

Athletics

- Further enhance replication and performance across all disciplines.
- To gain a further understanding of fitness and its relationship to performance.
- Focus on planning and preparing for and competing in a range of athletic competitions organised by themselves and others.
- Engage in performing skills and personal and collective bests in relation to speed, height and distance.

Objectives of the Unit:

Accurate Replication	Developing Physical and Mental Capacity	Developing Skills/Performance
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.	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.	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.
Making and Applying Decisions	Making Informed Choices About Healthy, Active Lifestyle	Evaluating and Improving
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.	Pupils will understand why regular exercise has a positive effective on their own health, fitness and social wellbeing. Suggest any athletics clubs within the school timetable and promote community links. Highlight athletic events and the relevant components of fitness needed. <i>i.e. coordination, reaction time, speed, balance, power and agility.</i>	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 modelling & video recordings. Pupils will be able to use information gained from analysis of performance to influence and improve their own technique (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning).
Cross Curricular Links:		Assessment:
<p>Literacy: C4TEEP: Key word, group discussions, small white boards, written answers, work of the week, structuring sentences to answer questions.</p> <p>Maths: Maths (measuring distances, collating data & comparing recordings against other bests)</p> <p>ICT: Photographic/video feedback, performance analysis software.</p>		<p>Q & A</p> <p>Formative and summative assessment.</p> <p>Students assessment booklets</p> <p>Assessment criteria- name matching</p> <p>Verbal feedback</p>

Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make up games that focus on improving technique and fitness
- read rule books and sports reports in newspapers and magazines

BRONZE LESSONS

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 involved in short distance races.

Task examples

- Warm up – Student led.
- Discuss type of fitness needed- speed, power & reaction time.
- SAQ ladders.
- Both feet in each, side stepping. 10 metre team relays.
- T.P's; movement of arms, hip to shoulder, leg movement, pick knees up, stride length & stride frequency.
- Paired 30 metre sprints – focus on arms / legs / head.
- Highlight sprint start technique + how to measure out. Discuss standards –Timed races (100, 200, 400m). Highlight world record.

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.

Task examples

- Whistle run warm up–30 seconds, get back to teacher, 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.

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.

Task examples

- Student led; 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. Break skill down into parts, demo, practice at side of pit, measure run up.
- Competition-distances recorded by non-participants

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.
- To develop the ability to recognise good performances.

Task examples

- Warm up – Student led 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.
- Distances recorded with cone.
- Take measurement at the end.
- Highlight world record with cone.

Throwing – javelin

- To accurately replicate the technique for an effective javelin throw.
- To perform the event and record distance achieved.
- To understand and appreciate the need to make decisions about refinement of technique after each throw.
- To understand the rules regarding the throw and landing.

Task examples

- Warm up – Student led pulse raiser + stretches.
- 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, tp's emphasized.
- Distances recorded with cone.
- Measure best at the end.
- Highlight world record.

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.

Task examples

- Warm up – Student led pulse raiser + stretches. SAQ ladders – quick feet. Replace 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.

Assessment

- To demonstrate an accurate replication of running, jumping and throwing techniques.
- To show an understanding of the rules for each event and the underlining principles of each.
- Teacher grades against the national curriculum levels.
- Use scoring/recording of pupils distance and times to form an appropriate level.

SILVER LESSONS

<p>Sprint running technique (100/200/400m)</p> <ul style="list-style-type: none"> ○ 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 <p>Task examples</p> <ul style="list-style-type: none"> ○ Warm up – Student led. ○ 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. ○ Paired 30 metre sprints –Highlight sprint start technique. ○ Start, crouch, create power. 10m start races – go through technique. ○ Discuss standards –Timed races (100, 200, 400m). Highlight world record. 	<p>Middle distance running – 800m</p> <ul style="list-style-type: none"> ○ 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. <p>Task examples</p> <ul style="list-style-type: none"> ○ Warm up – Student led 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) 	<p>Jumping - high jump</p> <ul style="list-style-type: none"> ○ 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. <p>Task examples</p> <ul style="list-style-type: none"> ○ Warm up – Student led pulse raiser + stretches. ○ 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. ○ 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. ○
<p>Throwing – shot putt</p> <ul style="list-style-type: none"> ○ 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. <p>Task example</p> <ul style="list-style-type: none"> ○ Warm up – Student led pulse raiser + stretches. ○ 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. 	<p>Throwing - javelin</p> <ul style="list-style-type: none"> ○ 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. <p>Task example</p> <ul style="list-style-type: none"> ○ Warm up – Student led 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. 	<p>Relay</p> <ul style="list-style-type: none"> ○ 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. <p>Task example</p> <ul style="list-style-type: none"> ○ Student led 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; downsweep/upsweep, maintain baton speed, change over & communication. ○ Pupils demo of good work. 4x100m races – Accelerate before changeover. ○ World record. <p>Assessment</p> <ul style="list-style-type: none"> ○ To demonstrate an accurate replication of running, jumping and throwing techniques. ○ To show an understanding of the rules for each event and the underlining principles of each. ○ Teacher grades against the national curriculum levels. ○ Use scoring/recording of pupils distance and times to form an appropriate level.

GOLD LESSONS

<p>Sprint running technique (100/200/400m)</p> <ul style="list-style-type: none"> ○ 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. <p>Task example</p> <ul style="list-style-type: none"> ○ Warm up – Student led. ○ 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 recorded and organised by pupils (100, 200, 400m). ○ Highlight school & world records. 	<p>Middle distance running – 800m</p> <ul style="list-style-type: none"> ○ 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. <p>Task example</p> <ul style="list-style-type: none"> ○ Student led pulse raiser + stretches. ○ Discuss role of heart & lungs during 800m. ○ 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). 	<p>Jumping - triple jump</p> <ul style="list-style-type: none"> ○ 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'. <p>Task example</p> <ul style="list-style-type: none"> ○ Student led pulse raiser + stretches. ○ 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. ○ Discuss plyometrics training. ○ Teaching points; run up, take off, use of arms, landing in pit. ○ Practice into side of pit. Pupils analyse good and bad technique. ○ Teacher reinforce's technique. ○ Measure run up. ○ Competition-distances recorded by non-participants.
<p>Throwing – shot putt</p> <ul style="list-style-type: none"> ○ 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 form the full technique and begin to refine individual elements. <p>Task example</p> <ul style="list-style-type: none"> ○ Warm up – Student led pulse raiser + stretches. Tug of war. ○ Reinforce safety points. ○ Peer evaluation. ○ Practice analysing partners 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. 	<p>Throwing - javelin</p> <ul style="list-style-type: none"> ○ 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 fully understand the rules regarding the javelin throw. <p>Task example</p> <ul style="list-style-type: none"> ○ Warm up – Student led pulse raiser + stretches. Q & A on javelin knowledge. ○ Reinforce safety points. ○ Peer evaluation. ○ Practice analysing partners performance. ○ T.P's; power position, whip javelin through in straight line, 45 degree release & transfer linear speed into arm power. ○ Practice throws using 3/5 stride run up. ○ Recorded distances with cone. ○ Measure best at the end. Highlight school + world record. 	<p>High jump</p> <ul style="list-style-type: none"> ○ 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 self assess own performance using video playback/time delay. To understand the components of fitness involved in high jump. <p>Task example</p> <ul style="list-style-type: none"> ○ 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; 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. <p>Assessment</p> <ul style="list-style-type: none"> ○ To demonstrate an accurate replication of running, jumping and throwing techniques. ○ To show an understanding of the rules for each event and the underlining principles of each. ○ Teacher grades against the national curriculum levels. Use scoring/recording of pupils distance and times to form an appropriate level.

PLATINUM LESSONS

<p>Sprint running technique (100/200/400m)</p> <ul style="list-style-type: none"> ○ 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 apply the different phases to your own race and evaluate performance. ○ To realise how athletics can promote a healthy lifestyle. <p>Task example</p> <ul style="list-style-type: none"> ○ Warm up – Student led. 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 recorded and organised by pupils (100, 200, 400m). Highlight school & world records. ○ Partner analysis of performances at different phases of a race. 	<p>Middle distance running – 800m</p> <ul style="list-style-type: none"> ○ 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. ○ To analyse self and others performances to help improve. <p>Task example</p> <ul style="list-style-type: none"> ○ Student led pulse raiser + stretches. ○ Discuss role of heart & lungs during 800m. 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). ○ Analyse performance of self or others. 	<p>Jumping - triple jump</p> <ul style="list-style-type: none"> ○ 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’. <p>Task example</p> <ul style="list-style-type: none"> ○ Student led pulse raiser + stretches. 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. Discuss plyometrics training. ○ Teaching points; run up, take off, use of arms, landing in pit. ○ Practice into side of pit. ○ Pupils analyse good and bad technique. ○ Teacher reinforces technique. ○ Measure run up. Competition-distances recorded by non-participants. ○ Evaluate own and others performance.
<p>Throwing – shot putt</p> <ul style="list-style-type: none"> ○ 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 form the full technique and begin to refine individual elements. ○ Analyse own and others performances <p>Task example</p> <ul style="list-style-type: none"> ○ Warm up – Student led pulse raiser + stretches. 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. 	<p>Throwing - javelin</p> <ul style="list-style-type: none"> ○ 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 fully understand the rules regarding the javelin throw. ○ Analyse own and others performances. <p>Task example</p> <ul style="list-style-type: none"> ○ Warm up – Student led pulse raiser + stretches. ○ Q & A on javelin knowledge. Reinforce safety points. ○ Peer evaluation. ○ Practice analysing partners performance. ○ T.P’s; power position, whip javelin through in straight line, 45 degree release & transfer linear speed into arm power. Practice throws using 3/5 stride run up. Recorded distances with cone. ○ Measure best at the end. Highlight school + world record. 	<p>High jump</p> <ul style="list-style-type: none"> ○ 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 self-assess own performance using video playback/time delay. ○ To understand the components of fitness involved in high jump. ○ To analyse own and others performance. <p>Task example</p> <ul style="list-style-type: none"> ○ Warm up – Student led pulse raiser + stretches. ○ Watch high jump technique intro clip. Recaps 1 foot take off in pairs. ○ Recap run up/take off –scissors. Fosbury technique; arc approach, take off phase-arm usage, clearing bar (body bend) and landing. ○ Pupil demo. Why are some pupils successful. ○ High Jump competition. 3 lives. Heights recorded <p>Assessment</p> <ul style="list-style-type: none"> ○ To demonstrate an accurate replication of running, jumping and throwing techniques. To show an understanding of the rules for each event and the underlining principles of each. ○ Teacher grades.

