**Early Years**

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|  | **ELG Statements***(Endpoints children will achieve)* | **Substantive Knowledge***(locational knowledge, place knowledge, human and physical geography)* | **Disciplinary Knowledge** | **Vocabulary**  |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will recall and verbalise: |
| **Nursery** | The main Early Years Outcomes covered in the Athletics units are: • Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG) • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, hopping, walking, skipping, jumping, climbing. (PD: Reception) • Develop overall body strength, balance, coordination and agility. (PD: Reception) • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception) | Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target. | Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe. | Jog hop direction fast jump land run throw safely safe slow space stopbalancebendrulestarget |
| **Reception** | 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. Pupils should be taught to: • 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. | Describe how the body feels when still and when exercising.Run in different ways for a variety of purposes.Jump in a range of ways, landing safely.Roll equipment in different ways. Throw underarm. Throw an object at a target.Control their body when performing a sequence of movements. Participate in simple games.Talk about what they have done. Talk about what others have done. | Describe how the body feels when still and when exercising.Begin to balance with control. Talk about what they have done. Talk about what others have done. Control my body when performing a sequence of movements. Participate in simple games. | Jog hop direction fast jump land run throw safely safe slow space stopbalancebendrulestarget  |

**Key Stage 1**

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|  | **National Curriculum Outcomes** *(Endpoints children will achieve)* | **Substantive Knowledge** | **Disciplinary Knowledge***(geographical skills and frameworks)* | **Vocabulary**  |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will recall and verbalise: |
| **Year 1 Athletics** | 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. Pupils should be taught to: • 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. | Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distanceThrowing: explore throwing for distance and accuracy. | Running: understand that if I swing my arms it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further Rules: know that rules help us to play fairly. | quickly underarm leap overarm further controlwalktime |
| **Year 2 Athletics** | 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. Pupils should be taught to: • 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. | Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.Throwing: develop overarm throwing for distance. | Running: know that running on the balls of my feet, **taking big steps and having elbows bent** will help me to run faster. Jumping: Understand that if I bend my knees it will help me to jump further. know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the objectRules: know how to follow simple rules when working with others | sprint height landing far aim take off distance |

**Key Stage 2**

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|  | **National Curriculum Outcomes** *(Endpoints children will achieve)* | **Substantive Knowledge***(locational knowledge, place knowledge, human and physical geography)* | **Disciplinary Knowledge***(* | **Vocabulary**  |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will recall and verbalise: |

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| **Year 3 Athletics** | 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. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];  | Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw. | Running: understand that **leaning slightly forwards** **helps to increase speed.** Leaning my body in the opposite direction to travel helps to slow down. Jumping: know that if I **jump and land quickly** it will help me to jump further. Throwing: understand that the speed of the movement helps to create power. Rules: know the rules of the event and begin to apply them. |  technique speed baton power relay accuracy strength eventpersonal best |
| **Year 4 Athletics** | 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. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; | Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performancesThrowing: explore power and technique when throwing for distance in a pull and heave throw. | Running: understand that I need to **pace myself when running further or for a long period of time.** Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Jumping: **understand that transferring weight** will help me to jump further. Throwing: understand that transferring weight will help me to throw furtherRules: know and understand the rules to be able to manage our own events. | pace stride measure transfer of weight heave launch official officiate record stamina |
| **Year 5 Athletics** | 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. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];  | Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put | Running: understand that taking **big consistent strides will help to create a rhythm that allows me to run faster**. Understand that keeping a steady breath will help me when running longer distances. Jumping: know that if I drive **my knees high and fast I can build power** and therefore distance in my jumps. Throwing: know how to transfer my weight in different throws to increase the distance. Rules: understand and apply rules in a variety of events using official equipment |  Forcejavelin approach momentum dominant shot putdrivetrackfieldconsistentchange over |
| **Year 6 Athletics** | 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. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];  | Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put | Running: understand that I need to prepare my body for running and **know the muscle groups I will need to use.** Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. understand that a **run up builds speed and power** and enables me to jump further. Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use. Rules: understand and apply rules in events that pose an increased risk | Strategy rhythm pattern phase grip fling stance release meet explosive discus maximun |