

Medium Term Learning Plan

Year/Group: KS3/ 4

Course: Athletics

| About the unit | Assessment Focus |
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| This unit covers Athletics from the basic skills to the advanced skills of different running, jumping and throwing events. | NC levels/ Exam specification Beginners levels: 1-3 Skill Builders levels: 3-5 Advanced levels: 5-8 |
| Key Content to be covered | Expected Learning Outcomes |
| <ul style="list-style-type: none"> • A variety of skills used by athletes including: • A sprint; • One middle distance event; • One throwing event; and • One jumping event. | By the end of this scheme students will be able to: <ul style="list-style-type: none"> • perform a 100 metre sprint • perform in one middle distance event, eg 800 metres • perform in one throwing event, eg discus, javelin, shot put • perform in one jumping event, eg long jump, triple jump. |
| Key Skills to be developed | Key Assessment Points (evidence) |
| <ul style="list-style-type: none"> • Use blocks for a faster start. Bring knees high and use arms for more power. Dip when they cross the line. • Set off quickly and then stay on someone else's shoulder to use their pace. Don't get blocked in the pack. In the last 100m to go past them and sprint for the line. Dip if level with someone. • Know how to hold the item correctly in relation to the body. Know the movements to make and how to move the feet correctly. Use the body efficiently so that the item gains further distance. Know not to cross the line/edge of the circle. • Know how to work out distance to the board by running the other direction so, that they will land perfectly on the board. Know how | Level 3 – Can complete one middle distance event, one sprint , one throwing event and one jumping event with some accuracy. Level 5 – Can complete one middle distance event, one sprint , two throwing events and two jumping events with accuracy and control. Level 8 - Can complete two middle distance events, one sprint , two throwing events and two jumping events with accuracy and control and consistency. |

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| <p>to arch the body to hang in the air and that, on landing, To fall forwards, rather than losing distance by falling backwards.</p> | |
| <p>Language for Learning</p> | <p>Links to EBD/ personal, social and emotional needs</p> |
| <p>styles techniques, running style, short sprint distances, semi-crouched start ,crouch position, jumping ,height, distance, technique ,disciplines, similarities, shot putt, pushing and slinging ,side-on whole body contributing, safety precautions and procedures ,running, throwing ,athletic, equipment, practice, improve, performances ,activities, tape measure, records personal best, stride length speed run, arm and leg action, optimum body position ,sprinting, high hips, relaxed neck and shoulders, still head ,events ,lanes, a metre, races, 'fairy steps' ,high frequency or cadence, bounding ,100 /200/400/800metres</p> | <p>L1 - Is attentive and has an interest in school work. L4 - Works efficiently in a group/team. C3 - Only interrupts and seeks attention appropriately. C4 - Is physically and verbally peaceable. C5 - Respects property/equipment. E5 - Is emotionally stable and shows self-control.</p> |

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| Session | Learning Objectives | Content to be covered | Suggested Pedagogy/Teaching Activities | Learning Outcomes (Assessment/ Level descriptors for this lesson) |
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| 1 | Perform a 100 metre sprint | To perform a 100 metre sprint | <p>Basic sprint start Shuttle. 2 stand opposite 2, 10 metres apart. Shuttle across and join the back of the opposite queue. While shuttling across use – a standing start position, a semi crouched position (no hands on floor).</p> <p>Sprints over 10 / 20 / 30 metres varying starting positions – then pick-up speed over further distances</p> <p>Interval Pyramid sprints 50 / 75 / 100 / 75 / 50 – give rests (rest = period of intensity X 3)</p> | I can use blocks for a faster start. I bring my knees high and use my arms for more power. I dip when I cross the line. |

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| | | | <p>Competitive sprints over 100 / 200 & 400 metres Students assume full crouch position and practice start technique (don't sprint more than 5 metres).</p> <p>- Partner timed sprints. From crouched position teacher calls "On your marks, set, GO!" On GO students sprint as far as possible (one partner at a time). Teacher times 5 seconds and then calls "STOP!" The non-running partner uses a cone to mark where the sprinter was when the teacher called stop. Partners change roles.</p> <p><u>Sprint from blocks</u></p> | <p>Peer assessment whilst working in pairs to give constructive advice.</p> |
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| | | | <p>Teacher shows students how to measure blocks and set them up according to individual size and shape.</p> <ul style="list-style-type: none">- Partner sprint races over 20 metres. One partner uses blocks, the other starts in the full crouch position but without blocks.- Sprint from blocks for 3, 5, 7 and 10 seconds. Have a partner place a cone where you are after 3, 5, 7 and 10 seconds. Discuss the changes in distance between the cones and refer to acceleration and deceleration- As above, though explore different stride lengths as an | |
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| | | | attempt to beat their previous distance. | |
| 2 | Perform in one middle distance event, eg 800 metres | To be able perform in one middle distance event, eg 800 metres | <p>- Discuss the need for pacing during races. Q & A regarding which events may need pacing and why.</p> <p>400m raced recorded</p> <p>- 800/1000 metres race (differentiate to suit the ability of the students).</p> <p>Follow leader for a period of time – 2 minutes</p> <p>“ Chain gang “ - individual / pairs run to a pace and the</p> | I set off quickly and then stay on someone else’s shoulder to use their pace. I don’t get blocked in the pack. In the last 100m I am able to go past them and sprint for the line. I remember to dip if I am level with someone. |

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| | | | <p>leader continuously changes from back-marker</p> <p>Competitive races over 800</p> | |
| 3 | Perform in one throwing event, discus | To be able to perform throwing the discus | <p>throw using appropriately weighted disc from side on position using $\frac{1}{4}$ turn.</p> <p>- as above, though starting from a side-on, slightly crouched position and extending this position whilst throwing.</p> <p>- as above, this time with chin, knee, toe in line, crouching over the back foot. Use a $\frac{1}{2}$ rotation of the upper body.</p> <p>- mini discus competition with student officials.</p> | <p>I know how to hold the item correctly in relation to my body. I know the movements to make and how to move my feet correctly. I use my body efficiently so that the item gains further distance. I know not to cross the line/edge of the circle.</p> <p>Peer assessment whilst working in pairs to give constructive advice.</p> |

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| | | <p>To be able to perform throwing the shotputt</p> | <p>Putt using appropriately weighted shot from side on position with ¼ turn.</p> <p>as above, though starting from a side-on, slightly crouched position and extending this position whilst throwing.</p> <p>as above, this time with chin, knee, toe in line, crouching over the back foot. Use a ½ rotation of the upper body.</p> <p>mini shot putt competition with student officials</p> | <p>Peer assessment whilst working in pairs to give constructive advice.</p> |
| 4 | <p>Perform in one jumping event, eg long jump, triple jump</p> | <p>To be able to perform a long jump</p> | <p>Stride run-up to pit using the leg technique of the hitch kick - perform repetitive jumps</p> | <p>I know how to work out my distance to the board by running the other direction</p> |

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| | | <p>To be able to perform the triple jump</p> | <p>5 Stride run-up to pit using legs and arms techniques - perform repetitive jumps</p> <p>Measure out run up and increase run-up, distance, and speed from a 15 – 17 stride length.</p> <p>Competition</p> <p>Jumps, Hops & Bounding</p> <p>Triple jump with 1/3/5/7/9 stride approach (use markers to set and change start place for run up accordingly.</p> <p>- As above, using hitch kick leg and arm action.</p> | <p>so, that I will land perfectly on the board. I know how to arch my body to hang in the air and that, on landing, I am meant to fall forwards, rather than losing distance by falling backwards.</p> <p>Peer assessment whilst working in pairs to give constructive advice.</p> |
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| | | | <p>- Mini triple jump competition with student officials.</p> | |
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