

PROGRESSION MAPPING				ATHLETICS			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
KEY SKILLS	RUNNING						
	<ul style="list-style-type: none"> <li>Run in different ways for a variety of purposes</li> <li>Move and stop safely in a specific area.</li> </ul>	<ul style="list-style-type: none"> <li>Vary their pace and speed when running</li> <li>Show good posture and balance</li> <li>Maintain control as they change direction when jogging or sprinting</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a variety of different stride lengths</li> <li>Begin to select the most suitable pace and speed for distance</li> <li>Be able to maintain and control a run over different distances</li> </ul>	<ul style="list-style-type: none"> <li>Identify and demonstrate how different techniques can affect their performance</li> <li>Focus on their arm and leg action to improve their sprinting technique</li> <li>Begin to combine running with jumping over hurdles</li> <li>Focus on trail leg and lead leg action when running over hurdles</li> </ul>	<ul style="list-style-type: none"> <li>Confidently demonstrate an improved technique for sprinting</li> <li>Carry out an effective sprint finish</li> <li>Perform a relay, focusing on the baton changeover technique</li> <li>Speed up and slow down smoothly</li> <li>Understand the importance of adjusting running pace to suit the distance being run.</li> </ul>	<ul style="list-style-type: none"> <li>Identify their reaction times when performing a sprint start</li> <li>Continue to practise and refine their technique for sprinting, focusing on effective sprint start</li> <li>Identify and demonstrate stamina, explaining its importance for runners</li> </ul>	<ul style="list-style-type: none"> <li>Build up speed quickly for a sprint finish</li> <li>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern</li> <li>Work as a team to competitively perform a relay</li> <li>Demonstrate endurance and stamina over long distances in order to maintain a sustained run</li> </ul>
	JUMPING						
	<ul style="list-style-type: none"> <li>Jump in a range of ways, landing safely</li> </ul>	<ul style="list-style-type: none"> <li>Perform different types of jumps: two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot</li> <li>Perform a short jumping sequence: high, far.</li> <li>Land safely and with control</li> </ul>	<ul style="list-style-type: none"> <li>Combine different jumps together with some fluency and control</li> <li>Jump for distance from a standing position with accuracy and control</li> <li>Investigate and choose the best jumps to cover different distances</li> </ul>	<ul style="list-style-type: none"> <li>Use one and two feet to take off and land with control.</li> <li>Develop an effective take-off for the standing long jump</li> <li>Develop an effective flight phase for the standing long jump</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to combine a hop, step and jump to perform the standing triple jump</li> <li>Begin to measure the distance jumped</li> </ul>	<ul style="list-style-type: none"> <li>Improve techniques for jumping for distance</li> <li>Perform an effective standing long jump</li> <li>Perform the standing triple jump with increased confidence</li> <li>Develop an effective technique for standing vertical jump, including take-off and flight</li> </ul>	<ul style="list-style-type: none"> <li>Develop and improve their techniques for jumping for height and distance and support others in improving their performance</li> <li>Perform and apply different types of jumps in other contexts</li> <li>Set up and lead jumping activities including measuring jumps with confidence and accuracy</li> </ul>

		THROWING							
		<ul style="list-style-type: none"><li>● Roll equipment</li><li>● Throw underarm</li><li>● Throw an object at a target</li></ul>	<ul style="list-style-type: none"><li>● Throw underarm and overarm</li><li>● Throw a ball towards a target with increasing accuracy</li><li>● Improve the distance they can throw by using more power</li></ul>	<ul style="list-style-type: none"><li>● Throw different types of equipment in different ways, for accuracy and distance</li><li>● Throw with accuracy at targets of different heights</li><li>● Investigate ways to alter their throwing technique to achieve greater distance</li></ul>	<ul style="list-style-type: none"><li>● Throw with greater control and accuracy</li><li>● Show increasing control in their overarm throw</li><li>● Practice techniques of a push throw</li><li>● Continue to develop techniques to throw for increased distance</li></ul>	<ul style="list-style-type: none"><li>● Practice, refine and master a pull throw</li><li>● Measure the distance of their throws</li><li>● Continue to develop techniques to throw for increased distance</li></ul>	<ul style="list-style-type: none"><li>● Practice techniques of a fling throw</li><li>● Throw a variety of implements using a range of throwing techniques</li><li>● Measure and record the distance of their throws</li></ul>	<ul style="list-style-type: none"><li>● Practice, refine and master a heave throw</li><li>● Continue to develop techniques to throw for increased distance and support others in improving their personal best</li><li>● Develop and refine techniques to throw for accuracy</li></ul>	
SUBSIDIARY SKILLS	EVALUATING	<ul style="list-style-type: none"><li>● I can talk about what I enjoyed doing.</li><li>● I can suggest simple improvements.</li><li>● I can see how my work is similar to and different from other children.</li><li>● I can suggest ways to improve my own work and my friends work.</li></ul>			<ul style="list-style-type: none"><li>● I understand the importance of warming up and cooling down.</li><li>● I understand how performances can be improved, through practice and reflection.</li><li>● I can talk about differences between my own and others’ actions.</li></ul>		<ul style="list-style-type: none"><li>● I can independently prepare for exercise, and use cooling down techniques.</li><li>● I can modify and refine my skills and techniques to improve any performance.</li><li>● I use a range of criteria to judge my own and others’ work.</li></ul>		
	FUNDAMENTALS & MOTOR COMPETENCE	<b>Opportunities to practice, refine and master...</b> <ul style="list-style-type: none"><li>● Locomotor skills of running, jumping, hopping, stopping, turning, rolling, sliding, leaping, dodging, galloping.</li><li>● Stability skills such as twisting, balancing, strength, balance, agility and co-ordination.</li><li>● Manipulation skills; throwing and catching.</li><li>● How to negotiate space and obstacles safely, with consideration for themselves and others.</li></ul>				<b>Opportunities to...</b> <ul style="list-style-type: none"><li>● Use and apply fundamental movement skills in order to enhance skills in athletics</li><li>● Further develop motor competence with precision movements and increased body awareness and control.</li></ul>			
KEY VOCABULARY		<ul style="list-style-type: none"><li>● Sprint<ul style="list-style-type: none"><li>● Jog</li></ul></li><li>● Cross Country<ul style="list-style-type: none"><li>● Lap</li><li>● Lane</li><li>● Track</li><li>● Relay</li></ul></li><li>● Distance</li><li>● Competitor</li><li>● Competition</li><li>● Athlete</li></ul>			<b>Continue to develop key vocabulary from KS1, also adding new terminology</b> <ul style="list-style-type: none"><li>● Personal best<ul style="list-style-type: none"><li>● Baton</li></ul></li><li>● Decathlon</li><li>● Triathlon</li><li>● Heptathlon</li><li>● False Start</li><li>● Marathon</li><li>● Middle Distance</li><li>● Triple Jump<ul style="list-style-type: none"><li>● Pace</li><li>● Record</li><li>● Foul</li></ul></li></ul> <p><b>Additional vocabulary specific to the athletic activity taking place.</b></p>				

KEY CONCEPTS	<b>Athletics:</b> - The sport of competing in track and field events, including running races and various competitions in jumping and throwing
	<b>Track &amp; Field</b> - Range of different athletic events including running, such as sprints and longer-distance races, or jumping, such as high jump and long jump, or throwing, such as discus and shot put.
	<b>Power</b> - Speed: how fast you are running? Force: What force is being produced?
	<b>Aerobic Endurance</b> - The body's ability to sustain medium to high intensity physical exercise for extended periods of time through the continual acquisition of oxygen. It is a vital component of athletic performance in most forms of exercise and sports. It enables the body to maintain the blood and oxygen supply required for a particular effort over a period of time.
	<b>Anaerobic Endurance</b> - The ability to sustain intense, short duration activity such as weight lifting or sprinting. Anaerobic means "without oxygen"
	<b>Control:</b> - Control and discipline of all parts of the body to enhance performance.
<b><u>The importance of knowledge in ATHLETICS</u></b>  1. <b>Declarative Knowledge</b> in <b>ATHLETICS</b> incorporates understanding of key concepts and key vocabulary, but also a knowledge of the specific skills required for each element. Children need to first understand declarative knowledge of each element of athletics played, before being successful in its application.  2. <b>Procedural knowledge</b> in <b>ATHLETICS</b> , is how pupils demonstrate their knowledge and understanding of different skills required to facilitate a successful outcome and good performance. It is very different to understanding the strategy of a lead and trail leg in the hurdles, to actually being successful in its application.  3. <b>Conditional Knowledge</b> can be further developed once declarative and procedural knowledge are more secure. Conditional knowledge in <b>ATHLETICS</b> is when an athlete displays an understanding of when, how and why to use different techniques: performance is more automated and implicit. For example, a runner will know when to pace themselves during a long-distance run, they will know why and how to do this for the best outcome.	
<b><u>SUBSIDERY KNOWLEDGE (FUN FACTS!)</u></b> <ul style="list-style-type: none"> <li>• The word “athlete” comes from the Greek word for “contest” or “competition”.</li> <li>• London, United Kingdom, is the only city to have hosted the Olympics three times.</li> <li>• Before gold, silver and bronze medals, the prizes for winners at the ancient Olympics was a simple Olive branch wreath. Sometimes, it would be sprayed with gold, other times, not.</li> <li>• The colours of the Olympic rings represent the flags of every country competing at the Olympics in 1912, the year that they were designed. They were designed by Frenchman and founder of the International Olympic Committee, Baron Pierre de Coubertin.</li> <li>• Olympic Gold Medals are made, mostly, of sterling silver, not gold. In fact, they haven't been made of pure gold since 1912!</li> <li>• The UK's Jonathan Edwards was the first person to jump 18.29m in the triple jump. This record was set in the 1995 World Championships, held in Gothenburg.</li> </ul>	