

Clapgate Primary School
Curriculum weekly plan - PE

Class: Year 6

Term:

Summer 1

Theme: Athletics

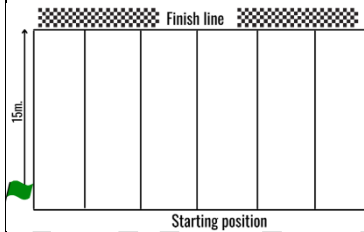
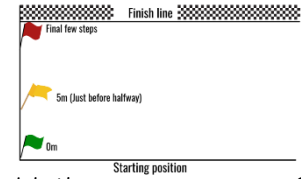
Previous Learning	LO	Learning Activities and Differentiation	Resources
<p>Children have developed the basics in PE- agility, coordination, balance.</p> <p>This unit will look at specific athletics skills which children may not have developed due to covid and gaps in learning. Children will learn the basic techniques in a number of</p>	<p>I can show good control, speed & stamina in different distances with the correct technique</p> <p>I can analyse performances, focusing on both the positive and know how areas can be advanced</p>	<p><u>Intro-</u> what do you know about athletics? What events does it involve? What skills do we need? Explain that there are different events which use different skills- track and field. Track is running over long and short distances. Field is throwing and jumping. Show video round up of athletics</p> <p>https://www.youtube.com/watch?v=sScmlHXuPGI from 0.38 Discuss what events can see- what actions are they doing? Do you know what the Olympics is? Explain it is the big competition in athletics and athletes work towards it every 4 years as well as other competitions</p> <p>Explain that today we will be looking at running and how we tweak our technique to increase our speed</p> <p><u>Warm up- crusts and crumbs-</u> Children need to get into pairs and stand back to back with their arms by their side. All the pairs should be stood side by side in a line. One person in the pair is a crust, the other is a crumb. When crusts is called out, the crusts must run forward in a straight line toward their safety line. They need to do this before the crumbs turn around and tag them. Vice versa for the crumbs. If an crust/crumb gets to their safety line before being tagged they get a point. Repeat.</p> <p><u>Ready steady go-</u> Split children into groups of 3. Children will take turns in their teams to sprint. Take turns to go from the start line to the finish line. First challenge- take off position-</p> <ol style="list-style-type: none"> 1. Start lying on stomach. 2. Start lying on back 3. Start sitting down. 4. Start standing 2 feet together 5. Start one foot in front of the other <p>Review- which was the best way to start? Why? What difference did this make to your performance?</p> <p>Second challenge- running technique</p>	<p>Bibs, cones, batons, beanbags</p>

1. Running without using arms. 2 running with beanbag on head 3. Running correct technique- on balls of feet, arms powering with hands going from lip to hip, head up, body relaxed

Discuss how we change the speed we are running depending on where we are in the race.

4. Adjusting speed according to distance. Green- set off with power and drive. Yellow- accelerate with speed. Red- lean body and head forwards

How does this alter your performance? What is your teammate doing well? What could they improve upon?



Sprint heats- Children will be working in groups of 6 or 7 with the focus placed on running as quickly as possible in a competitive situation. Children will be given the opportunity to run in different heats and their time is recorded. When not performing children will provide feedback to peers on performance, highlighting strengths and areas for improvement. Consider start position, running technique and how to finish.

Plenary- What have you enjoyed today? What have you done well? What would you like to get better at? What is the way which we can travel fastest? What did your teammates do well? Award and celebrate stars of the day

focus and fine-tune the various parts of my technique in different jumping events

I can coach my peers and take on different learning roles during different parts of the lesson

Intro- review what we have looked at so far in athletics- what is correct sprint technique? What are track events? What are field events? Explain that today we will look at field events and jumping. Share LO's

Warm up- banana tig

Jumping patterns- as a whole class move around and jump in different ways. Make 4 courses of jumps for children to attempt with a range of agility ladders, hoops and hurdles.

Course 1- agility ladder (stepping 1 foot then the other alongside it, one foot then other in each box) then 2 footed jump over hurdles

Course 2- Hoops- hop into one hoop, jump to land 2 footed in next hoop, hop, jump, hop, jump

Course 3- agility ladder (jump in ladder box 2 footed, jump to right of box 2 footed, into ladder box 2 footed, jump left of box 2 footed). Hurdles 1 foot followed by other over

Course 4- hop in one hoop, step into next, jump into next

Long jump technique- children to practise in pairs- taking it in turns using coaching card to refine technique.

Correct technique-1. Start stood on 2 feet, shoulder width apart

2. Bend knees and swing arms up from by your waist forwards past your head

3. As you do this, lean forwards

4. On take off, bend knees further, push off your tip toes and drive body forwards

5. Drive arms up as your take off 6.

On landing, lean forwards and swing arms downwards past head back towards your waist

Measured jump- whilst pairs practise long jump- call pairs over to perform a measured jump to record

Triple jump- demo the triple jump to children. Allow children to explore the triple jump technique in their pairs using the coaching card. Provide coaching throughout

Start stood on one leg, balanced with the other leg bent behind roughly at a right angle

2. On take off, bend standing leg knee and drive forward in a hop action to land on the same leg, balanced

3. Once landed, leap from the leg you are currently on, onto the other leg

4. From this landing, take off and land both feet together to complete the jump

5. Use the arms throughout the jump and drive forwards at all times

Same, Other, Together Hop, Skip, Jump

Extension- Cone competition- staying in pairs, children to perform their triple jump and place cone behind heel/body part closest to the line. Repeat and try to beat cone. Swap roles.

Plenary- What jumps have we explored today? How have they differed? Which did you prefer? Why? What have you/ your partner done well at today? Award and celebrate star of the day

Cones, hoops, hurdles, agility ladders, bibs, long jump card, triple jump card

advance different aspects of my running technique for different distances

I can describe a healthy lifestyle and explain the importance of this

Intro- review what we have done so far in athletics- what events have we looked at? Share that today we will look at running over longer distances and how we pace ourselves appropriately. We also be looking at what a healthy lifestyle is and why this is important. What would we expect a healthy lifestyle to look like? Unhealthy? What are the impacts of being unhealthy?

Warm up - Catch Me if You Can -Children work in pairs and stand 3m apart. They pass a ball between each other and on teachers whistle the person with the ball chases and tigs their partner without the ball

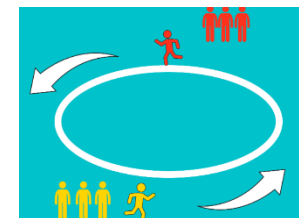
Gone in 60 seconds- The focus of this game is placed on pacing. Children run around inside the marked area with the aim of maintaining an even speed where they do not have to walk or stop. Children stop when they think they've been running for 60 seconds. The children who stop closest to 60 seconds are the winners. Once completed, repeat the activity challenging children to adjust their speed accordingly and set themselves targets to run for exactly 60 seconds.

Teaching points- consistent speed, try stay running for 60 seconds
 How do you feel now? What has happened to your HR? Temperature? Breathing?

Aussie running Set up 2 tracks going at once or 4 teams per track. Staying in their teams, bibbed up. One team starts one side of the track, one team other side. Teams running anti-clockwise. Front person in each team sets off and aims to catch the other team member who is running. If they tig them, they gain 5 points and game resets. If they don't, they join the back of their line once they get back to their team and the next person goes.

HA- start further away from the other group. Start on second whistle
 LA- start closer to the other group

Teaching points- run faster if about to get caught, use running technique, maintain speed, tactics of the team- who can run faster to catch the other team, run on inside of the track, overtake on outside of the track



Time your run- The aim of this game is to develop the ability to run for a continuous amount of time but also to increase children's awareness of race tactics. Pair children up and number them 1 and 2. Number 1s are to run around the track and number 2s observe. After each lap the child who is last has to drop out. The winner of the game is the last child left. The observers provide feedback to the runners and they then swap roles.

Cones, stopwatches, bibs,

		<p><u>Plenary</u>- What would happen if we kept practising our long distance running? What physical effect would this have? (run further, run faster, heart stronger, lower HR as heart stronger, fitter, bigger muscles, take longer to get out of breath) Why should we exercise? Why eat healthily?</p> <p>What are you proud of? What would you like to develop? Feedback to class regarding performance. Star of day awarded and celebrated</p>	
<p>I can advance my throws through analysing and continued practice</p> <p>I can coach my peers and take on different learning roles during different parts of the lesson</p>		<p><u>Intro</u>- review what we have done so far in athletics- what events have we looked at? What does it mean to pace yourself? Why do we need to do this? Share that today we will be looking at throwing and the javelin technique. What do you think we are trying to do with the javelin? What skills will we need to throw it as far as we can?</p> <p><u>Warm up</u>- group number- moving around in different ways. When number called out, they must get into that sized group as quickly as possible. Think about how can communicate when full group? When need more members?</p> <p><u>Javelin technique</u>- children to practise throwing the javelin from a standing position in pairs. Children to have a coaching card to help them coach their partner when it is not their turn to throw. Throwers throw when instructed. Wait for all to throw. Then when you say collect, throwers walk out to collect javelin and walk them back. Coach and thrower swap roles.</p> <p>Teaching points- Start with the javelin in throwing hand with arm straight</p> <ol style="list-style-type: none"> 2. Stand with feet apart. Non-throwing foot up to the throw line pointing in the direction you want the javelin to go. Throwing foot sideways and parallel to the throw line 3. Non-throwing hand can point towards target to help with direction and balance 4. Weight on throwing foot, with leg bent 5. Throwing arm swings through with your elbow high 6. Release the javelin pointing upwards and when the arm is straight, twisting the body so the chest and throwing foot are now facing the target and lean body weight forwards <p><u>Adding in a run up</u>- Demo the run up- side step action with back foot crossing the front foot. Children to practise just this movement in set area.</p> <p>Demo how you piece this together with then throwing the javelin. Emphasise importance on finding where they should start their run up to stop just before the throwing line. Remind them that it is a foul throw if they step over the line and they won't throw as far if they're far behind the throwing line.</p> <p>LA-no run up, foam javelin to throw instead of plastic javelin</p> <p><u>Cone challenge</u>- when children go to collect their javelin- place a cone to mark where their javelin landed. See if they can beat the cone and throw the javelin further to be able to move it further. Leave cone at the furthest point and only move it if they throw past that cone</p> <p><u>Measured throw</u>- do with plastic javelin not foam- whilst children are doing cone challenge- children to do a measured throw in a set area. Pull a pair at a time to do their measured throw. Note down the distance they throw using metre sticks laid out on the floor.</p>	<p>Plastic javelins , foam javelins , cones, bibs, 6xmetre sticks, coaching card</p>

		<p><u>Extension- team throw challenge-</u> mark out cones different distances from the throwing line to make scoring zones. Judge on the ability of the class. Area closest to the throw line- 5 points. Middle distance- 10 points. Next area- 15 points. Furthest area- 20 points. Beyond area- 25 points.</p> <p>Split class into 4 or 5 equal teams. One team member at a time throws the javelin- whichever area it lands in= that point. Thrower collects javelin. Next person in the team throws and so on. Repeat for set time or until team members have had set amount of turns. Feedback points to teams to share which team scored the most</p> <p><u>Plenary-</u> What have you enjoyed about today's lesson? What have you done well? How did you manage to improve your performance? What could we do next to make performance even better? Feedback to the class. Award stars of the day and celebrate</p>	
<p>I can finetune my baton technique</p> <p>I can refine my hurdle performance</p>		<p><u>Intro-</u> review what we have done so far in athletics. What events have we explored? What physical skills do we need for these? Share that today we will look at relay baton handover and hurdle technique.</p> <p><u>Warm up- Fire and Ice-</u> Appoint 3 children as your 'Ice' players, you can do this with a blue bib. The 'Ice' players job is simple, tag as many players as possible and freeze them. You also need to appoint 2 children as your 'Fire' players, they are both given a ball each, their 'Fireball'. 'Fire' players then look for players that have been frozen. They then need to throw their 'fireball' to the frozen player, who if catches the ball will thaw out and can return to the game.</p> <p style="text-align: center;">Extension- play if silence!</p> <p><u>Baton practise-</u> Children work in 4s. Recap passing the baton between each other. Number children 1-4. Each stand 10m apart all facing their end cone, first person starts at the starting cone. Aim: complete lap passing baton between members. Teaching Points: Face the way in which you are running. Outstretch arm. Start to run before receiving the baton Communicate</p> <p><u>Hurdles practise-</u> add in hurdles to the running track that ch. Have been practising on. Ch to now line up all behind the start cone and go one at a time down the track to the finish cone, over the hurdles. Demo correct technique and focus upon the teaching points.</p> <p style="text-align: center;">Teaching points - lead leg - Knee up high in front - Then, Kick gate open Teaching points - trail leg - Knee to the side, in karate kick pose. - Bring knee round in arc motion Tip: keep a smooth running action, not speeding up and slowing down to travel over hurdle</p> <p>Ext- ch can use stopwatches to time how quickly they can complete the hurdles track. Ensure they are timing their run to repeat same lead leg each time</p>	<p>Cones, batons, hurdles, stopwatches, bibs, tennis balls</p>

Track relay races- In groups of four. Children will be spaced out along a track. Children will move the baton with correct running and downsweep technique and pass the baton from person to person. The first team to get to the end wins. Tip: Mark the starting standing areas with different colour cones.

Extension- time teams running round and see if can increase their speed. Adjust positions of the race that they are in and see if this changes their times.

Teams can race against one another.

Plenary- what have you enjoyed about athletics? What do you feel you have done well at? What would you like to develop? Children shoutouts. Award and celebrate stars of the day

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