

# Foundation Subject Medium Term Planning

<b>Subject:</b> PE	<b>Concept/Theme:</b> Running, Cross Country & Hurdle Races	<b>Year Group:</b> Year 5	<b>Term:</b> Summer 1
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<b>Vocabulary &amp; Glossary:</b>		<b>End of Unit Milestones:</b> <ul style="list-style-type: none"> <li>• I know when to change my pace to allow me to run for longer.</li> <li>• I know how to encourage others to complete a short course.</li> <li>• I can chase others using a faster pace.</li> <li>• I can complete a long-distance course showing I can hold a pace.</li> <li>• I can create and maintain a personal best on different courses</li> <li>• I can complete a long-distance course using the Fartlek technique.</li> <li>• I can complete a mile run showing I can change pace.</li> <li>• I can run over an obstacle using a longer stride.</li> <li>• I can change my step sequence to adapt to the type of hurdle I am running over.</li> <li>• I can combine pace, coordination and speed when running over a hurdle.</li> <li>• I can pass a relay baton using an up-sweep, down sweep and push pass.</li> </ul>
<b>personal record</b>	A time or amount that you always aim to improve.	
<b>hurdle</b>	A small frame that you jump over.	
<b>stance</b>	The way you stand.	
<b>peak</b>	Your maximum effort to give.	
<b>gait</b>	The way you run.	
<b>running style</b>	How you run.	
<b>jog</b>	A type of slow running style.	
<b>improve</b>	To get better at something.	
<b>step sequence</b>	The way you step during a hurdle jump.	
<b>encourage</b>	To give support and hope.	

<b>Prior Learning: Year 4 Running</b> <ul style="list-style-type: none"> <li>• I can explore and perform different running styles</li> <li>• I know and understand when to change my pace</li> <li>• I can perform races using different pace.</li> <li>• I can use pace, stride and team work to complete a challenging course</li> <li>• I can run at speed using control and coordination around a long-distance course</li> <li>• I can show improvement to my running style.</li> <li>• I can run competitively in sprinting, jogging, long distance and team events.</li> </ul>	<b>Future Learning: Year 6 Running</b> <ul style="list-style-type: none"> <li>• I can demonstrate different running paces</li> <li>• I can change cadence to run over obstacles.</li> <li>• I can display endurance when running over a set distance</li> <li>• I can competitively run against others</li> </ul>
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Week One		
<p><b>Objective</b> I can explore and perform different running styles, beginning to understand how to pace myself.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I can run independently and as part of a team whilst being encouraged.</li> <li>I know when to change my pace to allow me to run for longer.</li> <li>I can run as part of a team whilst changing my pace to match others.</li> </ul>	
<p><b>Learning And Teaching</b></p>		
<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>		
<p><b>Warm up</b> Stuck in the mud</p> <p><b>Main</b> All chn to play cat and mouse – partner up in same ability. One cat one mouse. Stand back to back. When the teacher shouts cat, the cat must turn and chase the mouse and vice versa. Create a line that they need to reach before being tagged to gain a point. If they catch the other partner before reaching the line they get the point.</p> <p>Create trains with the same ability chn 5 in a group. 5 children in a line. Teacher to call Change - back carriage runs to the front to set the new pace. Use different running styles and explain different running styles.</p> <p><b>Show and evaluate</b> Use GD to demonstrate how they keep the pace and offer a tactic to run as a team better. Children to suggest different tactics to keep pace.</p>		<p><b>Pupils needing extra support:</b> Create own area for them to run in.</p> <p><b>Pupils working at greater depth:</b> Run in and out other trains trying not to collide or slow pace.</p>
Week Two		
<p><b>Objective</b> I can complete different distances of courses whilst changing my pace. I can understand and perform races using different paces.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I can complete a long distance course showing I can hold a pace.</li> <li>I can change my pace by judging my remaining distance.</li> <li>I can encourage others whilst improving my own personal bests.</li> </ul>	

Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p><b>Warm up</b> Build up – 1 person starts as a tagger. One they tag another person they also become a tagger.</p> <p><b>Main</b> Children in mixed ability pairs. One GD and one WT. Or high ARE with WT/ Low ARE. Create a course for children to run around e.g. the field. Children must run together and not cut corners or walk. Talk to children about their breathing and it is not a race, the aim of the lesson is to complete lap not in a time. Slower person in the group to set off earlier and the fast one set out to catch them after a half lap head start.</p> <p><b>Show and evaluate</b> Choose a most improved child and talk about why. Show their technique improvement.</p>		<p><b>Pupils needing extra support:</b> GD to encourage. GD to run with them to explain how to change their pace when they are tired.</p> <p><b>Pupils working at greater depth:</b> Help WT. add an extra lap to gain a personal best time per lap.</p>
Week Three		
<p><b>Objective</b> I can show improvement to my pace, stride and team work when complete a challenging course.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● I can complete a long distance course using the Fartlek technique.</li> <li>● I can complete a mile run showing I can change pace.</li> <li>● I can challenge myself to beat my personal best.</li> </ul>	
Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p><b>Warm up</b> Shuttle runs. Set out 4 lines approx 20m away from each other. Children run to the first line and return. Then the next and return. Until all lines have been completed.</p> <p><b>Main</b> Mixed ability groups. Half class on the ball court half running around the field (swap half way) Ball court - shuttle runs up and down using lines. Continuous running for 15 minutes. Count up how many shuttles they got</p>		<p><b>Pupils needing extra support:</b> Adopt Fartlek approach to running.</p>

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<p>(every line counts as 1). Field run – complete 6 laps (mile) of the field and record time (personal best).</p> <p><b>Show and evaluate</b> Children to discuss how they got their personal best or beat it.</p>	<p><b>Pupils working at greater depth:</b> Create a time limit for children to run a certain amount of laps in.</p>
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<b>Week Four</b>	
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<p><b>Objective</b> I can show control and coordination when running at speed.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• I can run over an obstacle using a longer stride.</li> <li>• I can change my step sequence to adapt to the type of hurdle I am running over.</li> <li>• I can combine pace, coordination and speed to compete against others.</li> </ul>
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<b>Learning And Teaching</b>	<b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
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<p><b>Warm up</b> Build up tag.</p> <p><b>Main.</b> Chn to be against partners of sim ability. Start chasing chn a big enough distance away to ensure they win. Decrease distance with each race. GD – 100m. ARE – 75. WT – 50m. (increase for challenge) Relay – Chn back into mixed ability for 50m relay. Chn must perform 2 runs. GD – create a tactic (line order) for when each running should go, help WT with posture and not slowing down towards the end. WT to encourage and comment on other children's performances and begin to suggest ways they could improve their own running style. Use iPads to film and evaluate.</p> <p>Hurdles - children set out their own hurdles 5m apart using small hurdles, larger hurdles, flat cones and tall cones. Children to record their PB and attempt to beat it over 5 rounds. Teacher to show how to shorten or lengthen steps before reaching the hurdle.</p> <p><b>Show and evaluate</b> Teams to show their running style and explain how they gained advantage. Children to magpie ideas to create their own tactic to use next lesson.</p>	<p><b>Pupils needing extra support:</b> Shorter distance</p> <p><b>Pupils working at greater depth:</b> Increase distance</p>
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Week Five	
<p><b>Objective</b> I can show improvement in my running over obstacles and part of a team by introducing speed.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● I can pass a relay baton using an Up- sweep, Down sweep and Push pass.</li> <li>● I can run competitively in a relay race</li> <li>● I can run over obstacle whilst showing constant improvement.</li> </ul>
Learning And Teaching	
<p><b>Warm up</b> Pizza tag</p> <p><b>Main</b> Split class into 3 sections. Task 1 - hurdles. WT – run the 3rds of netball court. ARE – increase distance. GD - run around netball court, increase from 1 section, 2 sections, full court. Introduce hurdles for children to leap over. When completing a longer distance, allow a bigger space between hurdles. Task 2 - Relay work. Explain the 3 different types of baton change. <b>Up-sweep</b> – The incoming runner passes the baton up into the outgoing runner's hand. <b>Down sweep</b> – Receiving arm extended, but hand level is just above hip height. <b>Push Pass</b> – the arm is extended out parallel to the ground and the hand is open with the thumb pointing down. In groups of 4 - staggered around. WT- complete course and Improve time using correct hand over technique ARE- correct hand grip and start running on spot whilst looking for runner. GD begin a running step sequence before changeover. Task 3 - 100m sprints. WT- complete distance and show improvement of time over 5 turns. Working with a partner for feedback. ARE - use arm technique, stay on toes, short stride and leaning forward. GD- change get breathing to improve timing with partners..</p> <p><b>Show and evaluate</b> Show and evaluate the relay baton change and how you do your step sequence</p>	<p style="text-align: center;"><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p> <p><b>Pupils needing extra support:</b> Decrease distance and increase time.</p> <p><b>Pupils working at greater depth:</b> Increase distance.</p>

Week Six	
<p><b>Objective</b> I can run competitively using different paces, strides and gait depending on what type of race I am completing.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● I can race fairly</li> <li>● I can show perseverance and improvement in my running styles.</li> <li>● I can race against others in all discipline of running.</li> </ul>
<p><b>Learning And Teaching</b></p>	
<p><b><u>Warm up</u></b> Class game of stuck in the mud.</p> <p><b><u>Main</u></b> Create 3 different distances and 1 hurdle race for chn to run and race against another team of a similar ability in all 3 classes. Mile race – personal best score and winner of all three classes. Hurdles 100m relay race Sprint 100m relay race and individual race.</p> <p><b><u>Show and evaluate</u></b>  Star of the lesson given. Teacher to explain why and ask them to show how they were an effective team player.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p> <p>Evidence of ARE and GD in a video and uploaded to Google drive under PE, 2021-2022, Year, Summer 1, evidence.</p> <p><b>Pupils needing extra support:</b> Reduce distance</p> <p><b>Pupils working at greater depth:</b> Increase distance.</p>