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| **Lesson** | **Lesson Intention** | **HWB** | **Capacity focus** | **Numeracy** | **Literacy** | **ICT** | **Citizenship** | **Benchmarks** | **Success Criteria** |
| **1** | **100m Event**  Discuss importance of speed to this event. Introduce technique and importance of speed, balls of feet, high knees, arms pumping, shoulders square.  Staggered starts- catch up with partner by set marker. | I can analyse and discuss elements of my own and others work, recognising strengths of group members and identifying where improvements can be made (HWB 3-24a) | Confident individuals - developing confidence within the skill | Recall scores from appropriate fitness test and compare score to national averages. | Discussing sprinting technique  Feedback from scores and teacher. | Use of stopwatches and picture criteria sheets for correct technique. | Recall correct procedures for setting up fitness test.  Working with partner to improve their performance. | **Determination and Resilience**    **Initiates and adopts coping strategies in response to the outcomes of competition, for example self-talk**    Understands and demonstrates the positive link between effort, perseverance, and personal achievement.    Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance. | **I Can…**  >Push myself to achieve targets/goals.  >Set myself achievable targets/goals.  >persevere and continue to try my best even when I find tasks difficult. |
| **2** | **100m Event**  Recap technique and focus on speed.  Time and record scores for 100m sprint event. | I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness (HWB 3-22a) | Effective contributors – listening and following procedures | Time race and record scores correctly using correct units of measurement.  Pupils will use the correct unit of time when providing peers with scores. | Discuss with peers what they can do to improve on their technique. | Use of video clips to observe athletes technique | Opportunity to assist in recording scores for their classmates and timing classmates races. | **Stamina**    Takes responsibility for sustaining moderate to vigorous physical activity that provides challenge.    Measures heart rate, pays attention to breathing rate and ability to talk in order to monitor body’s reaction to physical activity.    Demonstrates and explains why some cultural and social factors influence participation in physical activity.    Creates, implements and monitors personal goals for sustaining moderate to vigorous physical activity that leads to improvement.    Demonstrates stamina in physical activity to support successful performance. | >measure my heartrate to find my training zone.  >Sustain a quick and steady pace when running middle/long distances. |
| **3** | **200m Event**  Discuss importance of speed to this event. Introduce technique and importance of speed, balls of feet, high knees, arms pumping, shoulders square.  Time event, try to increase speed over 200m distance. | I can analyse and discuss elements of my own and others work, recognising strengths of group members and identifying where improvements can be made (HWB 3-24a) | Confident individuals - developing confidence within the skill | Time partners race and record scores correctly using correct units of measurement. | Share information related to speed and peers performance. | Use of peer assessment sheets for running technique. | Contributing to others in class development by proving feedback on performance. | **Sequential Thinking**    Plans, performs and reviews a series of actions to address movement challenges e.g. triple jump. | >understand and perform the techniques of the high jump. |
| **4** | **200m Event**  Recap technique and focus on speed.  Time and record scores for 200m sprint event. | I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness (HWB 3-22a) | Effective contributors – contribute to class discussions | Recall times from previous lesson and attempt to get a better score.  Calculate improvements. | Clarify points related to technique by asking questions. | Flip cams to record running technique. | Opportunity to use equipment that will assist in others learning. | **Coordination and Fluency**    Performs a fluent sequence of movements with confidence.    Demonstrates efficient movement that leads to successful outcomes.    Evaluates the key elements of movement that leads to a quality performance. | >understand and perform the techniques of the high jump. |
| **5** | **400 m Event**  Introduce technique of effective running.  Focus on appropriate speed and pacing. | I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities (HWB 3-25a) | Effective contributors – contribute to class discussions | Measure distance covered in timescale and estimate distance that can be covered in 800m race. | Discussing middle distance running technique | N/A | Opportunity to help others throughout by contributing to class discussions. |  |  |
| **6** | **400m Event**  Recap pacing and procedures for event.  Time pupils and record scores. | I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness (HWB 3-22a) | Confident individuals – develop individual performance | Attempting to beat personal best from previous lesson.  Comparing scores. | Communicate clearly and confidently when providing peers with feedback and scores. | N/A | Opportunity to assist in recording scores for their classmates and timing classmates races. |  |  |
| **7** | **800m Event**  Introduce technique- gather and maintain own pace, relaxed running action, steady breathing, energy for faster finish, awareness of others.  Pacing practice- fast walk, slow jog, pick up faster pace and faster. Complete reps to build endurance. | Develop levels of fitness and understanding of fitness testing procedures (HWB 3-22a) | Confident individuals - developing confidence within the skill | Understand the link between time, speed and distance travelled. | Ask questions related to technique and procedures for event. | Use of video clips to observe running style and pace of 800m athletes. | Chance to provide others with motivation and encourage all to do their best. |  |  |
| **8** | **800m Event**  Recap technique and procedures.  Time event and record scores. | I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities (HWB 3-25a) | Effective contributors – contribute to class discussions | Understand the link between time, speed and distance travelled.  Pupils will use correct unit of time when providing others with scores. | Ask questions related to technique and procedures for event. | N/A | Opportunity to assist in recording scores for their classmates and timing classmates races. |  |  |
| **9** | **Relay Event**  Introduce echnique of baton change: **R-L-R-L.** Downward swing into open hand, pass and collect **on the move**. Stay in own lane.  Chain passing- jogging around track in 4’s pass  4 staggered over a short distance, keeping in correct lane, pass baton- slow jog at first then gradually getting faster. **Q.** Who should run which leg? | Analyse and evaluate personal performance and peer performance (HWB 3-24a)  Understand and undertake a variety of roles and responsibilities (HWB 3-23a) | Confident individuals - developing confidence within the skill  Effective contributors – working together as part of a team | Measuring distance.  Comparing scores.  Personal bests. | Be able to communicate clearly and effectively in a team. | Use of flip cams to observe groups baton change technique. | Working as part of a team. Recognising others strengths and areas for development and using that to get the best from the team. |  |  |
| **10** | **Relay Event**  Recap technique and procedures of event.  Time event and record scores. | Understand how to work effectively with a partner or a group (HWB 3-23a) | Successful learners – demonstrate improvements to performance | Attempt to beat personal bests using stopwatches.  Carry out calculations when comparing scores | Be able to communicate clearly and effectively in a team. | N/A | Working in groups to evaluate and give feedback to develop and support learning. |  |  |
| **11** | **Long Jump**  Introduce technique: Run up, take off, weight transfer, shape in air, landing.  **Q** How can you jump further? What can you do with your arms ? How should you land ? | I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness (HWB 3-22a) | Confident individuals – appreciate individual efforts and improvements | Understanding measuring length jumped and units related to this. | Discuss scissor kick and fosbury flop technique.  Share experiences and difficulties of the technique. | Peer assessment cards with success criteria. | Working in pairs or groups to evaluate and give feedback to develop and support learning. |  |  |
| **12** | **Long Jump**  Recap technique and procedures for event.  Measure jumps and record scores. | Understand and undertake a variety of roles and responsibilities (HWB 3-23a) | Confident individuals – appreciate individual efforts and improvements | Pupils recording scores.  Attempting to beat personal bests and comparing results. | Pupils contribute to group discussions. | N/A | Opportunity to take responsibility of raking, measuring and checking for legal take off. |  |  |
| **13** | **High Jump**  Introduce technique:  Take off foot, weight transfer, use of arms, legs and body to gain height.  Scissor kick- fosbury flop (Gradual build up).  Curved run up, outside foot take off | I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness (HWB 3-22a | Confident individuals – develop individual performance | Understanding measuring length jumped and units related to this. | Spell new words related to activity. | Use of flip cams to video performance and adjust technique. | Opportunity to take responsibility for adjusting elastic bar/ real bar and safety mat adjustment. |  |  |
| **14** | **High Jump**  Recap technique and procedures for event.  Measure jumps and record scores. | Engage in physical challenging experiences (HWB 3-22a) | Effective contributors – contribute to class discussions | Pupils recording scores.  Attempting to beat personal bests and comparing results. | Communicate clearly with peers when providing feedback | Use of flip cams to video performance and adjust technique. | Working to record scores for others in group. |  |  |
| **15** | **Shot Putt**  Safety procedures- direction of throw, collection of throw, handling of shot.  Introduce technique: The push action- weight transfer- release point.  Use of tennis balls, cricket balls to get correct action.  Throw from behind the line. Standing throw- shuffle step. And focus on neck rule. | I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness (HWB 3-22a)  Engage in physical challenging experiences (HWB 3-22a) | Effective contributors – listening and following safety procedures | Understanding measuring length thrown. Provide peers with correct measurement using correct units. | Communicate in front of the class when asked questions by teacher. | Use of flip cams to video performance and adjust technique | Using equipment safely and taking responsibility for own and others safety. |  |  |
| **16** | **Shot Putt**  Recap technique, safety and event procedures.  Perform, measure and record scores. | Apply skills with accuracy and control (HWB 3-21a) | Effective contributors – listening and following safety procedures | Pupils measure distance.  Attempting to beat personal bests and comparing results. | Listen carefully to correct technique and safety procedures. | N/A | Using equipment safely and taking responsibility for own and others safety. |  |  |