

## P.E- Lower Key Stage two - Athletics Yr3 and Yr4

<u>Pupils should be taught to:</u>	<b>How we do this in Y3</b>	<b>How we do this in Y4</b>	<u>Resources</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Continue to embed vocabulary already taught from KS1. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> <li>- Introduce new key vocabulary</li> <li>- Watch and describe specific actions of an effective running technique, and develop fluency and rhythm to their own running style</li> <li>- Develop spatial awareness by judging the height and approach to obstacles</li> <li>- Record performance</li> </ul>	<p>Continue to embed vocabulary already taught from previous years. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> <li>- Recap on key vocabulary used in year 3</li> <li>- Watch and describe the basic techniques which make for a good performance</li> <li>- Develop communication skills when working together as a team and discuss how improvements can be made to performance</li> </ul>	<p><b>Yr3</b> Ladders, bibs, cones, balls, javelin, cones, hurdles, hoops,</p> <p><b>Year 4</b> Javelin, bean bags</p>	<p><b>Vocabulary Yr3</b> Jump, change, high, feet, land safely, quick, slow, accelerate, decelerate, convoy, gears, throw, javelin, straight line, distance, sequences, spring, jog, target</p> <p><b>Vocabulary Yr4</b> Jump, throw, run, technique, distance, posture, running, accelerate, decelerate, speed, stride, balance, marker, specified point, control, sling throw, wind up technique, measure, control</p>	<p>Differentiation is not decided by who is SEND, WTS, EXS or GD in other areas, but through outcome, support and carefully selected equipment apparatus to extend/ challenge and support learners</p> <p>Differentiation for individuals may vary across sessions/ tasks and units of work.</p> <p>Teaching sequence:</p> <ul style="list-style-type: none"> <li>- Warm up</li> <li>- Review previous learning/ vocabulary</li> <li>- Clear modelling of new teaching</li> <li>- Pupil/ group activity</li> <li>- Review/ re model</li> <li>- Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points</li> <li>- Cool down</li> </ul> <p>Please note pupils should be active a minimum of 80% of the session</p>

	<p>and set individual targets to improve</p> <ul style="list-style-type: none"> <li>- Watch and describe how to perform specific aspects of the push &amp; pull throw</li> <li>- Develop the ability to throw for both distance and accuracy using a range of techniques</li> <li>- Watch, copy and describe good examples of jumping technique</li> <li>- Develop fluency and coordination in taking off and landing and use a variety of jumps in different games and activities</li> </ul> <p>CRM</p> <ul style="list-style-type: none"> <li>- he/she can use a push throw to throw a ball for distance/ discus or shot put.</li> </ul>	<ul style="list-style-type: none"> <li>- Choose different combinations of jumps for different games and activities, and develop the fluency and control of these combinations</li> <li>- Run at different speeds for short and long durations</li> <li>- Develop fluency and coordination in taking off and landing and use a variety of jumps in different games and activities</li> <li>- Develop the ability to throw for both distance and accuracy using a range of techniques</li> <li>- Record performance, discuss results and set individual and group targets to improve</li> </ul>			
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Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<p>Children will be given regular opportunities to review own work and that of others</p> <ul style="list-style-type: none"> <li>- Self/ peer assess</li> <li>- Evaluate performance and suggest improvements using key language</li> <li>- Build on sequence using advice given</li> <li>- Record performance and set individual targets to improve</li> <li>- Explain how performance has developed/ improved</li> <li>-</li> </ul>	<p>Children will be given regular opportunities to review own work and that of others</p> <ul style="list-style-type: none"> <li>- Self/ peer assess</li> <li>- Evaluate performance and suggest improvements using key language</li> <li>- Compare sequences and how ideas can be used to develop a sequence</li> <li>- Record performance and set individual targets to improve</li> <li>- Explain how performance has developed/ improved</li> <li>-</li> </ul>			