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| Athletics |  | **KS1** | | **KS2** | | | |
|  | EYFS | Year 1 | Year 2 | Year3 | Year 4 | Year 5 | Year 6 |
| Running, jumping and throwing | Development matters – Reception  Revise and refine the fundamental movement skills they have already acquired –  Rolling  Crawling  Walking  Jumping  Running  Hopping  Skipping  Climbing  Progress towards a more fluent style of moving, with developing control and grace  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming  Combine different movements with ease and fluency  Develop overall body-strength, balance, co-ordination and agility | Run fast over a short distance and stay in line.  Change speed with control.  Recognise and show push, pull and fling throws.  Demonstrate different take offs and ladings. | | Move consistently and smoothly when running for sustained periods or sprinting.  Know and use a range of throwing techniques.  Throw a discuss, javelin and hard ball with consistency and accuracy into specific areas.  Jump with control and consistency and show coordination when combing jumps. | | Sustain pase over longer distances and choose the best pace for a running event.  Throw in greater control in different styles and show accuracy and good technique when throwing for distance.  Consistently perform a variety of jumps showing power and control at take off and landing. | |
| Tactics | Change direction and turn quickly.  Understand arm action and leg drive are important when running fast.  Work cooperatively and competitively in small relay teams. | | Show different styles of running, jumping and throwingand be able to choose the correct style for to meet the needs of the challenge.  Pace and sustain their effort maintaining quality of performance.  Demonstrate a suitable method of shuttle relay and change over techniques. | | Organise themselves to take turns as ateam.  Know and understand the basic rules of relay, take overs and plan how the team should be organised.  Cooperate and take part well in a relay event. | |
| Evaluating | Identify when they have done well.  Begin to understand what they need to do to improve. | | Watch others perform and describe aspects of technique.  Compare and contrast performance using appropriate language.  Suggest how they can improve and with support set themselves targets. | | Observe the performance of a partner, identify and describe their main strengths and techniques,  Observe and identify parts of their performance that need to be improved. Suggest improvements and refinements. | |
| Health and well-being | Know and talk about the different factors that support their overall health and well-being  Regular physical activity, healthy eating, toothbrushing, sensible amount of ‘screen time’, having a good sleep routine, being a safe pedestrian | Describe what happens to their heart, breathing and temperature during different types of athletic activities.  Understand safety rules and work within them. | | Recognise and identify times when their temperature is cool,warm or hot.  Understand that their body works differently in different athletic situations.  Carry out appropriate stretching and warm up activities safely. | | Perform a range of warm up activities with understanding and safety.  Explain why some athletic activities can improve strength, power or stamina.  Understand how power and stamina help people to perform well in different athletic activities. | |
| Vocabulary | Move, fast, slow, hop, skip, jump, run, walk, sideways, forwards, backwards | Run, jump, throw, push, fling, pull, relay, heart, breathing, temperature | | Speed, distance, push, pull, team, relay, hand over, lead leg, running action, take off, landing. | | Power, strength, stamina, technique, performance, improvement, long, high, accuracy. | |