

P.E- Upper Key Stage two - Athletics Yr5 and Yr6

<u>Pupils should be taught to:</u>	How we do this in Y5	How we do this in Y6	<u>Resources</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Continue to embed vocabulary already taught from years 3 and 4. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> - Introduce new key vocabulary as well as recapping vocab used in years 3 and 4 - Understand and explain why warming up is important - Children to watch, review and replicate movements from a given model (video or teacher led) - Consideration should be given to the strength and speed of each 	<p>Continue to embed vocabulary already taught from previous years. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> - Review key terminology from year 5 and introduce new key words - Explain the basic principles of warm up and how it affects performance - Change pace and run at different tempos - Experience running or walking for longer durations and learn to adjust and adapt pace in order to be able to 	<p>Yr5 Batons, cones, balls, javelin, hoops,</p> <p>Yr6 Timer, tape measure, chalk, javelin, balls, discus, shot put</p>	<p>Vocabulary Yr5 Air resistance, relay, control, speed, running technique, run, overtake, striking, defending, attacking, hold, grip, ball, pass, teamwork, push, strength, time, accuracy, distance, shuttle</p> <p>Vocabulary Yr6 Run, pace, athletics, walk, marathon, move, race, muscle groups, elbow, height, elevation, spin, angle ratio, push not throw (shotput), propulsion, arm movement, straight leg, bent leg, leading leg, following leg, sprint,</p>	<p>Differentiation is not decided by who is SEND, WTS, EXS or GD in other areas, but through outcome, support and carefully selected equipment apparatus to extend/ challenge and support learners</p> <p>Differentiation for individuals may vary across sessions/ tasks and units of work.</p> <p>Teaching sequence:</p> <ul style="list-style-type: none"> - Warm up - Review previous learning/ vocabulary - Clear modelling of new teaching - Pupil/ group activity - Review/ re model - Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points - Cool down <p>Please note pupils should be active a minimum of 80% of the session</p>

	<p>movement, again thinking of the effect this will have</p> <ul style="list-style-type: none"> - Apply different and appropriate starting positions to different events - Develop greater fluency and coordination in running for speed, understand the basic skills and techniques for acceleration - Throw with greater control, accuracy and efficiency - learn to sustain pace over longer durations (including over obstacles) - Measure and record performance and aim to improve performance <p>CRM</p> <ul style="list-style-type: none"> - he/she can run longer 	<p>complete a given distance</p> <ul style="list-style-type: none"> - Throw with greater control, accuracy and efficiency and with an approach generating greater force - Explain why strength and power are important to other activities and sports - Consider different throwing implements and use the best techniques - Using different flight and take-off positions, perform a variety of jumps in different activities, showing power, control and consistency at take-off and landing - Record, measure and time different events, focusing on each other's performance with the aim to identify strengths and 			
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	<p>distances knowing when to use a sprint.</p> <ul style="list-style-type: none"> - he/she can change his/her body shape to decrease air resistance when running. - he/she can use the correct action to throw a ball/ javelin with a run up. - He/she can sustain pace over shorter and longer distances such as running 100m and running for 2 minutes - He/she can perform a range of jumps in different activities - He/she can demonstrate a range of throwing actions using different equipment with some consistency and control 	<p>weaknesses</p> <p>CRM</p> <ul style="list-style-type: none"> - he/she can run longer distances knowing when to use a sprint. - he/she can change his/her body shape to decrease air resistance when running. - he/she can use the correct action to throw a ball/ javelin with a run up. - He/she can choose appropriate run up distance as an individual for athletic jumps - He/she shows good technique and control for jumping activities 			
Compare their	Children will be given regular	Children will be given regular			

<p>performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>opportunities to review own work and that of others</p> <ul style="list-style-type: none"> - Self/ peer assess using video footage of each group's dance - Evaluate performance and suggest improvements - Explain how performance has developed/ improved 	<p>opportunities to review own work and that of others</p> <ul style="list-style-type: none"> - Self/ peer assess - Evaluate effectiveness of movements - Evaluate using appropriate technical vocabulary - Model suggested improvements - Act upon advice given, refining movements 			
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