

ATHLETICS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
PROGRESSION 1	Develops spatial awareness, good listening skills and quick reactions.	Demonstrates good spatial awareness, coordination and control whilst travelling. Runs with agility and confidence.	Demonstrates good spatial awareness, coordination and agility whilst changing direction and turning.	Demonstrates good spatial awareness, coordination and agility whilst changing direction, level and body shape.	Demonstrates good spatial awareness, coordination and agility whilst changing direction, level & body shape.	Demonstrates good spatial awareness, coordination and agility, reaction and response.
PROGRESSION 2	Uses different running and walking speeds for shorter and longer distances and durations. Explores different running techniques.	Repeats and links actions together to develop a good running technique.	Uses coordination whilst jumping and hopping.	Develops strength, pace, speed and control using different styles of running	Develops a variety of running techniques and uses them with confidence.	Demonstrates good running techniques in a competitive situation.
PROGRESSION 3	Uses varying speeds when running, exploring footwork patterns and arm movements.	Runs with a good technique at different speeds.	Understands how to change speed and direction whilst running. Selects and maintains a running pace for different distances.	Explores different footwork patterns.	Performs a combination of jumps, hop, step etc showing control and consistency.	Explores different footwork patterns and understands which technique is most effective when jumping for distance.



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PROGRESSION 4	Experiments with skipping, jumping and hopping. Moves with a degree of coordination and control	Experiments with skipping, jumping and hopping. Moves with a degree of coordination and control, using varying dynamics.	Demonstrates appropriate techniques for specific jumps.	Explores different styles of running, developing speed, pace and control to run consistently and smoothly.	Understands and demonstrates the differences between sprinting and distance running. Recognises good running techniques and understands change of pace and how to judge good pace.	Demonstrates the best pace for a running event, in order to improve their personal target.
PROGRESSION 5	Develops a degree of coordination and control in the fundamental movement skills	Makes up and repeats a short sequence of linked jumps.	Performs a standing long jump and a running long jump with a degree of control and consistency.	Understands and demonstrates the differences between sprinting and distance running	Performs a running jump with more than one component i.e. hop, skip, jump (triple jump).	Performs a running jump with more than one component i.e. hop, skip, jump (triple jump).
PROGRESSION 6	Performs a variety of throws with basic control using underarm and overarm throws	Performs a two footed jump from a standing position with accuracy.	Throws with some accuracy and power into a target area.	Recognises good running techniques and understands change of pace	Performs a variety of jumps showing a degree of power, control and consistency.	Performs a variety of jumps with a degree of power, control and consistency using appropriate techniques for different types of jumps.



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PROGRESSION 7	Performs 5 basic jumps	Shows a good throwing technique with control Throws with accuracy and power.	Demonstrates a range of throwing actions using modified equipment with some accuracy and control.	Performs a running jump with some accuracy showing a good take-off and landing.	Demonstrates different techniques for different throws, showing strength, speed, balance and control.	Demonstrates accuracy and confidence in throwing activities.
PROGRESSION 8	Performs a variety of throws with basic control using underarm and overarm throws			Demonstrates control and power in take-off and landing activities		
PROGRESSION 9	Demonstrates varying speeds when running, exploring footwork patterns and arm movements			Performs a variety of jumps showing a degree of power, control and consistency		
PROGRESSION 10	Explores different jumps and jumping techniques. Jumps from a standing position (standing long jump)			Performs a variety of throws using a selection of equipment.		



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PROGRESSION 11	Explores different throwing techniques					
PROGRESSION 12	Performs a variety of throws with basic control using underarm and overarm throws					
EVALUATING & IMPROVING	Understands that practise will improve their performance	Readily accepts challenges	Understands that importance of using the correct techniques in order to achieve their best performance	Watches others and learns from them	Understands how to improve their own and others techniques through evaluating the techniques used	Understands tactics and techniques to help improve performances



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KNOWLEDGE AND UNDERSTANDING OF HEALTH AND FITNESS	<p>Understands that running, jumping and throwing is good for them and describe what it feels like.</p> <p>Follows warmups and understands reasons why we need to warm up.</p>	<p>Describes the differences in the way their body works and feels when trying athletic activities. Explain what they need to stay healthy</p> <p>Recognises and describes how the body feels during and after different physical activities.</p> <p>Recognises their own skills and aspects that need improving</p> <p>Understands the differences in the way their body works and feels when trying athletic activities</p>	<p>Recognises and describes the effects of exercise on the body.</p> <p>Understands the importance of strength and flexibility for physical activity</p> <p>Understands the importance of warming up and cooling down</p>	<p>Relates different athletic activities to changes in heart rate, breathing and temperature.</p> <p>Describes good athletic performance using correct vocabulary</p>	<p>Describes how a warmup prepares the body and mind for exercise.</p>	<p>Identifies activities that help develop stamina or power and suggests how some can be used in other types of activities.</p> <p>Understands the difference between moderate and vigorous activities and can give examples of each</p>
SOCIAL & EMOTIONAL	<p>I listen to others' views and communicate well with my team- mates.</p>	<p>I readily accept challenges.</p>	<p>I can listen and accept advice from others.</p>	<p>I display a positive attitude and cooperate with my team members.</p>	<p>I can suggest ways that others can improve their performance.</p>	<p>I can suggest ways of improving my own and others techniques through evaluating the techniques used.</p>



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NATIONAL CURRICULUM	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Develop competence to excel in a broad range of physical activities Are physically active for sustained periods of time Engage in competitive sports and activities Lead healthy, active lives. <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					



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UNCRC	<p>"Every Child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this."</p> <p>Article 3 - Encourage all children to enact their rights by being involved in physical activities. (especially if they are obese/unfit) Article 6 - Develop children to their full potential - pathways to other things outside of school. Article 12 - Actively encourage children to express themselves in PE lessons. Article 13 - Allow time at the end of the session for children to express their views. Article 15 - Girls and boys can play together. Article 23 - Children with disabilities are included in PE lessons. Article 24 - Educate children and their families. Article 28 - Promote healthy lifestyles and Educate children about health education in a fun way. Article 29 - Provide a high level of learning of all children. Children get the opportunity to lead. Article 31 - Children playing games during PE.</p>					



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SCHOOL GAMES VALUES	<p>Determination Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!</p> <p>Teamwork Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.</p> <p>Self-Belief You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.</p> <p>Honesty Be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!</p> <p>Passion Giving it 100 percent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.</p> <p>Respect Show respect for the referee, for the opposition, for your teammates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone</p>					

