



Portfields Primary School Medium Term Plan



Phase – Y6

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"> 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. 	<p>Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes</p> <p>Able to run as part of a team in relay style events and demonstrate max effort pace</p> <p>Perform a range of jumps in different activities</p> <p>Identify how they can change an activity by using the STEP principle</p> <p>Demonstrate a range of throwing actions using different equipment with some consistency and control</p> <p>Distinguish between good and poor performances and suggest ways to improve self and others</p>	<p>Explain good throwing / running / jumping technique.</p> <p>What is the release point / trajectory?</p> <p>Why do you need a run up?</p> <p>Why do you use your arms when you run / jump?</p> <p>What pace are you / should you be running?</p> <p>Why is your running technique different?</p> <p>What have you / they done well? How do you know this?</p> <p>How can you / they improve?</p> <p>How can you make it harder / easier?</p> <p>How does that compare to last time?</p>	<p>Accurately and confidently judge across a range of athletics activities</p> <p>Demonstrate accuracy and good technique when throwing for distance</p> <p>Show good technique and control for jumping activities</p> <p>Demonstrate improvement when working with self and others</p> <p>Choose appropriate run up distance as an individual for athletic jumps</p> <p>Use appropriate pace for different running distances</p>	<p>Distance Length Height Improve Evaluate Performance Combination Consistency Slinging Pulling Pushing Pace</p> <hr/> <p>Technical Vocabulary</p> <p>Power Accuracy Personal Best Technique Sprint / sprint finish Run Up Hop Skip Jump Triple Jump Release point Pace Dip Transition</p>	<p>STEP Principles</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>

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)
<u>Last Lesson</u> NA <u>Last Topic</u> Explain what safety measures I need to think about when playing hockey.	<u>Last Lesson</u> Explain why it is important to keep your momentum going when completing a triple jump. <u>Last Topic</u> Explain what safety measures I need to think about when playing dodgeball.	<u>Last Lesson</u> Explain what is meant by ending a long distance race with a "sprint finish". <u>Last Topic</u> Show me how to accurately pass a ball with a hockey stick.	<u>Last Lesson</u> Explain what I need to do with different body parts to help me run very fast. <u>Last Topic</u> Explain what I need to do to be a good dodgeball player.	<u>Last Lesson</u> Show me why it is important to stop your run up in the correct place. <u>Last Topic</u> Show me how to shoot a ball with power, using a hockey stick.	<u>Last Lesson</u> Explain or show me why trajectory and release point matter when you throw. <u>Last Topic</u> Explain the rules of dodgeball.
<u>Learning Objective</u> LO: To use the correct combination of jumps to complete the triple jump. <u>Success Criteria</u> I can perform "hop", "skip" and "jump" jumps. I can keep my take off foot grounded. I can combine these at a steady pace, in 1 fluid motion to complete a "triple jump". <u>Star Knowledge</u> I know that I need to perform a hop, skip, jump, in that order, to complete a triple jump.	<u>Learning Objective</u> LO: To use correct running technique for long distance running. <u>Success Criteria</u> I can explain how my running technique is different when I run for longer. I can leave enough energy left for a "sprint finish". <u>Star Knowledge</u> I can explain how my running technique is different when I run for longer.	<u>Learning Objective</u> LO: To use correct running technique for short distance races. <u>Success Criteria</u> I can explain how good sprinting technique helps me reach my top speed. I know how to start and finish the race well. (I can attempt a sprint start) (I can transition from a sprint start into my normal running stride) <u>Star Knowledge</u> I know how to start and finish the race well.	<u>Learning Objective</u> LO: To use a run up to improve my throwing distance. <u>Success Criteria</u> I can remember and use previously taught throwing techniques. I can improve my throwing distance by adding a run up. I can use a run up with control to ensure my throw technique does not suffer. I can stop my run up in the correct place. <u>Star Knowledge</u> I can use a run up with control to ensure my throw technique does not suffer.	<u>Learning Objective</u> LO: To throw consistently well. <u>Success Criteria</u> I can throw consistently using the same technique. I can think about the trajectory and release point I need to maximise my throw. I can use a run up to help me achieve a consistent throw with extra distance. <u>Star Knowledge</u> I can throw consistently using the same technique.	<u>Learning Objective</u> LO: To use a run up when jumping. <u>Success Criteria</u> I can remember and use previously taught jumping techniques. I can improve my jumping distance by adding a run up. I can use a run up with control to ensure my jumping technique does not suffer. I can stop my run up and take off in the correct place. <u>Star Knowledge</u> I can use a run up with control to ensure my jumping technique does not suffer.