Portfields Primary School Medium Term Plan

Phase – **Y5**   Subject - **PE**   Topic – **Athletics**   Term – **Sum 1**

National Curriculum	Prior Knowledge / Skills	Key Questions	Assessment Statements	Key Vocabulary	Possible adaptions
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. Pupils should be taught to: 1) use running, jumping, throwing and catching in isolation and in combination 2) develop flexibility, strength, technique, control and balance [for example, through athletics] 3) compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up Decide on ways to improve, run, jumps and throws and implement changes Work with others to score and record distance and times accurately Compete in running, jumping and throwing activities and compare their own performance with previous	Can you explain the different types of throw? Explain how to aim your throws. How could your throw go shorter / higher / longer? What is the release point / trajectory? What parts make up the triple jump? Why do you use your arms when you run / jump? What pace are you / should you be running? Why is your running technique different? What have you / they done well? How do you know this? How can you / they improve? How can you make is harder / easier? How does that compare to last time? -	Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes Able to run as part of a team in relay style events and demonstrate max effort pace Perform a range of jumps in different activities Identify how they can change an activity by using the STEP principle Demonstrate a range of throwing actions using different equipment with some consistency and control Distinguish between good and poor performances and suggest ways to improve self and others	Distance Length Height Obstacle Improve Evaluate Performance Combination Consistency Slinging Pulling Pushing Pace **Technical Vocabulary** Power Accuracy Personal Best Technique Sprint Run Up Hop Skip Jump Triple Jump Release point Pace Dip	**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 (know / show)	**Flashback Four (know / show)**	**Flashback Four (know / show)**	**Flashback Four (know / show)**	**Flashback Four (know / show)**	**Flashback Four (know / show)**
Last Lesson NA Last Topic Explain what safety measures I need to think about when playing hockey.	Last Lesson Explain what happens if I don't keep my take off foot grounded when completing the triple jump. Last Topic Explain what safety measures I need to think about when playing dodgeball.	Last Lesson Explain how to "pace yourself" during a running race. Last Topic Show me how to accurately pass a ball with a hockey stick.	Last Lesson Show me how to "dip for the line" at the end of a sprint race. Last Topic Explain what I need to do to be a good dodgeball player.	Last Lesson Explain how adding a run up could improve my throwing distance. Last Topic Show me how to shoot a ball with power, using a hockey stick.	Last Lesson Explain or show me why trajectory and release point matter when you throw. Last Topic Explain the rules of dodgeball.
Learning Objective LO: To know how to complete the triple jump. Success Criteria I can take off and land on either 1 or 2 feet. I can perform "hop", "skip" and "jump" jumps. I can keep my take off foot grounded. I can combine these jumps correctly to complete a "triple jump". Star Knowledge I know that I need to perform a hop, skip, jump, in that order, to complete a triple jump.	Learning Objective LO: To compete in long distance running. Success Criteria I can explain why long distance running is different to sprinting. I can run for longer, using different technique. I can "pace myself" so I know how fast I need to run in longer races. Star Knowledge I can run for longer, using different technique.	Learning Objective LO: To compete in short distance races. Success Criteria I can run as fast as I possibly can. I have good sprinting technique to help me reach top speed. I can finish the race well. Star Knowledge I have good sprinting technique to help me reach top speed.	Learning Objective LO: To use a run up when throwing. Success Criteria I can remember and use previously taught throwing techniques. I can use the overarm, pulling technique correctly. I can explain how adding a run up could improve my throwing distance. I can attempt to improve my throwing distance by adding a run up. Star Knowledge I can explain how adding a run up could improve my throwing distance.	Learning Objective LO: To practise to improve throwing distance. Success Criteria I can throw consistently using the same technique. I can begin to think about trajectory and release point. I can decide if I want to use a run up to help me achieve a consistent throw. Star Knowledge I can throw consistently using the same technique.	Learning Objective LO: To use a run up when jumping. Success Criteria I can remember and use previously taught jumping techniques. I can complete either a "long" or "triple" jump correctly. I can explain how adding a run up could improve my jumping distance. I can attempt to improve my jumping distance by adding a run up. Star Knowledge I can explain how adding a run up could improve my jumping distance.