

Learning Objectives: 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.*

Teaching and Learning Points	Activity Ideas	Differentiation	Vocabulary and Questions
SESSION 1 LO: To understand the different effects exercise has on the body.			
<p>Changes during exercise</p> <ul style="list-style-type: none"> ✓ Hotter ✓ Heart beating faster ✓ Deeper breaths 	<ul style="list-style-type: none"> - Recap expectations during PE – behaviour, areas/boundaries, use of equipment. - Warm Up: Play Colour Box Game. - Discuss with class the purpose of warming up (get muscles ready, get heart pumping faster, get mentally prepared). - Dishes and Domes: In small teams (2 or 3) play game. After each round ask the chn to discuss the changes they can feel in their bodies (focus on how hot/cold they feel). - Super Mouse: Play game. After each round ask the chn to discuss the changes they can feel in their bodies (focus on heart rate). Leave time between rounds for heart rate to return to resting. - Top Gear: Play game. After each round ask the chn to discuss the changes they can feel in their bodies (focus on their breathing). - Cool Down: Discuss with chn <i>why</i> our bodies change during exercise 	<p>Harder: add taggers. Mixed ability pairs to scaffold lower ability. Change: chn must return to a specified area after turning a cone. Change: number of Super Mice, number of Danger Mice.</p> <p>Add obstacles in area (eg. hoop = roundabout; lines = speed bumps).</p> <p>Mixed ability pairs to scaffold lower ability.</p>	<p>Why do we, as athletes get warmed up? Compare how hot/cold you were before/after activity? How has your appearance changed? Is your heart beating faster or slower now than before? How has your breathing changed? Why do our bodies change/feel different during/after exercise?</p>
SESSION 2 LO: To run at different speeds depending on the task. To change direction quickly.			
<p>Changing speed</p> <ul style="list-style-type: none"> ✓ Head up and scanning ✓ Size of stride ✓ Pump arms <p>Change direction</p> <ul style="list-style-type: none"> ✓ Bend knees ✓ Shorter stride ✓ Balls of feet 	<ul style="list-style-type: none"> - Warm Up: Play Jail Break. - Discuss the key points of changing speed and direction. - Super Mouse: Encourage chn to think about the teaching points when playing Super Mouse to help them change their speed and direction – this will help them to evade the danger mice. - Reflect on those chn who were able to change their speed and direction and pick out areas of their technique that helped them. - Discuss with the chn the need to be able to run at different speeds for different periods of time – we cannot sprint the whole time (get too tired) and we cannot jog the whole time (we would get caught). - Challenge: Chn to see how far they can run in a given time (eg. 5s). They can mark their distance. Gradually increase the time the chn have to run – remind them about pacing themselves (can do a practice on the spot so they get a feel for the time they will be running for). - Cool Down: Discuss how the chn changed their speed depending the time. 	<p>Change: movement pattern. Mixed ability discussion groups. Harder: increase number of Danger Mice. Mixed ability discussion groups.</p> <p>Mixed ability discussion groups.</p> <p>Individual challenge.</p> <p>Mixed ability discussion groups.</p>	<p>What can you do to help you evade? How can you use your body to change your direction/speed? Which parts of their body are they using really well to help them to change direction/speed? How will you change your speed as the time increases? Why? Why is it important to change our speed when running?</p>

SESSION 3		LO: To explore different ways of throwing. To work constructively with a partner.	
<p>Throwing</p> <ul style="list-style-type: none"> ✓ Palm facing direction of throw ✓ Appropriate weight ✓ Swing and follow through in direction of pass <p>Partner work</p> <ul style="list-style-type: none"> ✓ Communicate ✓ Positive ✓ Areas of improvement 	<ul style="list-style-type: none"> - Warm Up: Play Bye, Hi with a partner, using a variety of balls. - Highlight chn who demonstrated good technique and control in sending the ball. - Bye, Hi: Introduce different pieces of equipment (bean bags, quoits, hoops). Encourage chn to experiment with different ways of throwing these – along the floor, bouncing, in the air. - Demonstrate: Highlight pairs who have worked well together and use the throwing teaching points. - Practice: Swap partners and try out new/different techniques. Focus on throwing at different speeds (hard/fast, soft/slow). - Discuss how chn changed their throwing technique to throw harder or softer. - Practice: Swap partners and try out new/different techniques. Focus on throwing with different arm actions (right arm, left arm, both arms, over-arm, under-arm). - Cool Down: Discuss how chn changed their throwing technique depending on which object they were throwing. Ask some creative examples to demonstrate. 	<p>Change: size and type of balls.</p> <p>Change: method of throwing (over-arm, under-arm, rolling).</p> <p>Change: object thrown (include quoits, bean bags, hoops, balls). Mixed ability pairs.</p> <p>Chn discuss in mixed ability pairs or groups.</p>	<p>What is important to remember when throwing/sending a ball? How can we throw these objects in different ways? What should you do with your arms (and feet)? How can you throw your object harder or softer? What do you need to change? Why would you change your technique when throwing a different object? Which was the most successful technique for each of the objects? Why?</p>
SESSION 4		LO: To send and receive an object accurately. To work constructively with a partner.	
<p>Send</p> <ul style="list-style-type: none"> ✓ Palm facing direction of pass ✓ Swing and follow through in direction of pass ✓ Hands and feet in opposition <p>Receive</p> <ul style="list-style-type: none"> ✓ Hands ready ✓ Watching the ball ✓ Hands/arms to secure ball <p>Partner work</p> <ul style="list-style-type: none"> ✓ Communicate ✓ Positive ✓ Areas of improvement 	<ul style="list-style-type: none"> - Warm Up: Play Bye, Hi. Using a variety of different objects, chn experiment sending and receiving to themselves (change: high, low, near, far, forwards, backwards, sideways). - Explain to chn that the focus for the session is going to be sending and receiving an object while working with a partner. - Discuss: What things will you need to think about when sending and receiving an object? - Bye, Hi: With a partner chn experiment with different ways of sending the object while always ensuring they give their partner a ‘friendly’ pass that enables them to receive it. - Highlight chn who are working well together. - Challenges: Set pairs mini-challenges – how far apart can you successfully send and throw an object? How high can you send and receive an object? How many successful sends and receives can you complete in ...? - Cool Down: Discuss the different techniques the chn used for the different challenges. Encourage chn to explain why they used different techniques for each challenge. 	<p>Change: object thrown and method of throw.</p> <p>Mixed ability pairs. Easier: softer, bigger ball. Harder: smaller ball.</p> <p>Same ability groups. Change: size and type of ball, distance between partners.</p> <p>Mixed ability groups.</p>	<p>How can you send the object in different ways? What do you need to do to work really well with a partner?</p> <p>How can you help your partner when you are sending/receiving the object? Why/how will you change your technique for this challenge? Which technique was the best for you and your partner? How well did you and partner work together? Could you have done anything better?</p>

SESSION 5			
LO: To explore different ways of jumping. To work constructively as part of a team.			
<ul style="list-style-type: none"> ✓ Take-off/Landing ✓ Bend knees ✓ Use arms for power/balance ✓ Head up ✓ Team work ✓ Communicate ✓ Positive ✓ Areas of improvement 	<ul style="list-style-type: none"> - Warm Up: Play King/Queen of Cones with focus on different jumping styles (taking-off and landing on one foot and two feet). - War of the Worlds: Play game, using jumps to move around the area. - Discuss what chn did in order to jump further – how did they change their technique to enable them to jump further. Similarly, discuss how chn changed their technique to jump more quickly. - Create an area with hoops and spots set out. Chn jog around area, when they arrive at a spot they have to hop off, when they arrive a hoop they have to do a two-footed jump. Can change the manner of travelling around the area. - Highlight chn who are using their arms and changing their height when taking-off and landing. - Chn work in teams to create mini-trails/jumping sequences (spot = hop, hoop = two-footed jump) to cross an imaginary river. Each group demonstrates their trail. Provide chn with the opportunity to travel through sequences the other groups have created. - Cool Down: Discuss the sequences/trails they have just completed. Ask the chn about which ones were easy/hard and which were enjoyable. 	<p>Same ability pairs. Change: distances from cone. Change: jumping instruction.</p> <p>Harder: use of one-footed jumps and landings, hold landing for 3s. Easier: land on two-feet.</p> <p>Mixed ability groups. Easier: fewer jumps in sequence, always use same jumping method (eg. two feet to two feet). Discuss in groups/pairs.</p>	<p>How did you change your jumping style to jump further/faster? Which parts of your body will help you to land in a controlled way? What is important to remember when working as a team?</p> <p>Which trails were easy/hard? Why?</p>
SESSION 6			
LO: To apply athletics techniques in a competition environment. To work constructively as part of a team.			
<ul style="list-style-type: none"> ✓ See teaching points from previous lessons ✓ Team work ✓ Communicate ✓ Positive ✓ Areas of improvement 	<ul style="list-style-type: none"> - Warm Up: Play Dishes and Domes in teams of 2 or 3. - Reflect: What the chn can do to help them run faster or change direction more quickly. - Super Mouse: Encourage chn to use teaching points just discussed when running. - Reflect: What the chn need to remember when sending and receiving an object. Play Super Mouse again with chn using sending and receiving teaching points when freeing someone. - Reflect: Discuss throwing at a target teaching points. - Catching Challenge: How many send/receives can partners complete in a given time? Pairs can choose the object they use, distance apart, how they throw, floor/air. - Highlight pairs who have thought about their technique/tactics to complete as many as possible in the time given. - Jumping Competition: Set up trails (using hoops and spots) for chn to travel along. Teams race against one another to get all of their team through the trail the quickest – teams don't need to wait for one of their team to finish before the next one goes (encourage them to think tactically). Reflect on what teams have done to complete the task quickly. - Cool Down: Chn to discuss their favourite competition/game/activity and explain why they enjoyed it. 	<p>Mixed ability teams.</p> <p>Change: size of ball, type of ball. Harder: increase number of Danger Mice, decrease area.</p> <p>Change: distance between pairs, method of throw, type/size of ball.</p> <p>Mixed ability teams. Easier: use one jumping method. Harder: increase number of jumps and type of jumps in the sequence. Mixed ability discussion groups.</p>	<p>What can you do to run faster/change direction? How can we accurately send and receive a ball?</p> <p>Which object will you use? Why? What have they done to complete lots of sends/receives? How can you get all of your team quickly across the trail? Which body parts help you to be balanced when you land?</p>




Resources

- Balls (variety)
- Bean bags

- Bibs
- Cones (different colours)
- Hoops (different sizes and colours)

- Quoits
- Spots

Assessment*

	HEAD Creativity Understanding Decision Making 	HEART Fair Play Leadership Social 	HANDS Fitness Physical Literacy 
BRONZE	<ul style="list-style-type: none"> - Recognise when their heart rate and temperature have changed 	<ul style="list-style-type: none"> - Work in pairs - Accept others' ideas - Give and receive basic feedback - Keep simple rules - Explore how to deal with different feelings (winning and losing) 	<ul style="list-style-type: none"> - Run at different speeds - Jump with accuracy into and out of areas from a standing position - Throw a variety of objects, using a small range of techniques
SILVER	<ul style="list-style-type: none"> - Make up and repeat a short sequence of linked jumps - Recognise when their heart rate, temperature and breathing rate have changed - Take part in a relay activity, remembering when to run and what to do 	<ul style="list-style-type: none"> - Work in pairs considerably - Help to support team members and be positive - Give and receive feedback - Understand and adhere to simple rules - Understand expectations when dealing with their feelings and emotions - Make an effort to do their best 	<ul style="list-style-type: none"> - Run at fast, medium and slow speeds, changing speed and direction - Link running and jumping activities with some fluency, control and consistency - Throw a variety of objects, changing their action for accuracy and distance
GOLD	<ul style="list-style-type: none"> - Make up and teach others a short sequence of linked jumps - Identify the changes that take place after exercise, and describe how their bodies will react when running, jumping and throwing 	<ul style="list-style-type: none"> - Work effectively in same or mixed ability pairs - Help to support team members and value their effort and ideas - Give and receive constructive feedback - Make a conscientious effort to succeed - Able to manage emotions well 	<ul style="list-style-type: none"> - Show greater difference between slow and fast speeds - Start at a medium pace for a longer distance - Throw more accurately and greater distances - Show consistency, control and accuracy when throwing objects into targets from increasing distances

When assessing the overall level of a child for this Unit of Work, please apply a best fit model taking into account their proficiency in all three areas (Head, Heart and Hands).

* Learning Objectives and Assessment are linked to the QCA 2004 and National Curriculum 2014.

Learning Objectives: 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.*

Teaching and Learning Points	Activity Ideas	Differentiation	Vocabulary and Questions
SESSION 1 LO: To explore running at different speeds for different periods of time.			
<p>Sprinting</p> <ul style="list-style-type: none"> ✓ Pump arms ✓ High knees ✓ Straight back <p>Jogging</p> <ul style="list-style-type: none"> ✓ Smaller stride ✓ Easy arm swing ✓ Low knee lift 	<ul style="list-style-type: none"> - Recap expectations during PE – behaviour, areas/boundaries, use of equipment. - Warm Up: Play Top Gear - alter timings for the different speeds. - Discuss with chn whether it was easy to run at a faster speed for a long period of time. - Super Mouse: Play game. Change conditions to encourage chn to travel at the speed you want them to (eg. chn must always move – no standing still – to encourage jogging, or chn can only sprint or stay still). - Highlight those chn who change their technique depending on the speed at which they want to run. Discuss teaching and learning points. - Traffic Lights: Encourage chn to think carefully about their technique when running at different speeds. - Cool Down: Discus with chn <i>why</i> we change our running style when we want to travel at different speeds. 	<p>Change: add obstacles within area.</p> <p>Harder: increase number of Danger Mice, decrease size of area.</p> <p>Harder: change movement styles (eg. hopping, skipping).</p> <p>Mixed ability groups.</p>	<p>Which speed is the easiest to travel at?</p> <p>If always moving, which speed should you travel at?</p> <p>How has ... used their arms/legs to help them move quickly?</p> <p>What do we do when jogging to conserve energy? Why is sprinting so tiring?</p> <p>How does changing our technique help us to run at different speeds?</p>
SESSION 2 LO: To understand different running techniques. To work constructively as part of a team.			
<p>Sprinting</p> <ul style="list-style-type: none"> ✓ Pump arms ✓ High knees ✓ Straight back <p>Jogging</p> <ul style="list-style-type: none"> ✓ Smaller stride ✓ Easy arm swing ✓ Low knee lift <p>Team work</p> <ul style="list-style-type: none"> ✓ Communicate ✓ Positive ✓ Areas of improvement 	<ul style="list-style-type: none"> - Warm Up: Play Top Gear - alter timings for the different speeds. - Recap the key points of sprinting and jogging. - Practice moving around the activity area based on instructions provided by the teacher (pump arms; high knees; small stride) to encourage chn to focus on the specific technique of sprinting and jogging. - Relay Competition: While team-mate is sprinting, those waiting have to jog on the spot. Use a relay baton to encourage hand-overs. - Discuss with the chn the runners displaying good technique when sprinting and also when jogging. - Relay: Add in a slalom element to the relay and challenge chn to think about how this may alter the way in which they run (they may have to slow down, take smaller strides, turn into the changes of direction). - Cool Down: Discuss how the chn changed running style for the slalom challenge. 	<p>Harder: change movement styles (eg. hopping, skipping). Mixed ability groups.</p> <p>Harder: add obstacles. Easier: decrease distance run. Mixed ability pairs.</p> <p>Easier: spread cones out. Harder: slalom cones closer together to make changes of direction harder. Mixed ability groups/pairs.</p>	<p>How do you use your body parts to sprint/jog? How do you change how you use them?</p> <p>Why do we pump our arms when sprinting? Why do we have a low knee lift when jogging?</p> <p>What will you change about how you run to get through the slalom quickly?</p> <p>How did you change your running style?</p>




SESSION 3		LO: To send and receive an object accurately. To work constructively with a partner.		
<p>Send</p> <ul style="list-style-type: none"> ✓ Palm facing direction of pass ✓ Swing and follow through in direction of pass ✓ Weight of pass <p>Receive</p> <ul style="list-style-type: none"> ✓ Hands ready ✓ Watching the ball ✓ Hands/arms to secure ball <p>Partner work</p> <ul style="list-style-type: none"> ✓ Communicate ✓ Positive ✓ Areas of improvement 	<ul style="list-style-type: none"> - Warm Up: Play Bye, Hi with a partner, using a variety of balls. - Highlight chn who demonstrated good technique and control in sending the ball. - Practice: In pairs, chn stand either side of a hoop. Chn bounce ball into hoop and onto their partner. - Challenge: As many as they can in a given time, successfully complete as far away as possible (eg. complete five passes successfully and move back a pace each). - Demonstrate: Highlight pairs who have worked well together and used the throwing teaching points. - Practice: In threes, one ch holds the hoop up, ball gets thrown through the hoop for the partner to catch. Rotate roles. - Competition: In teams of four or five, chn form a line approximately 2m apart. Teams pass ball from one end to the other and back the fastest they can. Can progress to chn moving to the front of the line after they have thrown the ball and giving the teams a target distance they have to reach. - Cool Down: Discuss the key teaching and learning points for send and receiving. Also talk about the different types of passes and which are easier/harder. 	<p>Change: size and type of balls.</p> <p>Same ability pairs. Change: size of hoop, distance from hoop, size and type of ball.</p> <p>Change: size of hoop, distance from hoop, size and type of ball. Mixed ability teams.</p> <p>Chn discuss in mixed ability pairs or groups.</p>	<p>What is important to remember when throwing/sending a ball? What should you do with your arms? What would you need to change if your partner is further away?</p> <p>How would technique change to throw <i>through</i> a hoop? Why do you need to give the receiver a sympathetic pass? How can you show your team-mate you are ready to receive the pass?</p>	
SESSION 4		LO: To throw an object for accuracy and distance.		
<p>Throwing</p> <ul style="list-style-type: none"> ✓ Hands and feet in opposition ✓ Appropriate weight ✓ Swing and follow through in direction of pass 	<ul style="list-style-type: none"> - Warm Up: Give all chn an object. Chn travel around activity area and, on command, perform an action with the object (eg. bounce and catch, throw up and catch, roll and collect, pass around body). - Explain to chn that the focus for the session is going to be throwing objects for accuracy and distance. Discuss the difference between the two forms of throwing and how technique may change depending on whether we are throwing for accuracy or distance. - Carousel: Split area into six sections: three for over-arm and three for under-arm: <ul style="list-style-type: none"> ○ Examples: throw as far as possible; throw at a target on ground (eg. hoop); throw at a target on the wall; throw between markers; throw over a net/rope. ○ Encourage chn do complete activities individually and in pairs. - Highlight chn who are demonstrating good technique and those working well together. - Challenges: Give chn time limits, specific targets or distances within the carousel of activities. - Cool Down: Discuss the teaching and learning points for throwing for distance and for accuracy. Do the chn know when they may have to throw for distance and when they may have to throw for accuracy? 	<p>Change: size/type of ball. Harder: work with a partner.</p> <p>Mixed ability pairs.</p> <p>Same ability groups. Change: size and type of ball, size of target, height of net/rope, type of object to be thrown.</p> <p>Same ability groups. Mixed ability groups.</p>	<p>How can you send the object in different ways?</p> <p>How would you change the way you throw when throwing for distance/accurately? Why? How can you help your partner when you are sending/receiving the object? What is ... doing with their hands (and feet) to complete the challenge successfully? When would you need to throw for distance/accuracy?</p>	

SESSION 5		LO: To link together running and jumping activities.		
<p>Linking running and jumping</p> <ul style="list-style-type: none"> ✓ Fast, controlled run up ✓ Take-off from one foot ✓ Controlled landing on two feet 	<ul style="list-style-type: none"> - Warm Up: Chn travel around activity area in different ways (running, hopping, bounding, kangaroo jumps). When commanded finish with a big jump, landing on two feet. - Top Gear: Chn move around area, on command they take-off from one foot and land two-footed. Start in slow-motion before building up the speed. Encourage chn to land and remain balanced after jump. - Create an area with hoops and spots set out. Chn jog around area, when they arrive at a spot they have to hop off, when they arrive a hoop they have to do a two-footed jump. Always encourage chn to land on two feet after a jump. Can change the manner of travelling around the area. - Highlight chn who are using their arms and bending their knees to help them take-off and land. - Add hurdles and agility ladders to the activity area. Again, encourage chn to take-off from one foot over the hurdles and land two-footed. After going through the agility ladder, chn perform a big jump. - Cool Down: Discuss the body parts chn used to help them take-off and land. Chn to discuss with partner how they linked their run and jump (the sequence: run up, take-off on one foot, land on two feet). 	<p>Harder: hold landing for 3s, land on one foot, take-off from one foot. Change: add obstacles within the area that children need to jump over too. Change: number of feet for taking-off and landing.</p> <p>Discuss in groups/pairs. Change: height and length of obstacles.</p> <p>Mixed ability pairs.</p>	<p>How many feet do you take-off from? Land on? What can you do with your arms to help you take-off? Land?</p> <p>Why does bending our knees help us to be balanced when we land?</p> <p>In what order to we perform the parts of our run and jump?</p>	
SESSION 6		LO: To apply athletics techniques in a competition environment. To work constructively as part of a team.		
<ul style="list-style-type: none"> ✓ See teaching points from previous lessons <p>Team work</p> <ul style="list-style-type: none"> ✓ Communicate ✓ Positive ✓ Areas of improvement 	<ul style="list-style-type: none"> - Warm Up: Play King/Queen of Cones with focus on different jumping styles (taking-off and landing on one foot and two feet). - Carousel of Challenges: <ul style="list-style-type: none"> o Speed bounce (can change way of jumping over obstacle) o Relay races (passing baton, add obstacles, waiting runners have to jog on spot/perform a balance) o Foxes and Farmers o Throwing and catching (how far apart can partners throw and catch) o Throwing bean bags into hoops at various distances o Long jump competition (with run ups). Chn to mark the distance they jumped. - After each rotation hold a mini-plenary with chn providing tips (what worked well and what did not work well) to rest of class. - Cool Down: Chn to discuss their favourite competition/game/activity and explain why they enjoyed it. 	<p>Same ability pairs.</p> <p>Same ability groups. Change: height, type of jump. Change: number and type of obstacles. Change: size of area.</p> <p>Change: size, type of ball. Change: distance to hoop, size of hoop. Easier: no run up. Mixed ability discussion groups.</p> <p>Mixed ability pairs/groups.</p>	<p>How can you keep balanced? Which body parts can you use to run quickly? What can you do to change direction quickly? How can you help your partner? Why may you change your technique when throwing? What is the sequence we use when running and jumping? What worked well? What did not work? How would you change it next time?</p>	

Resources

- Agility ladders
- Balls (variety)
- Batons
- Bean bags
- Bibs
- Cones (different colours)
- Hoops (different sizes and colours)
- Nets
- Quoits
- Rope
- Speed bounce
- Spots

Assessment*

	HEAD Creativity Understanding Decision Making 	HEART Fair Play Leadership Social 	HANDS Fitness Physical Literacy 
BRONZE	<ul style="list-style-type: none"> - Recognise when their heart rate and temperature have change 	<ul style="list-style-type: none"> - Work in pairs - Accept others' ideas - Give and receive basic feedback - Keep simple rules - Explore how to deal with different feelings (winning and losing) 	<ul style="list-style-type: none"> - Run at different speeds - Jump with accuracy into and out of areas from a standing position - Throw a variety of objects, using a small range of techniques
SILVER	<ul style="list-style-type: none"> - Make up and repeat a short sequence of linked jumps - Recognise when their heart rate, temperature and breathing rate have changed - Take part in a relay activity, remembering when to run and what to do 	<ul style="list-style-type: none"> - Work in pairs considerably - Help to support team members and be positive - Give and receive feedback - Understand and adhere to simple rules - Understand expectations when dealing with their feelings and emotions - Make an effort to do their best 	<ul style="list-style-type: none"> - Run at fast, medium and slow speeds, changing speed and direction - Link running and jumping activities with some fluency, control and consistency - Throw a variety of objects, changing their action for accuracy and distance
GOLD	<ul style="list-style-type: none"> - Make up and teach others a short sequence of linked jumps - Identify the changes that take place after exercise, and describe how their bodies will react when running, jumping and throwing 	<ul style="list-style-type: none"> - Work effectively in same or mixed ability pairs - Help to support team members and value their effort and ideas - Give and receive constructive feedback - Make a conscientious effort to succeed - Able to manage emotions well 	<ul style="list-style-type: none"> - Show greater difference between slow and fast speeds - Start at a medium pace for a longer distance - Throw more accurately and greater distances - Show consistency, control and accuracy when throwing objects into targets from increasing distances

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Teaching and Learning Points	Activity Ideas	Differentiation	Vocabulary and Questions
SESSION 1 LO: To use correct running technique when sprinting. To work constructively with a partner.			
<p>Sprinting</p> <ul style="list-style-type: none"> ✓ Pump arms ✓ High knees ✓ Straight back <p>Partner work</p> <ul style="list-style-type: none"> ✓ Communicate ✓ Positive ✓ Areas of improvement 	<ul style="list-style-type: none"> - Recap expectations during PE – behaviour, areas/boundaries, use of equipment. - Warm Up: Play Traffic Lights. - Recap with chn the different elements of a sprinter’s technique: <ul style="list-style-type: none"> o Pumping arms (in opposition to knees) to generate power o High knees o Straight back and head up - Sprint Runs: In pairs, chn run (one at a time) to a marker and back. On each run encourage chn to focus on a particular aspect of the sprinting technique. The waiting partner can pump arms/high knees while they wait. - Feedback: Chn provide feedback to their partners on the teaching and learning points – what are they doing well, what they may need to improve on. - Competition Relays: In teams of four, chn complete relay races. Make sure those waiting are practising an aspect of their technique. Use relay batons and ‘On your marks... Get set... Go’ to start races. - Cool Down: Discuss with chn who worked well with their partner and <i>why</i> they feel they worked well together. 	<p>Harder: increase area, add obstacles.</p> <p>Change: starting method (on back, on front, sitting down).</p> <p>Mixed ability pairs.</p> <p>Change: item used for a relay baton. Harder: add a slalom element to the races.</p> <p>Mixed ability groups.</p>	<p>Which body parts do we use to help us run quickly? How do we use they body parts? Why does pumping our arms help us to run quickly?</p> <ul style="list-style-type: none"> - Positive - Improvement <p>Why were you a good pair? How did you help your partner?</p>
SESSION 2 LO: To pass a relay baton securely and quickly. To work constructively as part of a team.			
<p>Relay baton</p> <ul style="list-style-type: none"> ✓ Hold at bottom ✓ Dominant hand ✓ Aim for partner’s hand <p>Team work</p> <ul style="list-style-type: none"> ✓ Communicate ✓ Positive ✓ Areas of improvement 	<ul style="list-style-type: none"> - Warm Up: Play King/Queen of Cones including activities for agility, balance and co-ordination. - Divide the chn up into pairs and give one member of the pair an object (eg. relay baton, bean bag, tennis ball, quoit). Chn run around the activity area and on the teacher’s command the pairs pass the object from one partner to the other. Encourage both chn to have their hands on the object at the point of exchange and to hold it one handed. Give chn the opportunity to experiment with different objects. - Give the pairs the opportunity to discuss how they can ensure a safe and fast exchange of the object. Chn feedback their ideas to the rest of the class. - Relay Competitions: Hold a range of relay races (eg. linear relays, obstacle relays, slalom relays). Teams to decide how they will pass their relay baton. - Cool Down: Discuss the best technique for passing the baton. Identify good examples from the races. 	<p>Same ability pairs. Harder: smaller, thinner objects. Easier: softer, bigger objects.</p> <p>Mixed ability pairs.</p> <p>Change: distance run (shorter distance will increase number of baton exchanges). Mixed ability groups/pairs.</p>	<p>Where will you hold the object? Which hand will you hold it in? How can you make it easy for your partner when passing the object? What worked well when passing the baton? How can you work together to get the best technique?</p>




SESSION 3		LO: To throw an object using an over-arm technique. To work constructively with a partner.	
<p>Over-arm throw</p> <ul style="list-style-type: none"> ✓ Throwing arm and feet in opposition ✓ Stand sideways on ✓ Transfer weight (back to front) <p>Partner work</p> <ul style="list-style-type: none"> ✓ Communicate ✓ Positive ✓ Areas of improvement 	<ul style="list-style-type: none"> - Warm Up: Divide class into pairs. Give each pair an object. Chn travel around activity area and on command pass object to their partner. The pass can take any form they wish. Progress to insisting the pass must be over-arm. - Highlight chn who demonstrated good technique when throwing the ball over-arm. - Demonstrate: Show chn good technique use teaching and learning points to throw a large distance. Show chn poor technique and throw a shorter distance. Show from two angles. Ask chn to identify what worked well and what did not. - Practice: In pairs, chn take turns to throw Vortex Howlers using the teaching and learning points identified. The partner acts as a critical friend and gives the thrower feedback on their technique (two stars and a wish). Chn can mark their throws to see if they are improving. - Remember: <ul style="list-style-type: none"> ○ Throw and retrieve on teacher's command ○ Walk back with equipment - Cool Down: Discuss the key teaching and learning points for throwing over-arm. See if anyone picked up any other useful insights into increasing distance (eg. the angle of the throw). 	<p>Same ability pairs. Change: size and type of objects, size of area to encourage longer throws. Mixed ability pairs/groups.</p> <p>Harder: include a run up before throwing the Howler. Easier: throw a tennis ball/sponge ball.</p> <p>Chn discuss in mixed ability pairs or groups.</p>	<p>How do we throw an object over-arm? What do we do with our arms/legs?</p> <p>What do you notice about my feet and throwing hand? Which direction do I face when throwing? What is my whole body doing before and after throwing?</p> <ul style="list-style-type: none"> - Positive - Improvement - Feedback <p>Is there anything else we can do to help us throw further?</p>
SESSION 4		LO: To throw an object using an over-arm technique for accuracy and distance.	
<p>Over-arm throw</p> <ul style="list-style-type: none"> ✓ Throwing arm and feet in opposition ✓ Stand sideways on ✓ Transfer weight (back to front) 	<ul style="list-style-type: none"> - Warm Up: Chn move around the activity area in a manner determined by the teacher. All chn start with a High 5, then alternate Low 5, High 5, etc. Chn indicate which type of '5' they are on by holding their hand up high (for High 5) or down low (for a Low 5). Challenge chn to do their High 5s as high as possible (jump and High 5) and their Low 5s as low as possible (just above ground level). - Recap the key elements of throwing the Vortex Howler over-arm, picking out the key teaching and learning points. - Practice: In pairs, chn take turns to throw Vortex Howlers using the teaching and learning points identified. The partner acts as a critical friend to help partner refine technique. - Challenges: <ul style="list-style-type: none"> ○ Furthest individual throw ○ Throwing relays ○ Group competitions ○ Place targets on floor for Vortex to land in - Cool Down: Discuss the teaching and learning points for throwing for distance and for accuracy. Encourage chn to identify partners who had a really good technique. 	<p>Mixed ability.</p> <p>Mixed ability groups.</p> <p>Easier: change throwing object (eg. tennis ball or sponge ball).</p> <p>Change: object thrown. Easier: reduce distance. Harder: one handed only. Harder: smaller target. Mixed ability pairs/groups.</p>	<p>What do we do with our hands/feet when throwing? How should we stand? Why do I transfer my body weight forwards?</p> <p>How did ... use the teaching points to help them throw?</p>

SESSION 5			
LO: To take-off and land with control. To jump for height and distance.			
<p>Take-off/Landing</p> <ul style="list-style-type: none"> ✓ Bend knees ✓ Arms wide when landing ✓ Land on two feet <p>Height/Distance</p> <ul style="list-style-type: none"> ✓ Bend knees ✓ Drive arms up ✓ Reach with feet 	<ul style="list-style-type: none"> - Warm Up: Play King of Cones with focus on different jumping styles (taking-off and landing on one foot and two feet) and balances. - Recap teaching points for a controlled take-off and landing. - Discuss how chn can use their arms and legs to help them jump high and far. - Carousel: <ul style="list-style-type: none"> ○ Long jump with run up - chn to mark their best distance ○ Speed bounce ○ Triple jump sequence (start on one foot, hop onto same foot, bound onto opposite foot, jump off this foot and land two footed) – can use colour co-ordinated spots so chn know which feet they should be using ○ High 5, Low 5 - encourage chn to High 5 as high as possible (run up and jump) ○ Agility ladder – hops, bounds, leaps through - Highlight chn who are using their arms and bending their knees to help them take-off and land. - Cool Down: Discuss the body parts chn used to help them take-off and land. Encourage chn to nominate peers who did long/high jumps. 	<p>Same ability pairs.</p> <p>Mixed ability groups.</p> <p>Easier: no run up. Change: height of obstacle. Change: start on different feet.</p> <p>Mixed ability groups. Change: use different movement patterns.</p> <p>Mixed ability pairs.</p>	<p>Which body parts did we use to control our take-off and landing? How did we use them? How could we use these same body parts to jump high/far?</p> <p>Who used their arms/legs for balance/control/power?</p>
SESSION 6			
LO: To apply athletics techniques in a competition environment. To work constructively as part of a team.			
<ul style="list-style-type: none"> ✓ See teaching points from previous lessons <p>Team work</p> <ul style="list-style-type: none"> ✓ Communicate ✓ Positive ✓ Areas of improvement 	<ul style="list-style-type: none"> - Warm Up: Play Super Mouse – can free those caught by passing a baton between them. - Carousel of Challenges: <ul style="list-style-type: none"> ○ Agility ladder (can change way of travelling through) ○ Relay races (passing baton, add obstacles, waiting runners have to jog on spot/perform a balance) ○ Vortex throw (for distance) ○ Vortex throw (at a target) ○ Long jump sequence (for distance) - After each rotation hold a mini-plenary with chn providing tips (what worked well and what did not work well) to rest of class. - Cool Down: Chn to discuss their favourite competition/game/activity and explain why they enjoyed it. 	<p>Mixed ability groups. Same ability groups. Change: method of travel (hop, hop-scotch, miss a gap). Change: number and type of obstacles. Easier: throw a tennis or sponge ball. Change: size of target, distance to target. Harder: include run up.</p> <p>Mixed ability discussion groups.</p> <p>Mixed ability pairs/groups.</p>	<p>How can you help your partner when passing the baton? What can you do to remain balanced when travelling?</p> <p>Why do we have our arms and legs in opposition?</p> <p>What is the order in which we do the three different jumps?</p> <p>Which was your favourite activity? Why?</p>

Resources

- Agility ladders
- Balls (variety)
- Batons
- Bean bags
- Bibs
- Cones (different colours)
- Hoops (different sizes and colours)
- Hurdles
- Quoits
- Speed bounce
- Spots
- Vortex howlers

Assessment*

	HEAD Creativity Understanding Decision Making 	HEART Fair Play Leadership Social 	HANDS Fitness Physical Literacy 
BRONZE	<ul style="list-style-type: none"> - Recognise when their heart rate and temperature have changed 	<ul style="list-style-type: none"> - Work in pairs - Accept others' ideas - Give and receive basic feedback - Keep simple rules - Explore how to deal with different feelings (winning and losing) 	<ul style="list-style-type: none"> - Run at different speeds - Jump with accuracy into and out of areas from a standing position - Throw a variety of objects, using a small range of techniques
SILVER	<ul style="list-style-type: none"> - Make up and repeat a short sequence of linked jumps - Recognise when their heart rate, temperature and breathing rate have changed - Take part in a relay activity, remembering when to run and what to do 	<ul style="list-style-type: none"> - Work in pairs considerably - Help to support team members and be positive - Give and receive feedback - Understand and adhere to simple rules - Understand expectations when dealing with their feelings and emotions - Make an effort to do their best 	<ul style="list-style-type: none"> - Run at fast, medium and slow speeds, changing speed and direction - Link running and jumping activities with some fluency, control and consistency - Throw a variety of objects, changing their action for accuracy and distance
GOLD	<ul style="list-style-type: none"> - Make up and teach others a short sequence of linked jumps - Identify the changes that take place after exercise, and describe how their bodies will react when running, jumping and throwing 	<ul style="list-style-type: none"> - Work effectively in same or mixed ability pairs - Help to support team members and value their effort and ideas - Give and receive constructive feedback - Make a conscientious effort to succeed - Able to manage emotions well 	<ul style="list-style-type: none"> - Show greater difference between slow and fast speeds - Start at a medium pace for a longer distance - Throw more accurately and greater distances - Show consistency, control and accuracy when throwing objects into targets from increasing distances

When assessing the overall level of a child for this Unit of Work, please apply a best fit model taking into account their proficiency in all three areas (Head, Heart and Hands).

* Learning Objectives and Assessment are linked to the QCA 2004 and National Curriculum 2014.