



Portfields Primary School Medium Term Plan



Phase – Y3

Subject - PE

Topic – Athletics

Term – Sum 1

National Curriculum	Prior Knowledge / Skills	Key Questions	Assessment Statements	Key Vocabulary	Possible adaptations
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1) use running, jumping, throwing and catching in isolation and in combination</li> <li>2) develop flexibility, strength, technique, control and balance [for example, through athletics]</li> <li>3) compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ol>	<p>Develop power, agility, coordination and balance over a variety of activities</p> <p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops</p> <p>Can negotiate obstacles showing increased control of body and limbs</p> <p>Make choices about appropriate throws for different types of activity</p> <p>Use agility in running games</p> <p>Apply skills in a variety of activities</p> <p>Can identify areas of activities that need improve e.g. power in throws to throw further</p> <p>Practise to improve skills</p>	<p>Can you name some different types of throw?</p> <p>Explain how to aim your throws.</p> <p>How could your throw go further?</p> <p>How do you land safely?</p> <p>How do you jump with control?</p> <p>Do you use your arms when you jump?</p> <p>How fast are you / should you be running?</p> <p>How do you run differently when you are running short / long distances?</p> <p>What have you / your partner done well?</p> <p>How can you / your partner improve?</p> <p>Have you tried...?</p>	<p>Link running and jumping activities with some fluency and consistency</p> <p>Control movements and body actions in response to specific instructions</p> <p>Jump for height and distance with control and balance</p> <p>Run at different speeds according to event and instruction</p> <p>Run as part of a relay team</p> <p>Throw a variety of objects using different recognised throws</p> <p>Take part in basic scoring of different events</p> <p>Throw more accurately and over greater distances</p>	<p>Distance Length Height Obstacle Improve Evaluate Performance Combination Consistency Compete Throw Slinging Pulling Pushing Take off Landing</p> <hr/> <p><b>Technical Vocabulary</b></p> <p>Overarm Underarm Agility Balance Coordination Accuracy Personal Best Technique Motion Hop Skip Jump</p>	<p><b>STEP Principles</b></p> <p><b>Space (where is the activity happening):</b> 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</p> <p><b>Task (what is happening):</b> 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</p> <p><b>Equipment (what is being used):</b> 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</p> <p><b>People (who is involved):</b> 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</p>

<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
<b>Flashback Four (know / show)</b>	<b>Flashback Four (know / show)</b>	<b>Flashback Four (know / show)</b>	<b>Flashback Four (know / show)</b>	<b>Flashback Four (know / show)</b>	<b>Flashback Four (know / show)</b>
<u>Last Lesson</u> NA <u>Last Topic</u> Show me how to perform and how to receive a chest pass.	<u>Last Lesson</u> Show me how to perform an overarm throw. <u>Last Topic</u> Explain the rules of dodgeball.	<u>Last Lesson</u> Explain what a "skip" type of jump is <u>Last Topic</u> Show me how to dribble a basketball.	<u>Last Lesson</u> Explain how you can keep running throughout a much longer race. <u>Last Topic</u> Explain what is different between a basketball net & a netball net.	<u>Last Lesson</u> Show me the difference between an overarm & underarm throw. <u>Last Topic</u> In a game of dodgeball, explain how a player can get "back in".	<u>Last Lesson</u> I can explain things I can do to try and improve my own performance. <u>Last Topic</u> Explain how the rules of basketball & netball are different.
<u>Learning Objective</u> LO: To throw an object using an underarm and overarm technique  <u>Success Criteria</u> I can position my body correctly I can use my non-throwing arm to aim I can throw in one fluid motion  <u>Star Knowledge</u> I understand the difference between an overarm and underarm throw.	<u>Learning Objective</u> LO: To learn different types of jump  <u>Success Criteria</u> I can take off using 1 or 2 feet. I can land using 1 or 2 feet. I can land on the same / opposite foot to my take off foot.  <u>Star Knowledge</u> I know the difference between a hop, skip and a jump.	<u>Learning Objective</u> LO: To run for distance  <u>Success Criteria</u> I know what I need to do so that I can run for longer I can run further by not running at my top speed I can begin to judge how much energy I have compared to how far is left to run.  <u>Star Knowledge</u> I can begin to judge how much energy I have compared to how far is left to run.	<u>Learning Objective</u> LO: To run in races of varied distances  <u>Success Criteria</u> I can run in different ways, using different technique, speed and using differing amounts of energy. I can begin to express a preference for types of running races (sprint / distance).  <u>Star Knowledge</u> I can begin to express a preference for types of running races (sprint / distance).	<u>Learning Objective</u> LO: To participate in athletics events  <u>Success Criteria</u> I can remember and use previously taught techniques. I can say which event I prefer and why. I can think about how to improve my own performance.  <u>Star Knowledge</u> I can remember and use previously taught techniques.	<u>Learning Objective</u> LO: To perform competitively  <u>Success Criteria</u> I can monitor my own performance and compare to previous performances. I can compete fairly and in the right spirit. I can begin to give technical advice to someone else to help them improve their performance. <u>Star Knowledge</u> I can compete fairly and in the right spirit.