



Scheme of Work: Athletics

Key Stage: 4	YEAR: 10	DURATION: 8 LESSONS
<p>AIM: Pupils will enhance the replication and performance across all disciplines. They will work in groups and take on a range of roles and responsibilities to ensure competitions are organised well and performance is good. Pupils will engage in performing and improving their skills, personal and collective bests in relation to speed, height, distance and accuracy.</p>		
<p style="text-align: center;">PRIOR LEARNING</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Acquired sound technique in events. ➤ Gained knowledge of all disciplines ➤ Awareness of strengths and limitations ➤ Competed adhering to event rules 	<p style="text-align: center;">LANGUAGE FOR LEARNING/ICT/CITIZENSHIP</p> <p>Pupils will use words relating to running, e.g. stride length, leg & arm action, head position & pacing. Jumping -approach run, acceleration, and momentum. Throwing -grip, stance, release and angle of release. Opportunities for pupils to record results. Watch video/analysis correct technique. Communication; Speaking and Listening. Working together.</p>	<p style="text-align: center;">RESOURCES</p> <ul style="list-style-type: none"> ➤ Stopwatches/measuring equipment. ➤ Cones ➤ Visual resources/task cards ➤ Video/ICT software (dartfish) ➤ Relay batons ➤ Shot ➤ Javelin ➤ Hurdles
Key Concepts and Processes:		
<p style="text-align: center;">Develop Technique</p> <p>Students to describe the elements of an effective running, jumping & throwing style. Pupil will develop advanced athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing using advance tactics to improve scores. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event.</p>	<p style="text-align: center;">Resilience & Independence</p> <p>Pupils to prepare and recover from exercise safely using principle of warm up. Pupil will explore different the types fitness demands of athletic activities. To extend knowledge of athletic event rules and personal records. Understand the physics of speed, linear motion, angles and drag. To develop mental capacity when recording & calculating times and distances. To improve physical capacity through components of fitness tests related to athletic events.</p>	<p style="text-align: center;">Improve Performance</p> <p>Pupils to continue to improve their own personal performance. Pupils will develop advanced skills necessary to compete and achieve in all athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, time taken to cover distance. In all events, pupils will demonstrate high quality performances and accurate replication throughout.</p>
<p style="text-align: center;">Tactics</p> <p>Opportunities to coach pupils or small groups will develop communication, leadership and decision making skills. Pupils will further develop and refine skills and tactical decisions in order to run, jump or throw further. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Adapt & refine these strategies to the need of an event. To develop the skill of reflection and evaluation to improve own performances.</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Suggest any athletics clubs within the school timetable and promote community links. Pupil will devise, implement and monitor their own, and/or others' exercise and fitness programmes based on the principles of safe and effective exercising. Pupils will understand why regular exercise has a positive effective on their own health, fitness and social well being. Highlight athletic events and the relevant components of fitness needed.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. To improve analytical skills and to develop either their own or others performance (self and peer assessment). To develop leadership and vital communication skills. Appropriate questioning on teaching points of the skills and processes developed.</p>
<p>Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data & comparing recordings against other bests)</p>		

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1 to 3 lessons	Sprint running (100/200/400m) To develop the technique of sprinting technique from a sprint start. To improve overall performance/recorded times. To use peer assessment to improve performance. To understand the different phases of a race. To appreciate how athletics can promote a healthy and active lifestyle.	Warm up – Student led pulse raiser + stretches. SAQ ladders + sprint 10m. Paired drill. Work in pairs to develop their running style. T.P's; Develop idea of body control. Pupils able to identify good and bad technique –Timed races (100, 200, 400m). Highlight school & world records. What factors may affect performance? <i>Fatigue, stride frequency/length</i> . How might pupils improve elements of a race? <i>i.e. bend running</i> .	Events to be performed in any order. All lessons start with athletics related warm-up and re-cap work of previous lesson.
4	Middle distance running – 800m To develop the technique of and maintain an effective running technique. To use the skill of pacing to complete an 800m race to best of potential. To record and organise pupils times. To evaluate self performance against previous bests.	Student led pulse raiser + stretches. Perform 4 different paced 200m. Pace required for a bronze (87 sec), silver (62 sec), gold (52 sec) & platinum (45 sec) standard. 2 groups either side of track. 1 pupil to pace using stopwatch. T.P's; develop pacing ability. 800m timed. 4 ability races pupils to choose race to compete in 1. Highlight world record (1.41min)	Make learning as active as possible Give opportunities to plan tactical and strategic ideas
5	Long jump/Triple jump To develop the technique for long/triple jump. To perform and record the distance achieved. To adhere to the competition rules. To use bounding techniques and basic 'plyometrics training'. To set an achievable goal and meet it.	Student led pulse raiser + stretches. 3's- Place 3 hoops even distance apart. Discuss bounding & plyometrics training. Teaching points; run up, take off, use of arms, landing in pit. Practice into side of pit. Pupils analyse good and bad technique. Teacher reinforce's technique. Measure run up with cone. Pupils to set and attempt to achieve a set distance goal. Competition-distances recorded by non-participants.	Differentiated tasks for varying ability Video to analyse performance
6	Shot putt To develop the technique of the glide for shot putt. To correctly record distance achieved. To understand all competition shot putt rules. To breakdown, adapt and refine individual elements of the full technique.	Warm up – Student led pulse raiser + stretches. Tug of war. Reinforce safety points. Peer evaluation. Analyse partners performance- suggest ways to throw further. Teaching points; grip, leg muscles for power, low body position, 45 degree release. Demo glide technique. Pupils to use one of 3 technique learnt over the past 3 years. Distances recorded with cone. Rules of shot-cant cross line, out back of circle. Take best attempt-measure. Highlight school + world record.	
7	Javelin To develop the technique of javelin using a 3 or 5 stride run up. To develop teamwork and communication skills through peer coaching. To record distance achieved. To understand all javelin competition rules.	Warm up – Student led pulse raiser + stretches. Q & A on javelin knowledge. Reinforce safety points. Analyse partners performance-suggest ways to throw further. T.P's; power position, whip javelin through in straight line, 45 degree release & transfer linear speed into arm power. Practice throws using 3/5 stride run up. Recorded distances with cone. Measure best at the end. Highlight school + world record.	
8	High jump To develop the technique of fosbury flop technique. To understand the rules regarding take off and competition. To record the height achieved. To use ICT to help improve performance. To develop the ability to be a reflective learner.	Warm up – Student led pulse raiser + stretches. Watch high jump technique intro clip. Recap run up/take off –scissors. Fosbury technique; arc approach, take off phase-arm usage, shape over bar (body bend). Use time delay within dartfish to allow pupil to clear bar and watch on screen. Why are some pupils successful? High Jump competition. 3 attempts at each height. Results recorded by non-participants.	