

Athletics Knowledge Progression Map

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <p>Health & Fitness</p> <ul style="list-style-type: none"> Recognise how bodies feel in different activities: Listen to others breathing after exercise, describe how they feel after working hard, say when feel hot, when heart beats fast and when they breathe fast. <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Work co-operatively with a partner Travel in different ways to involve whole body and mobilise joints when warming up Engaging in pulse raising running and avoiding games to develop | <p>Health & Fitness</p> <ul style="list-style-type: none"> Recognise how bodies feel in different activities: Listen to others breathing after exercise, describe how they feel after working hard, say when feel hot, when heart beats fast and when they breathe fast. <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Work co-operatively with a partner, counting, timing and problem solving Mobility exercises and their importance for efficient movement Engaging in pulse raising running | <p>Health & Fitness</p> <ul style="list-style-type: none"> Identify when the body is cool, warm and hot Recognise that their body works differently in different types of challenges and events Carry out stretching and warming-up activities safely <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Work co-operatively with a partner to count, measure, time and give peer assessment Working together in groups to engage in relays, challenges and problem solving activities | <p>Health & Fitness</p> <ul style="list-style-type: none"> Describe what their bodies feel like after an event and teach them how to feel and count their heartbeat Understand and help them to recognise how different activities make them more or less tired. Engage them in stretching and safe warm-up activities <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Work with a partner to count, measure, time and give peer assessment Working together in groups to engage in relays, challenges and | <p>Health & Fitness</p> <ul style="list-style-type: none"> Children talk about how athletic activities can increase stamina, strength and suppleness Children take part in enjoyable activities which benefit their health and fitness They understand the importance of warm-up and take more responsibility for their safety <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Pulse-raising chasing and tag games to develop balance and spatial awareness. Work with a partner to count, measure, time | <p>Health & Fitness</p> <ul style="list-style-type: none"> Children talk about how athletic activities can increase stamina, strength and suppleness Children take part in enjoyable activities which benefit their health and fitness They understand the importance of warm-up and take more responsibility for their safety <p>Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> Work with a partner to count, measure, time and give peer assessment Working co-operatively in teams to engage in challenges and |

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| | <p>spatial awareness and control when moving</p> <ul style="list-style-type: none"> • Work together in a team to the rules of the game taking 'fair turns' <p>Evaluating</p> <ul style="list-style-type: none"> • Watch, copy and describe what others have done <p>Teach children to watch each other and recognise good technique</p> | <p>and avoiding games to further develop spatial awareness and control when moving</p> <ul style="list-style-type: none"> • Exploring how different body positions, different types of equipment and different take-offs and landings can affect the distance, height, effectiveness of an activity <p>Evaluating</p> <ul style="list-style-type: none"> • Watch and describe what others have done • Teach children to watch each other and recognise good technique <p>Discuss with children how successful they have been and if they can recognise when they have made an improvement</p> | <ul style="list-style-type: none"> • Independent use of mobility exercises and children incorporating them into their warm-ups • Engaging in pulse raising running and avoiding games to develop nimble footwork, transference of body weight and spatial awareness. • Using a range of equipment to throw, experiencing different body positions, different take-offs and landings and different speeds and rhythms of running. <p>Evaluating</p> <ul style="list-style-type: none"> • Watch and describe specific | <p>problem solving activities</p> <ul style="list-style-type: none"> • Independent use of mobility exercises and children incorporating them into their warm-ups • Engaging in pulse raising running and avoiding games to develop nimble footwork, transference of body weight and spatial awareness. • Using a range of equipment, techniques and body positions when throwing; exploring a range of take offs and landings when jumping high and long; experiencing a range of speeds and rhythms when running and understanding when to use the appropriate one. | <p>and give peer assessment</p> <ul style="list-style-type: none"> • Using a range of equipment and techniques when throwing • Jumping with combination jumps for distance • Experiencing a range of rhythms and speeds when running- understand when to apply these. • Working co-operatively in teams to engage in challenges and competitive situations <p>Evaluating</p> <ul style="list-style-type: none"> • Guided observations through demonstrations will encourage children to develop a set of criteria that they can use to evaluate performances | <p>competitive situations</p> <ul style="list-style-type: none"> • Warm up exercises and games • Pulse-raising chasing and tag games to develop balance and spatial awareness. • Using a range of equipment and techniques when throwing. Jumping and adding a short run-up. Developing rhythm, techniques and speed when running different distances and understanding when to apply them in different situations. <p>Evaluating</p> <ul style="list-style-type: none"> • Teacher points are reinforced and children evaluate each other's performance. They offer |
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| | | | <p>aspects of running, jumping and throwing styles</p> <ul style="list-style-type: none">• Suggest, with guidance, a target for improving distance or height | <p>Evaluating</p> <ul style="list-style-type: none">• Children observe and know what to look for in a performance• They can identify what is wrong with the performance and suggest improvements• | <ul style="list-style-type: none">• Through this they recognise what needs improving and make suggestions <p>They are encouraged to accept suggestions from other people and practice to improve.</p> | <p>suggestions for improvements where necessary.</p> <ul style="list-style-type: none">• They look at demonstrations and compare and contrast performance• They are encouraged to accept suggestions from other people for improving performance. |
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CURRICULUM AREA: PE Athletics

Healthy hearts and happy minds

At Mount Charles School, we want our children to be happier, healthier and stronger.

Through PE and Sport, we aim to inspire and encourage pupils to see exercise as essential to both their physical and mental health

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

KS1 Subject content

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:

- 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.

KS2 Subject Content

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:

- 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]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.