

Topic: PE	Year group	Term
Athletics/Outdoor and adventurous	Year 3	Summer 2 7 sessions

Background knowledge

Athletics includes running, jumping and throwing. Children should have mastered these fundamental skills in Key Stage One through games and challenges.

The Quadkids format and rules should be used in Key Stage 2 athletics units. Events are **400m jog, 50m sprint, standing long jump, mini vortex howler throw**. Children should be able to try again and encouraged to beat their personal best.

Although each lesson will have a focus, children should practise skills they have already covered either as a warm up or a recap.

400m jog/50m sprint:

- The running track is 400m.
- 50m can be marked with a trundle wheel.

Standing long jump:

- The athlete takes off from a designated start point.
- This is a two-footed jump from a standing position.
- The jump is measured from the point of contact closest to the designated start point. This is normally the heel of the back foot.

Mini vortex howler throw:

- The vortex howler should be thrown overarm in a ball throw/javelin action.
- The athlete throws from behind a marked throwing line.
- The throw can be taken from a standing position or with a run-up.

Outdoor and adventurous activities should take place in a familiar context, for example the school grounds. Twinkl lesson plans are saved in Physical Education > Outdoor and Adventurous. Year 2 will complete lessons 1-3, Year 3 will complete 3-6. If following these plans there is no need to complete a separate planning proforma.

OAA sessions could be taught towards the end of the term outside of usual PE slots. Links can be made with other curriculum areas in the form of a subject trail e.g. maths trail as an extension.

What should I already know?	
<u>Running</u> I can look up while running I can run at different speeds I can change direction while running I can move around objects <u>Throwing</u> I can use underarm throws I can use overarm throws I can reach the target with some of my throws <u>Jumping</u> I can jump in different directions I can hop on both feet I can land on one foot or two feet I can put together a short sequence of jumps	<u>Outdoor and Adventurous</u> To climb over, under and around obstacles. To follow a trail using clues. To work as a small group to complete a task. To work as a small group to solve problems. To give and follow multi-step instructions.

National Curriculum Objectives / Key Skills	The Journey
- I can use running, jumping, throwing and catching in isolation and in combination. - I can develop flexibility, strength, control and balance - I can compare my performance with previous ones and demonstrate improvement to achieve my personal best. - I can take part in outdoor and adventurous activities both individually and in a team. <u>Running</u> I can sustain a pace over a long distance. I can sprint over a short distance I can pass a baton in a relay <u>Throwing</u> I can use underarm throws accurately I can use overarm throws accurately	- To run at different speeds and pass a baton in a relay. - To jump for length, using a run up. - To jump for height, including over obstacles. - To use underarm and overarm throws. - To apply my skills in a mini athletics tournament (running, throwing, jumping challenges) - To give and follow directions. E.g. 'Which direction' lesson in OAA folder. - To follow a simple map. E.g. Magnificent Maps lesson in OAA folder. - To understand map symbols. E.g. Introduction to Orienteering lesson in OAA folder.

<u>I can reach the target with most of my throws</u> <u>Jumping</u> <u>I can jump with control, co-ordination and balance</u> I can swing my arms to propel me forward or upwards I can use a suitable run up <u>Outdoor and Adventurous</u> <u>I can follow a map in a familiar context</u> I can use clues to follow a route I can follow a route safely	
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Outcomes

<u>Athletics</u>	<u>Outdoor and Adventurous</u>
Working towards: • I can look up while running • I demonstrate a good running technique • I can run at different speeds • I can use underarm throws accurately • I can use overarm throws accurately • I can reach the target with most of my throws • I can explore different ways of jumping Expected: • I demonstrate a good running technique • I can pass a baton • I can choose and sustain an appropriate running pace • I can move around objects quickly • I can change direction while running • I can choose an appropriate throwing action for the equipment • I can choose an appropriate throwing action for distance • I aim accurately at a target • I can jump with control, co-ordination and balance • I can bend my knees when jumping	Working towards: • I can join in activities on our school grounds. • I can follow instructions to go over, under and around equipment and obstacles. • I can work with others to complete a challenge and solve a problem. • I can understand and use some directional language e.g. forwards, backwards, left, right, turn. Expected: • I can follow a simple map. • I know that symbols represent physical objects and know what some common symbols represent. • I can work with others to complete a task. • I can understand and use directional language e.g. forwards, backwards, left, right, turn, clockwise, anticlockwise. • I can orientate a map. Exceeding: • I can take a lead when completing a challenge with a group.

• I can swing my arms to propel me forward or upwards • I can use a suitable run up Exceeding: • I run with increasing control and co-ordination • I throw with increasing control and co-ordination • I can perform a range of basic jumps in isolation • I choose to use a run up • I bend my knees when jumping • I use my arms to propel myself forward • I show consistency in my jumping	• I can confidently give and follow directions using directional language e.g. forwards, backwards, left, right, turn, clockwise, anticlockwise. • I can support others to orientate and follow a map.
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Key Vocabulary	Timeline / Diagrams
Run - moving faster than a walk, never having both feet on the floor at the same time Speed - how fast or slow something moves Sprint - to run as fast as you can Steady pace - to run at a slower pace which you can keep up over a longer distance Direction - the way something moves Throw - make something travel through the air using your arm and hand	 Competition format can be found in physical education > competitions.

Underarm throw - use a back to front swing motion to throw an object, releasing the object at hip height

Overarm throw - a throw where the hand passes over the shoulder before releasing the ball

Target - a place to aim

Jump - to have both feet off the floor

Travel - to move in a certain direction

Forwards - to move the way you're facing

Backwards - to move the opposite way to where you're facing

Around - to travel past something while turning, keeping it on one side

Over - to travel on top of something

Under - to travel below something

Clockwise - turn towards your right

Anti-clockwise - turn towards your left

Jump - to have both feet off the floor

Turn - to move your body to face a different direction

Obstacle - something that blocks your way

Problem - a situation that you need to deal with to achieve your goal

Instruction - information about how to do something

Map - a picture representing an area, showing physical features

Symbol - a mark or shape that represents a physical feature

Route - a way to get to an end point

Clue - a piece of information that would help

Key - a list of symbols used on a map and what they represent

Orienteering - a sport where you have to follow a course using a map



Orientate - to hold your map the correct way	
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Key people / places	
Olympics Commonwealth Games Mo Farah Jessica Ennis-Hill Dina Asher-Smith Katarina Johnson-Thompson	Beech Hill school grounds

Assessment questions / outcomes	
Can you change your speed when running? Why do we need to change our speed? Can you perform an underarm throw? Can you perform an overarm throw? Can you jump and land steadily? Can you hop on one foot? Can you beat your personal best? Which throw could you use?	How could you work together to complete the challenge? What different roles might you need? Could you have done it differently? How could you solve the problem? Can you give instructions to your partner? Can you follow the instructions? What do you need to do first? Next? Last? What do you think the symbols represent? How do you know? Which way do we need to hold our map? Can you explain why?