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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.
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| **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** |
| staminaacceleratefling-throwaccuracycontrol 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.
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| **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. |