

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 2 - Year A - Athletics

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

POS aims from NC:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

Use running, jumping, throwing, and catching in isolation and in combination.

Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)

Perform dances using a range of movement patterns.

Take part in outdoor and adventurous activity challenges both individually and within a team.

compare their performances with previous ones and demonstrate improvement to achieve their personal be.

Prior Learning (what pupils already know and can do)

- Experience running, jumping, and throwing in some type of athletic form.
- Use running, jumping, throwing, and catching in insolation and in combination.
- Used a variety of athletics equipment e.g., bats, balls, beanbags.
- To know how to catch, throw and send into target areas.
- Know how to move in different ways on their feet, throw a variety of objects and link running and jumping activities with some fluency.
- Know how to play competitive games and apply basic skills.
- Compare performance and know how to make improvements to achieve personal bests.

End Points (what pupils MUST know and remember)

Long distance pace running 800m, Long Jump, High Jump

- To know how to run over a long distance and how to use pace to maintain speed for the duration of the race.
- To know how to identify dominant take off leg, jump with one and two footed take offs and landings, to swing both arms to drive the jump further.
- To know how to use effective long and high jump techniques, ensuring they land with soft knees in a safe and controlled manner.
- To know how to measure jumps, record and compare data with other pupils.

Key Vocabulary

Pace, endurance, stride, take-off, landing, flight, explosive power, high jump, long jump, resilience

Recommended Resources:

- Cones or markers for running lanes and jump zones
- Measuring tapes for jump distances
- Stopwatch or timer
- Jump ropes or elastic bands (for high jump practice)

Curriculum Connections:

Mathematics =

Measurement: Measuring jump distances and timing laps

Number and Comparison: Ranking scores, identifying improvement

Science =

Body Function and Fitness: Parts of the body used during jumping and running

Healthy Living: How the body changes during exercise and rest

Career Opportunities:

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1. Professional Athlete (Track & Field)
2. PE Teacher or Coach
3. Athletics Official / Judge
4. Sports Performance Analyst
5. Sports Physiologist
6. Event Organiser (Junior Athletics Days)
7. Strength & Conditioning Coach
8. Sports Commentator / Broadcaster
9. Health and Fitness Advisor
10. Recreational Sports Coordinator

☐ **Athletics Role Model: Mutaz Barshim**

Mutaz Barshim, Olympic high jump champion, is known not only for his technical brilliance but also his sportsmanship and resilience—qualities pupils explore through high jump, perseverance, and self-assessment during this unit.

Session 1 – Middle Distance Running and Pacing

LO: To understand and perform a middle-distance running technique with appropriate pacing.

Objectives:

- Run over a long distance with a consistent stride and pace.
- Maintain speed across two laps (800m) using stamina and breathing control.
- Understand the importance of posture and arm movement in endurance running.

Teaching Content:

- **Warm-up:** *Jog & Freeze* – Pupils jog around marked lanes and freeze in various sprinting poses.
- **Skill Practice:** Run short laps practising posture, stride length, and consistent pace.
- **Game Scenario:** *800m Challenge* – Run 2 laps in small groups, focusing on finishing without stopping.
- **Plenary:** Reflect on what strategies helped them keep going. How did their body feel during the run?

Vocabulary: Endurance, pace, stride, stamina, posture, resilience

Healthy Participation:

Discuss how the body changes during long-distance running and why stamina is important for fitness.

Session 2 – Standing Long Jump Technique

LO: To develop an effective take-off and landing for the standing long jump.

Objectives:

- Identify the dominant take-off leg.
- Use one and two-footed take-offs and landings safely.
- Swing arms during take-off and stretch out during flight.
- Understand the concept of a “no-jump”.

Teaching Content:

- **Warm-up:** *Jump and Land Shapes* – Pupils practise two-footed and one-footed landings in place.
- **Skill Practice:** Standing jumps with marked distances; practise run-ups and arm drive.
- **Game Scenario:** *Jump Line Challenge* – Pupils attempt marked jumps and improve on their distance.
- **Plenary:** What made a jump successful? Why is a soft landing important?

Vocabulary: Take-off, flight, landing, dominant leg, drive

Healthy Participation:

Discuss how strength and flexibility support jumping and how we can improve these.

Session 3 – High Jump and the Scissors Technique

LO: To accurately replicate the scissors technique for a high jump.

Objectives:

- Use correct take-off leg and lead knee technique.
- Perform angled or curved run-ups to the bar.
- Land safely after clearing a rope or bar.
- Learn what makes a successful high jump take-off and landing.

Teaching Content:

- **Warm-up:** *Step-Ups and Knee Drives* – Focus on single-leg take-off and balance drills.
- **Skill Practice:** Scissors technique over a low rope using run-up cues and lead leg lifts.
- **Game Scenario:** *High Jump Stations* – Rotate through set-ups for straight and curved run-ups.
- **Plenary:** Discuss which part of the jump was hardest and how it can be improved.

Vocabulary: Scissors, lead leg, drive, angle, height

Healthy Participation:

Talk about why we warm up before jumping and how jumping benefits our heart and muscles.

Session 4 – Pacing and Peer Feedback

LO: To run consistently over time and give feedback to improve performance.

Objectives:

- Run non-stop for 2–5 minutes using a steady pace.
- Control breathing and use arms effectively.
- Recognise strong finishes and energy conservation.
- Give clear feedback to a partner on pace and form.

Teaching Content:

- **Warm-up:** *Pulse Raiser Circuits* – Light jogging with sprints at timed intervals.
- **Skill Practice:** Pupils practise steady runs and track their rhythm using partner support.
- **Game Scenario:** *Buddy Race Tracker* – In pairs, one runs while the other observes and times.
- **Plenary:** Share feedback. What helped you maintain your pace?

Vocabulary: Breathing, pace, cadence, energy, feedback

Healthy Participation:

Discuss how consistent exercise helps us maintain a healthy weight and strong heart.

Session 5 – Long Jump Refinement and Observation

LO: To demonstrate an explosive jump using correct long jump technique and peer feedback.

Objectives:

- Use a fast run-up and explosive jump from a marked take-off.
- Shorten the last stride and lower centre of gravity.
- Identify “no jumps” and give constructive feedback.
- Measure and record jump distance accurately.

Teaching Content:

- **Warm-up:** *Stride Change Drill* – Pupils change stride length approaching a marker.
- **Skill Practice:** Practise run-up, short final step, and jump.
- **Game Scenario:** *Jump and Judge* – Pupils record each other’s jumps and identify no-jumps.
- **Plenary:** What makes a great jump? How do we support our partner to improve?

Vocabulary: Explosive power, short stride, no jump, momentum, fault

Healthy Participation:

Discuss how the body reacts to effort and what happens if we don’t cool down properly.

Session 6 – High Jump Run-Up and Scissor Kick Refinement

LO: To perform an effective scissor kick using a curved approach for the high jump.

Objectives:

- Run a curved 7–11 step approach.
- Drive lead leg and complete the scissor technique.
- Time the take-off and maintain high posture.
- Compare run-up approaches and outcomes.

Teaching Content:

- **Warm-up:** *Curved Path Sprints* – Practice controlled curve runs on the ground.
- **Skill Practice:** Full scissor jumps with guided run-up and marker steps.
- **Game Scenario:** *Height Tracker* – Pupils attempt jumps over adjustable height ropes and record results.
- **Plenary:** What helped you get over the bar? What would you do differently next time?

Vocabulary: Curve, knee drive, lead leg, posture, timing

Healthy Participation:

Highlight the long-term benefits of athletics and signpost local athletics clubs for continued participation.

Future learning this content supports:

This phase 2 Athletics unit supports learning across other PE units by developing key physical and mental skills. Pupils improve **running technique, stamina, and spatial awareness**, which directly benefits

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invasion games like **rugby and football**. Jumping and landing skills enhance **gymnastics and dance**, where control, posture, and power are essential. The focus on **resilience, pacing, and self-improvement** builds confidence and discipline, helping pupils approach all physical activities with a growth mind set.