



Edward Peake C of E VC Middle School

PE Department Medium Term Plan

Subject: PE	Unit: R.J.T.	Term/Duration: Summer term 1	Year Group: 5
Prior Learning: During PE lessons at lower school pupils should have: <ul style="list-style-type: none"> ➤ mastered 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 ➤ Worked in small teams in a variety of roles. ➤ Used and kept basic rules for games activities. 		Key Vocabulary: Sprint, Relay, accelerate, take off, landing, aim, release, follow through	
By the end of this unit pupils will have completed the ESAA Primary Awards Scheme (Triathlon, Quadrathlon, Pentathlon)			
<i>most pupils will be able to:</i> Running - Sprint straight down the line of obstacles, use a consistent stride pattern, run steadily for 3 minutes. Demonstrate good take off during the long jump and demonstrates rhythm, balance and control when jumping. When throwing pupils use rotation through their waist to improve force and demonstrate dynamic releases when performing different throwing actions.			
<i>some children will not have made so much progress. They will be able to:</i> Accelerate quickly from a variety of static positions, runs rhythmically over obstacles. Can demonstrate basic hop, step and jump sequence from stationary position and can perform a variety of throws.			
<i>some children will have progressed further. They will be able to:</i> Maintain good running technique when striding over obstacles and have an active arm action to aid running speed. They can jog/ run steadily for 5 minutes. When jumping, they can maintain every jump pattern required and can achieve good distance and efficiency when jumping. When throwing, pupils have correct grip, action, release and follow through in a variety of throwing events.			
Please note that work cards are in the RJT teaching primary athletics ring bound book in the PE office. Please photocopy and return after use to ensure everyone has access to it.			



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PE Department Medium Term Plan

	Learning Objectives	Content	Assessment	Resources	Teaching Points
1	<p>75m Sprint - running for speed</p> <p>Demonstrate quick reactions and rapid acceleration from a variety of static positions.</p>	<p>Warm - Up - Chase the tail</p> <ol style="list-style-type: none"> 1. Give each pupil a tag band 2. Place the spares bucket in the centre of the game area. 3. Explain the aim of the game: try to catch the tail of your opponent whilst not losing your own. 4. Pupils catch a tail and fix it to their band, wearing a maximum of 2. If they get a 3rd it must be put into the spares bucket in the centre. 5. Anyone without a tail can collect 1 from the bucket whenever needed. 6. Final 2 mins, allow them to collect as many bands as they can on their belts from their opponents. <p>Skill - Quick Start -</p> <ol style="list-style-type: none"> 1. Divide class into 5 groups. Each group need an IPAD and 2 cones. 2. Pupils should set the cones 20m apart and take it in turns to be timekeeper/starter. 3. Explain: pupils will start from a variety of positions and compare times to investigate which is the quickest a) sitting b) lying down c) kneeling d) standing 	<p>Peer assessment - timings and feedback.</p> <p>Self assessment against ESA criteria.</p> <p>Teacher summative assessment recording race times.</p>	<p>Belts and tag buckets (put away perfectly please)</p> <p>5 IPADS</p> <p>Class list</p> <p>Cones</p>	<p>Chase Tail -</p> <p>Ready active position when starting</p> <p>Push off (down and back) with feet when accelerating</p> <p>Change speed rapidly to avoid losing your tail</p> <p>Lean whole body the way you want to go</p> <p>push with the opposite leg, e.g left leg to pivot right.</p> <p>Quick start -</p> <p>Ready active start - staggered feet, lowered centre of gravity, forward body lean</p> <p>Use body lean to improve/lower centre of gravity for rapid acceleration from standing</p> <p>Powerful strides, knees forwards and feet back like pistons.</p>



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PE Department Medium Term Plan

		<p>4. The starter must use the commands a) 'on your marks'-get into position b) 'set' - prepare and focus c) 'go'</p> <p>5. When everyone has had a turn at all the starts, discuss which was best for them and why.</p> <p>Competition - 75m Sprint Race</p> <ol style="list-style-type: none"> Show pupils the Primary Awards Scheme and tell them the scores they should aim for to get a bronze, silver, gold etc. Organise pupils ready for their races. Teacher must time events and record scores onto class list to ensure accuracy. <p>Cool down and stretch.</p>			
2	<p>Long Jump - Jumping for distance Be able to jump for distance from one foot to two feet.</p>	<p>Warm - Up - Get into Gear</p> <ol style="list-style-type: none"> Mark out a large playing area with four cones. Discuss the concept of gears and decide what number relates to which type of movement, e.g. gear 1 - walking, gear 2 - jogging, gear 3 - striding, gear 4- sprinting Pupils spread out in the square and move at the correct pace when each gear number is called out, trying to change pace smoothly between gears <p>Skill - How far now?</p> <ol style="list-style-type: none"> Split pupils into pairs of similar jumping ability 		<p>cones metre rules/tape measures rake flags/markers class list</p>	<p>Get into Gear - Run in a tall position Change pace smoothly by using your arm to control the speed of your legs Lean your body in the direction you wish to travel to accelerate Lean your body in the opposite direction if you wish to decelerate.</p> <p>How far know? Jump for distance and height when you take off Extend the take off leg quickly and drive the front knee up high and hold it there before you land</p>



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PE Department Medium Term Plan

	<ol style="list-style-type: none">Place 2 cones as a take off line, if indoors each pair will need a mat 1-2m in front of this line, otherwise the grass is fine if dry outdoors.Practice 1 foot take off and 2 foot landing, start with a 1, then 3, then 5 stride run upTake off at the line and jump on the mat/grass. Partner places a cone at their back heel to mark their landing.Take turns to improve the distance jumpedAfter every improved jump, use a metre rule to measure your score <p>Competition - Long Jump</p> <ol style="list-style-type: none">Ensure the pits are raked and safe to use.Place flags to mark out a 1m take off zone from the front of the pit, place a metre rule by the side of the trackLay out the tape measure at the side of the pitJumps are measured from pupils takeoff point in the 1m zone at KS2Pupils take it in turns to have a 5,7 or 9 stride run up and measure their jumpsEnsure scores are recorded.			<p>Make sure you land on 2 feet Demonstrate control and balance on landing- feet shoulder width apart, centre of gravity over base Soft knees and flat footed action on landing</p>
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<p>3</p>	<p>300m – Changing Speed</p> <p>Demonstrate the ability to change speed when running for speed and distance</p>	<p>Warm-Up - Rock, Paper, scissors</p> <ol style="list-style-type: none"> 1. Use the infield of the track as your working space 2. Divide group into pairs of similar ability. Stand back to back and take 10 strides, place down a cone and return to centre. 3. Pupils stand together half -way between the cones and play rock paper scissors 4. The loser runs to their cone and the winner chases them and tries to tag them before they reach the cone <p>Skill - Getting Faster</p> <ol style="list-style-type: none"> 1. Organise pupils into teams of 4-5 and sit them in a lane of the track. 2. Set out cones every 10m to create 4 zones 3. Explain that each zone represents a different speed of movement. 4. Set pupils off in teams. Pupils watch each other to observe the technique as they travel through each zone and then provide feedback. <p>Competition - 300m race</p> <ol style="list-style-type: none"> 1. Show pupils the Primary Awards Scheme and tell them the scores they should aim for to get a bronze, silver, gold etc. 2. Organise pupils ready for their races. 3. Teacher must time events and record scores onto class list to ensure accuracy. 		<p>cones track</p>	<p>Rock Paper Scissors - Keep on balls of the feet Respond rapidly to variable stimulus Lean in the direction they wish to move while pushing down and back with their feet in the opposite direction Keep the body low, driving the arms backwards</p> <p>Getting Faster - Uses body lean and centre of gravity to assist start and accelerate quickly. Drive the arms back with relaxed 'sockets to pocket' arm action Drive your knees up and forwards. The knee should lift higher the faster the running movement.</p>
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PE Department Medium Term Plan

4	<p>Ball throw (pull throw) - Throwing for distance</p> <p>Demonstrate power and accuracy when throwing for distance.</p>	<p>Warm - Up - Flying Sponges</p> <ol style="list-style-type: none">1. Divide pupils into 2 teams.2. Position one team on the upper playground and the other on the lower playground.3. Explain that each team is trying to get as many balls as possible onto the other half of the playground.4. Give each pupil a sponge ball (count them out, every pupil must return a ball at the end)5. Pupils can only have possession of 1 ball at a time6. They must throw the balls onto the opposition half, any other action will incur a penalty of 5 balls being placed in their half7. The winning team has the LEAST sponge balls in their half <p>Main - Step back</p> <ol style="list-style-type: none">1. Split pupils into pairs of equal throwing ability2. Pupils stand opposite each other approx 10m apart3. Pupils throw with a 1 handed pull throw to their partner4. Each time the throw reaches their partner they take a step back5. Pupils provide feedback to their partner on throwing action <p>Competition - Ball Throw</p> <ol style="list-style-type: none">1. Set up throwing line and waiting line on the grids			
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PE Department Medium Term Plan

		<ol style="list-style-type: none">2. Split pupils into 4 throwing lines3. Call pupils name or number and measure their throw4. Call out their score to the designated match official (scorer)5. Wait until all 4 pupils have thrown to collect their ball6. Give pupils additional throws if there is enough time.			
5	Endurance - 600m L.O. - Sustain running at a consistent pace.	<p>Warm - Up - Conversation lap</p> <ol style="list-style-type: none">1. Pupils pair up with friends2. They begin a conversation and set off on their lap of the track3. Each time the conversation changes topic, they must change actions e.g. jog, walk, high knees, skip, forward roll, cartwheel. <p>Main- What's my pace?</p> <ol style="list-style-type: none">1. Divide the class into teams of 4.2. Each pupils in their group will need a different colour beanbag.3. Discuss relaxed running and pace judgement.4. On the command 'go', pupil one runs forward holding a beanbag. On the whistle (blown after 5 seconds) the pupil drops the beanbag and returns to the start.5. Reinforce that this is not a race6. Repeat for the other 3 runners.7. Once all the members of the team have run, pupil 1 runs again. Explain the aim			



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PE Department Medium Term Plan

		<p>of the activity is to run and reach the beanbag at exactly 5 seconds and not to arrive too early or late.</p> <p>8. Repeat several times for all runners then begin to increase the intervals to 20,30 or even 40 seconds.</p> <p>Competition - 600m</p> <ol style="list-style-type: none"> 1. Show pupils the Primary Awards Scheme and tell them the scores they should aim for to get a bronze, silver, gold etc. 2. Organise pupils ready for their races. 3. Teacher must time events and record scores onto class list to ensure accuracy. 			
6	Combination Jumps - Triple Jump	<p>Warm - Up - Numbers</p> <ol style="list-style-type: none"> 1. Pupils jog around the grids individually 2. Teacher calls a number and pupils must get into a group accordingly 3. The last group to be formed/incorrect groups must perform silly forfeits of your choice <p>Main 1 - How Few Hops -</p> <ol style="list-style-type: none"> 1. Mark a clear start and finish line using cones 6 metres apart. 2. Spread the pupils out along the line 3. Pupils hop from the start to the finish and count how many hops they take 4. Repeat with the other leg 5. Practise a few times trying to reduce the number of hops taken to cover the same distance 			



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PE Department Medium Term Plan

	<p>6. Discuss teaching points - using arms for balance, bounce the foot off the ground, drive the knee forward</p> <p>Main 2 - Standing Triple Jump</p> <ol style="list-style-type: none">1. Revise the hop, step, jump movement pattern with the whole class2. Give groups 3 coloured spots or hoops/cones. Place these an equal distance apart.3. Pupils perform the the following jump sequence, taking off from one foot: same, other, both4. As pupils practise and improve, encourage them to move the spots further apart, maintaining the equal distance between them. <p>Competition - Standing Triple Jump</p> <ol style="list-style-type: none">1. Measure their jumps.			
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PE Department Medium Term Plan

7	<p>Jumping for distance - long jump</p> <p>L.O - Demonstrate balance and power whilst jumping from 1 foot to 2 feet.</p>	<p>Warm - Up - Shark Tag</p> <ol style="list-style-type: none">1. Use 2 grids to make a 10x20m rectangle.2. Cone 'islands' near each corner and a small island in the centre of the playing area.3. Divide pupils into sharks and sailors.4. When sailors hear abandon ship, they run to an island without getting tagged by a shark. A tagged sailor becomes a shark.5. Keep going until you have 1 boy and 1 girls remaining to award credits to. <p>Long Jump Technique -</p> <ol style="list-style-type: none">1. Rake the pits and ensure they are safe to use (its a good idea to do this prior to the lesson or during the warm up to save time)2. Set up 4 cones 1m away from the side of the pit. Use both pits3. Pupils queue behind the cone and begin by performing a 1 step jump.4. Pupils discover which of their feet is their take off foot.5. They then progress to a 3, then 5 step run up.6. Pupils must land their jump in the pit.7. Immediately stop using the pits in a landscape fashion if pupils are clearing and landing on the grass.			<p>Pupils must take off on 1 foot and land on 2 feet. They need to perform a 'gather' action with their arms to improve theri momentum and power as they take off. They must then 'cushion' their landing by bending their knees. They need to keep their balance and body weight forwards when landing.</p>
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		<p>Competition - Measured Long Jump</p> <ol style="list-style-type: none">1. Set up a run-up line (in line with the triple jump board).2. Use a pupil to check where the take off foot is planted.3. Measure pupils jumps and record scores.			
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