

Topic: PE	Year group	Term
Athletics/Outdoor and adventurous	Year 5	Spring 1 6 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. Year 5/6 events are **600m run, 75m sprint, standing long jump, howler throw**. Children should be able to try again and encouraged to beat their personal best. At the end of the unit a competition should be held and results should be recorded on the Quadkids results sheet. This should be given to PE Coordinators to be entered into the citywide virtual competition.

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

600m jog/75m sprint:

- The running track is 400m.
- 75m 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.

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 initially take place in a familiar context, for example the school grounds. In Upper Key Stage 2 children will progress to applying their skills in a less familiar location e.g. Scotswood Nature Gardens or another local area. Twinkl lesson plans are saved in Physical Education > Outdoor and Adventurous. Year 4 will complete lessons 1-3, Year 5 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 choose and sustain an appropriate running pace according to the distance I can pass a baton in a relay <u>Throwing</u> I can choose an appropriate throwing action for the equipment and distance <u>Jumping</u> I can jump with control, co-ordination and balance I can swing my arms to propel me forward or upwards I can use a suitable run up	<u>Outdoor and Adventurous</u> I can use clues to follow a route I can follow a route safely I can follow a map in a more demanding familiar context I can follow a route within a time limit
--	---

National Curriculum Objectives / Key Skills	The Journey
<u>Athletics</u> - 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. <u>Outdoor and Adventurous</u> I can take part in outdoor and adventurous activities both individually and in a team. <u>Running</u> I can choose and sustain an appropriate running pace according to the distance I can pass a baton quickly and effectively in a relay race I can combine running and jumping <u>Throwing</u> I use an appropriate technique for sling throws I use an appropriate technique for push throws I use an appropriate technique for pull throws I aim accurately at a target <u>Jumping</u> I can jump with control, co-ordination and balance I can perform an effective run up	- To quickly and effectively pass a baton and take part in a relay race. - To put together a combination of jumps and perform a run up. - To use push, pull and sling throws. - To apply my skills in a Quadkids tournament. Record results to enter virtual competition. - To beat my PB in a Quadkids tournament. Use best score to enter virtual competition. - To read a map with increasing confidence and within a time limit. Anagram Antics lesson in OAA folder. - To create symbols for a map and plot these accurately. Symbol Circuits lesson in OAA folder. - To follow a map confidently and accurately. Outstanding Orienteering lesson in OAA folder. To complete an orienteering task in a less familiar location. Trip to Scotswood Nature Garden?

I can put together a combination of jumps I can increase the distance that I jump <u>Outdoor and Adventurous</u> I can follow a map in an unknown location - Scotswood Nature Gardens? I can use clues and a compass to navigate a route I can change a route to overcome a problem I can use new information to change my route	
Outcomes	
Working towards: • I demonstrate a good running technique • I can pass a baton • I can choose an appropriate running pace • I use an appropriate technique for sling, push and pull throws • I aim accurately at a target using a throw of my choice • I can jump with control, co-ordination and balance • I can bend my knees when jumping • I can swing my arms to propel me forward or upwards Expected: • I run with increasing control and co-ordination • I can pass a baton quickly and effectively in a relay • I throw with increasing control and co-ordination • I can perform a range of basic jumps in isolation • I can use a suitable run up • I show consistency in my jumping Above expected: • I use a sound technique for running events • I perform with control, accuracy and power • I use a sound technique for throwing events • I perform with control, accuracy and power • I can put together a combination of jumps • I can select appropriate jumps to help me travel further • I can increase the distance that I jump	Working towards: • I can orientate and follow a simple map. • I know that symbols represent physical objects and know what common symbols represent. • I can work with others to complete a task and solve problems. • I can understand and use directional language e.g. forwards, backwards, left, right, turn, clockwise, anticlockwise. Expected: • I can take a lead when completing a challenge with a group. • I can confidently give and follow directions using directional language e.g. forwards, backwards, left, right, turn, clockwise, anticlockwise. • I can use a map to complete a course with increasing speed. Exceeding: • I can follow a map and complete a course with increasing confidence, accuracy and speed. • I can confidently take a lead in a small group and demonstrate good leadership skills.

- I choose to use a run up
- I bend my knees when jumping
- I use my arms to propel myself forward

Key Vocabulary

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

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

Timeline / Diagrams



Competition format can be found in physical education > competitions.



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	
--	--

Key people / places	
Olympics Commonwealth Games Mo Farah Jessica Ennis-Hill Dina Asher-Smith Katarina Johnson-Thompson	Beech Hill school grounds

Assessment questions / outcomes	
Why do we need to adapt our speed according to the distance? How can you make your handover more effective in a relay race? Can you perform a push/pull/sling throw? Which throw would work best for distance? Can you use a run up? How could you make yourself jump further? Higher? Can you beat your personal best?	How could you work together to complete the challenge? What different roles might you need? How will you lead your partner/team? What information do you need to give your partner/team? 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? Could you complete the course quicker? Can you set a course for another group?