

P.E- Lower Key Stage One - Athletics Yr1 and Yr2

<u>Pupils should be taught to:</u>	How we do this in Y1	How we do this in Y2	<u>Resources</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</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"> - Key travelling movements modelled to the children, including walking, jogging and running - Children should develop an awareness of speed and distance, learn how to run in a coordinated and fluent way and how to run at different speeds for shorter and longer durations - Children should develop spatial awareness in negotiating obstacles, using different techniques and speeds to tackle them 	<p>Continue to embed already taught vocabulary from previous year model where possible as a recap.</p> <p>Introduce new vocabulary where possible model</p> <ul style="list-style-type: none"> - Children should continue to develop their awareness of speed and distance, learn how to run in a coordinated and fluent way and how to run at different speeds for shorter and longer durations - Choose different combinations of jumps for different games and activities - Learn a variety of jumping techniques and develop fluency in a range of approaches & take off positions 	<p>Yr 1</p> <p>Cones, iPad, hoops, balls, bean bags, task cards from PE hub,</p> <p>Year 2</p> <p>Small cones, timer, benches, hoops, small horse, large sponge balls, tri-golf, bean bags, bibs</p> <p>https://www.sasp.co.uk/uploads/athletics-year-1-2.pdf</p>	<p>Vocabulary Yr1</p> <p>Sprint, agile, challenge, set time, improvements, relay, speed, distance, repetitive, bicep curl, chest press, rowing, side lateral raises, stamina, obstacles, accuracy</p> <p>Vocabulary Yr2</p> <p>Power, running, jumping, timing, start, end, speed, burpee, obstacle, combine, position, under arm, over arm, accuracy, distance, target, sprint, space, faster, slower, speed, agility, control, teamwork, isolation</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 style="color: red;">Please note pupils should be active a minimum of 80% of the session</p>

	<ul style="list-style-type: none"> - Watch and copy each other jumping and recognise good jumps - Record timings for children to beat personal bests - Perform repetitive movements (such as bicep curls, chest press, rowing etc), first observing the teacher and then replicating the movements themselves <p>CRM</p> <ul style="list-style-type: none"> - he/she can jump: side to side; both feet together; one foot to the other - he/she can start and stop at speed, run in straight lines using a variety of speeds - he/she can participate as part of a team to compete in running relays 	<ul style="list-style-type: none"> - Children should develop their special awareness further by taking part in activities with a range of different obstacles - Perform repetitive movements (such as burpees, etc) in isolation and as part of an obstacle course - Children should throw in different ways (under arm, over arm, etc) with coordination and force, and apply that to targets at varying distances <p>CRM</p> <ul style="list-style-type: none"> - he/she can sprint up to 60m. - he/she can run 100m. - he/she can use over arm and underarm throws to throw items in a straight line. 			
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