

Athletic activities – unit 2

ABOUT THE UNIT

In this unit children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.

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 5 and 6, in which children will develop their technical understanding across all areas of athletics. They will be introduced to the idea of training for a specific purpose, *eg carrying out sprinting activities to increase leg speed and muscle reaction time*. In jumping events, they will extend their run-up and will be encouraged to think about technique at take-off. In throwing events, they will extend the length of their run-up and be encouraged to think about the last stride in the run-up. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.

Other physical education units will help children to develop good running, jumping and throwing techniques through games-based activities. Safety procedures and the importance of stamina and strength will be reinforced throughout the physical education curriculum. Jumping activities and a range of travelling skills will be used in gymnastic activities and dance.

VOCABULARY

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

- sprint, jog
- pace, *eg steady, fast, medium, slow*
- throwing action, *eg sling, push, pull*
- power
- stamina
- speed
- safety
- relay
- time
- measure
- record

RESOURCES

- relay batons
- markers – cones, hoops, pegs
- stopwatches, timers or electronic devices
- measuring tapes
- a variety of games equipment for throwing, *eg hoops, quoits, balls (large, small, heavy, light), beanbags*
- some charts or recording materials

EXPECTATIONS

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

most children will be able to:

understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and sometimes using a short run-up; play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; compare and contrast performances using appropriate language

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

demonstrate running, jumping and throwing skills in simple challenges; show some control when using a small range of basic running, jumping and throwing actions; cooperate when working in small groups to meet challenges; recognise different parts of a warm up and join in well; recognise when their body is warmer or cooler and when their heart beats faster or slower; recognise and describe different athletic techniques

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

demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and throwing actions and challenges; organise small groups safely, making sure that all members have roles to play; predict how different activities will affect their heart rate and temperature; explain why particular activities are used in a warm up and suggest other suitable activities; suggest how performances could be improved, using given criteria

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ACQUIRING AND DEVELOPING SKILLS

- to consolidate and improve the quality, range and consistency of the techniques they use for particular activities
- Ask the children to run for short distances and times, and for longer distances and times. Encourage them to keep a steady pace. They could work in teams or on their own.
- Ask the children to practise the five basic jumps, *eg one foot to same foot (hop), one foot to other foot (step), one foot to two feet, two feet to two feet, two feet to one foot*, as single jumps and then in simple combinations. Teach them to combine the basic jump actions and to form simple jump combinations.
- Ask them to show different ways of throwing a range of equipment. Teach them to throw using slinging, pushing and pulling actions.

- run consistently and smoothly at different speeds
- demonstrate different combinations of jumps, showing control, coordination and consistency
- throw a range of implements into a target area with consistency and accuracy

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to develop their ability to choose and use simple tactics and strategies in different situations
- Help the children to see that they are better at running at a high speed for short times and distances than for longer ones. Teach them how to pace their effort over different distances.
- Help the children to see that they can throw equipment further using some methods than others. Teach them to choose the best method for the equipment they are given.
- Help the children to see that different types of jump are better for getting height or distance. Teach them how to choose the best method and how to combine jumps.
- Ask the children to run their own athletic events and simple competitions. Show them how to judge, measure and record athletic activity. Help them to make the competitions fair.

- recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment
- pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to know, measure and describe the short-term effects of exercise on the body
- to describe how the body reacts to different types of activity
- Help the children to describe what their bodies feel like after an event. Teach them how to feel and count their heartbeat. Help them to recognise how different activities make them more or less tired.
- Show the children how to record the differences in their body after different types of challenge.
- Teach them stretching and other safe warm-up activities.

- identify and record when their body is cool, warm and hot
- recognise and record that their body works differently in different types of challenge and event
- carry out stretching and warm-up activities safely

EVALUATING AND IMPROVING PERFORMANCE

- to describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving
- Teach the children what to look at when watching someone perform, *eg jumping or throwing action used, position of the feet in throw or jump, type of arm swing in running, length of stride used, evenness of the pace in running, etc.*
- Listen to the way they describe their own and others' running, jumping and throwing actions. Help them to suggest how an action could be improved.

- watch and describe specific aspects of running, jumping and throwing styles
- suggest, with guidance, a target for improving distance or height

- 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 to practise, repeat and refine the skills they learn. Vary activities so that the children don't get too tired in any one event or challenge. Organise a range of competitions for individuals and groups, *eg the combined distance thrown in an event by a small group.*
- The children should set their own targets for performance. They could design a spreadsheet for recording and interpreting their results, and could also use the spreadsheet for organising competitions. Give them the opportunity to measure and record throwing and jumping activities.
- Make sure the children have an opportunity to see good-quality performances by their peers and others. Encourage them to look at how movements start and finish.
- Give the children specific guidance on the skills they need to use and how to use them correctly, as well as general feedback and praise. Give them opportunities to talk about what they are doing and to comment on their own and others' performances.
- A CD-ROM could be used to show the human body in action, focusing in particular on muscles. This could also be linked to Unit 4A 'Moving and Growing', in the science scheme of work.

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?

PRIOR LEARNING

It is helpful if children have:

- experienced running fast and running for sustained periods of time, *eg two to three minutes*
- taken part in simple tag relay races or shuttle relays
- thrown a range of objects using different actions, for distance and accuracy, *eg into a target*
- used different jumping actions, *eg hop, step, two feet to two feet*, singly and in combination

CORE TASKS

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

Task 1

In small groups, investigate and compare the effectiveness of different styles of:

- running, *eg short steps, long strides, straight arms, bent arms, swinging arms*
- jumping, *eg off one foot, off two feet*
- throwing, *eg underarm, overarm, pushing, pulling, slinging*

Decide which styles you like best, and see if you can go faster, higher or further.

Adaptations and variations on the task

Ask the children to:

- run over longer distances, to increase the effort needed
- use different arm actions and positions in running and jumping activities
- try to mirror someone else, so that actions are performed in synchronisation
- throw different implements. Let them try light, heavy, long and short equipment, then choose what to use
- measure distance in different ways, *eg against shoe size or body length*
- use different comparisons, *eg Can you throw further than four jumps take you? Comparisons against past performance, comparisons against others*

Task 2

In teams of four, find out ways of running:

- the fastest time as a relay team over a shared distance of 60m
- the longest distance as a relay team over times of 1 minute, *eg 1 minute 30 seconds, 2 minutes, 3 minutes*

Adaptations and variations on the tasks

Ask the children to:

- run for longer distances or times, *eg 120m, 180m*, to make the task more challenging
- run for shorter distances or times to make the task less challenging
- tackle different types of course, *eg circular, up and back, using obstacles*
- share distances and times fairly as a team. This may mean different members of the team running different distances
- use different ways of travelling instead of running

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
- join an after-school activity club to practise techniques and skills, and to be physically active
- practise suitable skills at home and set up an activity diary to be filled in at home
- take part in athletic activity-based sessions at local clubs

CROSS-CURRICULAR LINKS

This unit could be linked to:

- English – using technical language, supporting work on verbs and adverbs
- mathematics – estimating distance and time, recording data
- PSHE – developing self-concept by meeting challenges, developing interpersonal relationships, learning about roles and etiquette

