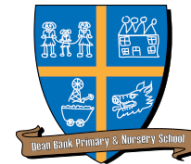




Dean Bank Primary School and Nursery PE - Medium Term Plan



Subject Area: Athletics

Term: Summer

Class: 4

<p><u>Core Task</u> Faster, higher, further</p>	<p><u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
<p><u>Key Terms</u> Run, jump, throw, sprint, distance, pull throw, strides, standing start, relay, baton, javelin, extension</p>	<p><u>Key Skills</u> Run smoothly at different speeds. Develop sprinting technique.</p> <p>Demonstrate combinations of jumps showing control, coordination and consistency. Jump for distance</p> <p>Develop a pull throw action to throw for distance, showing consistency and accuracy.</p> <p>Recognise that my body works differently in different challenges and events.</p> <p>Suggest a target for myself to improve my distance or pace.</p>

Learning Objective	Skill Focus (Physical Skills, Thinking Skills, Team Skills)	Key Questions	Activities and Differentiation	Equipment needed
<p>Core task assessments</p> <p>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 showing consistency and accuracy.</p>	<p>Running smoothly at different speeds</p> <p>Demonstrating combinations of jumps showing control, coordination and consistency</p> <p>Throwing a range of objects, in a variety of ways, at a target area with consistency and accuracy</p> <p>Recognising that their body works differently in different types of challenge and events</p>	<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 best for us?</p> <p>How can we improve our performance?</p>	<p>In small groups investigate and compare the effectiveness of different styles of;</p> <ul style="list-style-type: none"> • Running, e.g. short steps, long strides, straight arms, bent arms and swinging arms. • Jumping, e.g. off one foot off two feet. • Throwing, e.g. overarm, pushing, pulling, and slinging. <p>Decide which you like best and see if you can go faster, higher or further.</p>	<p>Balls Cones</p>



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<p>I can recognise that my body works differently in different challenges and events.</p> <p>I can suggest a target for myself to improve my distance or height.</p>	<p>Suggesting, with guidance, a target for improving distance or height</p>			
<p>I can improve my running technique for sprinting including the sprint finish</p>	<p>Run smoothly at different speeds. Develop sprinting technique.</p> <p>Recognise that my body works differently in different challenges and events.</p> <p>Suggest a target for myself to improve my distance or pace.</p>	<p>Can you do it in less than twenty strides?</p> <p>What differences did you observe?</p> <p>How should we use our arms to help us to sprint?</p>	<p>Warm up:</p> <ul style="list-style-type: none"> Ask the children to jog in a marked area, around markers, hoops or cones, avoiding contact with each other. Help them to move more freely within the space, anticipating where it is safe to move quickly. Ask the children to play follow my leader and change the way they move when they pass a coloured marker, <i>eg hop, then jog, then walk backwards, then skip.</i> <p>Provide a range of running drills to further develop children's running technique for sprinting.</p> <p>Ask the athletes to run to the other end as they take the biggest, "bounciest" steps (bounds) that they can. Ask them to count the number of steps that it takes them to cover the distance. Can they do it in less than twenty strides?</p> <p>Repeat, with light, quick steps to the other end. Discuss any differences observed.</p> <p>Emphasise the importance of arms when running and introduce a basic arm action for sprinting. Standing in their lines and spaced far enough apart to avoid interference, the athletes rehearse a basic sprinting arm action at increasing speeds, encouraging them to 'pump' their arms in the air.</p> <p>Explain to the athletes that you want them to imagine that there is shallow water covering the area over which they are about to run. Instruct them to run "over the water", picking up their feet.</p>	<p>Cones</p>



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			<p>After the athletes have had the opportunity to learn the basics, allow them to try a full standing start and sprint.</p> <p>BH Differentiate the distance to be covered for LA/HA pupils.</p>	
I can practise relay running	<p>Run smoothly at different speeds. Develop sprinting technique.</p> <p>Recognise that my body works differently in different challenges and events.</p> <p>Suggest a target for myself to improve my distance or pace.</p>	<p>What do we need to remember to help us when relay running?</p> <p>How can we work well as a team?</p> <p>How can we improve our own performance within the team?</p>	<p>Revise the main principles taught last week for sprinting. Explain to chn that they're going to have the opportunity to put this into practice today as they focus on relay running.</p> <p>Provide some fundamental tips about shuttle relay running.</p> <ul style="list-style-type: none"> • Explain the format of a shuttle relay – the teams are divided in half with participants at each end of the “track”. The relay simply progresses back and forth. • All runners use a normal running action. The relay baton is held at the bottom end. “Pump your arms”. • The incoming runner holds the baton vertically with an extended arm when nearing the receiver. • The recipient receives the baton with their arms extended at chest level (not at face level!) and with hands held together in a “butterfly” position (thumbs in; palms facing outwards; fingers extended out). • The incoming runner approaches slightly to the side of the outgoing runner to avoid interference/collisions. <p>Provide a variety of tasks to develop relay running skills. e.g.</p> <p>In teams of four, find out ways of running:</p> <ul style="list-style-type: none"> • the fastest time as a relay team over a shared distance. • the longest distance as a relay team over times of 1 minute, <i>eg 1 minute 30 seconds, 2 minutes, 3 minutes</i> <p>Watch for athletes who:</p> <ul style="list-style-type: none"> • Hold the middle section of the baton. • Run the whole way with the baton extended (common with very young athletes). • Attempt to receive the baton with one hand, or with hands apart. • As an incoming runner, run directly at the recipient, blocking their way. 	<p>Batons (or something to be used as a baton)</p> <p>Cones</p>



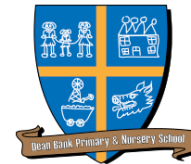
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			<p>BH Differentiation: share distances and times fairly as a team. This may mean different members of the team running different distances according to their ability.</p>	
<p>I can jump for distance</p>	<p>Demonstrate combinations of jumps showing control, coordination and consistency. Jump for distance</p> <p>Recognise that my body works differently in different challenges and events.</p> <p>Suggest a target for myself to improve my distance or pace.</p>	<p>Which ways of jumping felt easy? Why do you think this was? Which ways of jumping did you find difficult? Why? What do you need to do to land safely?</p>	<p>Warm up: Who can jump ...? (or Can you jump ...?) as quietly/loudly as possible forwards/backwards from a small crouch very fast/slow in a straight line like a giant/frog as if you are on ice making a circle with a partner with legs and arms stiff keeping your arms out from your side with your legs apart and land with your feet apart</p> <p>Discuss which ways of jumping felt easy. Why do you think this was? Which ways of jumping did you find difficult? Why? What do you need to do to land safely?</p> <p>BH and HK Provide a range of activities to further develop jumping for distance, e.g.</p> <p>Add stationary objects: Can you jump ... over a box, across a rope, through a hoop? Combine actions: Can you jump quietly while making an 'O' shape?</p> <p>Jump your own height: Measure your height on the ground using a marker. Try jumping in different ways to reach your height.</p> <p>Ropes placed around the edge of play area, gym mats, discs/bases (one per child), masking tape or stickers. Children work individually, with one rope end. Standing at one end of the rope, which is laid out straight in front of them, the child has their feet on either side of the rope.</p>	<p>Cones Hoops Ropes Mats (if indoors)</p>



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			<p>Now, can you ...? jump as far as you can, taking off with two feet and landing on two feet jump the full length of your rope jump further.</p> <p>Standing at the end of a mat, children jump as far as they can towards the end of the mat. Count the score by the number of panels they jump over. Children stand on a sticker and jump, two feet to two feet, and mark the distance with another sticker. Jump again and try to jump a little further on each attempt.</p> <p>Can you see ...? crouching - bending knees to prepare for take-off swinging arms back and forwards to initiate jump extension of legs and feet at take-off maintaining balance on landing</p>	
<p>I can learn the pull throw technique</p>	<p>Develop a pull throw action to throw for distance, showing consistency and accuracy.</p> <p>Recognise that my body works differently in different challenges and events.</p> <p>Suggest a target for myself to improve my distance or pace.</p>	<p>How should we position our feet?</p> <p>Where do we hold the javelin/beanbag?</p> <p>How can you make a better aim at the target?</p>	<p>Begin by using bean bags to introduce the basic pull throw action then move onto the use of javelins.</p> <p>Place a target, such as a hoop, 5-10m in front of each thrower.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> • Stand with feet parallel, shoulder-width apart, toes pointed in the direction of the throw, body square to the target. • The javelin is held directly above the head or throwing arm shoulder, with arm bent and elbow forward. • The point of the javelin and the non-throwing arm should be pointed directly at the target. <p>BH Differentiation for HA:</p> <ul style="list-style-type: none"> • Move the hoops further away from the throwers. • Use the above arm position and throwing action, but with the foot opposite the throwing arm forward in a throwing stance. (i.e. Left foot 	<p>Beanbags Javelins Cones</p>



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			<p>forward for right-handed thrower). Ensure both feet are pointing in the direction of the throw.</p> <p>Further develop the technique by introducing the approach with throwers starting a few paces back from the delivery point. Move onto throwing from a withdrawn position and then running and throwing.</p>	
I can refine my running, jumping and throwing skills			<p>Provide a carousel of activities to reinforce the skills taught in previous weeks.</p> <p>Repeat core task to evaluate children's progress.</p>	

<https://coachingyoungathletes.com/2017/05/04/a-sample-sprints-lesson-plan-for-coaches-of-kids/>

<https://coachingyoungathletes.com/2016/07/10/how-to-introduce-javelin-to-young-athletes/>

<https://sportnz.org.nz/media/2048/fundamental-movement-jumping.pdf>