



Portfields Primary School Medium Term Plan



Phase – Y4 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>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>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 jump with control?</p> <p>Why do you use your arms when you jump?</p> <p>How fast are you / should you be running?</p> <p>How are you running differently?</p> <p>What have you / your partner done well?</p> <p>How can you / your partner improve?</p> <p>Have you thought about...?</p> <p>How does that compare to last time?</p>	<p>Show differences between sprinting and running speeds over a variety of distances</p> <p>Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone</p> <p>Perform a range of jumps with consistency, sometimes approaching jump with a run up</p> <p>Decide on ways to improve, run, jumps and throws and implement changes</p> <p>Work with others to score and record distance and times accurately</p> <p>Compete in running, jumping and throwing activities and compare their own performance with previous</p>	<p>Distance Length Height Obstacle Improve Evaluate Performance Combination Consistency Slinging Pulling Pushing Take off Landing Compete</p> <hr/> <p>Technical Vocabulary</p> <p>Agility Balance Coordination Power Accuracy Personal Best Technique Sprint Run Up Pace Motion Hop Skip Jump</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> Show me how to perform and how to receive a chest pass.	<u>Last Lesson</u> Show me how to perform a pulling throw. <u>Last Topic</u> Explain the rules of dodgeball.	<u>Last Lesson</u> Show me the following jump sequence: 1) 2 foot take off, 1 foot land 2) 1 foot take off, opposite foot land 3) 1 foot take off, 2 feet land <u>Last Topic</u> Show me how to dribble a basketball.	<u>Last Lesson</u> Explain how you know to "pace yourself" during a race. <u>Last Topic</u> Explain what is different between a basketball net & a netball net.	<u>Last Lesson</u> Explain the difference between "hop / skip / jump" types of jump. <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 a slinging, pushing or pulling 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 how pushing and pulling throw techniques are different	<u>Learning Objective</u> LO: To combine different types of jump <u>Success Criteria</u> I can take off and land on either 1 or 2 feet. I can land on the same / opposite foot to my take off foot. I can combine jumps together in one motion to form a sequence. <u>Star Knowledge</u> I can perform multiple jumps in a row	<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 "pace myself" so I know how fast I need to run in longer races. <u>Star Knowledge</u> I can begin to "pace myself" so I know how fast I need to run in longer races.	<u>Learning Objective</u> LO: To run using different techniques <u>Success Criteria</u> I can run in different ways, using different technique, speed and using differing amounts of energy. I can explain why I prefer a certain type of running races (sprint / distance). <u>Star Knowledge</u> I can explain how my running is different when I am sprinting / running longer distances.	<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.