

## Athletic activities – unit 1

### ABOUT THE UNIT

In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.

As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.

### WHERE THE UNIT FITS IN

This unit lays the foundations for athletic activities in years 3 and 4, in which children will learn the importance of strength and stamina, and will be introduced to a range of warm-up and stretching activities that help prepare them for athletic activity. They will improve their throwing skills and begin to associate different throwing actions with particular types of equipment. They will cover more distance in single and linked jumps, keeping good posture and control. They will be encouraged to watch and comment on the differences between successful and unsuccessful attempts. They will also measure and record athletic activity. This unit could be used in key stage 1.

Other physical education units, such as Gymnastic activities (unit 1), will help children to improve their control of movement, especially when moving on their feet, leaping and landing. Games-based activity will also reinforce good running, jumping and throwing actions. All units place value on working well as a member of a group or team, and help children develop their stamina, strength and suppleness.

### VOCABULARY

In this unit children will have an opportunity to use a range of words and phrases, such as:

- run
- catch
- hop
- skip
- step
- sideways, forwards, backwards
- throw high, low, far, near, straight
- aim
- drop
- bounce
- fast, medium, slow
- safely

### RESOURCES

- markers
- hoops
- cones of different sizes
- a variety of games equipment for throwing and retrieving, eg *large and small balls, beanbags, quoits*
- a variety of targets, eg *boxes, bins, goal shapes*

### EXPECTATIONS

#### When carrying out the type of activities and tasks in this unit

*most children will be able to:*

run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed

*some children will not have made so much progress. They will be able to:*

run at different speeds; take part in a relay activity with guidance; jump with accuracy into and out of areas from a standing position; throw a variety of objects, using a small range of techniques; recognise when their heart rate and temperature have changed

*some children will have progressed further. They will be able to:*

show greater difference between slow and fast speeds; start at a medium pace for a longer distance; make up and teach others a short sequence of linked jumps; throw more accurately and greater distances; show consistency, control and accuracy when throwing objects into targets from increasing distances; identify the changes that take place after exercise, and describe how their bodies will react when running, jumping and throwing

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

### ACQUIRING AND DEVELOPING SKILLS

- to remember, repeat and link combinations of actions
  - to use their bodies and a variety of equipment with greater control and coordination
- Ask the children to jog in a marked area, around markers, hoops or cones, avoiding contact with each other. Help them to move more freely within the space, anticipating where it is safe to move quickly.
  - Ask the children to play follow my leader and change the way they move when they pass a coloured marker, *eg hop, then jog, then walk backwards, then skip.*
  - Teach the children to run and turn quickly, and to follow different pathways or tracks.
  - Teach them different ways of throwing, *eg left-handed, right-handed, two-handed, underarm, overarm.* Help them to throw further and with greater accuracy.
  - Teach the children different ways of jumping, *eg one foot to the other foot (step), two feet to two feet, one foot to the same foot (hop), one foot to two feet, two feet to one foot.* Teach them to link some jumps together.

- demonstrate the five basic jumps on their own, *eg a series of hops, and in combination, eg hop, one-two, two-two, showing control at take-off and landing*
- run continuously for about one minute and, when required, show the difference between running at speed and jogging
- throw with increasing accuracy and coordination into targets set at different distances
- demonstrate a range of throwing actions using a variety of games equipment

- In every lesson, most of the children's learning should take place through physical activity relating to the core tasks.**
- Most lessons should start with short warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next. Most lessons should end with cool-down activities.
- Give the children opportunities and time to investigate, explore and practise on their own and with a partner. They should also have opportunities to challenge and measure themselves, and to record some of what they achieve.
- Make sure the children take part in some vigorous activity, so that they can identify how their body changes as a result of exercise.
- Give the children specific guidance on what to do and how to do it, as well as general feedback and praise.

### SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to choose skills and equipment to help them meet the challenges they are set
- Teach the children to challenge themselves in throwing activities, *eg by increasing the distance thrown, or by throwing equipment into more difficult targets.* Help them to choose the best way of throwing to succeed in the challenge, *eg underarm, overarm, low, high.*
  - Teach the children to jump and land with control, using different jumps. Help them to understand the difference between jumping high and jumping long.
  - Teach them how to choose a speed for running or travelling that suits the task, *eg more slowly over longer times and distances, more quickly over shorter times and distances.* Help them to explain how they have to perform to meet the challenge they have been set, *eg I need to go fast, I have to be careful.*

- use different techniques, speeds and effort to meet challenges set for running, jumping and throwing

#### Health and safety

- Do the children's clothing and footwear help their learning and keep them safe?
- Is the space safe and clear enough to work in?
- Are the children aware of others in the class when they are moving and working?
- Have all the children warmed up and cooled down properly?

### KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to recognise and describe what their bodies feel like during different types of activity
- Ask the children to listen to others breathing after exercise.
  - Listen to them describe how they feel when they have worked hard. Find out whether they can say when they feel hot, their heart beats fast or they breathe fast.
  - Talk to them about how some activities make them feel different from others.

- describe what happens to their heart, breathing and temperature during different types of athletic activity

### EVALUATING AND IMPROVING PERFORMANCE

- to watch, copy and describe what they and others have done
- Teach the children to watch others and to pick out things they do when running, *eg running fast or slow, taking big or small steps,* jumping, *eg hopping, stepping, two feet to two feet,* and throwing, *eg high, low, underarm, overarm.*
  - Listen to the children describe different running speeds and different throwing and jumping actions. Talk to them about how successful they have been. Find out whether they can recognise when they have improved.

- identify and describe different running, jumping and throwing actions
- explain what is successful and what they have to do to perform better

## PRIOR LEARNING

It is helpful if children have:

- experienced different ways of moving on their feet
- moved safely between and around objects and other children
- linked running and jumping movements
- used a variety of games equipment, *eg balls, bats, quoits and beanbags*, to catch, throw and send into target areas

## CORE TASKS

Following are core tasks the children could be asked to carry out.

### Task 1

Using different ways of travelling, *eg running, walking, hopping and skipping*, and following different pathways or courses. See how fast or far you can go in challenges such as:

- *How fast can you move five beanbags from one hoop to another?*
- *How many red cones can you touch in 30 seconds, 20 seconds, 15 seconds, etc?*

### Adaptations and variations on the task

Ask the children to:

- carry or dribble balls or other equipment, to vary the ways they travel
- travel greater distances by moving the cones or hoops further apart (this will make the task harder)
- see how many beanbags they can move in a certain time, *eg How many beanbags can you move in 15 seconds?*
- work in small relay teams

### Task 2

Using different ways of throwing, *eg underarm, overarm, pushing, rolling and sliding*, and different types of equipment, see how far, high or accurately you can throw in challenges such as:

- *Can you throw further than you can run in three seconds or jump in five jumps?*
- *Can you throw nearer the middle of the hoop?*
- *Can you bounce the ball higher than the mark on the wall?*
- *How high up the wall can you bounce the ball?*

### Adaptations and variations on the task

Ask the children to:

- use equipment of different weights and sizes
- try rolling and sliding equipment on different surfaces
- use equipment to strike a ball, instead of throwing
- aim for targets, *eg Can you throw further than your partner can run in three seconds?*
- throw from kneeling, sitting or lying, instead of standing
- throw with legs together, apart, and wide apart

### Task 3

Using different ways of jumping, *eg two feet to two feet, two feet to one foot, one foot to same foot, one foot to opposite foot*, see how far, high or long you can jump in challenges such as:

- *Can you skip without stopping for 10 seconds, 20 seconds, etc?*
- *Can you jump across the space, eg a badminton court, in less than five jumps?*
- *Can you jump further than the distance between your head and your feet when you are lying down?*

## Adaptations and variations on the task

Ask the children to:

- set visible targets to jump past, such as drawn lines or soft cones. Ask them to estimate how far they can jump
- copy each other's jumps, mirror each other, and jump together
- jump further or skip for longer, to make the task harder
- jump up to touch balloons hanging down at different heights, to test how high they can jump
- find different ways of measuring their jumps, *eg how many steps, how many hand spans*

## EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, children could be encouraged to:

- take part in playground activities and challenges during playtimes and at lunchtime
- play travelling, jumping and throwing activities with their parents or guardians
- join activity clubs that give opportunities to practise athletic skills and encourage higher activity levels
- take part in activity-based sessions for children at local clubs

## CROSS-CURRICULAR LINKS

This unit could be linked to:

- English – using appropriate language for athletic activity; developing vocabulary by considering words associated with a particular topic is a consistent objective in the *National Literacy Strategy: Framework for teaching*
- mathematics – developing awareness of distance, estimating and time, reinforcing number work, counting and sequencing, introducing measuring skills
- PSHE – developing self-esteem and self-confidence by setting and achieving simple athletic challenges, establishing relationships with others through activities, beginning to understand that everyone is different
- science – developing a simple definition for exercise, understanding that exercise changes body condition and is good for the body

