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| **Year 5 Athletics**  **Curriculum Link:**  To use running, jumping, throwing and catching in isolation and in combination to develop flexibility, strength, technique, control and balance [for example, through athletics] To compare their performances with previous ones and demonstrate improvement to achieve their personal best | | |
| **Key Information** | **Learning** | **Key PE Skills** |
| **Unit** | **Previous Learning** | **Competing and Performing** |
| Subject Name: **PE**  Year Group: **5**  Term: **3 (H1)**  Unit Name: **Athletics**  **Spiritual Development**  Through the study of Physical Education, children will develop an understanding of the importance of physical health and how this can promote positive emotional development. John 1:2 Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul. | * Run/jog a variety of distances, choosing an appropriate speed and pace for the distance and maintain consistency/steady pace. * Carry out an effective sprint finish. * Develop performing a relay, focusing on the baton changeover technique. * Learn how to combine a hop, step and jump to perform the standing triple jump. * Jump for height and distance with accuracy, balance and control. * Focus on trail leg and lead leg action when running over hurdles. * Perform a push and pull throw with control and developing accuracy. * Improve on own technique and beat personal bests. * Improve their throwing techniques to throw for greater distance. | * Compete against self and others in a controlled manner in teams and individually in a range of competitive activities using evaluation to improve performance. |
| **Big Ideas** | **Year 5 Learning** | **Health and Fitness & Preparation** |
| Take part in athletic activities to;  develop running, jumping, throwing and catching skills in isolation and combination;  develop flexibility, strength, technique, control and balance; and evaluate and improve their performance. | * To be able to select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. * To know how to accelerate from a variety of starting positions and select their preferred position. * To know how to work as a team to perform a relay, planning to get best results. * To know how to perform an effective standing long jump and triple jump. * To be able to develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. * To be able to run over hurdles with developing fluency and a consistent stride pattern. * To be able to perform a push and pull throw with control and accuracy. * To know how to improve on own technique and beat personal bests and begin to support others in this. * To continue to develop techniques to throw for increased distance. | * Know and understand the reasons for warming up and cooling down and lead own warm-ups and cool downs with support. * Explain why exercise is good for health, fitness and wellbeing and make some links to ways we can become healthier. |

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| **Key Information** | **Learning** | **Key PE Skills** |
| **Vocabulary** | **Future Learning:** | **Evaluation and Communication** |
| stamina  accelerate  fling-throw  accuracy  control  co-ordination | * Confidently and independently select the most appropriate pace for different distances and different parts of the run and make links to stamina. * Accelerate to pass other competitors. * Work as a team to competitively perform a relay. * Perform a range of jumps showing power, control and consistency at both take-off and landing. * Maintain control at each of the different stages of the triple jump. * Run over hurdles with fluency and a consistent stride pattern and some focus on the lead leg technique. * Perform a push, pull and fling throw with control and accuracy. * Improve on own technique and beat personal bests and support others in improving their personal best. * Continue to develop techniques to throw for increased distance. | * Watch and describe performances of themselves and others - link this to how this has supported modifying their skills and techniques to improve over time and offer improvements to others. * Use communication skills to illustrate what they are doing and respond to others to begin to improve team play. |
| **Glossary** | | |
| **Baton:** A short stick or tube passed from runner to runner in a relay race.  **Bell Lap:** The final lap in a distance race, signalled by the ringing of a bell.  **Competitive:** The act or process of trying to get or win something others are also trying to get or win.  **Decathlon:** An athletic competition combining 10 track and field events.  **Discus:** A heavy disk thrown in discus.  **False Start:** Failed start of a race, usually caused by a runner moving forward before the race has begun.  **Field:** Events in athletics that involve throwing, jumping and vaulting.  **Hammer:** A 16-pound metal ball attached to a wire for throwing in an athletic contest.  **Heptathlon:** An athletic competition combining 7 track and field events.  **High jump:** Sport in which competitors jump over a bar that is raised.  **Lap:** One circuit of a running track or a racetrack.  **Long jump:** An athletic event in which competitors jump as far as possible along the ground in one leap.  **Pole-vault:** An event in which competitors vault over a high bar with the aid of an extremely long, flexible pole.  **Relay:** Race between teams of runners in which each team member in turn covers part of the total distance.  **Shot put:** An athletic contest in which a very heavy metal ball is thrown as far as possible.  **Sprint:** A short, fast race run over a distance of 400 metres or less.  **Tactics:** Methods and plans that players and teams use to increase their chances of winning.  **Track and Field:** Sporting events based on the skills of running, jumping and throwing.  **Triple Jump:** An event in which competitors leap as far as possible by performing a hop, a step and a jump. | | |