

Final Outcome: To take part in a range of athletics activities on sports day.

**Component 6: To learn how to use the push technique when throwing.**

**What we will know after this sequence:**

- Children will learn to use the push technique to throw as far as they can.
- They will use knees and feet to generate power for their throw and practise with a range of equipment.

**Vocabulary:** Push technique, distance, accuracy, shot put.

**How will this feed into my next learning:**

Pupils will be able to describe the push technique and use this knowledge when participating in athletics activities and competitions.

**SEND:** awareness of sensory sensitivities, opportunities to practise away from the class if needed.



**Component 4: To develop my ability to jump as high as I can.**

**What we will know after this sequence:**

- Children can choose appropriate tactics to jump as high as they can.
- They can describe the techniques used to jump high and can demonstrate these techniques consistently.

**Vocabulary:** High jump, vertical, tactics, scissor jumps, reach, power

**How will this feed into my next learning:**

Pupils will be able to explain jumping techniques and demonstrate these when participating in athletics activities and competitions.

**SEND:** awareness of sensory sensitivities, opportunities to practise separately from the class if needed.



**Component 5: To learn how to use the pull technique when throwing.**

**What we will know after this sequence:**

- Children will be able to describe and use the pull technique when throwing.
- They will use knees and feet to generate power for their throw
- They will practise with a range of equipment.

**Vocabulary:**

Distance, overarm, pull technique, accuracy, javelin

**How will this feed into my next learning:**

Pupils will be able to describe the pull technique and use this knowledge when participating in athletics activities and competitions.

**SEND:** awareness of sensory sensitivities, opportunities to practise away from the class if needed, use a range of equipment to support development of throwing skills.



**Component 3: To develop my ability to jump as far as I can.**

**What we will know after this sequence:**

- Children will develop their long jumping skills.
- They will perform a range of jumps using different methods of take off, showing controlled landings.

**Vocabulary:** Landing, power, take off, world record, long jump.

**How will this feed into my next learning:**

Pupils will use their knowledge of long jump technique when participating in athletics activities and competitions.

**SEND:** awareness of sensory sensitivities, opportunity to practise separately from the class if needed.



**Component 2: To develop my ability to run for a sustained period of time.**

**What we will know after this sequence:**

- Children improve their ability to run at an appropriate speed for given time periods.
- They will understand the difference between running for speed and running for sustained periods of time.
- Children can set an appropriate pace.

**Vocabulary:** Distance, time, pacing, sustained

**How will this feed into my next learning:**

Pupils will be able to explain how pacing varies with distance and time and use these skills when participating in athletics activities and competitions.

**SEND:** awareness of sensory sensitivities, start with shorter distances and time frames if they choose to.

**Component 1: To develop my ability to run at speed.**

**We should know:** That athletics consists of a variety of track and field activities, involving running, jumping and throwing.

**What we will know after this sequence:**

- Children will be able to improve their ability to run at speed.
- Children can demonstrate accurate sprinting technique, showing quick reactions.

**Vocabulary:** Sprint, reactions, technique, streamline, personal best

**How will this feed into my next learning:**

Pupils will use their knowledge of sprinting to adapt their speed and technique over varying distances.

**SEND:** Pre-teach unit vocabulary, awareness of sensory sensitivities, start with shorter distances if they choose to.

