

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 1 - Year A - Athletics

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.

POS aims from NC:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Prior Learning (what pupils already know and can do)

- To know how to run, jog, sprint, speed up and slow down.
- To know how to balance, stand on one leg, link running and jumping movements.
- To know how to move safely, confidently, to chase, dodge and invade.
- Know how to use a variety of equipment, resources, observe and copy what others have done.
- To be able to talk about what they are doing using appropriate vocabulary, listen and follow simple instructions and rules.

End Points (what pupils MUST know and remember)

Sprint and Long jump

- To know the rules and stages of a sprint race and be able to follow them
- To know the technique and posture required for a successful short distance run and know about acceleration and deceleration
- To know the rules and stages of a long jump and be able to follow them with some accuracy
- To know the correct posture and technique required for a successful long jump

Key Vocabulary

Sprint, jump, take-off, landing, drive, pump arms, acceleration, deceleration, flight, strength

Recommended Resources:

- Cones and lane markers
- Measuring tapes (for jump distance)
- Whistle or starter pistol sound (for race starts)
- Stopwatches
- Jumping mats or sandpit (for long jump practice)

Curriculum Connections:

Mathematics =

Measurement: Measuring jump distance and time

Comparisons: Comparing sprint times and jump lengths

Science =

The Human Body: Parts of the body used in sprinting and jumping

Health and Exercise: Understanding how activity strengthens the body (heart, lungs, and muscles)

PD =

Empathy and Resilience: Coping with challenge and celebrating effort

Sportsmanship: Encouraging others and staying positive

Career Opportunities:

- Track & Field Athlete

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- PE Teacher / Coach
- Athletics Official or Referee
- Sports Physiotherapist
- Sports Journalist (Olympics & Youth Games)
- Fitness Instructor or Personal Trainer
- Motivational Speaker (Resilience and Goal Setting)

☐ **Role Model: Jessica Ennis-Hill**

British Olympic heptathlon champion Jessica Ennis-Hill is a brilliant inspiration for young athletes. Known for her all-round athleticism, discipline, and sportsmanship, she embodies the values of resilience, joy of movement, and personal challenge—perfect for motivating KS1 children in athletics.

Session 1 – Sprint Starts and Speed Awareness

LO: To develop confidence and understanding of safety through sprint-based movement.

Objectives:

- To move safely and show changes in pace (walk, jog, sprint).
- To run with correct sprint technique in a straight line.
- To accelerate over short distances.
- To respond to “on your marks, get set, go!” cues.

Teaching Content:

- **Warm-up:** *Speed Zones* – Pupils move around marked areas at walk, jog, and sprint speeds.
- **Skill Practice:** Practise sprint starts using teacher’s voice commands. Emphasise posture and eye line.
- **Game Scenario:** *Lane Races* – Sprint races in small groups using acceleration and finish control.
- **Plenary:** Reflect on what helped pupils accelerate quickly and what made sprinting feel easier.

Vocabulary: Head up, acceleration, pump arms, speed, drive

Healthy Participation:

Discuss the importance of speed, stamina, and strength in sprinting. Show clip of Usain Bolt’s world record run.

Session 2 – Jumping for Distance and Height

LO: To perform jumping movements and a safe standing long jump.

Objectives:

- To use two-foot landings and identify the dominant take-off foot.
- To control landings and swing arms to increase jump distance.
- To stretch during flight and land with bent knees.

Teaching Content:

- **Warm-up:** *Jumping Shapes* – Pupils jump in place using different arm and leg positions.
- **Skill Practice:** Standing jumps from two feet, then add one-step run-ups. Focus on soft landings.
- **Game Scenario:** *Jump for Distance* – Marked lines to measure jump lengths, with pupils improving on their own scores.
- **Plenary:** What helped them jump further? Did the arms or run-up make a difference?

Vocabulary: Take off, landing, flight, strides, jump

Healthy Participation:

Discuss the benefits of warming up and cooling down for injury prevention and performance. Use Olympic long jump clips.

Session 3 – Sprint Finish and Race Experience

LO: To perform an effective sprint finish and show sportsmanship in races.

Objectives:

- To explore ways of moving in space.
- To use the correct sprinting technique and finish form.
- To respond to feedback and reflect on performance.
- To show respect and fairness in race situations.

Teaching Content:

- **Warm-up:** *Form Follows Function* – Marching with high knees and arm swings to practise movement control.
- **Skill Practice:** Short sprint runs with controlled “dip” finish and upright posture.
- **Game Scenario:** *Mini Sprint Races* – Pupils take part in 1v1 and small group sprints, celebrating all finishers.
- **Plenary:** What was the hardest part of racing? How did it feel to win or lose?

Vocabulary: Drive, high knees, pump arms, finish line, sportsmanship

Healthy Participation:

Discuss the role of sprinting in other sports (e.g. football). Show clips of fast athletes scoring goals.

Session 4 – Long Jump Technique

LO: To perform and observe a basic long jump technique using a short run-up.

Objectives:

- To link steps and jumps using a 4–6 stride run-up.
- To take off with the correct foot.
- To plant the foot and jump for distance.
- To make observations and give feedback to others.

Teaching Content:

- **Warm-up:** *Run-Jump Relay* – Pupils practise short, marked run-ups ending in a jump.
- **Skill Practice:** Practise full jump sequence: run, take-off, flight, and landing.
- **Game Scenario:** *Peer Jump Challenge* – Pupils take turns jumping and recording distances while giving feedback.
- **Plenary:** Who improved their distance and why? What feedback helped?

Vocabulary: Strides, take-off leg, flat foot, jump, feedback

Healthy Participation:

Discuss the health benefits of athletics and local clubs where pupils can continue (e.g. Victoria Park AC).

Session 5 – Resilience and Form in Sprinting

LO: To build resilience, demonstrate control, and focus on sprinting technique.

Objectives:

- To practise breathing techniques and improve control.
- To build acceleration and use “choppy” sprint form.
- To start from a crouched position and perform a dip finish.
- To show perseverance and focus on personal performance.

Teaching Content:

- **Warm-up:** *Breathing and Balance* – Focus on deep breathing and form while walking and jogging.
- **Skill Practice:** Sprint drills including start positions, arm drives, and controlled finishes.
- **Game Scenario:** *Solo Sprint Timed Runs* – Each pupil attempts personal best over 15m.
- **Plenary:** What helped you stay focused? How did you feel when improving?

Vocabulary: Resilience, drive, crouch start, focus, breathing

Healthy Participation:

Talk about hydration and recognising when your body needs water. Practise breathing together as a class.

Session 6 – Full Jump Sequence and Feedback

LO: To attempt the full long jump action and provide peer feedback.

Objectives:

- To complete the run-up, take-off, flight, and landing phases.
- To use the arms to help in jumping and take shorter last strides.
- To recognise and correct no-jumps.
- To measure and compare data.

Teaching Content:

- **Warm-up:** *Striding Step Practice* – Emphasise shortening the last step and planting the take-off foot.
- **Skill Practice:** Run-up and jump attempts with measuring and comparison.
- **Game Scenario:** *Jump-Off* – Pupils compete in groups, rotating through roles: jumper, measurer, recorder, observer.
- **Plenary:** Who improved? What did others do well that you could try?

Vocabulary: Flight, take-off, no-jump, measure, compare

Healthy Participation:

Review the role of cooling down to prevent muscle soreness and help recovery.

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Future learning this content supports:

This phase 1 Athletics unit lays essential foundations for phase 2 and phase 3 PE by developing control, coordination, and technique in running and jumping. It prepares pupils for high jump through take-off, flight, and landing practice; supports long-distance running through pacing, breathing, and endurance work; and builds the agility and rhythm needed for hurdles. These core skills also transfer to other sports such as football, rugby, and gymnastics where speed, power, and resilience are key.