

Y6 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>understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time; demonstrate a range of throwing actions using modified equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities; identify activities that need more power or more stamina; with guidance, take different roles, <i>eg recorder</i>; explain some of the similarities and differences between different throws or jumps</p>	
<p>most children will be able to:</p>	<p>choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show control at take-off in jumping activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria</p>	
<p>some children will have progressed further. They will be able to:</p>	<p>show good control, speed, strength and stamina when running, jumping and throwing; adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules; organise and judge events and challenges well; identify activities that help develop stamina or power and suggest how some can be used when warming up; pick out the important features of a performance; make good suggestions about what could be improved</p>	

Class:

Date:

Signed:

Seamer and Irton CP School – Knowledge Organiser

PE Topic: Athletics Unit 3

Year 5

Prior Knowledge – Athletics unit 2

Pupils should have:

- been timed in sprinting and longer distance running activities
- taken part in a range of relay events
- made up and measured a range of throwing and jumping events, and understood the need for safety procedures in these activities
- identified when their body is warm and ready for exercise, and how the intensity of activity affects the heart rate, temperature and breathing rate

Key knowledge I need to understand

In this unit children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.

Pupils will:

- choose the best pace for a running event, so that they can sustain their running and improve on a personal target;
- show control at take-off in jumping activities;
- show accuracy and good technique when throwing for distance;
- organise and manage an athletic event well;
- understand how stamina and power help people to perform well in different athletic activities;
- identify good athletic performance and explain why it is good, using agreed criteria

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:

- ♣ develop flexibility, strength, technique, control and balance
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

JUMP: ONE FOOT TO SAME FOOT TO TWO FEET (TRIPLE JUMP)

USE THE CORRECT ACTION TO THROW OBJECTS WITH A RUN UP.

CHANGE MY BODYSHAPE TO DECREASE AIR RESISTANCE WHEN RUNNING.

RUN LONGER DISTANCES (450m) KNOWING WHEN TO USE A SPRINT.

What's next?

This unit lays the foundations for future athletic activity units, in which children will develop their understanding of the links between being fit and performing well, and will find out more about how athletics activity can help to keep them healthy. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping for height and length. In other physical education units, games and gymnastic activities will reinforce the need for good running, throwing and jumping techniques. The need to learn and take a range of roles, *eg coach, umpire, recorder, judge*, will apply across the whole physical education curriculum.

What vocabulary I need to know

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

race,
run-up,
position of feet on last stride,
pacing,
stamina,
strength and speed = power,
suppleness,
safety and rules,
relay take-over area,
time,
measure,
record,
set targets

Key resources: Scheme of Work

Y5 Athletics unit 3

Additional related experiences: