



Dean Bank Primary School

PE – Medium Term Plan



Subject Area: PE – Athletics

Term: Summer

Class: 5

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| <p><u>Core Task</u></p> <p>Distance Challenge (Durham Core Assessment Tasks)</p> | <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best |
| <p><u>Key Terms</u></p> <p>Race, run up, stride, pacing, stamina, strength, speed, suppleness, relay, record, target, sprint, jog, combination jump, distance, height, length, pushing, pulling and slinging action</p> | <p><u>Key Skills</u></p> <ul style="list-style-type: none"> Set realistic targets for self, of times to achieve over a short and longer distance and distances to throw and jump Perform a range of warm-up exercises specific to running for short and longer distances Explain how warming up affects performance To sustain pace when running and complete relay change-overs Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus |

| Learning Objective | Skill Focus (Physical Skills, Thinking Skills, Team Skills) | Key Questions | Activities and Differentiation | Equipment |
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| <p><u>Core task assessment</u></p> <ul style="list-style-type: none"> Sustain their pace over longer distances Throw with greater control, accuracy and efficiency Perform a range of jumps showing power, control and consistency at both take-off and landing Organise themselves in small groups safely and taking on different roles Explain how warming up can affect their performance Describe why some athletics activities can improve strength, power or stamina. | <ul style="list-style-type: none"> Perform a range of warm-up exercises specific to running for short and longer distances Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Understand the importance of warming up and cooling down. | <ul style="list-style-type: none"> Was it difficult to keep your pace? Did you find it easier to run for speed or distance? What jumps can you remember? Which jump did you prefer? Which jumps did you include in your combination and why? What throws can you remember? Which throw did you find easier? Why are warmups important? How do you need to adapt your running for different distances? | <p>This core task is divided into three parts to include; travelling, jumping and throwing:</p> <ul style="list-style-type: none"> Part 1 – Running: Ask the children to measure how far they can run in: • 5 seconds • 30 seconds • 2 minutes Part 2 – Jumping: Ask the children to measure how long or high they can jump using: • Standing jumps • Jumps with run ups • Combination Jumps eg, hop, step jump Part 3 – Throwing: Ask the children to measure how well they can throw: • For height eg, bounce the ball and try to clear a barrier for distance • | <p>Cones Balls Bean bags Hoops Tape measure</p> |



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| | <ul style="list-style-type: none">• Carry out warm-ups and cool-downs safely and effectively. | <ul style="list-style-type: none">• How can athletics help to improve stamina and strength? | <p>For distance • With run ups and without • Using different equipment</p> <p>Warm up: Children to move around the space and respond to commands.</p> <ol style="list-style-type: none">1-run2-jump3-hop4-jog5-walk6-freeze. <p>Explain to the children that we are going to have a mini competition to practise running, jumping and throwing. Put the children into teams (countries).</p> <p><u>Running:</u></p> <p>-blow the whistle, children to run then blow the whistle after 5 seconds, children stop and place a cone. Repeat for next person in the team etc.</p> <p>Explain to children that runners don't always need to focus on speed, they need to be able to run distance and to do that they need to be able to maintain their pace. Blow the whistle, children to run, after 30 seconds blow the whistle children stop. Tell children on the next whistle they need to run back to the starting point within the same amount of time.</p> <p>Challenge: Increase the distance for children. Shorten the distance for those that require support.</p> | |
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| | | | <p><u>Jumping:</u> Show children the standing mark, then mark out the world record. Ask children how many jumps do they think it would take to cover the world record jump? Explain to children 5 different jumps (1 leg to 2 legs, 2 legs to 2 legs, 1 leg to the opposite leg, 2legs to 1 leg, 1 leg to the same leg). In their teams, children to use the 2 legs to 2 leg jump and mark their landing with a cone. Then jump 1 leg to 2 legs and mark with a cone. Which was easier? Was there a distance in difference? What do they think would happen if they were to combine jumps? Challenge: HA children to combine 3 jumps. Rest of the children to combine 2 jumps. For those that require support, focus on practicing 1 jump.</p> <p><u>Throwing:</u> Ask children what throws do they know? Explain to children that we will be looking at push and pull throws. Using basketballs, explain to children that we are going to use chest push to see how far we can throw the ball. Model to children. In teams, children to practice throwing the ball and marking the landing with a cone (team members will help each other with placing the cones).</p> | |
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| | | | <p>Explain to children that we will now use the pull throw. Model the pull throw to children. Repeat activity but using javelins. Challenge: Provide children with shuttlecocks instead of javelins.</p> <p>Ask children which throw they found easier.</p> <p>Cool Down: Pace yourself game. Children can't sprint or walk but must keep moving for 1 minute. When they think the minute is up, they need to sit down. The closest to the minute wins.</p> | |
| <p>I can explore techniques to help improve running.</p> | <ul style="list-style-type: none"> • Identify the main strengths of a performance of self and others • Identify parts of the performance that need to be improved • Perform a range of warm-up exercises specific to running for short and longer distances • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively. | <ul style="list-style-type: none"> • What would be the best starting position for running? • Has anyone heard of a track start? • Who has watched athletics on tv? • How do the runners start? | <p>Warm up – Ice and Sun – 2 children to be ice (blue bibs), 2 children to be sun (yellow/red bibs). Everyone else must avoid being touched by 'ice' if they are they must freeze until 'sun' defrosts them.</p> <p>Ask children what they think the best starting position is for running? Would just standing up be the best way? Ask children if they have heard of a track start? Has anybody ever watched athletics on tv? Perhaps Olympics? How do the runners stand?</p> <p>Introduce the children to a track start, BH to demonstrate this to the children, while LC explains</p> | <p>Cones</p> |



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| | | | <p>each element. Discuss the weight transfer and balance, highlight how BH is leaning forward with the back foot slightly raised on the ball of his foot.</p> <p>Children to all have a go at getting into this position.</p> <p>In teams, children to use standing start to sprint to the end of the marked track. Explain to children that they need to focus on the end point. Support children who are looking behind rather than in front.</p> <p>Repeat this a few times, so all children have had multiple chances of exploring the take-off phase. LC and BH to circulate teams and provide support to children with start position were indicated as being needed.</p> <p>Explain to children the importance of arm drive. Discuss the importance of hips to lips and model this to the children. Ask how they think this will help with their running?</p> <p>Remind children of maintaining pace and how lifting their knees will give a bigger step. Explain the importance of running through the finish line, don't just stop as you approach.</p> | |
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| | | | <p>Explain to children that we are going to put these skills into practice by playing rabbits and rats.</p> <p><i>Draw a line down the middle of the hall or pitch being used and divide the group into two teams, the 'Rabbits' and the 'Rats'. Players from each team partner up against a player from the other team and face them across the centre line, but standing in their respective halves. One foot of each player should be touching their opponent's at the centre line. Explain that behind each team is a home base which if they reach they are safe from capture. If the leader calls out 'rabbits' this team becomes the chasing team and each rabbit has to catch their respective 'rat' partner before he/she reaches their home. If however, the leader calls out 'rats' then the opposite happens and rats have to catch the rabbits. Each time a person is caught that team scores a point.</i></p> <p>Ensure children are paired up appropriately. Challenge/support: Increase/decrease the home distance where appropriate.</p> <p>Cool Down – Human knot - Children to be in 3 groups of 10. Stand in a circle and join hands with 2 different people within the</p> | |
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| | | | <p>circle. 2 people then let go of each other. Try to untangle everybody whilst keeping hold of each other. There should be one long line of people at the end.</p> | |
| <p>I can develop skills needed for relay races.</p> | <ul style="list-style-type: none"> • Relay change-overs • Identify the main strengths of a performance of self and others • Perform a range of warm-up exercises specific to running for short and longer distances • Explain why they have used particular skills or techniques, and the effect they have had on their performance | <ul style="list-style-type: none"> • What do you need to think about when running a relay? • Should you just wait for your partner? • How could you help with the transition of the baton? • How will you decide how many laps each person will run? | <p>Warm up: Treasure chest. Children in their country teams, place bean bags in the middle. When the whistle blows, one member from each team runs to the middle, grabs 1 piece of treasure and runs back to their team. When they get back the next person goes. The team with the most treasure at the end wins.</p> <p>Explain to children that today we are going to be working on relay races. We will begin by shuttle races in teams. When the person gets back they high five the next person and they run to the cones and back and so on. When everyone is back the team sits down. While team members are waiting to run they do star jumps on the spot.</p> <p>We will then be working on a typical relay handover. LC and BH to model to children how one person will be running with the baton, the next person will begin to move with their hand out, once</p> | <p>Cones Balls Bean bags Hoops Tape measure Quiots Batons</p> |



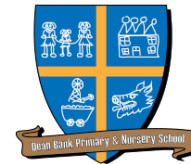
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| | | | <p>the baton is handed over, they then run and the other stops. Discuss how in a relay team members are positioned around the track. Set out a track with cones around the yard, each team to wear a different coloured bib, e.g. France wear blue. This will help people identify their team members when running. Use quoits for children who require further support rather than a baton.</p> <p>As BH marks out a 100m track, explain to the children that each team has to complete 10 laps each and that it is up to them to decide how many laps each person completes.</p> <p>Challenge: Less people in the team – will need to complete more laps. Support – more people in the team meaning less laps to complete.</p> <p>Cool Down – Children begin by running when LC shouts 5, then:</p> <ul style="list-style-type: none">4-jog3-powerwalk2-walk1-slow motion0-freeze. | |
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| <p>I can develop skills to improve my jumping distance.</p> | <ul style="list-style-type: none">• Demonstrate a range of jumps showing power and control and consistency at both take-off and landing• Set realistic targets for self, when jumping for distance or height• Choose and use criteria to evaluate own and others' performances.• Explain why they have used particular skills or techniques, and the effect they have had on their performance• Carry out warm-ups and cool-downs safely and effectively. | <ul style="list-style-type: none">• Who can remember the jumps from indoor athletics?• Which jump did you prefer?• How could you improve your jump?• Which jump allowed you to jump further?• Did using your arms improve your jump?• Why is it important to think about safety? | <p>Warm Up: Jumping Gates. Set out coloured gates, each gate requires a specific jump (e.g. 2 feet to 2 feet) Select some defenders, defenders can block gates – children will then need to turn and find another gate.</p> <p>Explain to children that we will begin by practicing speed bounce and standing jumps. Remind children that we have done this before at the indoor athletics event.</p> <p>Demonstrate to children both jumps and split the group in half. BH to monitor standing jump and children to stick post it note onto wall when they jump. Who can jump the highest. LC will monitor speed bounce and time children. Children will help each other and count for the jumpers. Groups will then swap.</p> <p>Discuss which jump they found easier. What could they do to improve their jumps? Discuss how we can use our limbs to generate more force, such as swinging our arms.</p> <p>Explain to children that we are now going to see how far we can jump from a standing start. Select children to lie down on the floor,</p> | <p>Cones Hoops</p> |
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| | | | <p>children will then jump from the starting mark and depending on where they land next to the person's body will depend on their score.</p> <p>5-head 4-shoulders 3-elbows 2-knees 1-feet</p> <p>Children to help each other record their scores. Discuss how they could improve their jumping distance (e.g using arms, changing the jump they use)</p> <p>If children are struggling, then use a shorter person. For children who need a challenge, ensure to use a taller person.</p> <p>Explain to children the next challenge is called 'Sir Hegarty' in which BH will lie on the floor and they must see if they can jump past him using different jumps. Have two lines one either side of BH. Children to help each other take score. Does changing the jump change their score?</p> <p>Throughout this whole task, remind children of not jumping too close to the person lying down, in case they stand or land on them.</p> <p>Cool Down: Corners, children to jog around and when the whistle is</p> | |
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| | | | <p>blown, they need to choose a corner. If they are in the corner selected, then they need to do 3 star jumps as a forfeit.</p> | |
| <p>I can develop my throwing skills.</p> | <ul style="list-style-type: none"> • Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus • Organise small groups to safely take turns when throwing and retrieving implements • Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others • Choose and use criteria to evaluate own and others' performances • Carry out warm-ups and cool-downs safely and effectively | <ul style="list-style-type: none"> • What types of throws can you think of? • Which piece of equipment did you find easier to throw? • How could you improve your throw? • Which throw do you prefer? | <p>Warm Up: Jewellery box. Run to the middle hoop, collect your coloured bean bag and try to throw it back to your team's hoop. Using underarm or overarm throw.</p> <p>Explain to children that we are going to begin by working on our pull throw. Mark out an area using cones, children to use the pull throw to get the 10 shuttles into the other side of the court. Model to children beforehand. As this activity takes place, BH will take small groups of children to try applying these skills to the javelins. LC will monitor the shuttle station, if children need support LC will make the space smaller, for those that need a challenge LC will increase the space.</p> <p>Explain to children that we will now be working on the push throw. In their teams' children will throw the basketball using the chest push and a team member will mark the first bounce with a cone.</p> | <p>Cones Basketballs Bean bags Hoops Tape measure Shuttles</p> |



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| | | | <p>Challenge: Introduce a distance for children to aim for. Support: Children to work on beating their personal best.</p> <p>If time allows, teach children a sling throw, model this to children and in teams, children to play a game to throw their object into a hoop. LA children to use quoits, HA children to use cones.</p> <p>Cool Down: Noughts and crosses. 2 teams to play against each other with different coloured bean bags. Try to get three in a row.</p> | |
| <p><u>Core task assessment</u></p> <ul style="list-style-type: none"> Sustain their pace over longer distances Throw with greater control, accuracy and efficiency Perform a range of jumps showing power, control and consistency at both take-off and landing Organise themselves in small groups safely and taking on different roles Explain how warming up can affect their performance Describe why some athletics activities can improve strength, power or stamina. | <ul style="list-style-type: none"> Sustain pace over longer distance – 2 minutes Relay change-overs Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Choose and use criteria to evaluate own and others' performances. Carry out warm-ups and cool-downs safely and effectively. | <ul style="list-style-type: none"> Have you been able to improve your pace? Did you find it easier to run for speed or distance? Which jumps did you include in your combination and why? Which throw did you prefer and why? Why are warmups important? How do you need to adapt your running for different distances? How can athletics help to improve stamina and strength? | <p>Core task assessment to be used to evaluate children's progress.</p> <p>Explain to children that we are going to think about all the skills we have been practicing over the last half term. We are going to use them to create our own mini sports day.</p> <p>There will be 2 running, 2 jumping and 2 throwing events. LC will decide these following the rest of the lessons in this unit.</p> <p>Children will complete these events within their original country teams.</p> | <p>Cones Balls Bean bags Hoops Tape measure</p> |



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| | | | BH and LC will assess children using the criteria from the core assessment. Providing support and challenge where necessary using the STEP principles. | |
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