

Stanborough Secondary School Scheme of Work: Athletics

Key Stage: 4	YEAR: 10 and 11	DURATION: 4 LESSONS
<p>INTENT: It is the intention of the PE curriculum to:</p> <ul style="list-style-type: none"> • Develop assessment proficient learners, where students know the next steps in their learning. They will also be able to clearly identify their strengths and areas for development and relate their learning to the success criteria. • Develop students' vocabulary within Physical Education, understanding, knowledge, and skills. • Develop leadership opportunities, where student lead aspects of the lesson and lead festivals for primary school sports. • Enable students to organise their knowledge using the underpinning 'key concepts' of the subject. • Apply their understanding to unique situations to make informed decisions. • Develop students' ability to perform using the movement analysis and theoretical knowledge of Physical Education. • Aspire to <u>excellence</u> in the field of Sport, ensure that all students <u>respect</u> each other and the rules of the game when playing sports, and be <u>courageous</u> (take risks) in their approach to new skills or sports. <p>AIM: In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a further understanding of fitness and its relationship to performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others. In athletic activities, pupils will engage in performing skills and personal and collective bests in relation to speed, height and distance.</p>		
<p>PRIOR LEARNING</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Acquired sound technique in events. ➤ Gained knowledge of relay racing ➤ Awareness of strengths and limitations ➤ Applied strategies in competitive situations 	<p>LANGUAGE FOR LEARNING/ICT/CITIZENSHIP</p> <p>Pupils will use words relating to running, e.g. stride length, leg & arm action, head position & pacing. Jumping -approach run, acceleration, and momentum. Throwing -grip, stance, release and angle of release. Opportunities for pupils to record results. Watch video/analysis correct technique. Communication; Speaking and Listening. Working together.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> ➤ Stopwatches/measuring equipment. ➤ Cones ➤ Visual resources/task cards ➤ Video/ICT software (dartfish) ➤ Relay batons ➤ Shot ➤ Javelin ➤ Hurdles
<p>Key Concepts and Processes:</p>		
<p>Accurate Replication</p> <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>Developing Physical and Mental Capacity</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>Developing Skills/Performance</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>

<p>Making and Applying Decisions</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 develop the skill of reflection and evaluation to improve own performances.</p>	<p>Making Informed Choices About Healthy, Active Lifestyle</p> <p>Pupils will understand why regular exercise has a positive effective on their own health, fitness and social well being. 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></p>	<p>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 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).</p>
<p>Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data & comparing recordings against other bests)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

<p>Extension & Enrichment</p> <p>Schools could:</p> <ul style="list-style-type: none"> • provide school-based indoor and outdoor clubs for athletic activities • provide links to local community-based clubs • set up inter-form/house and inter-school competitions • encourage pupils to watch quality performance live, on television or on the internet • encourage pupils to organise and take part in athletic competitions and festivals 	<p>Expectations</p> <p>After carrying out the activities and core task in this unit</p> <p>most pupils will: select and combine advanced techniques and adapt them to the demands of athletic activity; modify their technique in the light of changing circumstances; analyse and judge the effectiveness of their own and others' performance, showing an understanding of the relationship between technique, fitness and quality performance in athletics; plan, implement and monitor ways in which their own and others' performance or training programmes may be adjusted to achieve specified performance or health outcomes; explain the benefits of a balanced exercise programme on health and fitness, and monitor their own exercise programmes</p>
<p>Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • aerobic and anaerobic exercise, <i>eg improving stamina, strength and/or suppleness</i> • training programmes, <i>eg interval, pyramid, repetitions and sets, fartlek, cross-training</i> • health-based and performance-based programmes, <i>eg judging, officiating, feedback</i> 	<p>some pupils will not have made so much progress and will: perform with good technique in a limited number of athletic events; understand and talk confidently about the different fitness demands in running, throwing and jumping events; design and implement a basic training programme for a specific group of events; officiate and judge athletic events effectively; analyse and comment on their own and others' performance, identifying any aspect that needs to be improved; keep a record of progress made</p> <p>some pupils will have progressed further and will: perform in a wide range of events showing good technique and consistently high standards of accuracy, control and fluency; evaluate their own work and independently make adjustments to technique in response to changing circumstances; plan ways in which their own and others' performance can be improved, devising action plans with achievable targets; use their knowledge of training programmes to monitor, evaluate and develop their own and others' progress towards health or performance-based targets</p>
<p>By the end of this unit a pupil will reach level:</p>	

<p>5 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 including tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Can suggest and undertake an appropriate training programme for specific events.</p>
<p>6 Replicate techniques in a wide range of events whilst demonstrating a good understanding of the principles of effective athletic performance. 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. Can explain how warming up and cooling down help performance.</p>
<p>7 Able to replicate techniques to a high level and confidently compete in a wide range of events showing a sound knowledge of the relationship between fitness, technique and strategy. Can work independently on own training programme and monitor own performance. Can adapt and modify technique through analysis of their own and others performance.</p>

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1	<p>Sprint running technique (100/200/400m) 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>	<p>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>	<p>Events to be performed in any order.</p> <p>All lessons start with athletics related warm-up and re-cap work of previous lesson.</p>
2 (first half)	<p>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.</p>	<p>Student led pulse raiser + stretches. Discuss role of heart & lungs during 800m. Perform 4 different paced 200m. Pace required for a bronze (87 sec), silver (62 sec), gold (52 sec) & platinum (45 sec) standard. 2 groups either side of track. 1 pupil to pace using 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>	<p>Make learning as active as possible</p>
2 (second half)	<p>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’.</p>	<p>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>	<p>Give opportunities to plan tactical and strategic ideas</p> <p>Differentiated tasks for varying ability</p> <p>Video to analyse performance</p>
3 (first half)	<p>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 form the full technique and begin to refine individual elements.</p>	<p>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>	

3 (send half)	<p>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 fully understand the rules regarding the javelin throw.</p>	<p>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>	
Optional for year 11	<p>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 self assess own performance using video playback/time delay. To understand the components of fitness involved in high jump.</p>	<p>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>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.</p>	<p>Teacher grades against the national curriculum levels. Use scoring/recording of pupils distance and times to form an appropriate level.</p>	