

Topic: PE	Year group	Term
Athletics / FUNs	Year 2	Autumn 1 6 sessions

Background knowledge

FUNS

FUNS sessions should follow the Create Development "FUNS" programme. Resources (cards) are available in packs in the PE cupboard. Children in school are assessed every two years, and these assessments should inform lessons. Children should work through the levels in order to progress. Elements of FUNS should be incorporated into athletics sessions e.g. as a skill practise, warm up or game. Videos of skills are in Physical Education > FUNS.

Athletics

Athletics includes running, jumping and throwing. In Key Stage One, athletics units should focus on mastering these fundamental skills through games and challenges.

Running events can be short distance (sprints) or longer distances (steady pace). Children should practise both and should know that they should adapt their speed according to the distance. Cones or markers could be used to practise changing direction. Children could compete in a simple relay race over a short distance.

In Key Stage One, throwing could be using bean bags, quoits or balls. Children should be taught to aim towards a target and practise throwing accurately.

Jumping will eventually lead on to the long jump and triple jump in Key Stage Two. Children therefore need to master jumping from two feet and hopping confidently. Children should be taught to jump forwards, backwards and sideways. If confident, this will progress to jumping over the top of a line or barrier e.g. speed bounce mat.

Children should be encouraged to beat their personal best, for example number of times hitting a target or time taken to run a specific distance.

What should I already know?

Running

I can look up while running

I can run at different speeds

I can change direction while running

I can move around objects

Throwing

I can use underarm throws

I can use overarm throws

I can reach the target with some of my throws

Jumping

I can jump in different directions

I can hop on both feet

I can land on one foot or two feet

National Curriculum Objectives / Key Skills	The Journey
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <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 quickly <u>Throwing</u> I can use underarm throws accurately I can use overarm throws accurately I can reach the target with most of my throws <u>Jumping</u> I can jump in different directions with balance and control 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>(KPIs underlined)</u>	To develop balance, co-ordination and agility through the use of the FUNs cards Each lesson begins with a 5 min run – can children beat their personal best? 1. FUNS 8 – Coordination with equipment. To throw and catch. Use STEP to differentiate. 2. FUNS 10 – Floor movement patterns. To develop floor movement patterns (FUNS) 3. FUNS 10 – Floor movement patterns. To run at different speeds with my head up and know when to pace myself. To change direction when running and move around objects 4. To reach a target using an underarm and overarm throw, increasing distance from the target 5. FUNS 6 – Dynamic balance to agility. To jump in a range of ways and put together a sequence of jumps (e.g. 2 feet to 2 feet then 2 feet to 1 foot...can children come up with their own sequence of jumps?) 6. To apply my skills in a mini athletics tournament (running, throwing, jumping challenges)

Outcomes

Athletics

Working towards:

- I can run at a consistent pace
- I can stop and start
- I can look up while running
- I demonstrate a good running technique
- I can use an underarm throw for small objects e.g. bean bags or balls
- I can aim towards a target
- I can jump from two feet to two feet
- I can jump forwards, backwards and sideways, landing steadily.

Expected:

- I can run at different speeds
- I can change direction while running
- I can move around objects quickly
- I can use underarm throws accurately
- I can use overarm throws accurately
- I can jump over a barrier e.g. speed bounce

Exceeding:

- I can adapt my speed for different distances.
- I can choose an appropriate throwing action for the equipment
- I can choose an appropriate throwing action for distance
- I can jump forwards and sideways over a barrier with increasing speed.

FUNS

Working towards:

I can complete some green challenges.

Expected:

I can complete most green level challenges.

Exceeding:

I am beginning to achieve some red level challenges.

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 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 Jump - to have both feet off the floor Turn - to move your body to face a different direction	
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Key people / places	
Olympics Commonwealth Games Mo Farah Jessica Ennis-Hill Dina Asher-Smith Katarina Johnson-Thompson	

Assessment questions / outcomes

1 What do you know about athletics?

Explain the importance of basic skills such as balance being needed for all sport e.g. to kick a ball, stretch to hit the ball in tennis, turn in hockey etc

2 What is your next step to improve your balance? (Coloured FUNs cards)

Differentiated - e.g. one foot preferred leg, one foot alternate foot, eyes shut, on a beam, crouching

3 What do you need to think about when running?

Long distances needs pace and not to run as fast. A sprint is short and fast. It is important to look up to see where you are going and help get more oxygen into your lungs.

4 Name two ways you can throw and describe them.

Underarm, overarm.

5 What is your next step to improve your jumping? (Coloured FUNs cards)

Differentiated - eg 2 feet to 2 feet forwards, $\frac{1}{4}$ or $\frac{1}{2}$ turn, 2 feet to 1 foot

6 How do you show you are ready to catch the ball?

Looking, hands out ready,

7 What do you feel you are best at? What would you like to be better at?

Children reflecting on their own ability.