Portfields Primary School Medium Term Plan

Phase – **Y2** Subject - **PE** Topic – **Athletics** Term – **Sum 1**

National Curriculum	Prior Knowledge / Skills	Key Questions	Assessment Statements	Key Vocabulary	Possible adaptions
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Can start and stop at speed, run in straight lines using a variety of speeds Participate as part of a team to compete in running relays Attempt a variety of jumps taking off and landing on different foot combinations e.g. 2 to 1, 1 to 2 etc Handle and throw a variety of different objects and attempt to throw for distance Demonstrate awareness for the need to improve and attempt to improve Copy and repeat basic movements for extended periods of time developing stamina Demonstrate some core strength to hold shapes and positions	What does athletics mean? How can you throw in different ways? How do you throw with accuracy? What does underarm / overarm mean? How do you land safely? How do you control your speed when moving? Who is the winner? How do we know? How can you improve? What has your partner done well? How can your partner improve? - -	Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs Make choices about appropriate throws for different types of activity Use agility in running games Apply skills in a variety of activities Can identify areas of activities that need improve e.g. power in throws to throw further Practise to improve skills	Distance Height Overarm Underarm Obstacle Hop Skip Improve Evaluate **Technical Vocabulary** Take Off Landing Relay Baton Javelin Stamina Hurdle Agility Balance Coordination Power Accuracy	**STEP Principles** **Space (where is the activity happening):** Level – Distance, floor level based games have different requirements to ambulant activities Area – more space gives more reaction time, less space demands higher skill and mobility levels eg dodging, marking is easier in restricted space Length or height of a barrier Zoned playing areas Smaller/larger target areas Moving target closer / further away Make an area exclusive to one player to give as much thinking time as possible **Task (what is happening):** Easier – simplify the rules, harder – introduce more rules Rotate roles / allocate specific roles eg shooter Adapt rules for players eg allow more time with the ball, scores count double for certain players Try different ways of playing – seated, standing, lying Use different targets Count distance hit rather than runs **Equipment (what is being used):** Vary size, weight, colour, texture, shape, environment, playing surface, add/remove obstacles Balls: •lighter travel slower in the air •larger are easier to see •softer/ slightly deflated are easier to catch, travel slower on the floor •Certain colours are easier for people with visual impairment Bats: •Larger it is easier to hit the ball with a larger surface area •Lighter easier to manipulate •Glove or attached bat enables player with little grip to participate **People (who is involved)**: Working independently, in pairs, in groups, in teams, with friends Different/same roles. Similar/different size, similar/different ability Own space, big space, small space, restricted space, open space Total number of people is reduced, number of people on one side out numbers number on other

Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**
Flashback Four	**Flashback Four**	**Flashback Four**	**Flashback Four**	**Flashback Four**	**Flashback Four**
Last Lesson Last Topic	Last Lesson Last Topic	Last Lesson Last Topic	Last Lesson Last Topic	Last Lesson Last Topic	Last Lesson Last Topic
Learning Objective LO: Success Criteria Star Knowledge	Learning Objective LO: Success Criteria Star Knowledge	Learning Objective LO: Success Criteria Star Knowledge	Learning Objective LO: Success Criteria Star Knowledge	Learning Objective LO: Success Criteria Star Knowledge	Learning Objective LO: Success Criteria Star Knowledge