

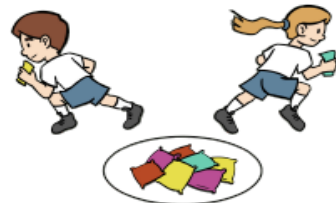


Links to the PE National Curriculum

- 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) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and coordination.

Key Skills: Physical

- Running at different speeds
- Combining running and jumping
- Agility and coordination
- Jumping for distance
- Jumping for height
- Throwing for distance



Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas

Official Athletic Events

Running

Sprinting
100m, 200m, 400m
Hurdles
Relay
Middle distance
800m, 1500m
Long distance
5,000, 10,000
Steeplechase

Jumping

Long jump
Jump for distance
Triple jump
Jump for distance
High jump
Jump for height
Pole vault
Jump for height

Throwing

Discus
Fling throw
Shot
Push throw
Hammer
Fling throw
Javelin
Pull throw

Key Vocabulary:

Encourage pupils to use this language in your lessons.

Fast • **Slow** • **Jump** • **Aim**
Direction • **Far** • **Bend** • **Improve**
Hop • **Safely** • **Travel** • **Balance**

Teacher Glossary

Jump: take off and land on two feet

Hop: take off on one foot and land on the same foot

Leap: take off on one foot and land on the other



Where this unit sits



Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1

- I am able to throw towards a target.
- I am beginning to link running and jumping movements.
- I am beginning to show balance and co-ordination when changing direction.
- I am developing over arm throwing.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can work with others and make safe choices.
- I try my best.
- I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.

Year 2

- I can describe how my body feels during exercise.
- I can identify good technique.
- I can jump and land with control.
- I can link running and jumping movements with some control and balance.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and sharing ideas.
- I show balance and co-ordination when running at different speeds and in different directions.
- I try my best.

Progression of Skills Ladder

Other units that progress into this activity are:

- Ball Skills
- Fundamentals
- Games

	Running Develop the sprinting action. Explore rhythm when running over obstacles.	Jumping Develop jumping, hopping and skipping actions.	Year 2	Jumping Explore safely jumping for distance and height.	Throwing Develop overarm throwing for distance.
	Running Explore running at different speeds. Explore running over obstacles.	Jumping Develop balance whilst jumping and landing.	Year 1	Jumping Explore hopping, jumping and leaping for distance.	Throwing Explore throwing for distance and accuracy.
	Running Explore running and stopping. Explore running on the balls of their feet.		EYFS	Jumping Explore jumping and hopping safely.	Throwing Explore throwing to a target.