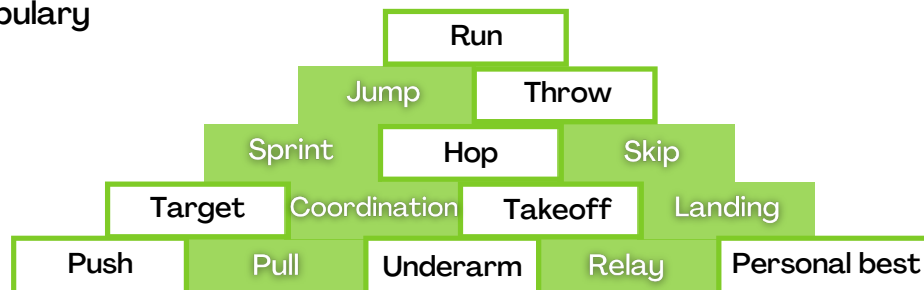


### Links to PE National Curriculum

- 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 co-operative physical activities, in a range of increasingly challenging situations
- Master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities

### Key Vocabulary (KS1)



### Key skills

#### Physical

- Balancing actions
- Travelling actions
- Jumping actions
- Linking/sequencing actions

#### Social & Emotional

- Communication
- Collaboration
- Challenging ourselves

#### Thinking

- Understanding of techniques
- Understanding principles
- Adapting and creating actions and sequences

### Glossary

#### Sprinting

Sprinting is running as *fast as we can* over a shorter distance

#### Fling throw

A fling throw example in the olympics would be a discus throw, in our unit it will be any underarm throw

#### Push throw

A push throw is where an object is held close to our body and we push the ball away.

An olympic example for this would be the shot putt, however we will explore a basketball push

### Physical development: Core fundamental movement skills

#### Running



#### Examples:

- Sprinting
- Long distance
- Racing
- Hurdling
- Relaying

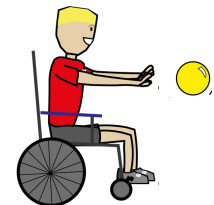
#### Jumping



#### Examples:

- Broad jump
- Long jump
- Triple jump
- Speed bounce
- Jumping combinations

#### Throwing



#### Examples:

- Pull throw
- Push throw
- Fling throw
- Throw for accuracy
- Throw for distance

### Key questions

1. Can we explain what we mean by the term 'sprinting'?
2. What do we mean by personal best?

### By the end of the unit I should...

- Be able to display most of our core fundamental movement skills with confidence and control (running, jumping, throwing, catching, skipping & hopping)
- Be able to work cooperatively and competitively with others in activities/games

# Learning Journey – Y1 Athletics

Whole child criteria: **Head** | **Hand** | **Heart**

## EYFS

- I can follow simple instructions and commands
- I can start to display basic running, jumping and throwing techniques
- I will continue to revise and refine Fundamental Movement Skills (see physical skills below)
- I have shown a development in overall strength, agility, balance and coordination
- I have shown a development in confidence, control & accuracy when completing activities that involve ball/object control
- I am progressing towards a more fluent style of moving, with developing control and grace
- I can describe how the body feels during exercise
- I can use equipment safely and responsibly
- I can start to work collaboratively with others

## Year 1

- I understand the basic rules of athletic events/tasks
- I can explain simple athletic techniques
- I can run fast over short distances
- I can change speed quickly with control
- I can demonstrate a basic fling throw
- I can demonstrate a basic push throw
- I can use my arms to help jump with increased balance and control
- I am willing to practice and improve
- I can share a basic understanding of what happens to my body as we exercise

## Year 2

- I understand the basic rules of athletic events/tasks
- I can describe simple athletic techniques
- I can change speed quickly with control
- I can demonstrate a basic pull throw
- I can demonstrate a basic push throw
- I can use my arms to help jump with increased balance, control & power
- I can demonstrate different jumping combinations with control
- I am willing to help others and receive feedback
- I can compete in mini challenges as part of a team i.e. relay style games
- I have a basic understanding of what happens to my body as we exercise

## Other prior learning units (with similar transferrable skills)

- **Fundamental movement skills**
- **Athletics**

## Progression of physical skills

### EYFS

- Pupils will start to explore simple poses and shapes
- Pupils will start to link different poses together to create a short sequence
- Pupils can demonstrate different travelling actions including crawling, jumping, hopping and skipping
- Pupils will start to apply their poses into games

### Year 1

- Pupils can display a range of basic yoga poses
- Pupils will start to link poses together through simple flows and active stories
- Pupils will start to explore basic partner poses

### Year 2

- Pupils can hold a range of yoga poses with increasing control
- Pupils can link poses together to create a flow with increasing control and balance
- Pupils can start to select poses to create their own flow