Phase	Objective	Activities	Testing / Competition
Running Style	To know that there are a variety of running styles and understand which styles are more suited to which events. To be able to depict and/or express in their own words the terms ‘cadence’ and ‘stride length’ and understand how each of these effects the speed and efficiency of the run. To be able to depict and/or express the arm and leg action as well as the optimum body position during sprinting events, To be able to sprint over short distances demonstrating this technique (high hips, relaxed neck and shoulders, still head etc.) To show accurate replication of actions, phrases and sequences of running styles To comprehend and grasp that shuttle runs develop a persons speed and agility.	Teacher describes running events and the demands that the event places on the runner. 20 metre sprint races using ‘fairy steps’ (right heel touches left toe-left heel touches right toe etc.) at a high frequency or cadence. 20-metre sprint using long bounding strides at a low cadence. Use a high cadence Students explore different cadence: stride length ratios, trying to find the one that suits them best.	Coach others their cadence and running technique The pupils accurately replicate and perform shuttle runs to four distances.

Assessment	Theoretical PE	Resilience
Q & A: Teacher questions students regarding the style of running ☑ Evaluate running performances 👁 Assess the weak attempts 👁 Assess the cadence	Students should be taught to understand and justify appropriate elements and phases of a warm up for different sporting activities. Invasion sports lesson plans cover the musculoskeletal system in the warm up and stretching. The athletics lesson plans will focus on the Cardio-respiratory system. Students are introduced to the functions of the cardio-respiratory system; Transport of oxygen, carbon dioxide and nutrient and regulation of body temperature. Student are introduced to the route/pathway of air: Mouth/nose; Trachea; Bronchi; Bronchioles; Lungs; Alveoli Students should look at this process as they perform throughout the lesson. They should perform deep breaths to feel airflow through their mouth/nose filling the lungs (expanding the chest) reflecting on the pathway of the air into the body. Students should be taught to understand and justify appropriate elements of a cool down for different sporting activities; allowing the body to recover; the removal of lactic acid/CO2/waste products; prevent (delayed onset of) muscle soreness/ DOMS.	Students must be able to work out the right and wrong decisions Reward for resilience What is a positive etiquette in Athletics

Maths	Decimals: ordering scores and times
English	Share issues about secondary school transition.
Science	Fuels
Equipment	TV & video, Tape measure, Cones, Stop watch