

<b>Topic: Athletics Year 10</b>		<b>Duration: 6 x 1 hour</b>	<b>Composite:</b>
<b>Key vocabulary:</b>	<b>Core knowledge Components</b>	<b>Powerful knowledge components crucial to commit to long term memory</b>	<b>Links to previous and future topics</b>
Consistency Fluency Effectiveness Precision mechanics	<p><b>Long Jump</b>            To be able to perform a Long Jump from a 15-17 stride run-up using the hitch kick technique.            To know and understand how to perform this technique.            To understand and know the rules regarding take-off and landing in Long Jump and Competitions (<i>e.g. Foul jumps</i>)            To be able to critically evaluate, analyse and judge the quality and effectiveness of their jumping performances            To analyse how mental and physical capacity affects a persons jumping performance            To be able to improve the range, difficulty and quality of their jumping techniques            To be able to develop the consistency with which they jump and perform skills with precision, control and fluency.</p> <p><b>Triple Jump</b>            To understand the importance of a long final stride and know that this can be used to lead to a longer jump.            To be able to perform the triple jump using an extended run up and leg shoot and use this technique to improve on a previous personal best.</p> <p><b>Shot putt</b>            To understand how to, and be able to perform the Glide and Rotary techniques of the Shot Put.            To understand and know how to perform these methods; their differences; and their benefits.            To understand and know the rules and regulations regarding throwing the Shot put in competitions (<i>e.g. moving out of the circle after throwing</i>)            To further improve their knowledge and understanding of the principles of flight            To understand how resistance, tension, body weight exercises or weight training can be used to develop the shot put.            To be able to critically evaluate how well the putt been achieved and to find ways to improve it.            To be able to improve the range, difficulty and quality of their throwing techniques            To be able to develop the consistency with which they throw and perform skills with precision, control and fluency.</p>	<ul style="list-style-type: none"> <li>- Hit the board with power</li> <li>- Take off with one foot and drive upwards</li> <li>- Opposite arm raise with opposite leg</li> <li>- Look forward and slightly up after take off occurs</li> <li>- Head up at take off</li> <li>- Arms must come up and over to allow flight</li> <li>- Whilst in air, the legs must hitch to allow more distance to take place</li> <li>- Reach forward within flight to create forward momentum and especially as you land</li> <li>- Arms must come up to head on all 3 phases with knees and body driving upwards at all times</li> <li>- No stopping between phases</li> <li>- Push off and up with power</li> <li>- Knees bent on landing and throughout all the phases.</li> <li>- Use arms for balance within phases</li> <li>- Look forwards</li> <li>- Try to create forward momentum within final flight</li> <li>- Must try to glide through air using arms and hitch kick</li> <li>- Reach forwards on landing</li> <li>- Start with back to throwing area in chin, knee, toe position in low starting position with dominant knee bent</li> <li>- Non dominant leg straight and back</li> <li>- Rest shot in finger tips and slightly in neck</li> <li>- Rest on toes slightly of dominant foot</li> <li>- Hop and glide backwards</li> <li>- Rotate body ½ turn quickly and powerfully</li> <li>- Shot putted from neck</li> <li>- Body moves from low position into high</li> <li>- Release putt at highest point as arms propel shot out and up</li> </ul>	HRE various components of fitness used for the different events. <ul style="list-style-type: none"> <li>- Endurance</li> <li>- Speed</li> <li>- Strength</li> <li>- Coordination</li> <li>- Agility</li> </ul>

	<p><b>Discus</b></p> <p>To be able to perform the Discus from a 1 and 1.½ rotations.          To know and understand how to perform the Discus from the different types of rotations.          To understand and know the benefits of rotation, and why it is used.  <b>To understand and know the rules and regulations regarding throwing the Discus in competitions.</b></p> <p>To understand how strength and agility circuits training can be used to develop the Discus</p> <p>To be able to improve the range, difficulty and quality of their throwing techniques          To be able to develop the consistency with which they throw and perform skills with precision, control and fluency.</p> <p><b>Sprints</b></p> <p>To understand and know the different types of systems used in the events.          To be able to perform the sprints, knowing, understanding and performing the different types of starts used.          To understand and know the mechanics of sprinting          To understand how sprint and resistance training can be used to develop the sprints and techniques          To use their knowledge and understanding to enable them to respond effectively and imaginatively to changing circumstances as they arise during a performance whilst sprinting</p> <p><b>Athletics Distance</b></p> <p>To clearly understand the different types of systems used in distance and sprint events.          To be able to perform the distance runs          To understand and know the mechanics of runs          To understand and know the tactics used in these events          To understand how fartlek training or the Cooper’s run can be used to develop the sprints and the techniques          To show accurate replication of actions, phrases and sequences whilst competing over a distance          To be able to critically evaluate, analyse and judge the quality and effectiveness of performances          To select and use the correct tactics, strategies and ideas when performing the long distance races          To be able to develop the consistency with which they use and perform skills with precision, control and fluency.</p>	<p>- Finish rotating with feet behind line / circle</p> <p>Use a 11/2 rotation          Start from a low position          Roll off index finger last          Arm straight on rotation.          Bend knees          Spring up and throw at same time          Hand above discus          Feet shoulder width apart          Twist hips for extra power          Pull arm from behind body          Bend knees  <i>‘Chin, knee, toe and away you go’</i>          Arm extend up and out          Release with a 45 degree angle of release          Body should move low to high follow through with arm around body</p> <p>- Drive up and off from starting positions          - Use force from start to gain momentum          - Pump arms and legs          - Breathe          - Keep head still          - Look forward at all times          - Keep within lanes          - Run through line          - Do not pull up short          - Keep upright after finish</p> <p>- Keep looking forward          - Keep arms pumping          - Take deep breaths</p>	
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Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
<ul style="list-style-type: none"> <li>• Reading cue cards and resources.</li> <li>• Reading learning objective and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching using powerful knowledge and observation skills.</li> <li>• Feedback to peers.</li> <li>• Communication within performance eg. Signal and shout when free.</li> <li>• Answering questions of peers, TA and Teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Any use of resource card being filled in.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Repeatedly trying to perfect skill and obtain mastery level.</li> <li>• Losing small sided games, being grouped based on ability.</li> <li>• Trying, failing and repeating.</li> </ul>	<ul style="list-style-type: none"> <li>- Showing effective tea work, co-operation and leadership.</li> <li>-Working towards cohesive and collective goals.</li> <li>-Managing groups of people and working effectively.</li> <li>-Listening to instructions and acting upon them.</li> <li>-Working independently when requires.</li> </ul>
<b>Communication and Interaction</b> <b>Cognition and Learning</b> <b>SEMH</b> <b>Physical/Sensory</b>		<ul style="list-style-type: none"> <li>- Quantity of instructions given at once.</li> <li>- Language given in explanations.</li> <li>- Demonstrations given at all times.</li> <li>- Positive discrimination towards those than need it.</li> <li>- Sensitively placing groups together.</li> <li>-Adjusting language and speed of explanation when needed.</li> </ul>		