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| PE-Athletics at St Mary’s  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.  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 | | | | | | |
| National Curriculum KS1:  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. | | | National Curriculum KS2:  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. | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Concept | Athletics | | | | | |
| Vocabulary | **Speed**  **Hurdles**  **Track**  **Field**  **Finishing line**  **Lanes** | **Speed**  **Hurdles**  **Track**  **Field**  **Finishing line**  **Lanes** | **Officials**  **Technique Changeover Momentum**  **Relay**  **Finishing line Hurdles**  **Reaction Time Endurance** | **Officials**  **Technique Changeover Momentum**  **Relay**  **Finishing line Hurdles**  **Endurance**  **Reaction Time** | **Officiate Technique Changeover Analysis Momentum**  **Relay**  **Finishing line Consistency Hurdles**  **Endurance** | **Officiate Technique Changeover Analysis Momentum**  **Relay**  **Finishing line Consistency Hurdles**  **Endurance** |
| Knowledge | | | | | | |
| Running | They can run in a straight line following a path | They can run using the sprint techniques up to 60m.  They can hurdle over a set of 4 hurdles consecutively | They can run using the sprint techniques up to 70m.  They can hurdle over 6 medium hurdles consecutively while sprinting  They can run using the long distance running techniques up to 1000m.  They can run continuously for a period of time between 5 to 8 minutes | They can run using the sprint techniques up to 80m.  They can hurdle over 6 medium hurdles consecutively while sprinting  They can run using the long distance running techniques up to 1100m  They can jog/run 400m learning the importance of pacing.  They can run continuously for a period of time between 5 to 8 minutes | They can run using the sprint techniques up to 90m.  They can hurdle over 6 large hurdles consecutively while sprinting  They can run using the long distance running techniques up to 1300m  They can run longer distances knowing when to use a sprint.  They can run continuously for a period of time between 8 to 10 minutes | They can sprint up to 100m.  They can hurdle over 6 large hurdles consecutively while sprinting  They can run using the long distance running techniques up to 1500m  They can change his/her body shape to decrease air resistance when running.  They can run continuously for a period of time between 8 to 10 minutes |
| Non-negotiables | **Running Technique:** To understand the difference between a sprint and an endurance run and how to adapt the technique to achieve the best time.  **Sprinting**   1. Hold your torso straight and vertical - (*Run tall)* 2. Hold your head still, but relax your face and neck - (*Jelly Jaw)* 3. Bend your elbows at 90 degrees. 4. Pretend you are lightly gripping a small bird in each hand. 5. Pump your arms so your hands travel from “hip to lip”, and keep your arms close to your sides. 6. As you pump your arms, keep your shoulders steady but relaxed. 7. With each stride, lift your front knee high (“knee drive”) and straighten your back leg completely to deliver full power. 8. At the start of your sprint, keep your strides short and quick. Lengthen your strides as you gain speed and momentum. 9. Feet hit the ground just missing the heels to land flat foot 10. Use – Heads, Shoulders, knees and toes (really feet)     **Running start**   1. Toe touches the line (the one that feels most comfortable for the child) 2. Opposite arm (to the foot that’s touching the line) goes forward and the other arm extends behind bent at 90 degrees elbow pointing to the sky. 3. Weight on the front foot   **Relay Changeover**  Passing the baton to the next runner is a vital aspect of a relay race. The next runner needs to be moving when the changeover is made. This allows the runner get to their top speed quicker and will finish the race in a faster time.  **Long distance:**   1. Hold your torso straight and slightly leaning forward 2. Hold your head still, but relax your face and neck - (Jelly Jaw) 3. Bend your elbows at 90 degrees. 4. Pretend you are lightly gripping a crisp between finger and thumb. 5. Feet hit the ground just missing the heels to land flat foot   Pupils learn to ‘pace’ themselves by understanding 3 stages of running   1. Stage 1 - Running over a distance and being able to hold a constant conversation with someone for the duration 2. Stage 2 - Running over a distance and being able to answer a question with 6 consecutive words before needing to take a breath. Teacher: ‘How are you feeling?’ Runner: ‘I’m okay thank you Mrs Smith’ 3. Stage 3 - Running over a distance and being able to answer a question with 3 consecutive words before taking a breath – ‘I’m okay thanks’   Children to recognise that they might start running over distance using stage 1 and then build to the majority of the distance at stage 2 and the last (sprint to the finish line) stage 3. | | | | | |
| Throwing | They can use an underarm throw to throw an object | They can use over arm and underarm throws to throw items in a straight line. | They can use the correct action to throw a javelin without a run up. | They can use the correct action to throw a javelin with a run up. | They can use the correct action to throw a ball to an accuracy and precision | They can use the correct action to throw a javelin with a run up. |
| Non-negotiables | **Throwing:** To understand how to throw for distance and the correct technique to do so.  1. Grip the javelin by resting the javelin on the palm of your hand with the point aiming away from your body. If you straighten your arm the javelin should point towards you.  2. Hold the javelin in the middle. (You could let the children explore where to hold it)  3. Stand side on and aim with your free arm pointing into the direction you want the javelin to go.  4. Extend your arm and put your weight on your back foot.  5. Transfer the weight to your front foot and release always keeping the javelin aimed forwards.  The children should be standing with their hips twisted to the side and as the javlin is pulling forward, the hips should twist and face forward at the same time. | | | | | |
| Jumping | They can jump in various patterns (hop scotch) | They can jump: side to side; both feet together; one foot to the other | They can jump: one foot to the other (high jump); one foot to two feet (long jump) | They can jump using the correct arm action to create motion upwards and forwards (long jump and sergeant jumps) | They can jump: one foot to same foot to two feet (triple jump) | To perform a jump from a run. |
| Non-negotiables | **Jumping:** To understand how to jump in a standing long jump and the correct technique to perform a triple jump.   * jump from a balanced starting position * swing arms from behind the hips and as the arms swing past the hips the knees begin to straighten by the toes pushing into the ground. Arms continue to swing up int the jump. * Upon landing, always bend the knees   **Triple jump:**   * Begin with one foot on the ground. * Hop onto the same foot. Step onto the other foot. * Leap and land on both feet at the same time (this is the jump phase). * Ankles, knees and hips bend to absorb the landing. * Drive the knees hard and fast. Keep eyes focused and forwards. * Arm swing forward and up during the jump phase. | | | | | |
| Longitudinal study | * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. (Children have a small ‘PB’ (Personal Best) booklet that they record their best distance throw, best run time over a set distance (sprint -60m/80m/100m – long distance 400m/1000m/1600m - depending on year group), best distance jump * Experience competition in an athletics event. * Accurately measure and record the times taken and distances jumped/thrown using stop watches and measuring tapes * Show respect to fellow competitors at the end of the race/competition by shaking hands | | | | | |
| Pupil Offer | Sports day  Indoor sports hall events (for participation and competition)  Quad kids competition  Cross country competitions  School sport District competitions  INTRA SCHOOL COMPETITIONS | | | | | |