

## Athletics Unit 2    End of Unit Assessment

Expectations	Key Learning Objectives	Children outside expectations
<p>some children will not have made so much progress. They will be able to:</p>	<p>demonstrate running, jumping and throwing skills in simple challenges; show some control when using a small range of basic running, jumping and throwing actions; cooperate when working in small groups to meet challenges; recognise different parts of a warm up and join in well; recognise when their body is warmer or cooler and when their heart beats faster or slower; recognise and describe different athletic techniques</p>	
<p>most children will be able to:</p>	<p>understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and sometimes using a short run-up; play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; compare and contrast performances using appropriate language</p>	
<p>some children will have progressed further. They will be able to:</p>	<p>demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and throwing actions and challenges; organise small groups safely, making sure that all members have roles to play; predict how different activities will affect their heart rate and temperature; explain why particular activities are used in a warm up and suggest other suitable activities; suggest how performances could be improved, using given criteria</p>	

Class:

Date:

Signed:

# Seamer and Irton CP School – Knowledge Organiser

## PE Topic: Athletics Unit 2

## Year 4

### Prior Knowledge – Athletics unit 1

#### **Pupils should have:**

- experienced running fast and running for sustained periods of time, *eg two to three minutes*
- taken part in simple tag relay races or shuttle relays
- thrown a range of objects using different actions, for distance and accuracy, *eg into a target*
- used different jumping actions, *eg hop, step, two feet to two feet*, singly and in combination

### Key knowledge I need to understand

In this unit children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.

#### **Pupils will:**

- understand and demonstrate the difference between sprinting and running for sustained periods;
- know and demonstrate a range of throwing techniques;
- throw with some accuracy and power into a target area;
- perform a range of jumps, showing consistent technique and sometimes using a short run-up;
- play different roles in small groups;
- relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;
- compare and contrast performances using appropriate language

As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.

### How I will show what I have learned

#### **Pupils can:**

JUMP: SIDE TO SIDE; BOTH FEET TOGETHER; ONE FOOT TO THE OTHER

USE OVER ARM AND UNDERARM THROWS TO THROW ITEMS IN A STRAIGHT LINE.

RUN 300M AND SPRINT UP TO 60M.

- ♣ use running, jumping, throwing and catching in isolation and in combination
- ♣ compare my performances with previous ones and demonstrate improvement to achieve my personal best.

### What's next?

This unit lays the foundations for athletic activities in years 5 and 6, in which children will develop their technical understanding across all areas of athletics. They will be introduced to the idea of training for a specific purpose, *eg carrying out sprinting activities to increase leg speed and muscle reaction time*. In jumping events, they will extend their run-up and will be encouraged to think about technique at take-off. In throwing events, they will extend the length of their run-up and be encouraged to think about the last stride in the run-up. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.

Other physical education units will help children to develop good running, jumping and throwing techniques through games-based activities. Safety procedures and the importance of stamina and strength will be reinforced throughout the physical education curriculum. Jumping activities and a range of travelling skills will be used in gymnastic activities and dance.

### What vocabulary I need to know

In this unit children will have an opportunity to use a range of words and phrases, such as:

sprint,

jog,

pace, *eg steady, fast, medium, slow,*

throwing action, *eg sling, push, pull,*

power,

stamina,

speed,

safety,

relay,

time,

measure,

record

### **Key resources: Scheme of Work**

### **Y4 Athletics Unit 2**

#### **Additional related experiences:**