

Topic: PE	Year group	Term
Athletics/Outdoor and adventurous	Year 4	Summer 1 8 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 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 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	<u>Outdoor and Adventurous</u> I can climb over, under and around obstacles. I can follow a trail using clues. I can work as a small group to complete a task. I can work as a small group to solve problems. I can give and follow multi-step instructions. I can follow a map in a familiar context. I can use clues to follow a route. I can follow a route safely.

National Curriculum Objectives / Key Skills	The Journey
<ul style="list-style-type: none"> 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 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>	<ol style="list-style-type: none"> To adapt my running speed for long and short distances and take part in a relay. To jump for length and height, using my arms or a run up. To put together a sequence of jumps - hop on one leg, hop on the other leg, jump onto 2 feet. To throw for distance. Alter distance depending on ability. Challenge to use a different arm to their dominant arm. 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 work in a small group to solve problems and complete a task. Mixed ability groups to support LA readers. Different ability runners in

<p>I can jump with control, co-ordination and balance</p> <p><u>I can swing my arms to propel me forward or upwards</u></p> <p><u>I can use a suitable run up</u></p> <p><u>Outdoor and Adventurous</u></p> <p>I can use clues to follow a route</p> <p>I can follow a route safely</p> <p><u>I can follow a map in a more demanding familiar context</u></p> <p>I can follow a route within a time limit</p>	<p>each group. E.g. Team Games lesson in OAA folder.</p> <p>7. To take on different roles in a group and develop leadership skills. Stronger person with a weaker person in groups. Natural leader to model leadership skills. Weaker person to be given leadership role the following week under the guidance of the mentor. E.g. Masked Mass lesson in OAA folder.</p> <p>8. To navigate around a space with increased confidence and speed. E.g. Exploration Experiments lesson in OAA folder.</p>
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Outcomes

<p>Working towards:</p> <ul style="list-style-type: none"> • 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 aim accurately at a target • I can reach the target with most of my throws • I can explore different ways of jumping • I can jump with control, co-ordination and balance • I can bend my knees when jumping <p>Expected:</p> <ul style="list-style-type: none"> • I run with increasing control and co-ordination • 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 	<p>Working towards:</p> <ul style="list-style-type: none"> • 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. <p>Expected:</p> <ul style="list-style-type: none"> • 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 increase the speed at which I complete a course. <p>Exceeding:</p>
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<ul style="list-style-type: none"> • I throw with increasing control and co-ordination • I can perform a range of basic jumps in isolation • I can swing my arms to propel me forward or upwards • I can use a suitable run up <p>Exceeding:</p> <ul style="list-style-type: none"> • I run with increasing control and co-ordination • I throw with increasing control and co-ordination • I choose to use a run up • 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 	<ul style="list-style-type: none"> • I can follow a map and complete a course with increasing confidence and speed. • I can confidently take a lead in a small group and demonstrate good leadership skills.
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Key Vocabulary	Timeline / Diagrams
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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



Competition format can be found in physical education > competitions.



<p>Instruction - information about how to do something</p> <p>Map - a picture representing an area, showing physical features</p> <p>Symbol - a mark or shape that represents a physical feature</p> <p>Route - a way to get to an end point</p> <p>Clue - a piece of information that would help</p> <p>Key - a list of symbols used on a map and what they represent</p> <p>Orienteering - a sport where you have to follow a course using a map</p> <p>Orientate - to hold your map the correct way</p>	
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Key people / places
<p>Olympics</p> <p>Commonwealth Games</p> <p>Mo Farah</p> <p>Jessica Ennis-Hill</p> <p>Dina Asher-Smith</p> <p>Katarina Johnson-Thompson</p>

Assessment questions / outcomes	
<p>Which speed should you use for a long distance? A short distance?</p> <p>Why do we need to change our speed?</p> <p>Can you perform an underarm throw?</p> <p>Can you perform an overarm throw?</p> <p>Which throw would work best for distance?</p> <p>Can you jump and land steadily?</p>	<p>How could you work together to complete the challenge?</p> <p>What different roles might you need?</p> <p>How will you lead your partner/team?</p> <p>What information do you need to give your partner/team?</p> <p>Could you have done it differently?</p>

<p>How could you make yourself jump further? Higher? Can you beat your personal best?</p>	<p>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?</p>
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