

## Athletic activities – unit 3

### ABOUT THE UNIT

In this unit children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.

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 future athletic activity units, in which children will develop their understanding of the links between being fit and performing well, and will find out more about how athletics activity can help to keep them healthy. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping for height and length.

In other physical education units, games and gymnastic activities will reinforce the need for good running, throwing and jumping techniques. The need to learn and take a range of roles, *eg coach, umpire, recorder, judge*, will apply across the whole physical education curriculum.

### VOCABULARY

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

- race
- run-up
- position of feet on last stride
- pacing, stamina
- strength and speed = power
- suppleness
- safety and rules
- relay take-over area
- time, measure
- record
- set targets

### RESOURCES

- relay batons
- markers, *eg cones, quoits, hoops, pegs*
- stopwatches, measuring tapes and electronic timing devices
- games-based equipment for throwing
- modified throwing implements, *eg a foam discus, junior shot, light and small medicine balls*

### EXPECTATIONS

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

*most children will be able to:*

choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show control at take-off in jumping activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria

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

understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time; demonstrate a range of throwing actions using modified equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities; identify activities that need more power or more stamina; with guidance, take different roles, *eg recorder*; explain some of the similarities and differences between different throws or jumps

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

show good control, speed, strength and stamina when running, jumping and throwing; adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules; organise and judge events and challenges well; identify activities that help develop stamina or power and suggest how some can be used when warming up; pick out the important features of a performance; make good suggestions about what could be improved

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

### ACQUIRING AND DEVELOPING SKILLS

- to develop the consistency of their actions in a number of events
  - to increase the number of techniques they use
- Ask the children to explore different ways of running, jumping and throwing. Teach them the basics of good running, jumping and throwing actions, using an agreed set of criteria.
  - Help the children to feel the difference between running faster and slower over longer distances. Teach them how to run at a steady pace when running at different speeds.
  - Ask the children to demonstrate a range of throwing actions, *eg push, pull, sling*, using different equipment. Teach them to increase the speed of release when throwing. Teach them how to place their feet to help the throw.
  - Teach the children how to use a run-up to increase the distance they can jump. Teach them how to sink their hips and take a long last stride to gain distance or height.

- sustain their pace over longer distances, *eg sprint for seven seconds, run for one or two minutes*
- throw with greater control, accuracy and efficiency
- perform a range of jumps showing power, control and consistency at both take-off and landing

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

- to choose appropriate techniques for specific events
- Ask the children to choose their favourite ways of running, jumping and throwing. Ask them to choose the best equipment for different activities. Help them to see that different equipment suits different ways of throwing.
  - Teach them how to plan a run so that they pace themselves evenly or unevenly. Help them to plan how they cover distances as a team to get the best result possible, *eg running further in a set time (30 seconds, 3 minutes), running faster over a set distance (80m, 200m)*.
  - Teach them to mark a run-up for jumping and throwing. Talk to them about when it is best to use a run-up.
  - Ask the children to set targets for themselves and others in different events. Teach them how to use their skills to meet the targets. Help them to record what they achieve.

- organise themselves in small groups safely, and take turns and different roles
- know and understand the basic principles of relay take-overs
- take part well in a relay event

### KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to understand the basic principles of warming up
  - to understand why exercise is good for fitness, health and wellbeing
- Talk to the children about how athletic activities can increase stamina, strength and suppleness. Help them to understand how stamina, strength and suppleness are used in other areas of physical education and how they benefit the body.
  - Help the children to enjoy athletic activities and understand how they can improve their health and fitness.
  - Ask the children to demonstrate a range of appropriate warm-up activities. Encourage them to take greater responsibility for their own safety during athletic activities.

- perform a range of warm-up activities
- explain how warming up can affect their performance
- say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity

### EVALUATING AND IMPROVING PERFORMANCE

- to evaluate their own and others' work and suggest ways to improve it
- Help the children to develop a set of criteria that they can use to evaluate the quality of running, jumping and throwing activities. Help them to recognise when a performance has improved. Listen to them compare and contrast performances and choose criteria to help them improve outcomes, *eg the distance thrown*.
  - Teach them to watch performances and pick out the important aspects. Encourage them to use other people's suggestions to practise and improve their own performance.

- watch a partner's athletic performance and identify the main strengths
- identify parts of the performance that need to be practised and refined, and suggest improvements

- 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. They could do this using ICT devices such as stopwatches or light gates to measure speed, *eg at take-off*.
- 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. They could compare their own and other performances using an interactive whiteboard.
- 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.
- Evaluation is part of the 'discussion and group interaction' strand in all years of the framework for planning in *Teaching speaking and listening in key stages 1 and 2* (QCA/99/391).

#### 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 when they are moving and working?
- Have all the children warmed up and cooled down properly?

## PRIOR LEARNING

It is helpful if children have:

- been timed in sprinting and longer distance running activities
- taken part in a range of relay events
- made up and measured a range of throwing and jumping events, and understood the need for safety procedures in these activities
- identified when their body is warm and ready for exercise, and how the intensity of activity affects the heart rate, temperature and breathing rate

## CORE TASKS

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

### Task 1

Measure how far you can run in:

- 5 seconds
- 30 seconds
- 2 minutes

See if you can run faster so that you improve the distance you go, and set your own targets for improvement.

#### **Adaptations and variations on the task**

Ask the children to:

- run for shorter or longer times, to reduce or increase the effort needed
- run less far or further in the same time, to reduce or increase the effort needed
- use other skills, such as walking, hopping, skipping or wheelchair racing
- run while dribbling a ball or carrying a baton
- run at an even pace in longer runs
- use different courses, *eg zigzag, circular, back and forth, including obstacles*
- work in a relay team and challenge themselves over different distances and times
- design mixed relays that use different skills

### Task 2

Measure how long or high you can jump using:

- standing jumps
- jumps with run-ups
- combination jumps, *eg two-footed jump, step, hop*

See if you can improve on the distance or height you jump, and set your own targets for improvement.

#### **Adaptations and variations on the task**

Ask the children to:

- jump two feet to two feet, and one foot to one foot, as well as traditional long and high jump
- make up a combination of jumps to link together
- use different ways to measure the distances and heights they jump, *eg shoe length, body length*
- jump over or across a variety of safe barriers

### Task 3

Measure how well you can throw:

- for height, *eg bounce the ball and try to clear a barrier*
- for distance
- with run-ups and without
- using different equipment, *eg hoops, large and small balls, quoits, mini-discus, beanbags*

See if you can improve the distance or height you throw, and set your own targets for improvement.

#### **Adaptations and variations on the task**

Ask the children to:

- use other sending skills, *eg rolling a ball, striking a ball*
- throw for accuracy instead of height or distance
- use modified equipment, *eg a junior shot, junior discus, modified javelin*, to ensure safety and increase success

## EXTENSION AND ENRICHMENT

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

- take part in activities and challenges during playtimes and at lunchtime
- join an extracurricular athletic club
- look for opportunities to take part in athletic activities in the community
- practise some of the activities at home
- take part in a 50-kilometre or 100-kilometre club, where they try to run the distance over a period of several weeks, keeping a diary of the distance they go each time they run

## CROSS-CURRICULAR LINKS

This unit could be linked to:

- English – speaking and listening, extending the range and quality of vocabulary
- ICT – storing and retrieving information, setting targets
- mathematics – estimating distance, collecting and storing information
- PSHE – developing relationships based on trust and honesty, learning to cope with success and failure, taking criticism and acting on it, developing awareness of strengths and weaknesses
- science – investigating how the body works, understanding the benefits of exercise and good nutrition

