

Stanborough Secondary School Scheme of Work: Athletics

Key Stage: 3	YEAR: 7	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 excellence in the field of Sport, ensure that all students respect each other and the rules of the game when playing sports, and be courageous (take risks) in their approach to new skills or sports. <p>AIM: In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activity, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.</p>		
<p>PRIOR LEARNING</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Experienced running, jumping and throwing in an athletic form. ➤ Demonstrated basic technique 	<p>LANGUAGE FOR LEARNING/ICT/CITIZENSHIP</p> <p>Pupils will be able to understand and use words relating to running, e.g. stride length leg and arm action, head position and pacing. Jumping e.g. approach run, acceleration, and momentum. Throwing e.g. grip, stance, release and angle of release. Opportunities for pupils to record results. Watch video/analysis correct technique. Communication; Speaking and Listening. Cooperation; 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
Key Concepts and Processes:		
<p>Accurate Replication</p> <p>Pupil will be introduced to basic athletic skills and develop an accurate replication. Pupils will develop the skills of sprinting, sustained running, jumping and throwing. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students should be able 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 and effectively and to gain an understanding of the principles used. Be able to recognise that different types of activities require different type of fitness. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques. Understand the physics of speed, linear motion, angles and drag.</p>	<p>Developing Skills/Performance</p> <p>Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain a baseline experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed.</p>
Making and Applying Decisions	Making Informed Choices About Healthy,	Evaluating and Improving

<p>Pupils will 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. Apply strategies for effective competitive performance. Adapt & refine these strategies to the need of an event. To encourage the ability to become a reflective learner.</p>	<p style="text-align: center;">Active Lifestyle</p> <p>Highlight the benefits of athletic based movements to fitness and of being healthy and active. Understand the importance of heart rate and recall large muscle group names. Suggest any athletics clubs within the school timetable and promote community links. To understand the type of fitness athletes need to perform at a high level.</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. Use of peer assessment worksheets for events. Self assessment through use of video analysis and dartfish. Success criteria conveyed through modelling & video recordings. Appropriate questioning on teaching points of the skills and processes developed.</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 and challenges • encourage pupils to watch quality performance live, on television or on the internet 	<p>Expectations</p> <p>After carrying out the activities and core tasks in this unit</p> <p>most pupils will: use sound basic techniques in a range of running, jumping and throwing activities and events; apply a good knowledge of basic principles to specific events; pace their effort to meet targets they have set for themselves; apply basic principles of warm up and cool down, using exercises appropriate for the event; identify and describe elements of performance and technique which are effective; explain what needs to be practised and improved</p> <p>some pupils will not have made so much progress and will: use basic techniques in running, jumping and throwing activities in modified events and using modified equipment; identify some basic principles related to technique; set themselves goals, which they achieve; warm up and cool down safely with guidance; recognise effective performance and identify some of the factors which make it effective; select, with help, aspects that they need to practise</p> <p>some pupils will have progressed further and will: use refined techniques in a wide range of running, jumping and throwing events and activities; demonstrate a good understanding of the principles of effective athletic performance; focus their efforts on specific aspects of their technique; show a clear idea of what they can achieve and know how to practise to meet their goals; explain how warming up and cooling down help performance; have a good understanding of the way to perform in events; help others to improve by giving effective, focused feedback</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"> • running, <i>eg stride length and cadence, leg and arm action, head position, pacing</i> • throwing, <i>eg grip, stance, release and follow-through, angle of release</i> • jumping, <i>eg approach run, acceleration, maintaining momentum, take off and lift, arm action</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • organise, sequence and link what they say so listeners can follow it • collaborate with others to share information and ideas, and solve problems 	
<p>By the end of this unit a pupil will reach level:</p>	
<p>3 Can accurately replicate techniques for running, jumping and throwing activities. Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.</p>	

4 Good replication of skills across all 3 areas and applies a reasonable knowledge of the underpinning principles related to athletics. Can describe parts of their performances which are effective and explain what they can improve with practice. Can describe the effects of athletic exercise on their body. Applies basic safety principles. Can explain how athletics improves overall fitness levels.

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.

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1	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.	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.	Events to be performed in any order. All lessons start with athletics related warm-up and re-cap work of previous lesson.
2 (first half)	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.	Whistle run warm up–30 seconds, get back to teacher, stretches. Perform 4 different paced ½ laps 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.	Make learning as active as possible Give opportunities to plan tactical and strategic ideas
2 (second half)	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.	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	Differentiated tasks for varying ability Video to analyse performance
3 (first half)	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.	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.	
3 (second half)	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.	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.	

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.	
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