

Progression in Athletics

The purpose of this document is to illustrate how skills, knowledge and vocabulary can build progressively from one year to the next. Pupils are working towards achieving their age related expectation, as well as continuing to practice and perform learning mastered in previous years.

In KS2, pupils will develop athletics skills focusing on the basics of running, jumping and throwing. By the time they reach Yr 6 they should be using refined techniques in a range of running, jumping and throwing events and activities and able to demonstrate a good understanding of the principles of effective athletic performance. **Safe Practice in Physical Education, School Sport and Physical Activity (2020)** is the mandatory guidance that has shaped the content relating to healthy and safe- practice teaching through athletics.

Scheme of work reference	Skills	Knowledge	Vocabulary
Year 3 Running, throwing, jumping	Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with some fluency, control and consistency.	Take part in a relay activity, remembering when to run and what to do; Throw a variety of objects, changing their action for accuracy and distance. Assess and reduce risk that can impact on safe participation in PESSPA activities. Understand the need to adhere to simple safety rules and practices. Understand when the body uses more energy.	Run, catch, hop, skip, step, sideways, forwards, backwards, throw high, low, near, straight, aim, drop, bounce, fast, medium, slow, pace, safely. Listening, instructions, rules, risk, hygiene, body temperature. Energy, easy, moderate, energetic, body fuel.
Year 4 Developing running, throwing and jumping techniques	Understand and demonstrate the difference between sprinting and running for sustained periods. Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into a target area. Perform a range of jumps, showing consistent technique and sometimes using a short run-up.	Play different roles in small groups – such as timekeeper; judge/official/ coach Compare and contrast performances Using appropriate language. Identify what working safely means in athletics. Understand the importance of energy balance. How the energy balance can be achieved. Learn how to get involved in healthy physical activity – local opportunities.	Sprint, jog – steady. Throwing action – sling, push, overarm, pull. Run-up, take off, landing, position of feet on last stride. Pacing, stamina, strength, speed, power, suppleness/flexibility. Safety and rules. Relay. Time, measure, record. Hazards, boundaries/activity space, safe surface, behaviour, dangerous, implements. Making energy, energy balance, efficient working of body, sedentary, healthy body composition.

<p>Year 5 Unit 1. Set targets & improve performance in running, jumping and throwing activities</p> <p>Unit 2: Using timekeeping & measuring to set targets</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target. Show control at take-off in jumping activities Show accuracy and good technique when throwing for distance.</p>	<p>Understand how stamina and power help people to perform well in different athletic activities. Identify good athletic performance and explain why it is good, using agreed criteria.</p> <p>Take increasing responsibility for working safely when running, jumping and throwing</p> <p>Know the UK Physical Activity guidelines for their age to set a personal target and understand the need to eat a balanced diet to remain healthy.</p>	<p>Relay take-over area. Incoming and out-going runner. Set targets.</p> <p>Explain, safety rules, potential hazards, safety checks, precautions, judgement, acting responsibly, behaviour standards.</p> <p>United Kingdom Physical Activity Guidelines, Department of Health, Personal target, healthy weight and balanced diet.</p>
<p>Year 6 Develop technical understanding (Planning to be active)</p>	<p>Use sound basic techniques in a range of running, jumping and throwing activities and events.</p>	<p>Apply a good knowledge of basic principles to specific events.</p> <p>Analyse the impact of their behaviour in meeting health and safety expectations in athletics. Identify the energy intake the body needs to remain healthy. How to get involved in healthy physical activity.</p>	<p>Angle of release.</p> <p>Identify, analyse, safe exercise practice in running, jumping and throwing events.</p> <p>Dieting, excessive exercising, damage to health, healthy weight, balanced diet.</p>
<p>Cross Curricular links:</p>	<p>Red = Science/Maths PSHE/PE = Health and well-being/health and safety. Students should have opportunities to explore and learn about aspects of safe practice in PE to include: The role of physical activity in achieving energy balance The importance of safety rules and procedures Health links</p>		