Jump competition. 3 lives. Heights recorded by non-participants.	Mid-lesson plenaries check – Describe the 3 phases of the jump. How can the run up, take off and flight be affected? What impact would speed have on distance achieved?
	Throwing – shot putt To perform and accurately replicate the technique for an effective shot putt. To record distance achieved in relation to previous best and peers. To understand the rules regarding throwing and ball landing. To develop an understanding of the why some pupils throw further.	Warm up – Tug of war, 2 teams- strength + teamwork development. Reinforce safety points. Pairs; peer evaluation. Teaching points; dirty fingers, clean palms, leg muscles for power, low body position, 45 degree release . Demo shuffle technique to create more power. Distances recorded with cone. Rules of shot-cant cross line, out back of circle. Take best attempt-measure. Highlight school + world record.	Mid-lesson plenaries check – What components of fitness are important to throwing events? How can distances be improved? How can peer observation and feedback help?
	Throwing - javelin To perform and accurately replicate the technique for an effective javelin. To record distance achieved in relation to previous best and peers. To understand the rules regarding the throw and landing. To understand factors that may affect the throwing of the javelin.	Warm up – gradual pulse raiser + stretches. Recap javelin knowledge. Reinforce safety points. Pairs; peer evaluation-watch and comment on technique. T.P's; power position, whip javelin through in straight line & 45 degree release . Practice throws. Progress to 3 side step run up. Focus on maintaining good technique Distances recorded with cone. Measure best at the end. Highlight school + world record.	Mid-lesson plenaries check – How can more distance be gained? What adjustments to run up can be used? How will angle of release help javelin flight? Discuss school, national and Olympic records?
	Relay To accurately replicate sprinting technique and demonstrate knowledge of change over skills. To understand rules regarding sprint relay and adhere to them. To make decisions about pupils strengths and placement in the relay teams legs.	TP – over hand or push technique . 4's group warm up – one to lead gradual pulse raiser + stretches. Circle team relay. 4 teams on the outside of a big circle. Run around outside, pass on + sit down. Progress to must overtake opposition team runner to eliminate. In 3's – 40m. Practice change over. T.P's; down sweep/upsweep, maintain baton speed, change over & communication (see 'relay' QR code) Pupils demo of good work. 4x100m races – Accelerate before changeover. World record.	Mid-lesson plenaries check – What should be included in the warm up stages? Explain the relay baton exchange process. What are some of the common errors? Why is speed and timing important?

Impact	
<p>1. Replication of event techniques.</p> <p>Emerging: Observe and copy basic athletic techniques but will tire easily. Has reasonable success across all disciplines.</p> <p>Developing: Show a good replication of skills across most athletic disciplines and applies a reasonable knowledge during performances.</p> <p>Mastery: Can adapt and change technique and identify ways to increase the intensity on the body. Replication of these core skills are consistent even as a result of fatigue.</p>	<p>2. Challenging physical capacity.</p> <p>Emerging: Paces themselves to meet targets they have set. These will reflect a developing physical literacy and will find sustained physical exercise a challenge.</p> <p>Developing: Push body to challenge physical capacity. Personal targets are continual set and achieved due to sustained attempts and motivation.</p> <p>Mastery: Performs well in all athletic events. Motivation and drive are evident and physical capacity is excellent.</p>
<p>3. Understanding of heart rate and body functioning when exercising.</p> <p>Emerging: Apply basic principles of warm up and cool down, using exercises appropriate for the event. Identifies increases in heart rate but makes no link to fitness levels.</p> <p>Developing: Explain in simple terms the physical effects of exercise on heart rate. Can explain how warming up and cooling down help performance and use terminology relating to fitness activities.</p> <p>Mastery: Shows a clear understanding of why fitness activities are good for healthy active lifestyles. Knowledge of heart rate and body adaptations that take place in order to sustain performance are accurate.</p>	<p>4. Development of reflective learners.</p> <p>Emerging: Able to compare own and others work and can state the differences. Use this information to attempt to improve own performance.</p> <p>Developing: Can suggest ways to improve performances based on experiencing success and failure. This improvement is driven by personal bests and refined targets.</p> <p>Mastery: Demonstrate a strong ability to reflect on own learning. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve.</p>
<p>Careers: Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related.</p>	



Key Stage: 3	Year: 9	Duration: 6-8 Lessons			
<p>Intent: To allow students to accurately replicate techniques across a range of disciplines. To develop a detailed understanding of fitness and its effect on performance. To allow planning and preparation prior to competing in a range of athletic events. To develop an understanding of the immediate effects of exercise and fatigue factors.</p>					
<p align="center">Knowledge</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"> • Skill replication in a range of competitive events • Experienced a number of sprint & pacing races. • Understanding of own strengths and limitations • Knowledge of the effect of exercise and ways to improve 	<p align="center">Literacy for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and recall terminology relating to Athletics.</p> <ul style="list-style-type: none"> • E.g. Speed, Power, Acceleration, Height, Bound, Leap 	<p align="center">Head Heart Hands Assessment</p> <table border="1"> <tr> <td align="center"> <p>Head</p> <ol style="list-style-type: none"> 1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules </td> <td align="center"> <p>Heart</p> <ol style="list-style-type: none"> 1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence </td> <td align="center"> <p>Hands</p> <ol style="list-style-type: none"> 1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving </td> </tr> </table>	<p>Head</p> <ol style="list-style-type: none"> 1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules 	<p>Heart</p> <ol style="list-style-type: none"> 1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence 	<p>Hands</p> <ol style="list-style-type: none"> 1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving
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<p>Key Concepts and Processes:</p>					
Accurate Replication	Developing Physical and Mental Capacity	Developing Skills/Performance			
<p>Pupil will develop advanced athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing using advance tactics to improve scores. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students to describe the elements of an effective running, jumping & throwing style.</p>	<p>Pupils to prepare and recover from exercise safely using principle of warm up. Pupil will explore different the types fitness demands of athletic activities. To extend knowledge of athletic event rules and personal records. Pupils will be encouraged to evaluate technical elements to each event. Understand the physics of speed, linear motion, angles and drag. To develop mental capacity when recording & calculating times and distances.</p>	<p>Pupils to continue to improve their own personal performance. Pupils will develop advanced skills necessary to compete and achieve in all athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, time taken to cover distance. In all events, demonstration of accurate technique and related performances will be assessed.</p>			
Decision Making and Problem Solving	Personal Development	Evaluating and Improving			
<p>Opportunities to coach pupils or small groups will develop communication, leadership and decision making skills. Pupils will further develop and refine skills and tactical decisions in order to run, jump or throw further. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Adapt & refine these strategies to the need of an event. To develop the skill of reflection and evaluation to improve own performances.</p>	<p>To develop understanding of how to prepare for and recover from exercise safely. To link components of fitness to relevant events and outline benefits. To develop a resilience to challenges and setbacks and work independently as well as a team. To understand the importance of sportsmanship and respect for others. Signpost enrichment opportunities within the school timetable and in the wider community.</p>	<p>Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Success criteria conveyed through modeling & video recordings. Pupils will be able to use information gained from analysis of performance to influence and improve techniques. (Peer coaching)</p>			
<p>Scan these QR codes for information</p>					
<p>Triple Jump</p>	<p>Javelin</p>	<p>High Jump – Fosbury Flop</p>			

Implementation			
Week	Learning objectives	Suggested lesson tasks/activity ideas Powerful Knowledge	Differentiation/ Personalised Learning/Assessment Tools
Lessons 1-8	Sprint running technique (100/200/400m/relays) To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint start to create power/speed . To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle.	Warm up – Group pulse raiser. Discuss reaction time. Line on belly/back, react to 'go' command, sprint 10m. Work in pairs to develop their running style. Paired drill. Pupil A to place cone short distance behind them. Partner B jogs towards cone, once B reaches marker, A goes. B to catch. T.P's; Develop idea of body control . Pupils able to identify good and bad technique – Timed races + record personal bests (100, 200, 400m & relays). Highlight school & world records.	Mid-lesson plenaries check – Recap running style/technique for sprint events. What is benefit of a down start? What tactics and strategies can be used during a race? How can own personal best be beaten? How does setting targets help?
	Middle distance running – 800m To accurately replicate and maintain an effective running technique. To understand how to pace a race reflecting on own ability. To understand the role of heart and lungs and their importance during an 800m. To evaluate self-performance against previous bests.	Group pulse raiser + stretches. Discuss role of heart & lungs during 800m. Key word – PACE . In groups of 4. Set a pace for 200m time based on the following standards; bronze (87 sec), silver (62 sec), gold (52 sec) & platinum (45 sec) standard. 4 pupils to relay run 800m (4x200m) at the set pace. Pupils must achieve as close to that time as possible and not quicker/slower. Final individual 800m timed race. Highlight world record – 1.41min and the 200m splits for that time (25 secs per 200m).	Mid-lesson plenaries check – What is meant by pace? How can this be judged during a race? Discuss school, national and Olympic records? Why is it important to run with similar individuals?
	Jumping - triple jump To accurately replicate the technique for an effective triple jump. To perform and record the distance achieved. To understand the rules regarding take-off and landing. To understand the components of fitness involved in jumping events and the meaning of ' plyometrics training '.	Warm up – discuss plyometric training. 3's relay-perform 2 footed jumps over small hurdles and jog back. Increase height of hurdles. 3's- Place 3 hoops even distance apart. Technique saying- "SAME, OTHER, TOGETHER". First landing is same as take-off foot, next is other foot, then together landing. Teaching points; run up, take off, use of arms, landing in pit (see 'triple jump' QR code) Practice from side of pit in 3's with 3 side run up. Experiment with full jump + measure run up. Record personal best distance.	Mid-lesson plenaries check – What is plyometric training? Describe the 3 element of the jump before take-off. How can the run up, take off and flight be affected? What impact would speed have on distance achieved?
	Throwing – shot putt To perform and accurately replicate the shuffle technique for shot putt. To record distance achieved in relation to previous years bests. To understand the rules regarding the shot putt event. To understand the main phases that forms the full technique and begin to refine individual elements.	Warm up – paired strength challenges. Press up challenges. Tug of war. Reinforce safety points. Peer evaluation. Practice analysing partner's performance. Teaching points; grip, leg muscles for power, low body position, 45 degree release . Demo shuffle technique to create more power . Distances recorded with cone. Rules of shot-cant cross line, out back of circle. Take best attempt-measure. Highlight school + world record.	Mid-lesson plenaries check – What components of fitness are important to throwing events? How can distances be improved? How can peer observation and feedback help?
	Throwing - javelin To perform and accurately replicate the technique for javelin. To incorporate the use of a run up and understand what effective this has on performance. To record distance achieved in relation to previous best. To understand the rules regarding the javelin throw.	Warm up – throw a shuttlecock and retrieve. Partner to attempt to throw further. No run up. Dynamic stretches. Q & A on javelin knowledge. Reinforce safety points . Peer evaluation. Practice analysing partner's performance. T.P's; power position, whip javelin through in straight line, 45 degree release & transfer linear speed into arm power (see 'javelin' QR code) Practice throws using 3/5 stride run up. Recorded distances with cone. Measure best at the end. Highlight school + world record.	Mid-lesson plenaries check – How can more distance be gained? What adjustments to run up can be used? How will angle of release help javelin flight? What are some of the common problems experienced? How can they be overcome?
	Jumping - High jump To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and competition. To record the height achieved. To understand the components of fitness involved in high jump.	Warm up – Student led pulse raiser + stretches. Watch high jump technique intro clip. Recap 1 foot take off in pairs. Recap run up/take off –scissors. Fosbury technique (see QR code) - arc approach, take off phase-arm usage, clearing bar (body bend) and landing . Use time delay within dartfish to allow pupil to clear bar and watch on screen. Pupil demo. Why are some pupils successful? High Jump competition. 3 lives. Heights recorded by non-participants.	Mid-lesson plenaries check – What are the possible techniques used in high jump? How does speed and coordination play a part in the overall event technique? What are some of the common problems experienced?

Impact	
<p>1. Replication of athletic techniques & challenging physical limits.</p> <p>Emerging: Observe and copy basic athletic techniques but will tire easily. Has reasonable success across all athletic disciplines but will find sustained physical activity a challenge.</p> <p>Developing: Show a good replication of skills across most fitness disciplines and will push body to challenge physical capacity.</p> <p>Mastery: Can perform and replicate skills to a high level showing clear knowledge of the techniques necessary to complete runs, jumps & throws. Has the ability to refine techniques and strategies to a range of situations. Replication of these core skills are consistent even as a result of fatigue.</p>	<p>2. Development of leadership and communication skills</p> <p>Emerging: Can lead a partner through basic warm up exercises and simple versions of athletic techniques but can lack confidence and clarity of communication.</p> <p>Developing: Can motivate and push other to undertake physical activity tasks and is clear on how to complete these.</p> <p>Mastery: Displays confidence when talking to individuals/small groups and often demonstrates activities for others to follow. Able to create plans to improve performance and create drills to develop athletics skills.</p>
<p>3. Understanding of warm up and heart/lung functioning.</p> <p>Emerging: Apply basic principles of warm up and cool down, using exercises appropriate for the event. Identifies increases in heart rate but makes no link to fitness levels.</p> <p>Developing: Explain in simple terms the physical effects of exercise on heart rate, lungs and the cardiovascular system. Can explain how warming up and cooling down help performance and suggests example activities.</p> <p>Mastery: Shows a clear understanding of why fitness activities are good for healthy active lifestyles. Knowledge of heart rate, respiratory and cardiovascular system is sound and can link exercise and recovery to adaptations that take place.</p>	<p>4. Developing Reflective learners/Creative thinkers/Self managers</p> <p>Emerging: Recognise a need for strategies and creative thinking and can add to a group discussion.</p> <p>Developing: Can focus on aspects of their technique to improve and understand ways to perform in an event. Can critically evaluate a plan to attack and adapted this idea to suit the needs of individuals.</p> <p>Mastery: Can work independently on own training programme and monitor own performance. Evaluates performance and can see how skill, tactics, strategies and fitness affect overall effectiveness.</p>
<p>Careers: Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related.</p>	

