

Athletics/ Run, Jump, Throw Progression of Skills		
Reception	40-60	Negotiate space successfully when racing, changing direction and changing speed. Show increasing control over an object in pushing, patting, throwing, catching or kicking it.
	ELG	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.
	Exceeded	Demonstrates good control of body when using large or small apparatus.
Year 1 Run, Jump, Throw	Wisdom	Suggest links between types of exercises e.g. training speed for different jumping activities
		Select correct skill for the situation
		Demonstrate awareness for the need to improve and attempt to improve
	Perseverance (Skill)	Can start and stop at speed, run in straight lines using a variety of speeds
		Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.
		Handle and throw a variety of different objects and attempt to throw for distance
		Copy and repeat basic movements for extended periods of time developing stamina
		Demonstrate some core strength to hold a variety of shapes and positions
		Move a variety of objects quickly showing a range of techniques
		Developed agility and coordination skills to competently take part in a range of activities
	Compassion	Work with a partner to help improve their performance
		Participate as part of a team to compete in running relays
	In Year 1, learning is not linked to a particular sport. All skills learnt are to build the foundations of sport-specific skills taught in KS2. The basis for this unit is 'Run, Jump, Throw'.	

<p>Year 2</p> <p>Run, Jump, Throw</p>	<p>Wisdom</p>	Make choices about appropriate throws for different types of activity
		Can identify areas of activities that need improvement e.g. power in throws to throw further
	<p>Perseverance (Skill)</p>	Develop power, agility, coordination and balance over a variety of activities
		Can throw and handle a variety of objects including quoits, beanbags, balls, hoops
		Can negotiate obstacles showing increased control of body and limbs
		Use agility in running games
		Apply skills in a variety of activities
		Practise to improve skills
	<p>Compassion</p>	Discuss thoughts and feelings around physical challenges and what it means to be a team player
		Work cooperatively to complete running, jumping and throwing tasks
		Consider others when playing games to respect their space and boundaries
<p>In Year 2, learning is not linked to a particular sport. All skills learnt are to build the foundations of sport-specific skills taught in KS2. The basis for this unit is 'Run, Jump, Throw'.</p>		
<p>Year 3</p> <p>Athletics</p>	<p>Wisdom</p>	Take part in basic scoring of different events
		Compete with others and record points
	<p>Perseverance (Skill)</p>	Link running and jumping activities with some fluency and consistency
		Control movements and body actions in response to specific instructions
		Jump for height and distance with control and balance

STOKENCHURCH PE PROGRESSION OF SKILLS - ATHLETICS

		Run at different speeds according to event and instruction
		Throw a variety of objects using different recognised throws
		Throw more accurately and over greater distances
	Compassion	Run as part of a relay team
		Identify how to improve own and others work and be tactful
In Year 3, these skills are linked to athletics. Most are taught in preparation for sports day and external competitive athletics meets.		
Year 4 Athletics	Wisdom	Decide on ways to improve, run, jumps and throws and implement changes
	Perseverance (Skill)	Show differences between sprinting and running speeds over a variety of distances
		Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone
		Perform a range of jumps with consistency, sometimes approaching jump with a run up
		Compete in running, jumping and throwing activities and compare their own performance with previous
	Compassion	Work with others to score and record distance and times accurately
		Develop control in baton exchange and analyse as a team how to improve handover
In Year 4, these skills are linked to athletics. Most are taught in preparation for sports day and external competitive athletics meets.		
Year 5 Athletics	Wisdom	Identify how they can change an activity by using the STEP principle
		Distinguish between good and poor performances and suggest ways to improve self and others
	Perseverance (Skill)	Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes
		Perform a range of jumps in different activities
		Demonstrate a range of throwing actions using different equipment with some consistency and control
	Compassion	Able to run as part of a team in relay style events and demonstrate max effort pace
		Compare own performance with previous ones and demonstrate improvement to achieve personal best
In Year 5, these skills are linked to athletics. Most are taught in preparation for sports day and external competitive athletics meets.		

Year 6 Athletics	Wisdom	Accurately and confidently judge across a range of athletics activities
		Record accurately scores given in variety events
	Perseverance (Skill)	Demonstrate accuracy and good technique when throwing for distance
		Show good technique and control for jumping activities
		Choose appropriate run up distance as an individual for athletic jumps
		Use appropriate pace for different running distances
	Compassion	Demonstrate improvement when working with self and others
		Use appropriate language to deliver a taught activity to their peers
In Year 6, these skills are linked to athletics. Most are taught in preparation for sports day, the Y6 Games and external competitive athletics meets.		
<p>Suggested Athletics Events to be taught in KS2 (Please also refer to your year group skills set): Running Events: 50M, 100M, 400M, 800M, Cooper Run Relay Events: 20M sprint relay, 4x100M relay, 4x400M relay Jumps: Standing Jump, Long Jump, Hurdles Throws: Vortex, Javelin</p>		

Characteristics displayed by greater depth children in PE

Assessing children as Greater Depth in P.E is often difficult. Whilst one child may excel in Sports, they may not demonstrate the same ability in Gymnastics. Therefore, when making an overall judgment on Greater Depth it needs to be a best-fit policy across all disciplines. Teachers should consider the following core values and beliefs when assessing whether a pupil is greater depth. Greater depth children will be:

- Children who take part in after-school sports clubs both in school and external clubs.
- Children who have been selected to represent their county, team or higher.
- Children who have been awarded trophies and certificates.

- Children who have the confidence to lead others.
- Children who understand what it means to live a fit and healthy lifestyle – and lead one themselves to some extent.
 - Why do we warm up and cool down?
 - Why does our heart pump faster?
 - What muscles are being used in different skills?
- Children who excel in a variety of sports and show great enthusiasm when taking part in physical activity.
- Enjoys the task of learning new skills and applies them quickly.
- A high natural ability.
- Children who can transfer skills previously taught from one sport-based context to another.
- Children who display a good understanding of the rules.
- Children who can use and change tactics within games.
- Children who are able to set themselves personal challenges (independently) and achieve them (independently or with support).
- Children who work very well as part of a team and show great sportsmanship – being encouraging of others,
- Children who can perform well in a competitive format.

National Curriculum Statements

EYFS outcomes covered in the Athletics unit are:

The main Early Years Outcomes covered in the **Athletics** units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD – M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

<p>KS1</p>	<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. 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 co-ordination, 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>KS2</p>	<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. 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]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. . perform dances using a range of movement patterns . take part in outdoor adventurous activity challenges both individually and within a team