

	6. Distance	1 - 2	To clearly understand the different types of systems used in distance and sprint events. To be able to perform the distance runs To understand and know the mechanics of runs To understand and know the tactics used in these events To keep a on-going diary of the practices, techniques, teaching points and training methods used within this stage. To understand how fartlek training or the Cooper's run can be used to develop the sprints and the techniques	1. Follow leader for a period of time – 2 minutes 2. “ Chain gang “ - individual / pairs run to a pace and the leader continuously changes from back-marker 3. Competitive races over 800 & 1500m 4. Fartlek training or Cooper's 12 minute run 5. HOMEWORK : Write in diary practices, techniques, phases, teaching points and training methods they performed and practiced	Stop watch Tape Pen Paper Record Sheets Analysis Sheets	
Outwitting: Throughout the Distance running phase students are constantly asked how to outwit opponents and groups; evaluate own and others performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality distance running techniques.						
Informed Choices and Lifestyle		Discuss the numerous jobs available in Athletics e.g. Referee, Coach, Manager, Physiotherapist, Masseur, Development officer, Liaison officer, Sport Rehabilitation, Sports Doctor, Sports Psychologist, Dietician, Sports Journalist, Sports Analyst, Sports Designer		Developing Physical and Mental Capacity	M/C - observes students ability to record their times, distances, scores and heights correctly	
Creativity and Development		Observe whether students use tactics and strategies learnt in races		Performance	Observe recording and entries	
Cross Curricular Aspects through this phase		<i>English, Literacy, Mathematics, Science, ICT, Technology</i>		ASSESSMENT (within activities)	<i>Q & A peer evaluation listening</i>	<i>Observation view / mark diary</i>
					<i>View competition</i>	<i>Feedback</i>
	7. Jumps Specialisation	2	To use knowledge and understanding of a jumping event which will enable the students to plan progressive and suitable activities to teach a skill to another person(s) , that challenges them, and further develops knowledge, understanding and performance. To be able to demonstrate the skills of the event chosen correctly and accurately to another person(s) To be able to analyse and evaluate participants performances giving correct and precise feedback, correcting their faults. To appreciate and know how to make adjustments and adaptations when performing the running events To be able to adapt when working individually, in groups and teams. To know and understand the nature of success in running events.	The students are to individually teach / coach another student or group their jumping event, which includes <ul style="list-style-type: none"> o Warm ups, stretches, cool-downs, o Drills, o Phases, o Structure, o Competition / Games 	Crash Mats, Mats, Cones, Shot-puts, Disucsses Javelins, Bar, Whistle, Stopwatch, Tape Measurer, Parachutes Bibs Rake, Pen Paper, Record Sheets Analysis Sheets	
Outwitting: Throughout the Jump phase students are asked to coach another performer to outwit opponents; evaluate own and others performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performer performances and high quality techniques.						
Informed Choices and Lifestyle		Highlight the pathway to be an elite performer in Athletics and Jumping Highlight the pathway to be an official in Athletics Highlight the pathway to be an Athletics coach		Developing Physical and Mental Capacity	Give them a range of students Identify their students strength and weaknesses and devise strategies to develop their movements, skills and performances Students analyse coaching ability, delivery and techniques used. They evaluate all these to develop traits and skills of coaching	