



PE Medium term plan for Athletics:

Pupils to train and practice for sports day

Summer Term:

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- ✓ use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, athletics, cricket, rounders and cycling,]
- ✓ develop their technique and improve their performance in the above
- ✓ develop emotional intelligence and resilience by taking part in Forest School sessions developing outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- ✓ evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- ✓ continue to take part regularly in competitive games and sessions leading up to sports day.

Long term aims:

Become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Use a range of tactics and strategies to overcome opponents in direct competition.
 Develop their technique and improve their performance in other competitive sports.
 Understand and apply the long-term health benefits of physical activity.

Vocabulary

Emotional Intelligence
 Resilience
 Self Awareness
 Empathy
 Team work
 Community
 Running
 Sprints
 Long distance
 Javelin
 Discuss
 Shot Put
 Long jump
 Aerobic
 Anaerobic

Assessment

Observational analysis
 Video analysis
 Moderation (Ascent Academy colleagues)
 Game play
 Self assessment
 Peer assessment

RESOURCES:

www.bbc.co.uk/gcsebitesize

www.teachpe.com

Expectations

- Arrive to lesson prompt
- PE kit to be brought and worn appropriate to the activity
- If a student is unable to do PE parents consent must be given
- Follow the school rules
- Give 100% effort

www.educationforum.co.uk http://www.bbc.co.uk/schools/websites/11_16/site/pe.shtml http://www.pecentral.org/websites/websitemenu.html		
LESSON TOPIC/FOCUS	ACTIVITIES	LINK TO BLOOM
Week 1 and 2: Sprint running events	<p>Warm up.</p> <p>Teacher - Describe and demonstrate sprinting</p> <p>The 5 Components of the 100m sprint</p> <p>The 100m sprint comprises five separate but interlinked components which the athlete must be trained to recognise, understand and train to negotiate if s/he is to become a competent performer and maximise true potential in the event.</p> <p>The five components:</p> <p>Reaction time: The athlete is required to</p>	<p>Remember <i>State</i> <i>Identify</i> <i>Recall</i></p> <p>Understand <i>Transfer</i> <i>Demonstrate</i></p>

	<p>make a rapid physical response to the external stimulus of the starting pistol which allows a smooth clearance off the starting blocks. Reaction time is measured by the time taken between the introduction of the stimulus and the first muscular reaction or movement performed by the athlete.</p> <p>Starting ability: The ability to clear the starting-blocks cleanly and powerfully is crucial to success in a 100m sprint. The athlete must adopt a mechanically sound starting position and generate great power in order to overcome inertial and frictional forces in the opening strides.</p> <p>Acceleration: The athlete must accelerate from the starting blocks to maximum velocity in as short a time as possible. A low body position should be maintained in the first 20m, with most of the upper body above and forward of the centre of mass. There should be a sense of driving the track behind the body as the athlete gradually rises to an upright posture. The athlete must then strive to increase velocity over as great a distance as s/he is able.</p> <p>Maintaining speed: Maintenance of horizontal speed (speed endurance) may</p>	
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	<p>be achieved through a mechanically sound striding technique, which allows an equal emphasis on work performed behind and in front of the centre of mass (e.g. 'high knees in front, full leg extension behind'). There is a feeling of bounce in the lower limbs as the athlete embarks on a brief period of flight in the recovery phase of each rapid stride.</p> <p>Overcoming deceleration: The athlete must stay relaxed but strive to resist an inevitable decline in velocity in the final stages of the sprint performance. There should be an emphasis on work performed ahead of the centre of mass (e.g. 'high knees, high hands in front'). The purpose here is to lighten and reduce the duration of foot-strike in order to sustain the rate of cadence in the tiring legs.</p>	
<p>Week 3 and 4: Middle Distance running</p>	<p>Warm up. Use Forest School for sessions.</p> <p>Warm Up / Cool Down: All sessions should be preceded with a good warm-up i.e. 10mins jogging and dynamic stretching. Drills are an additional element that may be included. Each session should be concluded with a minimum 10min "cool down" period. to include stretching</p>	<p>Remember <i>State</i> <i>Identify</i> <i>Recall</i></p> <p>Understand <i>Transfer</i> <i>Demonstrate</i></p>

	<p>exercises. Each training week should try to include strength training.</p> <p>Circuit Training: Ideally the younger age group 12/13 years should embrace a mini-circuit to include crunchies, press-ups, and squats etc., own body weight exercises only.</p>	
<p>Week 5 and 6: Long Jump</p>	<p>Recap/Q&A on the 'dig' and 'bump'.</p> <p>Warm up. Run in Forest School</p> <p>Teacher – Describe and demonstrate</p> <p>The Approach:</p> <ul style="list-style-type: none"> • A good technique on the approach and takeoff can increase the length of a jump immensely. • A 12-19 stride approach is optimal. The longer the better for experienced and conditioned athletes. • Gradual acceleration is the first key 	<p>Remember <i>State</i> <i>Identify</i> <i>Recall</i></p> <p>Understand <i>Transfer</i> <i>Demonstrate</i></p>

	<p>aspect.</p> <ul style="list-style-type: none">• Most athletes begin the run with their left foot forward. This foot is used to push down, to start the forward movement.• At this point of the long jump technique the athlete should also be leaning forward.• After a few strides the athlete should be in the full upright sprinting position.• It is vitally important to keep accelerating through the board, to convert your maximum controlled horizontal velocity, into vertical velocity.• The penultimate step differs from the rest as the athlete prepares to jump, for one it is longer. The foot is placed flat on the ground and the knee and ankle are flexed to lower the athlete's centre of gravity.• The last step is short to help maintain speed. In this step the foot should be out in front of the athlete's body, and flat on the ground. Flexion occurs at the joints of this leg but the centre of gravity is lifted.• Stay relaxed and try to remember the long-short rhythm of the last 2	
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steps.

The Take Off :

- This part of the long jump technique is crucial because once the athlete is in the air the flight path has been decided.
- Creating a vertical impulse through the athlete's centre of gravity by loading up the takeoff leg with elastic energy is a key aspect of this part of the jump.
- The takeoff foot should be planted flat to the ground, and the vertical impulse is used to push the athlete up and out into the air.
- The foot must be placed in front of the body and flat to produce the greatest lift possible.
- The rest of the body should be standing in a tall upright position, and to increase force against the ground the lead knee and opposite arm should swing upwards.
- Keep looking ahead, not down at the board or sand.
- Do not try to jump too high, concentrate on jumping for distance.

Long jump technique - The Landing:

- To get the most distance from the jump an efficient landing position needs to be found by rotating the body in the air.
- There are 2 main techniques long jumpers use to try and increase their air time. One is called the hitch-kick, and the other is the hang.
- The hitch-kick attempts to counteract forward rotation in the air, with a cycling action of the arms and legs.
- The hang is just an extended body position with arms above the head and legs hanging down. This also counteracts the forward rotation.
- If the forward rotation was not counteracted the athlete would land face down in the sand.
- The next stage is to swing the arms down, and lift the legs up, before reaching the sand.
- The athlete should bend their knees to soften the impact, and bring their arms forward to stop them from falling backward.

<p>Week 7 and 8: Shot Put</p>	<p>Recap/Q&A</p> <p>Warm up. Run in Forest School</p> <p>Teacher – Describe and demonstrate</p> <p>Linear Shot Technique</p> <p>Introduction</p> <p>The shot put event originates from heavy stone throwing competitions in England and Scotland during the 15th century and was included in the first modern Olympiad of 1896 in Athens.</p> <p>Today there are two main techniques used, a linear movement which is a backwards shift across the circle and the non-linear or rotational technique.</p> <p>Think of all throws having three phases, a beginning, middle and end and in each phase there are several sections. In the case of the following linear technique the beginning is the stand and sit followed by the middle, the glide and turn, and the end is the delivery. For the rotational shot the beginning is the pre-flight, the middle</p>	<p>Remember <i>State</i> <i>Identify</i> <i>Recall</i></p> <p>Understand <i>Transfer</i> <i>Demonstrate</i></p>

	<p>the take off and transition and the end is the release</p> <p>Within these sections are the behaviour goals we are looking to achieve in pursuit of good technique. The key to being successful at both techniques is to develop good rhythm i.e. 1-2,3 turn the feet and punch the shot, with the angle of delivery slightly lower in the rotational shot</p> <p>The following sequences are written for a right-handed thrower (12 o'clock is the back of the circle, so the front is 6)</p> <p>Step 1: Stand</p> <ul style="list-style-type: none">• Stand at the back of the circle facing 12 and hold the shot in the right hand with an even finger spread with thumb on downside• Do not hold in the palm of the hand, but instead on the fingers• The elbow of the throwing arm should be at shoulder height in the 12/3 position i.e. face & chest looking at 12 and the elbow pointing to 3• Think neck-ball-elbow in line• Maintaining this position until delivery will help the force	
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	<p>generated go in the direction of the throw</p> <ul style="list-style-type: none">• Keep body weight on the right foot with left foot slightly back from the right. <p>Step 2: Sit</p> <ul style="list-style-type: none">• Sit by bringing the left foot close to right foot (don't cross legs at this point) then push back of the right heel, simultaneously driving left foot back, so that legs briefly hold a split A position <p>Glide 3 - Glide</p> <p>Two techniques can be used:</p> <ul style="list-style-type: none">• Sit down and glide, takes a little longer (more air time)• Sit backwards and glide• When starting the glide use a focal point at the back of the circle to hold attention and try to maintain chest and right arm in position (12/3)• Down (slowly) glide then land with the right foot slightly flexed pointing at around 10• The rhythm of the glide should be 1-2,3	
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	<ul style="list-style-type: none">• When landing ensure body weight has not moved over the left foot <p>Step 4 - Land</p> <ul style="list-style-type: none">• When landing the body should be braced and body-weight over the right foot with shoulders and elbow still facing the back of the circle in 12/3 position;• The left foot lands between 6 & 5 just behind the stop board• Remember to hold the core position and resist throwing until the elbow has been moved to the low point of 12 as shoulders come around the head• Important that the head remains passive so that the shoulders and trunk rotate around the head (core movement) <p>Step 5 - Turn</p> <ul style="list-style-type: none">• Moving the feet only, ground the right foot underneath to make a turn on the right foot toes and the left leg heel grounds to form the block• Ensure shoulders are still parallel to the ground as a long (linear) straight line push on the shot is	
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	<p>needed</p> <ul style="list-style-type: none">• The trajectory of the shot should be around 45° to achieve optimum distance <p>Step 6 - Delivery</p> <ul style="list-style-type: none">• Ensure core movement around head, do not drop left shoulder on delivery• As the right (power) hand pushes the shot up at 45° so must the left (block) arm pull down at 45° to achieve a core throw• Use the mnemonic phrase Punch Pop (punch the giant & pop the elf)• When performing the right toe turn / left heel block with the feet punch the giant (the power arm punches up at 45°) and pop the elf (as the block elbow comes down at 45° with equal force)	
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<p>Week 9 and 10: Javelin</p>	<p>Recap/Q&A</p> <p>Warm up. Run in Forest School</p> <p>Teacher – Describe and demonstrate</p> <p>This is a standing throw for the Javelin. The important points are:</p> <ul style="list-style-type: none"> • Keeping the throwing arm back and relaxed. • Making sure the left or non throwing arm us forwards and towards the direction of throw. • Go soft on the knees so you are not upright. • Step into the throw and release. <p>On the second throw Daniel tries to relax the upper body even more. The purpose of that is so you can use your body into the throw more. It is believed that 54% of the power of the throw comes from the legs and through the trunk.</p> <p>Typical faults:</p> <ul style="list-style-type: none"> • The first fault demonstrated is where the person is too upright. Therefore as you come into throw the only way you can go to finish the throw is downwards by 	<p>Remember</p> <p><i>State</i></p> <p><i>Identify</i></p> <p><i>Recall</i></p> <p>Understand</p> <p><i>Transfer</i></p> <p><i>Demonstrate</i></p>
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	<p>bending the front leg, which absorbs all the forward force. It still looks a decent throw to the untrained eye, it looks good, it has a fast arm. However you have taken away all the potential for a really good throw by absorbing the force on a soft front leg.</p> <ul style="list-style-type: none">• Another fault is an early arm, which usually means a low arm. So on the second fault demonstration drill Daniel deliberately throws with a little bit of 'low arm'. Again, it looks like a reasonably decent throw. But the difference was that the elbow came lower than the shoulder. If the arm is early this means that the legs and trunk cannot be effectively used to transfer the force into the Javelin for a really good throw.	
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<p>Week 11 and 12: Discuss</p>	<p>Recap/Q&A on the 'block'.</p> <p>Warm up.</p> <p>Teacher – Describe and demonstrate</p> <p>Discus Technique - How to throw a discus</p> <p>The discus event we know today evolved from the ancient Olympic Pentathlon where the athlete was required to long jump, throw the discus and javelin, as well as run and wrestle.</p> <p>The following sequence explaining how to throw a discus is written for a right-handed thrower which means that they will be entering the throw by turning to the left (anti-clockwise). Note in the examples, 12 o'clock is the back of the circle, so the front is 6 and the athlete will turn towards 9 on entry.</p>	<p>Understand <i>Transfer</i></p> <p>Analyse <i>Connect</i></p>
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	<p>Think of all throws having three phases, a beginning, middle and end and in each phase there are several sections. In the case of the following example the beginning is the wind and pivot, followed by the middle, the step, 180 and turn, and the end is the release.</p> <p>Within these sections are the behaviour goals we are looking to achieve in pursuit of good technique. The key to being successful at this event is to develop good rhythm i.e. 1-2,3 turn the feet and release.</p> <p>Wind</p> <ul style="list-style-type: none">• Stand facing the back (12 o'clock) of the circle and swing the right arm back with discus in the right hand• As athletes achieve the wind up position 60–70% of body weight is over the right foot• Separate the lower body from the upper body with a reverse V shape of the lower body as the discus winds back• Feel the torque in the right leg <p>Pivot</p>	
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	<ul style="list-style-type: none"> • Allow body weight to pivot on left foot toes and move to 80–90% of normal height. i.e. move from high to low shifting body weight from right foot to left foot by actively turning the left foot • Don't lead with the left arm, instead allow the right leg to come around the body • Right foot needs to be picked up before the right shoulder passes • Keep right shoulder behind the right hip <p>Step</p> <ul style="list-style-type: none"> • Lead the right foot as you step forward, whilst also simultaneously pushing off the left foot and stepping into middle of the circle (falling) with your gaze looking forward • Don't look down • Make sure body is leaning forwards • Ensure the discus remains above shoulder height when commencing the mirror (180°) movement i.e. the turn across the circle • Keep left arm over left leg (as if reading the time) • When driving across the circle and 	
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	<p>turn out this should provide the power house position for the throw</p> <p>180</p> <ul style="list-style-type: none">• As the right foot continues to move underneath the body, the throwing arm will begin to pick up momentum so that when the discus is 180° (12 o'clock) from release start to drop the left heel to form the block• The long pull – approx 70-80% of release velocity achieved in final delivery and most of that comes in the last 180° of movement• Athletes head should remain passive keeping the left elbow high and away from the body at shoulder/head height, then pull violently around the body (keep the head in a fixed position and do not strike with the head i.e. pull it to the left)• A common fault of most throwers is to commence the delivery at left foot touch down and pull to early so that the discus does not go through the low point correctly	
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	<p>Release</p> <ul style="list-style-type: none"> • The left leg should be stiff on delivery with the release in front of the body • Remember to release as if trying to slap a large boy in front of the throw. • And then the right arm should continue across the body as if trying to slap the back • Important throughout the throw that athletes head should be relaxed and not move, let torso and shoulders do the work to ensure good core movement • Some athletes will throw in a fixed foot position with both feet remaining on the ground for the duration of the delivery. • Other athletes may use a reverse foot technique to stop them fouling 	
<p>SMSC opportunities:</p> <p>Teamwork Leadership Organising</p>	<p>Literacy opportunities:</p> <p>New sport specific vocabulary Physiological/Anatomical vocabulary Describing performance</p>	<p>Numeracy opportunities:</p> <p>Scoring systems</p>

Respect for other players Tolerance for other players Rules and regulations of the sport Health, lifestyle and nutrition	Evaluating performance Analysing performance	Measure time
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Please include progression statement guidance / descriptors here:

Observe athletics.
Learn skills in isolation
Transfer skills to non-competitive play and practice
Transfer skills to competitive sports day

Sequence of learning themes/Big picture:

Practice
Warm ups
Technique
Sports day