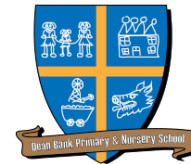




Dean Bank Primary School and Nursery

PE - Medium Term Plan



Subject Area: PE - Athletics

Term: Summer 2

Class: 3

<p>Core Task Athletics - Faster, higher, further</p>	<p>National Curriculum</p> <ul style="list-style-type: none"> Learn to use a broader range of skills in isolation and combination, linking actions together e.g. run, jump, catch Enjoy communicating, collaborating and competing against each other Play competitive games, modified where appropriate Develop an understanding of how to improve having compared their performance with previous ones to achieve their personal best Learn how to evaluate and recognise their own success
<p>Key Terms sprint, jog, pace, throwing action, power, stamina, speed, safety, relay, time, measure, record</p>	<p>Key skills</p>

Learning Objective	Skill Focus (Physical Skills, Thinking Skills, Team Skills, Health and Safety)	Key Questions	Activities and Differentiation
<p><u>Core task assessment</u> I can run smoothly at different speeds.</p> <p>I can demonstrate combinations of jumps showing control, coordination, and consistency.</p> <p>I can throw a range of objects, in a variety of ways, at a target area with consistency and accuracy.</p>	<ul style="list-style-type: none"> Begin to explore different styles of running, jumping and throwing. Make predictions about which type is effective and when. Discuss ways to measure predictions. Suggest ways to improve performance. 	<p>How can we run, jump and throw smoothly and consistently?</p> <p>What different styles of running, jumping and throwing can we use and which are the best for us?</p> <p>How can we measure which is the most effective type?</p> <p>How can we improve our performance?</p>	<p>Children to work in groups of 4. There will be 2 groups at each activity. They will investigate and compare the effectiveness of different styles of:</p> <p>Running; e.g. short steps, long strides, straight arms, bent arms and swinging arms.</p> <p>Jumping: e.g. off one foot, off two feet</p> <p>Throwing: e.g. overarm, pushing pulling and slinging.</p> <p>Groups measure distance of jumps/throws and time running to see which is best style for each activity.</p>



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<p><u>Running</u> I can set a pace dependent on the distance that I am running.</p> <p>Relay races</p>	<ul style="list-style-type: none"> • Run smoothly at different speeds. • Choose different styles of running of different distances. • Pace and sustain their effort over longer distances. • Recognise and record how the body works in different types of challenges over different distances. 	<p>What did you notice about the different runners?</p> <p>What does pace mean?</p> <p>Why do you think it might be important to pace ourselves?</p> <p>How might you pace yourself for a long/short distance race?</p>	<p>Starter – Sheep tig – Children run around the MUGA and try to tig the other children. When tug, children roll over on their back with their arms and legs in the air.</p> <p>One child will be chosen to run a distance fast while another will be chosen to run slowly. Children will discuss the difference in pace that the children ran at. Encourage the children to see if they are better at running at high speed for shorter times and distances than for longer ones.</p> <p>Task - Children to run for short distances and times and longer distances and times, focusing on keeping a steady pace. Group to watch for evenness in pace. Teach how to pace efforts over different distances. Group to suggest how other’s actions can be improved.</p> <p>HA children to be paired with a LA pupil to provide coaching where necessary if they need to adapt the pace that they are running at.</p> <p>Cool down - Have the children form a large circle, sitting down, facing inward.</p> <p>Start the game by giving one ball (a dodgeball works well) to a student. That student must roll the ball to another student, but not before calling the receiver's name first. As the game progresses, introduce another ball into play. Play with three or four balls simultaneously</p>
<p><u>Running</u> I can adapt my running style depending on the distance of my run and measure the time taken to achieve this.</p>	<ul style="list-style-type: none"> • Watch and describe specific aspects of running e.g. what arms and legs are doing • With guidance, set realistic targets of times to achieve over a short and longer distance 	<p>What should we be considering when we are running?</p> <p>Do you notice any differences between these runners? Which do you think is the most effective running style?</p> <p>How could we measure the effectiveness?</p>	<p>Starter – The sharks are coming – Children move around the MUGA and when the teacher shouts ‘the sharks are coming!’ the children ask ‘How many?’ the teacher shouts a number, which the children need to get into groups of. The ones who are left are out.</p> <p>Recap prior learning. Discuss what other things we should be considering when we are running, particularly what our arms and legs should be doing. Give some children instructions on how to run, the rest of the class</p>



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			<p>will discuss their running style and its effectiveness. All children will be given time to run a non-competitive style in which they are focussing on their strides and their arm movements.</p> <p>Task - Children will then be able to apply what they have learnt so far by running a short and long-distance stretch. They will be focusing on setting realistic targets of time for these distances and measuring their outcomes.</p> <p>HA pupils to set their own targets and work independently to measure their time against these. MA pupils to focus on their pace and running style while running the short and long-distance stretch. LA pupils to focus on differentiating their pace.</p> <p>Things to consider- Starting positions</p> <p>Distributing weight to your advantage</p> <p>Teach how to stop and turn through simple games.</p> <p>Time and pace</p>
<p><u>Jumping</u> I can perform different combinations of jumps.</p>	<ul style="list-style-type: none"> • Perform combinations of jumps. • Choose different styles of jumping. • Watch and describe specific aspects of jumping e.g. what arms and legs are doing • With guidance, set realistic targets when jumping for distance or height 	<p>What is a jump? Can you show me more than one type? What makes these jumps different?</p> <p>What do you notice about what your arms/legs are doing when you jump?</p> <p>What was good about your performance?</p> <p>What could be done to improve?</p>	<p>Starter – The floor is lava</p> <p>Children will work on a carousel practicing 5 basic jumps: one foot to the same foot (hop); one foot to other foot (step); one foot to two feet; two feet to two feet; two feet to one foot. They will practice single jumps then in simple combinations.</p> <p>Children to observe others in their carousel group and describe specific aspects of jumping, focusing on what their arms and legs are doing. They will provide feedback on what they think is done well and what could be done to improve.</p>



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			<p>HA pupils to focus on improving their arm and leg movements and explore the impact this has on their jump.</p> <p>MA pupils to focus on improving their jumps through practice and guidance from peers/teachers.</p> <p>LA pupils to have photo prompts to support them with remembering how to execute each jump.</p>
<p><u>Jumping</u> I can explore which jumping style is effective for distance and height</p> <p>Progression- triple jump</p>	<ul style="list-style-type: none"> • Perform combinations of jumps. • Choose different styles of jumping. • Watch and describe specific aspects of jumping e.g. what arms and legs are doing. 	<p>What jumping styles did we explore last lesson?</p> <p>How can we measure jumps?</p> <p>Which jump do you think will be the most effective if we were measuring distance/height? Why?</p> <p>How are you going to measure your jumps?</p>	<p>Starter – Sheep tig – Children run around the MUGA and try to tig the other children. When tug, children roll over on their back with their arms and legs in the air.</p> <p>Recap previous learning. Split the class into 2 groups, one group will be jumping with the aim of achieving height and the other distance. Children will trial the different jumps that they have explored and decide which jump they think is the most effective. Before swapping over.</p> <p>HA pupils will have to support their group in deciding how they are going to measure which jump is the most effective.</p> <p>MA pupils to focus on how they can adapt their jumps (thinking about their arm and leg movements) dependent on whether measuring for height or distance.</p> <p>LA pupils to continue practising the different jumping styles.</p>
<p><u>Throwing</u> I can throw a range of objects, in a variety of ways, at a target area with consistency and accuracy.</p> <p>Explore other equipment (frisbee). Appropriate throws for the equipment they have.</p>	<ul style="list-style-type: none"> • Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) • Throw with greater control • Consistently hit a target with a range of implements 	<p>-What styles of throwing have we explored so far this year?</p> <p>-When do we change our style of throwing? Why?</p>	<p>Starter – The sharks are coming – Children move around the MUGA and when the teacher shouts ‘the sharks are coming!’ the children ask ‘How many?’ the teacher shouts a number, which the children need to get into groups of. The ones who are left are out.</p> <p>Explain that today the children are going to be exploring different styles of throwing using different equipment.</p>



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<p>Back-to-back throwing race.</p> <p>Colour match- red, yellow, green bean bag with coloured targets.</p> <p>Throw golf - which throw is the most appropriate?</p> <p>Finish with a game of noughts and crosses using throwing skills (target throw over a shorter distance).</p>		<p>-Which style of throwing was the most effective when you used x? Why did you think this?</p> <p>-How do you think we measure effectiveness when throwing?</p>	<p>With the children discuss what rules we should create to ensure they can keep themselves and others safe during these activities.</p> <p>Model the three different ways we can throw the equipment (slinging, pushing and over arm throwing). Children to practise these combinations using the different equipment. Children to recognise that they can throw equipment further using some methods than others. Identify best method for each equipment they are given.</p> <p>Using the children's input we will create targets for the children to aim towards with their throwing. We will practise with one piece of equipment at a time. Stop the activities during regular intervals to discuss how we can improve our throws, paying close attention to what our arms and legs are doing, as well as how our body should be positioned for each throw.</p> <p>Task - Children to work in mixed ability pairs to provide coaching and discuss whether they thought the method was effective.</p> <p>HA pupils to focus on improving their arm and leg movements and explore the impact this has on their throwing.</p> <p>MA pupils to focus on improving their throws through practice and guidance from peers/teachers.</p> <p>LA pupils to have photo prompts to support them with remembering how to execute each throw.</p> <p>Cool down - Have the children form a large circle, sitting down, facing inward. Select one student to be the Wolf. This student will go around the circle tapping the other students lightly on the head or shoulder while saying "Duck, Duck, Duck..." fairly loudly. When they choose to do so, they need to tap one student and instead of saying "Duck", they say "Goose". The student who is the</p>
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			<p>Goose needs to get up, run around the circle and chase the wolf. If the goose tags the wolf, goose wins. If the wolf sits at the empty spot first, wolf wins!</p>
<p><u>Core task assessment</u> I can run smoothly at different speeds.</p> <p>I can demonstrate combinations of jumps showing control, coordination, and consistency.</p> <p>I can throw a range of objects, in a variety of ways, at a target area with consistency and accuracy.</p>	<ul style="list-style-type: none"> • Explore different styles of running, jumping and throwing. • Measure and explain which is the most effective style and when. • Suggest ways to improve performance. 	<p>-How can we run, jump and throw smoothly and consistently?</p> <p>-What different styles of running, jumping and throwing can we use and which are the best for us?</p> <p>-How can we measure which is the most effective type?</p> <p>-How can we improve our performance?</p>	<p>Children to work in groups of 4. There will be 2 groups at each activity. They will investigate and compare the effectiveness of different styles of:</p> <p>Running: e.g. short steps, long strides, straight arms, bent arms and swinging arms.</p> <p>Jumping: e.g. off one foot, off two feet</p> <p>Throwing: e.g. overarm, pushing pulling and slinging.</p> <p>Groups measure distance of jumps/throws and time running to see which is best style for each activity.</p> <p>Athletics competition.</p> <p>Include differentiation in the competition. All abilities working together in a competitive environment.</p>