

| Key Stage: 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                    | DURATION: 8 LESSONS                                                                                                                                                                                                                                                          |
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| <p align="center"><b>Scheme of Work: Athletics</b></p> <p><b>AIM:</b> In this unit pupils will work across the key stage to first acquire the ability to run, jump and throw showing their ability to work to their maximum performance. Across the key stage they will first acquire then develop and then refine specific techniques for events in order to improve performances. In all athletic activity, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                              |
| <p align="center"><b>Prior learning</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>☐ Experienced running, jumping and throwing in an athletic form.</li> <li>☐ Demonstrated basic technique</li> </ul>                                                                                                                                                                                                                                                                                              | <p align="center"><b>Language for learning</b></p> <p>Pupils will be able to understand and use words relating to running, e.g. leg and arm action, head position . Jumping e.g. take off, acceleration, momentum and landing. Throwing e.g. grip, stance, release and angle of release. Opportunities for pupils to record results. Communication; Speaking and Listening.<br/>Cooperation; Working together.</p> | <p align="center"><b>Resources</b></p> <ul style="list-style-type: none"> <li>☐ Stopwatches/measuring equipment.</li> <li>☐ Cones</li> <li>☐ Visual resources/task cards</li> <li>☐ Video/ICT software</li> <li>☐ Relay batons</li> <li>☐ Shot</li> <li>☐ Javelin</li> </ul> |
| <b>Key concepts and processes; Taxonomy for teaching and learning:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                              |
| <p align="center"><b>Creating</b></p> <p>Throughout the unit students will gain knowledge and understanding of rules, regulations and techniques that they can use within competitive situations to allow them to create and develop strategies for success within the athletic performances.</p>                                                                                                                                                                                                                                            | <p align="center"><b>Evaluating</b></p> <p>Students will be given opportunities to evaluate their progress and their success across the unit. They will also have opportunity to assess the progress of others. Students will be able to assess their progress through regular use of the ESAA standards.</p>                                                                                                      | <p align="center"><b>Analysing</b></p> <p>Throughout the unit students will have the opportunities to evaluate and analyse their own and the performance of others to rectify technique and make suggestions for further improvements in the future.</p>                     |
| <p align="center"><b>Applying</b></p> <p>Students will be given opportunities to apply the skills and knowledge learnt across the unit in a variety of drills and competitive situations.</p>                                                                                                                                                                                                                                                                                                                                                | <p align="center"><b>Understanding</b></p> <p>Students will develop understanding of rules, tactics, strategies and techniques throughout the unit which they will be asked to select and apply in competitive situations.</p>                                                                                                                                                                                     | <p align="center"><b>Remembering,</b></p> <p>Students will be given opportunities to remember rules, strategies and skills learnt throughout the unit and apply them in competitive situations.</p>                                                                          |
| <p><b>Cross Curricular Links:</b> Literacy (key words), Citizenship (sportsmanship &amp; cooperation ), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data &amp; comparing recordings against other bests)</p>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Assessment:</b> Q &amp; A, Formative and summative assessment.</p>                                                                                                                                                                                                     |

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| <b>Extension &amp; Enrichment</b><br>Out of lessons, in the community and at home students could be encouraged to; <ul style="list-style-type: none"><li>• Attend school-based indoor and outdoor clubs for athletic activities</li><li>• Access links to local community-based clubs</li><li>• Take part in inter-form/house and inter-school competitions and challenges such as sports day</li><li>• Watch quality performance live, on television or on the internet</li></ul>                                                                                                                                                                                                                                                                          | <b>Expectations</b><br><br><b>After carrying out the activities and core tasks in this unit</b><br><br><b>All pupils will:</b> experience techniques in a range of running, jumping and throwing events and activities; show a clear idea of what they can achieve if they are determined; understand with help what they need to do to improve performance; show a basic knowledge of some of the different fitness components that are needed for the various athletic events; warm up and cool down safely with guidance<br><br><b>Most pupils will:</b> use basic techniques in a range of running, jumping and throwing activities and events; demonstrate effective performances in some events showing determination to succeed; can comment on their own and other performance and suggest ways to improve; show a good knowledge of the different fitness components that are required for the various athletic events; apply basic principles of warm up and cool down, using exercises appropriate for the event<br><br><b>Some pupils will:</b> replicate basic techniques in a wide range of running, jumping and throwing events and activities; demonstrate a desire to succeed and effective performances in many events; can explain what must be done to improve performance; show a clear knowledge of the different fitness requirements for the individual events; lead a part of the warm up with appropriate exercises for the event |
| <b>Differentiation</b><br>Events to be performed in any order.<br>All lessons start with athletics related warm-up and re-cap work of previous lesson.<br>Make learning as active as possible<br>Give opportunities to plan tactical and strategic ideas<br>Differentiated tasks for varying ability student always working towards bronze, silver, gold standards as outlined by ESAA.<br>Video to analyse performance                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Language for learning</b><br><br>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: <ul style="list-style-type: none"><li>• running, <i>eg leg and arm action, head position, pacing</i></li><li>• throwing, <i>eg grip, stance, release and follow-through, angle of release</i></li><li>• jumping, <i>eg approach run, acceleration, maintaining momentum, take off and lift, arm action</i></li></ul> <b>Speaking and listening</b> – through the activities pupils could: <ul style="list-style-type: none"><li>• organise, sequence and link what they say so listeners can follow it</li><li>• collaborate with others to share information and ideas, and solve problems</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>PHYSICAL ME; SPORTS SPECIFIC.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ESAA Standards. Throughout this unit students’ performance criteria will be measured against the English Schools Athletics times, heights and distances as outlined by the English Schools Athletics Association. Students will attempt to achieve either a Bronze, Silver or Gold Standard in a range of athletic events that the school has the facilities to host. If students receive a 3 Bronze scores in 3 different events they will receive an ESAA bronze award etc.                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Schedule of events;</b><br><br>Due to staff numbers and facilities, classes will alternate lesson by lesson between track and field events.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Event         | Learning objectives                                                                                                                                                                                                                                                                                     | Task examples                                                                                                                                                                                                                                                                                                                                                                                                                    | Learning Outcomes                                                     |
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| Sprint events | <b>Introduce running style (100/200/400m)</b><br>TBAT: Demonstrate effective spring technique.<br><b>Year 7- Acquire the ability to be able to</b><br><b>Year 8- Develop the ability to</b><br><b>Year 9- Refine the ability to</b><br>MY PB: Develop ability to show <b>resilience</b> .               | Warm up – Student led. 10 metre team relays. T.P's; movement of arms, hip to shoulder, leg movement-High knee drive. Paired 30 metre sprints – focus on arms / legs / head. Highlight sprint start technique + how to measure out. Discuss standards –Timed races (100, 200, 400m). Highlight world record.                                                                                                                      | Students to work towards ESAA standards.<br>Reinforce MYPB criteria   |
| Endurance     | <b>Pace running – 800m</b><br>TBAT: Demonstrate an understanding of how to apply pacing for endurance events.<br><b>Year 7-Acquire the ability to be able to</b><br><b>Year 8- Develop the ability to</b><br><b>Year 9- Refine the ability to</b><br>MY PB: Develop ability to show <b>resilience</b> . | Whistle run warm up–30 seconds, get back to teacher, stretches. Perform 4 different paced ½ laps (200m) to highlight pace required for a bronze (87 sec), silver(72 sec), gold(52 sec) & platinum(45 sec) performance. 2 groups. T.P's; pacing ability, don't go off to quick. 800m timed. 4 ability races- pupils to choose race to compete in. Highlight world record.                                                         | Students to work towards ESAA standards.<br>Reinforce MYPB criteria   |
| Jumps         | <b>Jumping- Long jump-Triple Jump</b><br>TBAT: Demonstrate effective jumping technique in Long jump/triple jump<br><b>Year 7-Acquire the ability to be able to</b><br><b>Year 8- Develop the ability to</b><br><b>Year 9- Refine the ability to</b><br>MY PB: Develop ability to <b>Evaluate</b> .      | Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Small teams. Place 4 hoops even distance apart. Hop into each hoop. Progress to taking off 1 foot landing in stride position, then 2 foot. Teaching points; take off, acceleration and landing. Break skill down into parts, demo, practice at side of pit, measure run up. Competition-distances recorded by non-participants         | Students to work towards ESAA standards.<br>Reinforce MYPB criteria   |
| Shot Putt     | <b>Throwing – Shot putt</b><br>TBAT: Demonstrate effective technique in the Shot Putt<br><b>Year 7-Acquire the ability to be able to</b><br><b>Year 8- Develop the ability to</b><br><b>Year 9- Refine the ability to</b><br>MY PB: Demonstrate <b>Integrity</b>                                        | Warm up – Student led pulse raiser + stretches. Discuss shot putt fitness components. Tug of war, 2 teams. Highlight safety points. Pairs; 1 performer, 1 to coach/help. Begin with tennis ball, progress to shot. Teaching points; dirty fingers, clean palms, leg muscles for power, low body position, 45 degree release. Distances recorded with cone. Take measurement at the end. Highlight world record with cone.        | . Students to work towards ESAA standards.<br>Reinforce MYPB criteria |
| Javellin      | <b>Throwing – Javelin</b><br>TBAT: Demonstrate effective technique in the Javelin.<br><b>Year 7-Acquire the ability to be able to</b><br><b>Year 8- Develop the ability to</b><br><b>Year 9- Refine the ability to</b><br>MY PB: Demonstrates ability to <b>Evaluate</b>                                | Warm up – Student led pulse raiser + stretches. Discuss javelin knowledge. Highlight safety points. Pairs; 1 performer, 1 to coach/help. Begin with shuttle cocks, progress to javelin. Teaching points; stance make a bow see it go, whip through, bring javelin through in straight line & 45 degree release. Practice throws, tp's emphasized. Distances recorded with cone. Measure best at the end. Highlight world record. | Students to work towards ESAA standards.<br>Reinforce MYPB criteria   |

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| Discus | <b>Throwing- Discus</b><br>TBAT: Demonstrate effective technique in the Discus.<br><b>Year 7-Acquire the ability to be able to</b><br><b>Year 8- Develop the ability to</b><br><b>Year 9- Refine the ability to</b><br><b>MY PB:</b> Be able to motivate and influence others. | Warm up- Discuss discus technique and fitness components. - Discuss flight and trajectory. Highlight safety points. Pairs 1 performer, 1 to coach. Start by rolling the discus. TPs- Stance (side on ) grip ( finger tips over the edge of the discus) non-throwing hand support while you build momentum , Build momemntum knee to shoulder, 3-2-1 throw go and collect, release point in line with your nose. Distance recorded with cone. Measure best score and compare to ESAA standards. | Students to work towards ESAA standards.<br>Reinforce MYPB criteria |
| Relay  | <b>Relay</b><br>TBAT: Work effectively as part of a relay team.<br><b>Year 7-Acquire the ability to be able to</b><br><b>Year 8- Develop the ability to</b><br><b>Year 9- Refine the ability to</b><br><b>MY PB:</b> Work collaboratively using communication.                 | Warm up – Student led pulse raiser + stretches. SAQ ladders – quick feet. . Discuss change overs. Explore change over in groups. Maintain pace during change over by communicating. Highlight the use of the box and rules regards change over. Sprint races timed. Highlight world record.                                                                                                                                                                                                    | Students to work towards ESAA standards.<br>Reinforce MYPB criteria |