

## Scheme of Work

### Subject: PE

**Year Group: Year 9**  
**Specification: Athletics**  
**Express/Mainstream**

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
1	<b>Javelin</b>  <b>Shot</b>	<ul style="list-style-type: none"> <li>- Understand and attempt the techniques required to perform a legal throw with a full run up.</li> <li>- Perform with precision the correct throwing action from a running position.</li> <li>- Able to show control and fluency when throwing from a run up. Able to evaluate technique.</li> <li>- Understand and attempt the techniques required to perform a legal twisting throw.</li> <li>- Perform with precision the established sequence of legs, arms and body. Develop individual warm up for specific event.</li> <li>- Be able to show control, precision and fluency in shot putt. Able to use information gained from analysis of performance to influence and improve their throw.</li> </ul>	Initial stance, grip and preparation, The approach run to point of release – use of cross-over step, throwing action, release-angle, body position and flight,	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
2	<b>Discus</b>  <b>Hammer</b>	<ul style="list-style-type: none"> <li>- Understand and attempt the techniques required to perform a legal spinning throw.</li> <li>- Show control and fluency from a twisting position.</li> <li>- Develop the full turn. Analyse performance to improve performance. Be able to do specific warm up for discus.</li> <li>- Understanding of discus and Hammer throws. Therefore, an understanding of safety in and around the circle/cage area.</li> <li>- Will understand safety aspects involved in hammer</li> </ul>	Initial stance, grip and preparation, movement across circle, the throwing action, release- angle, body position and flight	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	Watch youtube clips of the three throws you performed in the first 3 lessons. What techniques do they use?	Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.

		<p>throwing.</p> <ul style="list-style-type: none"> <li>- Pupils will perform the hammer technique. All pupils will be given a measurement so they can assess their standards. Differentiation by weight, development to next task and grouping.</li> <li>- Be able to explain the teaching points to a good hammer throw. Perform the throw to a level one standard.</li> </ul>				
3	<p><b>Long Jump</b></p> <p><b>TJ</b></p>	<ul style="list-style-type: none"> <li>- Understand and perform the technique of take off.</li> <li>- Understand and perform the technique of take off. Demonstrate understanding of run up.</li> <li>- Be able to show precision, control and fluency in long jump. Able to lead warm up specific for long jump.</li> <li>- Understand and perform the technique of take off.</li> <li>- Understand and perform the technique of hop, step, jump after run up.</li> <li>- Be able to show precision, control and consistency in triple jump. Able to lead warm up specific for jumping.</li> </ul>	<p>Initial stance, grip and preparation; preliminary swings; movement across circle; throwing action; release- angle, body position and flight</p>	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		<p>Pupils will be given the opportunity to develop a sense of fair play based on the rules of the game and positive sporting behaviour including how to conduct themselves in competitions and to accept authority</p>
4	<p><b>High Jump</b></p>	<ul style="list-style-type: none"> <li>- Perform different jumping techniques. To record the height achieved</li> <li>- Perform the correct technique of the fosbury flop.</li> <li>- To accurately replicate the technique for an effective Fosbury flop. To understand the rules regarding take off and competition. To record the height achieved.</li> </ul>	<p>Approach run; measure accurately, check marks. Take off; gathering of arms, sink position, uncoiling upwards, flight. Style; one of straddle, scissors, fosbury flop, landing.</p>	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> </ul>	<p>Find out the world records for each of the three jumps. Physically measure it out and see how far it is!</p>	<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul> <p>Understanding the basic scoring in Rugby.</p>
5	<p>Introduction to sprinting 100/200m</p>	<ul style="list-style-type: none"> <li>- To improve the consistency of their sprinting. Understand correct technique.</li> <li>-- Show control and fluency when running with correct posture, arm action and leg action. Analyse performance of self and others.</li> <li>- To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a</li> </ul>	<p>Position at start, arm and leg actions, posture and head carriage, Finish; use of body.</p>	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> </ul>		<p>Speaking and listening – follow instructions</p> <ul style="list-style-type: none"> <li>- Ask questions to gain clarification and further information</li> <li>- To collaborate with others to share information/ideas, solve problems</li> </ul>

		sprint start to create power/speed.		- Video analysis		
--	--	-------------------------------------	--	------------------	--	--