

Stanborough Secondary School Scheme of Work: Athletics

Key Stage: 3	YEAR: 8 and 9	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 begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. In athletic activities, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.</p>		
<p>PRIOR LEARNING</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Acquired sound technique in all events. ➤ Gained knowledge of running, jumping & throwing capacity ➤ Awareness of strengths and limitations <p>Applied strategies in competitive situations</p>	<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
<p>Key Concepts and Processes:</p>		
<p>Accurate Replication</p> <p>Pupil will develop athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further 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 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. To develop mental capacity when recording & calculating times and distances.</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 further 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>

<p>Making and Applying Decisions 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 encourage the ability to become a reflective learner.</p>	<p>Making Informed Choices About Healthy, Active Lifestyle Pupils will understand why regular exercise has a positive effective on their own health, fitness and social well being. Understand the effect exercise has on heart rate and performance implications. 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>Evaluating and Improving 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 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: explain the different demands of various events; demonstrate good technique in chosen events; plan appropriate warm ups and stretches for the events; design and implement basic training programmes for specific events; adapt their approaches to events as they identify priorities for improvement; use their initiative to take corrective action</p> <p>some pupils will not have made so much progress and will: perform the basic requirements of the various events and be aware of the demands of the various</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, throwing and jumping, <i>eg static stretch/passive stretch, controversial stretches, Achilles tendon, hamstring, abductors, quadriceps, pectorals, biceps, triceps, abdomen, aerobic, anaerobic, interval training, fartlek training, endurance, power</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • solve a problem, consider alternatives, structure plans and organise group activity <p>Reading – through the activities pupils could:</p> <ul style="list-style-type: none"> • identify what information is needed, and draw together information from different sources 	
By the end of this unit a pupil will reach level:	
<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.</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>	

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1	<p>Sprint running technique (100/200/400m) 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>	<p>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>	<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 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>	<p>Warm up – Student led pulse raiser + stretches. Perform 4 different paced ½ laps to highlight pace required for a bronze (87 sec), silver (62 sec), gold (52 sec) & platinum (45 sec) performance. 2 groups either side of track. 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>	<p>Make learning as active as possible</p>

2 (second half)	<p>Jumping - high jump 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>	<p>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>	<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 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>	<p>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>	
3 (second half)	<p>Throwing - javelin 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>	<p>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>	
Optional	<p>Relay 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>	<p>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>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>	