

Athletics and Fundamentals Exemplification

Key stage 1

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.

Pupils should be taught to use in combination and isolation:				
Running	X	X	X	X
Jumping	X	X	X	X
Throwing	X	X	X	X
Catching				
Plat competitive games such as:				
Basketball, Cricket, Football, Hockey, Netball, Rounder’s and Tennis				
Apply Basic Techniques for Attacking and Defending				
Develop Flexibility, Strength, Control and Balance	X	X	X	X
Perform Dance Using a Range of Movement Patterns				
Take Part in Outdoor and Adventurous Activity Challenges:				
Individually				
As Part of a Team				
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	X	X	X	X

Key stage 2

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.

National Curriculum Objective	Sport Specific Skills	Attacking vs Defending	Competing & Performing	Evaluation
Become increasingly confident and competent	X	X	X	X
Compete Against themselves	X	X	X	X
Compete against others	X	X	X	X

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Master Basic movements:				
Running	X	X	X	X
Jumping	X	X	X	X
Throwing	X	X	X	X
Catching				
Develop:				
Agility	X	X	X	X
Balance	X	X	X	X
Coordination	X	X	X	X
Participate in Team Games				
Develop simple tactics for attacking and defending.				
Perform Dances				
Learn simple dance patterns				

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Runni ng	Can stay significantly active for up to 2 minutes	Can run for up to 4 minutes without stopping	Can maintain and control running for up to 6 minutes	Can maintain and control running for up to 8 minutes	Can maintain and control running for up to 10 minutes	Can maintain and control running for up to 12 minutes	Can maintain and control running for up to 15 minutes
	Can change their speed to meet their environment	Show difference in speed between sprinting and jogging	Select the best pace for a variety of distances	Can use arm and leg extensions to improve sprinting technique	Can perform a relay hand over	Can perform all 4 roles as part of a relay team	Can perform a hurdle relay race
	Can run in different pathways	Can jog/ sprint in a straight line in a straight line	Run with basic technique following a curved line	Can combine running with jumping over hurdles	Utilise an effective sprint finish ‘dip’	Can run a 400m race	Can run a 800m race
Jumpi ng	Jump with 2 feet off the floor and land safely	Perform 4 basic jumps (2-2,2-1,1-1,1-2)	Can combine different jumps together	Can perform 1 footed and 2 footed take offs when running	Begin to perform a ‘hop, step and jump’ standing triple jump	Perform standing triple jump with correct flight and landing technique	Can combine a sprint and ‘hop, step and jump’ take off to perform a triple jump
		Controlled take-off and landing	Can perform a standing long	Can perform the correct flight technique during a standing long jump	Can perform a standing long jump with safe landing without falling backwards	Can combine a sprint and take off of a long jump	Can perform an effective long jump for distance

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		Jump as high as possible and as far as possible	Knows leg muscles are the prime force	Perform a safe standing long jump landing on 2 feet	Can measure the distance jumped	Can perform the correct flight technique during a long jump	Can perform a standing high jump using scissor kick action
Throwing	Roll equipment along the floor	Can throw an object underarm at a static target	Can throw an object over arm to a static target	Show increasing accuracy and power when throwing underarm and overarm	Perform a pull throw i.e. javelin	Perform a pull throw with side on technique	Perform an effective pull throw and follow through for distance
	Knows the arm is used to throw objects	Explore using power to reach static targets at different lengths	Throw with accuracy at targets at different heights and distances	Perform a push throw i.e. chest pass	Perform an over arm throw for distance by twisting core and side on stance	Can use correct footwork to increase power and accuracy of throwing (point front foot forward and transferring weight)	Perform an over arm throw for distance by using wrist extension technique
Evaluation	Describe how they feel when they are exercising	Can describe how the body feels before and after exercise	Recognise and describe how the body feels after different types of exercise	Recognise and describe the effects of nutrition on the body during exercise	Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down.	Carry out warm-ups and cool-downs safely and effectively.
	Talk about what they did well	Begin to say how they could improve	Can suggest how a partner could improve	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Most useful and appropriate knowledge to be passed onto the next year group

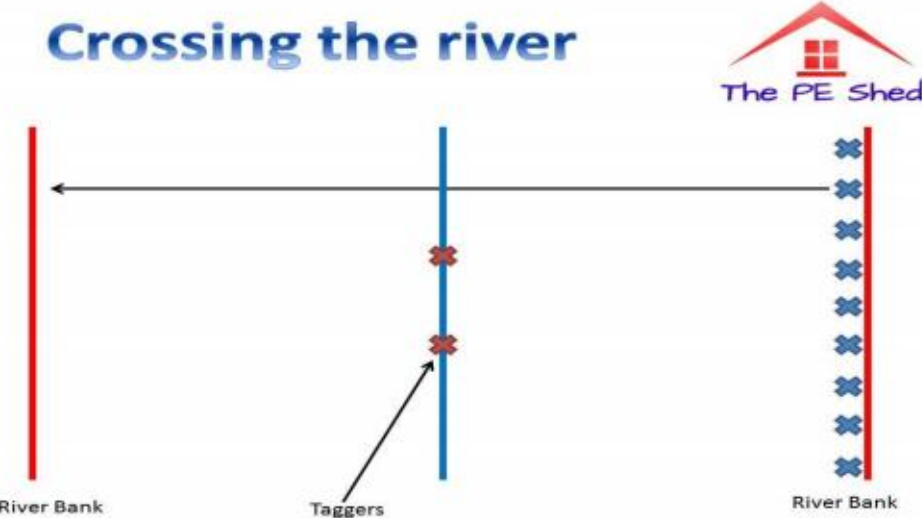
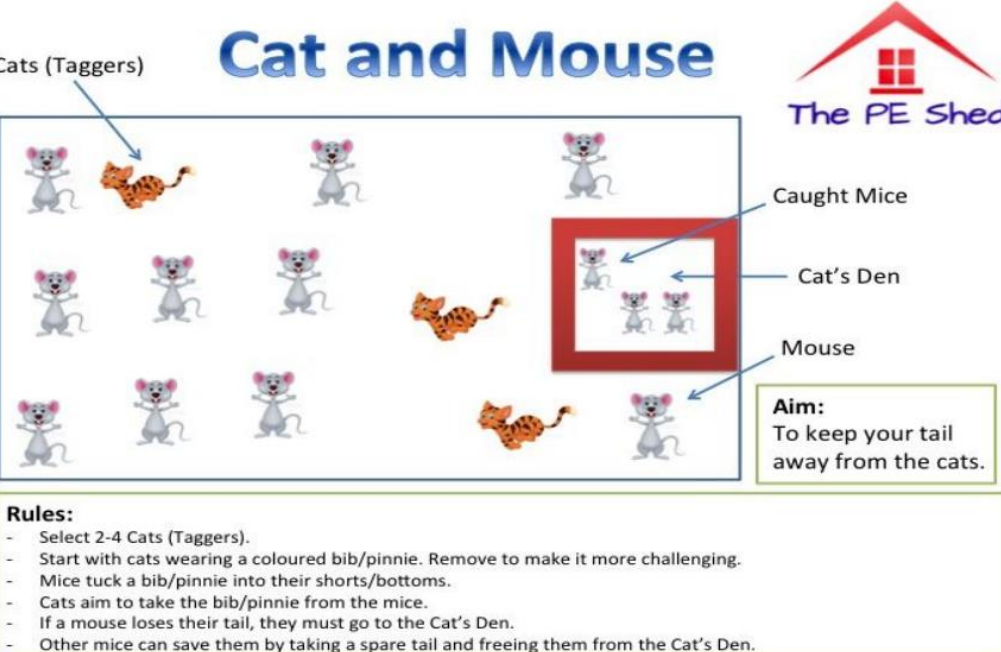
	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Running	Can change their speed to meet their environment	Show difference in speed between sprinting and jogging	Select the best pace for a variety of distances	Can combine running with jumping over hurdles	Can perform a relay hand over	Can run a 400m race	Can perform a hurdle relay race

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Jumping	Jump with 2 feet off the floor and land safely	Perform 4 basic jumps (2-2,2-1,1-1,1-2)	Can perform a standing long	Can perform the correct flight technique during a standing long jump	Begin to perform a ‘hop, step and jump’ standing triple jump	Can combine a sprint and take off of a long jump  Perform the correct flight and landing technique when jumping	Can perform a standing high jump using scissor kick action  Can combine a sprint and ‘hop, step and jump’ take off to perform a triple jump
Throwing	Roll equipment along the floor	Can throw an object underarm at a static target	Can throw an object over arm to a static target	Perform a push throw i.e. chest pass	Perform a pull throw i.e. javelin	Perform a pull throw with side on technique	Perform an effective pull throw and follow through for distance
Evaluation	Describe how they feel when they are exercising	Can describe how the body feels before and after exercise	Recognise and describe how the body feels after different types of exercise	Recognise and describe the effects of nutrition on the body during exercise	Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down.	Carry out warm-ups and cool-downs safely and effectively.

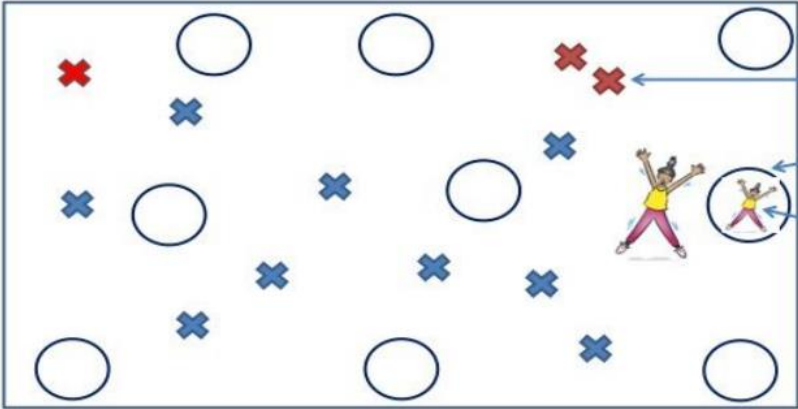



FS2	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Running	WALT	Running	Active	Children to play games where they are required to run and be active for most of the game, such as TAG, Sharks and Jellyfish etc.
	Stay significantly active for up to 2 minutes			
	Prior Knowledge			
	How Knowledge is progressive			

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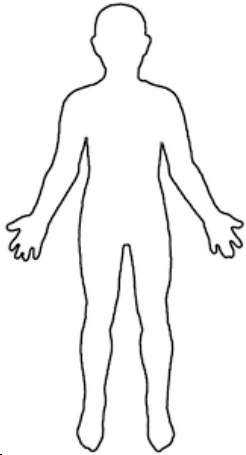
			<div><h3>Crossing the river</h3><p>See <a href="https://www.thepeshed.com/tag-games">https://www.thepeshed.com/tag-games</a> for more ideas <a href="https://www.thepeshed.com/warm-up-games">https://www.thepeshed.com/warm-up-games</a></p></div>
<div><div>WALT</div><div>Change speed to meet their environment</div><div>Prior Knowledge</div><div>How Knowledge is progressive</div></div>	<div>Change Fast Slow</div>	<div>Speed Space</div>	<p>Children can understand that in crowded spaces they may need to run slower to be able to avoid bumping into others.</p> <div><h3>Cat and Mouse</h3><p>See <a href="https://www.thepeshed.com/tag-games">https://www.thepeshed.com/tag-games</a> for more ideas <a href="https://www.thepeshed.com/warm-up-games">https://www.thepeshed.com/warm-up-games</a></p></div>
<div><div>WALT</div><div>Can run in different pathways</div><div>Prior Knowledge</div><div>How Knowledge is progressive</div></div>	<div>Change</div>	<div>Direction Avoid Obstacle</div>	<p>Children can run around different obstacles in front of them to avoid bumping into them. This may include fixed objects, equipment and other children.</p>



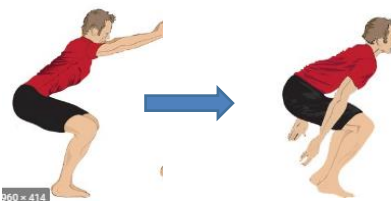
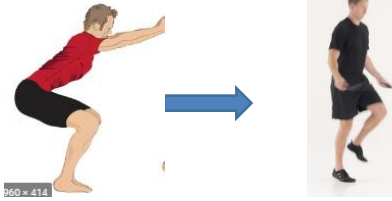
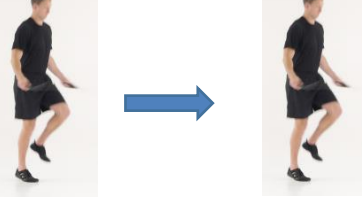

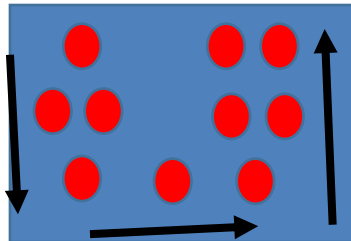
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				<div><h3>Fitness Tag</h3><p>The PE Shed</p><p>Taggers</p><p>Fitness Zone</p><p>Caught Student</p><p><b>Aim:</b> To improve fitness and gross motor skills.</p><p><b>Rules:</b></p><ul style="list-style-type: none"><li>- Taggers (1-3) aim to tag all of the students. If a student is tagged, they must go to a fitness zone (hoops).</li><li>- Students must wait inside the fitness zone (hoop) until a peer comes along and does the specified fitness activity with them (for example 5 star jumps).</li><li>- Completing the fitness activity together frees them from the fitness zone.</li><li>- Change the fitness activity at the end of each game.</li></ul></div>
Jumping	WALT	Feet	Jump	<p>Model a 2 footed jump bringing both feet off the floor. Children to show they can perform a 2 footed jump and to play ‘Frogs’ and practice jumping from Lilly-pad to Lilly-pad.</p> 
	Jump with 2 feet off the floor and land safely			
	Prior Knowledge			
	How Knowledge is progressive			
Throwing	WALT	Step Forward	Roll	<p>Children need to be able to roll a ball along the floor to practice the action of the underarm throw.</p> <ol style="list-style-type: none"><li>1. Hold the ball in 1 hand, taking a step forward and bending the hips to get nearer to the floor.</li><li>2. Holding the ball underneath, extend the arm straight to the floor so the ball rolls instead of bounces.</li></ol>  <p>twinkl.com</p> <p>Children to play bowling Games to practice rolling.</p>  <p>quanzhoujupin.en.made-in-china.com</p>
	Roll equipment along the floor			
	Prior Knowledge			
	How Knowledge is progressive			
	WALT			

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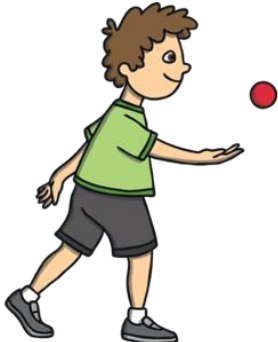
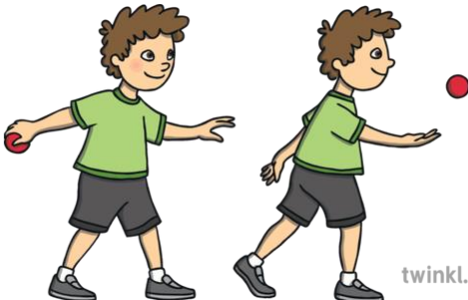
	Knows the arm is used to throw objects	Arms Hands	Roll Throw	<div>Show children a blank body, can they identify which part of the body is used when rolling or throwing an object?</div> 
	Prior Knowledge			
	How Knowledge is progressive			
Eva lua tio n	WALT			After running continuously, can children express how they feel?  Positive words such as excited, happy Words related to fatigue: tired, breathing fast etc.
	Describe how they feel when they are exercising			
	Prior Knowledge			
	How Knowledge is progressive			
				Children to discuss ideas, what did they do well in the session?  Ideas – keep going even though they were tired, followed the rules, stayed in the correct space
	WALT			
	Talk about what they did well			
	Prior Knowledge			
	How Knowledge is progressive			

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Year 1	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Runni ng	<b>WALT</b>		Continuou sly	To develop the fitness to run the mile a day, children to run continuously for up to 4 minutes. For example around the MUGA or the field.
	<i>Can run for up to 4 minutes without stopping</i>			
	<b>Prior Knowledge</b>			
	<i>Can stay significantly active for up to 2 minutes</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are developing their fitness to run for a longer period of time.</i>			
	<b>WALT</b>		Jog Sprint Pace Sustain	Linking to the above, children to understand that if they sprint as fast as they can they cannot sustain this pace for the whole 4 minutes. Children to recognise they have the ability to control the pace they run at. This is not a race against others but an ability to continue to run at a steady pace.  Use large timer to indicate to children how long is left.
	<i>Show difference in speed between sprinting and jogging</i>			
	<b>Prior Knowledge</b>			
	<i>Change speed to meet their environment.</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children have understood that they need to slow down around others and they are in control of how fast they are moving</i>			
	<b>WALT</b>	Race	Straight Lane	This links to sports day practise. Children to understand they are running in lanes and therefore cannot leave their lane and enter someone else’s.  Use skipping ropes or cones to create lane divisions for children to practice running inside.
	<i>Can jog/ sprint in a straight line in a straight line</i>			
	<b>Prior Knowledge</b>			
<i>Can run in different pathways</i>				
<b>How Knowledge is progressive</b>				
<i>Children are learning to run in a confined space in a straight line</i>				
Ju mp ing	<b>WALT</b>		2-2 jump 2-1 jump 1-1 jump 1-2 jump Landing Take-off	Teach children the 4 basic jumps. as below.
	<i>Perform 4 basic jumps (2-2,2-1,1-1,1-2)</i>			
	<b>Prior Knowledge</b>			
	<i>Jump with 2 feet off the floor and land safely</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are broadening the range of jumps they can perform.</i>			
			<div><div><div><b>2 – 2 jump</b> Take Off: 2 feet   Landing: 2 feet</div></div><div><div><b>2 – 1 jump</b> Take Off: 2 feet   Landing: 1 foot</div></div><div><div><b>1 – 1 jump</b> Take Off: 1 foot   Landing: 1 foot</div></div><div><div><b>2 – 2 jump</b> Take Off: 2 feet   Landing: 2 feet</div></div></div>	
			<div>Set up hall with throw downs for children to practice all 4 jumps. <b>For example</b> Children start on 1 foot performing a 1-2 jump They then perform a 2 – 1 jump They turn and perform alternating 1-1 jumps Followed by a 1 – 2 and a 2-2 jump.</div> 	<div>Link to ICT can children write an algorithm for a partner?</div>







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	<b>WALT</b>		Balance Coordination Take-off Landing Flight	Can children maintain their co-ordination and balance during take-off and landing?  <b>Teaching points</b> -Ensure children are jumping in a straight line, using balls of the feet for power and picking up feet during flight. -When landing, encourage children to land on the with their feet facing forward, flat footed at first to maximise the surface area in contact with the floor to aid balance. -Bend knees upon landing.	
	<i>Controlled take-off and landing</i>				
	<b>Prior Knowledge</b>				
	<i>Jump with 2 feet off the floor and land safely</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children are learning to jump and land with more control</i>				
	<b>WALT</b>		Take-off Landing Basic - Jumps	Children to attempt to jump as far and as they can using the 4 basic jumps.👏 Encourage children to bend knees as much as possible to act like a spring. At take-off push as hard as possible.	
	<i>Jump as high as possible and as far as possible</i>				
	<b>Prior Knowledge</b>				
	<i>Jump with 2 feet off the floor and land safely</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children are developing power and challenging themselves to achieve more</i>				
Thr ow ing	<b>WALT</b>	Step	Opposite Underneath Throw Underarm	1. Hold the ball in 1 hand, taking a step forward with the opposite foot. 2. Holding the ball underneath, raise the arm to throw the ball.	
	<i>Can throw an object underarm at a static target</i>				
	<b>Prior Knowledge</b>				
	<i>Roll equipment along the floor</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children have are developing the rolling action into an underarm throw using the same lunging technique.</i>				
	<b>WALT</b>	Step Backwards	Opposite Underneath Throw Underarm Stretch	Using the above underarm throw-  Develop power by pulling the arm backwards as you take the step forward. Develop balance by holding the non-throwing arm in front of the body. Develop accuracy by pointing the hand at the target at the end of the action.	
	<i>Explore using power to reach static targets at different lengths</i>				
	<b>Prior Knowledge</b>				
	<i>Children have learned to throw a ball</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children are developing their controlled use of power while throwing.</i>				
Eva lua tio n	<b>WALT</b>			Children can begin to acknowledge that their body feels different after exercise. -They can identify they breathe harder and faster. -They can identify they feel more tired. -They can feel their heart beating faster.	
	<i>Can describe how the body feels before and after exercise</i>				
	<b>Prior Knowledge</b>				
	<i>Children can say how they feel when they exercise.</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children are starting to identify the effect of exercise on their body physically as well as emotionally.</i>				

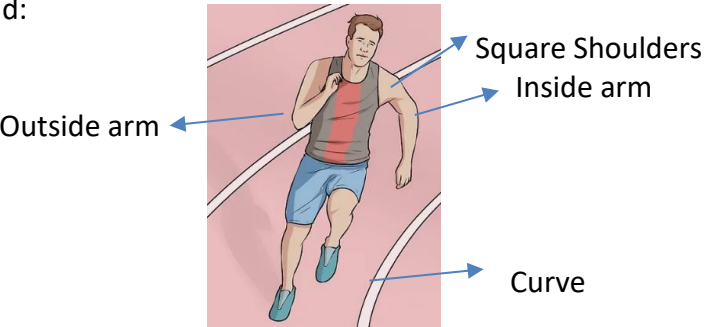
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	WALT			Children can understand that sometimes we don't do things perfectly. Therefore they can begin to identify what went well and what wrong to be able to correct it next time. <u>For example</u> Tried hard Bent the knees when jumping Landed on flat feet Did a 2-1 jump without falling over Kept their arm out in front when throwing to help balance
	Begin to say how they could improve			
	Prior Knowledge			
	Children can say what they did well			
	How Knowledge is progressive			
	Children are learning that their performances can be improved			


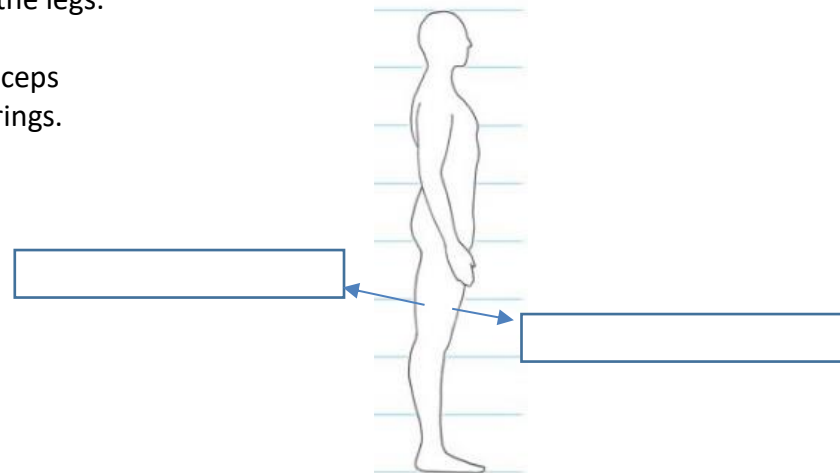

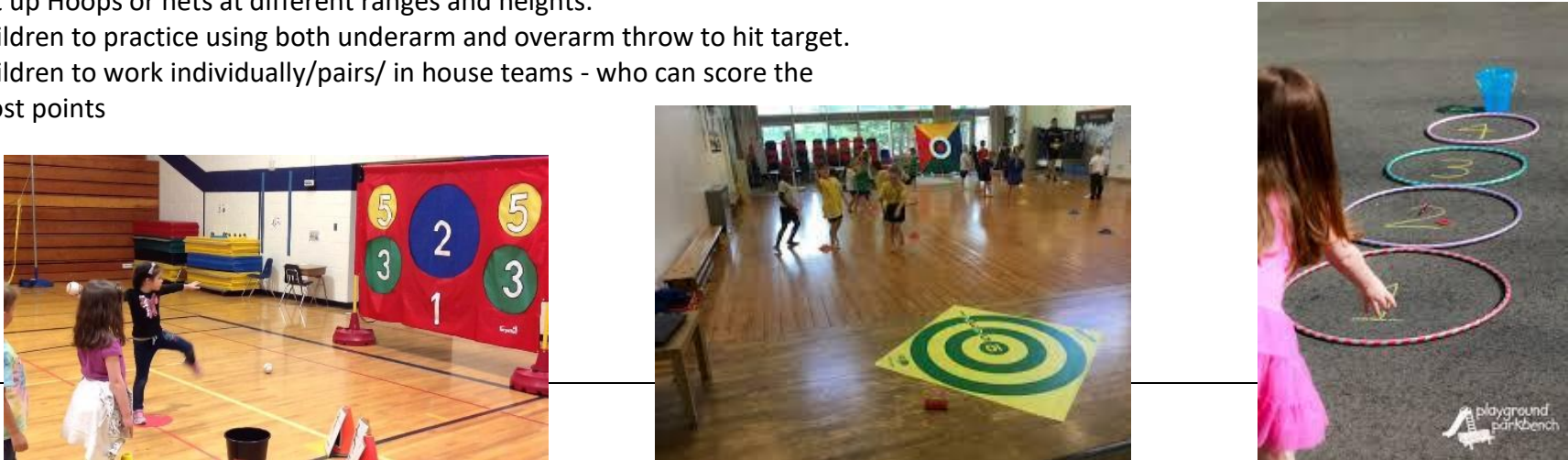
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Year 2	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Run n i n g	<b>WALT</b>		Fitness Stamina	To develop the fitness to run the mile a day, children to run continuously for up to 6 minutes. For example around the MUGA or the field.
	<i>Maintain and control running for up to 6 minutes</i>			
	<b>Prior Knowledge</b>			
	<i>Can stay significantly active for up to 4 minutes</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are developing their fitness to run for a longer period of time</i>			
	<b>WALT</b>	Speed Jog Sprint	Long Distance Short Distance	Children have competed in different events during Sports Day in Year 1. Can children identify that there are different length races – <b>long distance and short distance</b> . When performing these races children to be able to select the correct pace <b>jog or sprint</b> to complete these.
	<i>Select the best pace for a variety of distances</i>			
	<b>Prior Knowledge</b>			
	<i>Show difference in speed between sprinting and jogging</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are learning to anticipate the speed they need to run at to complete short and long distance runs</i>			
	<b>WALT</b>	Curve	Square Shoulders Arm Swing Inside Outside	When running a curve at speed, to increase the speed of running, children should:  1. Keep shoulders square 2. Lean into the curve slightly 2. Arm on the inside has a slightly smaller swing 3. Arm on the outside has a slightly larger swing
	<i>Run with basic technique following a curved line</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned to run in a straight line with basic technique</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are learning how to run a curve effectively so they can compete in 200m, 400m and distance events.</i>			
Ju m p i n g	<b>WALT</b>		Take – Off Landing Balance Coordination	Children have learned the 4 basic jumps in Year1. Can children remember how to perform these?  <div><div><b>2 – 2 jump</b> Take Off: 2 feet   Landing: 2 feet</div><div></div></div> <div><div><b>2 – 1 jump</b> Take Off: 2 feet   Landing: 1 foot</div><div></div></div> <div><div><b>1 – 1 jump</b> Take Off: 1 foot   Landing: 1 foot</div><div></div></div> <div><div><b>2 – 2 jump</b> Take Off: 2 feet   Landing: 2 feet</div><div></div></div>

Children to create obstacle courses for each other using chalk, equipment etc. to create an obstacle course for each other to complete using a variety of these jumps. Children to focus on landing with control to allow their next take off to be smoother.



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	<p><i>fluency needed to perform the triple jump in later years.</i></p>			
	<p><b>WALT</b></p> <p><i>Can perform a standing long jump</i></p> <p><b>Prior Knowledge</b></p> <p><i>Children have learned to perform the 4 basic jumps</i></p> <p><b>How Knowledge is progressive</b></p> <p><i>Children are learning to apply the 2-2 jump into a standardised long jump.</i></p>	Shoulder Width Bend Straight	Take-Off Flight Landing	<p>The Standing Long Jump is a standardised measure for lower body strength. Children are to perform the <b>basic</b> standing long jump. In Year 3 children will learn an effective flight and landing phase.</p> <ol style="list-style-type: none"> <li>1. Start by standing straight with feet shoulder width apart.</li> <li>2. Bend the knees to create power, coiling up like a spring</li> <li>3. Push off to take-off</li> <li>4. Land on 2 feet, bending knees to soften the impact of landing and increase Balance to avoid falling backwards.</li> </ol> 
	<p><b>WALT</b></p> <p><i>Knows leg muscles are the prime force</i></p> <p><b>Prior Knowledge</b></p> <p><i>Children have performed the 4 basic jumps.</i></p> <p><i>Children know the arms are used to throw and catch objects.</i></p> <p><b>How Knowledge is progressive</b></p> <p><i>Children are developing their understanding of the human anatomy and which muscles are responsible for specific actions.</i></p>			<p>Children can acknowledge that the power from jumping is created by the legs.</p> <p>Children know the muscles at the front of the leg are called the quadriceps</p> <p>Children know the muscles at the back of the leg are called the hamstrings.</p> 
Th ro wi ng	<p><b>WALT</b></p> <p><i>Can throw an object over arm to a static target</i></p> <p><b>Prior Knowledge</b></p> <p><i>Children have learned to roll a ball and the underarm throw.</i></p> <p><b>How Knowledge is progressive</b></p> <p><i>Children are learning the overarm throw to be able to throw objects at a variety of ranges.</i></p>	Throw	Side Stance Overarm Release Arc	<ol style="list-style-type: none"> <li>1. Identify throwing arm</li> <li>2. Start in the side stance position – throwing arm and leg on same side behind.</li> <li>3. Point front foot at the target.</li> <li>4. Hold ball to ear with throwing hand and raise non-throwing out in front, pointing at object.</li> <li>5. Thrust throwing arm forward in an arc shape passing over the head.</li> <li>6. Finish with throwing hand pointing at the target for accuracy.</li> </ol> 
	<p><b>WALT</b></p> <p><i>Throw with accuracy at targets at different heights and distances</i></p> <p><b>Prior Knowledge</b></p> <p><i>Children have learned the underarm and over arm throw</i></p> <p><b>How Knowledge is progressive</b></p> <p><i>Practising their accuracy and power of both techniques.</i></p>	Distance Height	Target Over arm Under arm	<p>Set up Hoops or nets at different ranges and heights.</p> <p>Children to practice using both underarm and overarm throw to hit target.</p> <p>Children to work individually/pairs/ in house teams - who can score the most points</p> 

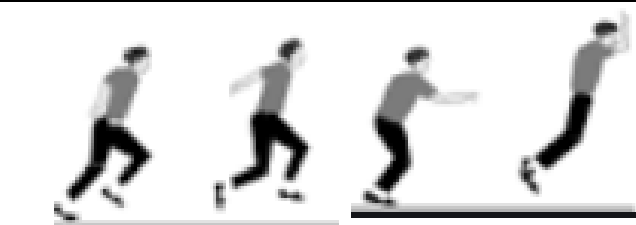
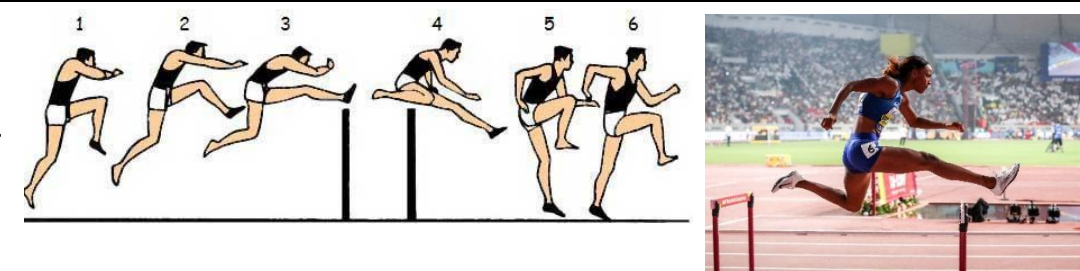
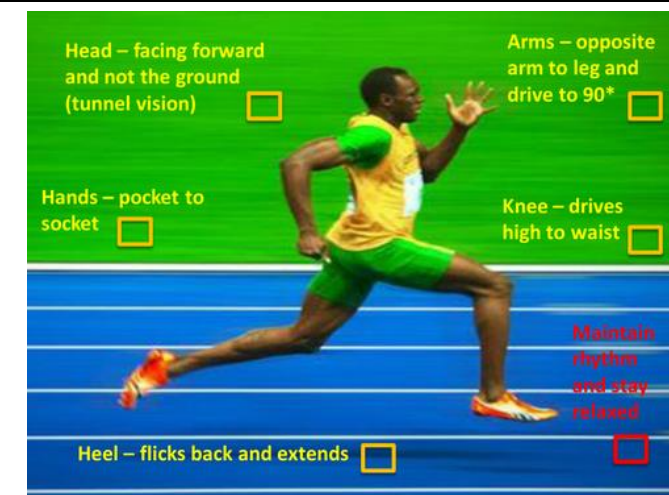


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Ev alu ati on	WALT			Children can say how they feel after different event.  -Do they feel the same after completing a long distance run compared to a short distance sprint? -Does running feel the same as jumping or throwing?
	<i>Recognise and describe how the body feels after different types of exercise</i>			
	Prior Knowledge			
	<i>Children have learned how the body feels during exercise</i>			
	How Knowledge is progressive			
	<i>Children are learning understand how different activities affect us in different ways</i>			
	WALT	Partner	Observe Perform Successful	Children can observe a partner performing an action (jumping, throwing, running) and can comment on how successful partner was and how they can improve.  For Example: Q - Was your partner’s long jump performance good? What could they do to improve? A - <i>Their take-off was good, but they didn’t bend their legs when they landed so they fell backwards.</i>
	<i>Can suggest how a partner could improve</i>			
	Prior Knowledge			
	<i>Children have been taught to look for space large enough to perform</i>			
	How Knowledge is progressive			
	<i>Children are learning how to maximise the use of space around others.</i>			

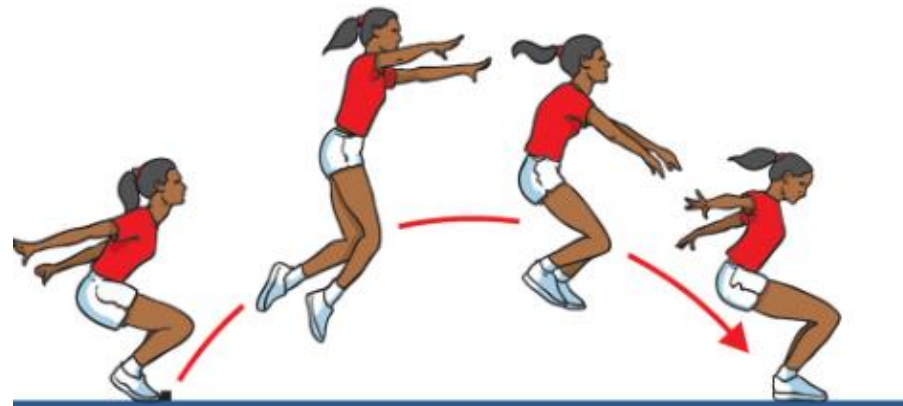


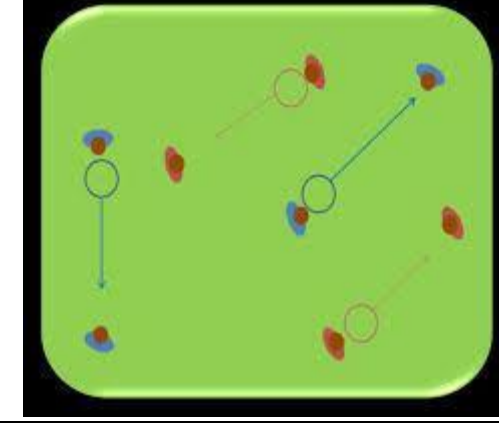
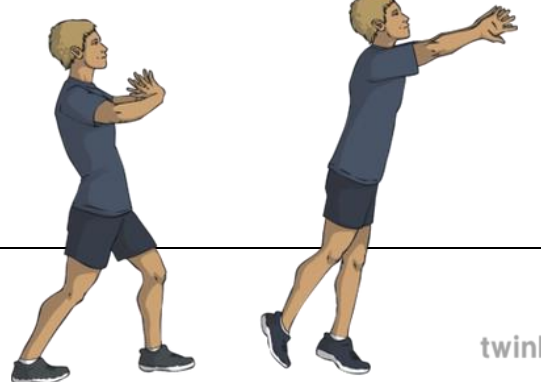
## Athletics and Fundamentals Exemplification

Year 3	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Running	<b>WALT</b>		Fitness Stamina	To develop the fitness to run the mile a day, children to run continuously for up to 8 minutes. For example around the MUGA or the field.
	<i>Can maintain and control running for up to 8 minutes</i>			
	<b>Prior Knowledge</b>			
	<i>Children have run continuously for 6 minutes at a time</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are developing fitness and stamina to run for up to 8 minutes</i>			
	<b>WALT</b>	Power Alternating Forwards	Up-Right Alternating Hip Height Drive Streamline Tension Lean	When springing make sure: 1. The head is up-right looking forward. 2. Keep the core in tension and lean forward slightly. 3. Children use an alternating leg and arm movement. 4. Knee drives high to hip height to maximise power. 5. Hand drive past the body rather than out to the side to keep streamline. 6. Arms at 90° – high elbow when behind, high hand when in front. 7. Flick the foot down and backwards when pushing off to maximise power.
	<i>Can use arm and leg extensions to improve sprinting technique</i>			
	<b>Prior Knowledge</b>			
	<i>Children have performed long and short distance runs</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are developing their technique when sprinting to improve their speed.</i>			
	<b>WALT</b>	Straight	Hurdle Extend Travel Standing Leg Take Off Leg	Children to practice with low hurdles at first. 1. Whilst running, using the standing leg push of into a jump action. 2. Bring the knee of the leg in the air as high as possible. 3. Extend the leg straight so it travels over the hurdle. 4. Pick up the take-off leg and bring it over the hurdles. 5. Land on 1 foot and continue running action.
	<i>Can combine running with jumping over hurdles</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned 1 footed take offs and to run with good technique</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are combining running and jumping to form the hurdle</i>			
Jumping	<b>WALT</b>	Jump	2 footed	Children are learning to the basic hurdle technique – see above for a 1 footed take off when running.  Children to practice running and jumping using a 2 footed take off to jump over objects.
	<i>Can perform 1 footed and 2 footed take offs when running</i>			
	<b>Prior Knowledge</b>			
	<i>Children have practised 1 and 2 footed jumps from static positions</i>			
	<b>How Knowledge is progressive</b>			





## Athletics and Fundamentals Exemplification


	Children are learning to perform jumps when running to form the hurdle and long jump.			
	<b>WALT</b> Can perform the correct flight technique during a standing long jump		Flight Extension Lean Tuck	<p>When performing the standing long jump, children need to use a correct flight technique to maximise the distance the can travel in the air.</p> <ol style="list-style-type: none"> <li>1. After take-off the legs will be in full extension.</li> <li>2. Bring the knees as high as possible into the tuck position with feet close together.</li> <li>3. Lean forward so upon landing, the momentum carries you forwards and not backwards.</li> </ol> 
	<b>Prior Knowledge</b> Children have learned to perform the basic standing long jump and the tuck position.			
	<b>How Knowledge is progressive</b> Children are combining these to keep their feet as far from the floor as possible during flight so they do not stop the jumper's flight.			
	<b>WALT</b> Perform a safe standing long jump landing on 2 feet			
	<b>Prior Knowledge</b> Children have learned the basic standing long jump			
	<b>How Knowledge is progressive</b> Children are learning to maximise the distance they can jump by developing an effective landing.			
		Balance	Landing Flight	<p>When landing from the flight phase of the standing long jump, ensure children landing with:</p> <ol style="list-style-type: none"> <li>1. Two feet together and knees bent.</li> <li>2. Arms forward to maintain balance.</li> <li>3. Torso and head leaning forward.</li> </ol> 
Th ro wi ng	<b>WALT</b> Show increasing accuracy and power when throwing underarm and overarm		Accuracy Power Over Arm Under Arm Hole Tee Golf	<p>Children to play a version of golf by throwing a ball/ bean bag.</p> <p>Adult to set up a 15 hole course using numbered throw downs as 'tees' and numbered hoops as 'holes'.</p>  <p>Children to work in pairs to complete the course in the lowest score possible. Pairs competing against each other and as a pair against other pairs.</p> <p>Each throw is 1 point and the aim is to throw the ball/bean bag in the 'hole' in the fewest throws. Children to decide whether they need to use power (over arm throw) or accuracy (under arm throw) to match their distance from the 'hole'.</p> 
	<b>Prior Knowledge</b> Children have learned the over and under arm throws			
	<b>How Knowledge is progressive</b> Children are developing their accuracy and power of these throws			
	<b>WALT</b> Perform a push throw i.e. chest pass			
	<b>Prior Knowledge</b> Children have learned over and under arm throws			
	<b>How Knowledge is progressive</b> Children are learning to throw using a pushing action. This is the 2 handed			
		Shoulder width	Push Extend Base	<ol style="list-style-type: none"> <li>1. Begin by standing with one leg in front of the other to provide a strong base.</li> <li>2. Hold the ball at the sides with 2 hands.</li> <li>3. Whilst holding the ball rotate the arms so the ball sits on the chest, this causes the elbows to point out to the side.</li> <li>4. From this position, push the ball forwards to a target or partner.</li> </ol> <p><b>Challenge</b> – To increase power, flick the fingers at release to add extra momentum.</p> 

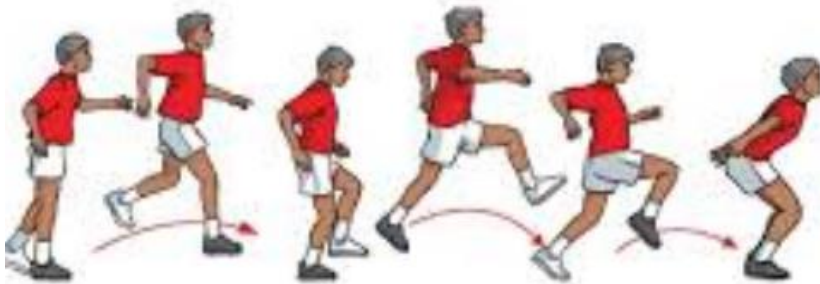
Athletics and Fundamentals Exemplification

	<i>version of the shot put throw learned in KS3.</i>			
Evaluation	<b>WALT</b>	Exercise	Nutrition Carbohydrates Hydrated Protein	Children understand a balanced diet. They understand the role of:  <b>Carbohydrates</b> - provide the body with energy. <b>Protein</b> – growth and repair of the muscles. <b>Water</b> – keeps us hydrated  Eating well for physical activity and sport can have many benefits including: <ul style="list-style-type: none"><li>• Allowing you to perform well in your chosen sport or activity;</li><li>• Reducing the risk of injury and illness;</li><li>• Ensuring the best recovery after exercise or a training programme.</li></ul>
	Recognise and describe the effects of nutrition on the body during exercise			
	<b>Prior Knowledge</b>			
	<i>Children know what effect exercise has on the body</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are learning how nutrition can affect the body during exercise.</i>			
	<b>WALT</b>	Improved	Resilience Hard Word Independence Team Work	Children can talk about how they managed to get better at performing actions.  What did they do: -Improve technique -Concentrate  Through doing this children are developing an understanding of resilience and hardwork to improve sporting performance.
	<i>Can describe how their performance has improved</i>			
	<b>Prior Knowledge</b>			
	<i>Children can say what they did well</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are learning to discuss what they did well and how they improved</i>			

## Athletics and Fundamentals Exemplification

Year 4	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Running	<b>WALT</b>		Fitness Stamina	To develop the fitness to run the mile a day, children to run continuously for up to 10 minutes. For example around the MUGA or the field.
	<i>Can maintain and control running for up to 10 minutes</i>			
	<b>Prior Knowledge</b>			
	<i>Children have run continuously for 8 minutes at a time</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are developing fitness and stamina to run for up to 10 minutes</i>			
	<b>WALT</b>	Sprint	Relay Hand Over Baton	To begin with complete this in a static poistion. Then when children are able to perform this progress into a hand over performed in a small area to practice on the move. Finally use this hand over as part of a relay race. 1. Children start by standing a combined 2 steps apart. 2. The person at the back holds the baton and lunges forward towards the lead person. 3. The person at the front holds their arm back as far as possible and recieves the baton.
	<i>Can perform a relay hand over</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned the correct sprint technique</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are developing their sprint into a team relay sprint</i>			
	<b>WALT</b>	Sprint Balance	Dip Stride length Stride rate	At the end of races sometimes children have the tendency to dive to cross the line. An effective technique is to perform the ‘dip’.  1. Keeping the same stride rate and length is important. 2. As you approach the finish line put the arms behind the body to maintain balance. 3. Lower the chest and head as far forward as possible (dip) to reach for the line.
	<i>Utilise an effective sprint finish ‘dip’</i>			
	<b>Prior Knowledge</b>			
<i>Children have learned the correct sprint technique</i>				
<b>How Knowledge is progressive</b>				
<i>Children are learning to finish a sprint race with control and technique</i>				
Jumping	<b>WALT</b>	Front Leg Standing Leg	Standing Triple Jump Hop Step Jump Flight	From a static start. 1. Keep one leg in front of the other. 2. Hop forward off the front leg and land on the same leg. 3. Drive the rear leg through taking as long a step as possible. 4. As the stepping leg hits the floor drive the opposite leg through to create momentum. 5. Jump off the standing leg and enter the flight phase. 6. Land on 2 feet.  <a href="https://www.youtube.com/watch?v=UoJEXxm1pjY">https://www.youtube.com/watch?v=UoJEXxm1pjY</a>
	<i>Begin to perform a ‘hop, step and jump’ standing triple jump</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned to perform 1 and 2 footed jumps</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are combining these jumps to perform the static triple jump to lead into performing the standard triple jump in Year 5</i>			




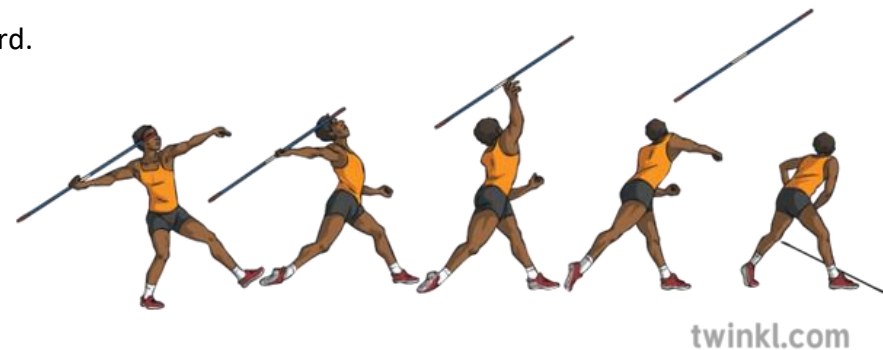






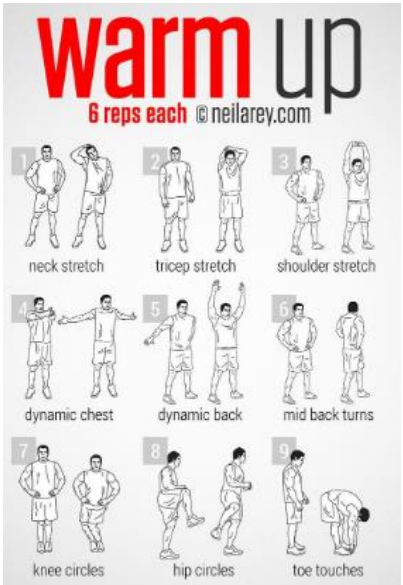


## Athletics and Fundamentals Exemplification

	<b>WALT</b> <i>Can perform a standing long jump with safe landing without falling backwards</i> <b>Prior Knowledge</b> <i>Children have learned the correct landing technique</i> <b>How Knowledge is progressive</b> <i>Children are going to improve their performance by maintaining balance and control by not falling backwards</i>	Balance	Landing Momentum Flight	<p>When landing from the flight phase of the standing long jump, ensure children landing with:</p> <ol style="list-style-type: none"> <li>1. Two feet together and knees bent.</li> <li>2. Arms forward to maintain balance, and prevent weight pulling the children backwards.</li> <li>3. Torso and head leaning forward to keep weight going forwards and not backwards.</li> </ol> 
	<b>WALT</b> <i>Can measure the distance of a standing long jump</i> <b>Prior Knowledge</b> <i>Children can perform the standing long jump and land without falling backwards</i> <b>How Knowledge is progressive</b> <i>Children are learning to understand the rules and measure their partner's jump</i>			<p>Children to begin to use tape measures to be able to record the distance of a partner's standing long jump or standing triple jump.</p> <p>Children have been taught the correct landing technique to help understand how to measure.</p> <p>All scores are measured from the starting line to the furthest back contact with the ground.</p> <p>Using the correct technique this should be the back of the heel.</p> 
Th ro wi ng	<b>WALT</b> <i>Perform an over arm throw for distance by twisting core and side on stance</i> <b>Prior Knowledge</b> <i>Children have learned the over arm throw</i> <b>How Knowledge is progressive</b> <i>To develop their power in the over arm throw, children will learn to use their core</i>	Power Twist Balance	Core	<p>Stand with 1 foot in front of the other to create a strong balance.</p> <p>Twist the hips and the torso tightening the core towards the back foot to generate coiled energy.</p> <p>Use the core to generate power through the over arm throwing action.</p> 
	<b>WALT</b> <i>Perform a pull throw i.e. javelin throw</i> <b>Prior Knowledge</b> <i>Children have learned the over arm throw and a push throw</i> <b>How Knowledge is progressive</b> <i>Children are learning a new athletic throw that builds on the over arm throw by using the overhead action</i>	Bent Straight Twist	Overhead Pull Side Stance Javelin Core Contract	<ol style="list-style-type: none"> <li>1. Stand in a side stance similar to the star position.</li> <li>2. Use the core to twist the body so the chest and head face forward.</li> <li>3. Keeping the arm straight, contract the chest to pull the arm forwards and above the head.</li> <li>4. When the arm is directly above the head release the javelin.</li> </ol> <p><b>Challenge</b> – To throw for distance, continue the action through the full range of motion instead of stopping upon the release.</p> 

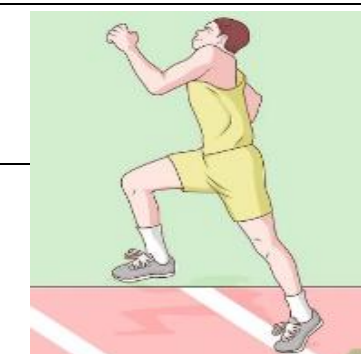
Athletics and Fundamentals Exemplification

	with a purely straight instead of bent arm.			
Eva lua tio n	WALT		Warm Up Cool Down Heart Rate Stretch Injury Pooling Lactic Acid Recovery	<p>Children will learn some of the reason to warm up and cool down before and after exercise.</p> <p><b>Benefits of Warm Ups –</b></p> <ul style="list-style-type: none"><li>-To increase the heart rate so blood is carrying oxygen to the muscles and carbon dioxide away from muscles.</li><li>- Warm muscles are looser and less likely to get injured.</li><li>- Stretching increases muscles flexibility. If muscles are more flexible they are less likely to over stretch and get injured.</li><li>- Practises key actions and movements used in sports to help improve technique.</li></ul> <p><b>Benefits of Cool Downs –</b></p> <ul style="list-style-type: none"><li>- Stretching prevents muscles from muscle soreness.</li><li>- Takes away waste carbon dioxide from muscles and supplies oxygen to improve recovery.</li><li>- Slowly decreases the heart rate.</li><li>- Stops blood pooling in furthest away limbs from the heart which can cause dizziness/ fainting.</li><li>- Takes away lactic acid from muscles</li></ul>
	Know some reasons for warming up and cooling down			
	Prior Knowledge			
	Children have learned the effects of exercise and nutrition on the body.			
	How Knowledge is progressive			
	Children will learn some of the reasons how warming up and cooling down affect the body during exercise			
	WALT	Improvement	Evaluate Performance	<p>Children are to watch a performance of an athletic action.</p> <p>Using the teaching points and the WALTs outlined, can they comment on the correct parts of the technique, the incorrect techniques andhow the performer could change their action to improve.</p> <p>When suggesting improvements can children use the correct language and use visual demonstrations.</p>
	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements			
	Prior Knowledge			
	Children have described what they did well and how they have improved			
	How Knowledge is progressive			
	Children are learning how to effectively evaluate performances and suggest improvements			



## Athletics and Fundamentals Exemplification

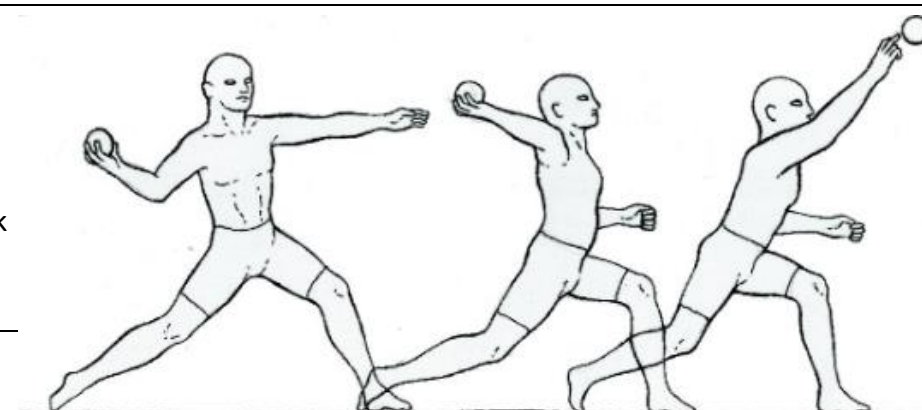
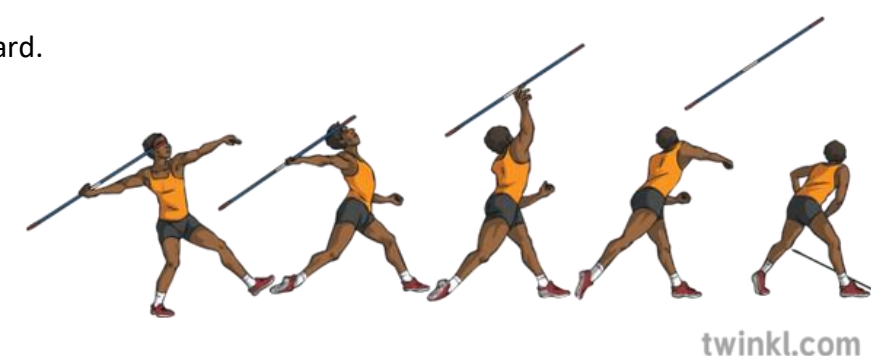
Year 5	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Run n i n g	<b>WALT</b>		Fitness Stamina	Children have learned to run continuously for 10 minutes to build fitness by finding an endurable pace.
	<i>Can maintain and control running for up to 12 minutes</i>			Children are now looking to run continuously for 12 minutes, they can use the ‘Cooper Test’ as a standardised measure of fitness.
	<b>Prior Knowledge</b>			The Cooper Test requires participants to run continuously around a track or course for 12 minutes. They should count the laps they have completed during this time. The aim is to show improvement in fitness by running more laps than the previous attempt.
	<i>Children have run continuously for 8 minutes at a time</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are developing fitness and stamina to run for up to 12 minutes</i>			
	<b>WALT</b>	Sprint Curve Straight	Relay Baton Handover Exchange zone Leg	Children are learning to work as part of a 4 x 100m relay team. They will need to practice the roles in each of the 4 positions.
	<i>Can perform all 4 roles as part of a relay team</i>			To start, children work with a partner to practice the baton hand over.
	<b>Prior Knowledge</b>			The handover is always performed whilst the <b>receiving runner is static</b> .
	<i>Children have learned to perform a single relay handover</i>			Children learn the exchange box handover (moving hand over) at KS3.
	<b>How Knowledge is progressive</b>			To keep all children active, children to work in teams of 4.
<i>Children are combining the relay handover with running both a straight and curved sprint</i>	-As each child finishes running 100m and hands over the baton they can wait and rest. They are then in the correct place to run the next leg of the relay, rotating through each leg of the race.			
<b>WALT</b>	Curve Straight	Stamina Pace	<b>Children will be performing the 400m race to compete for the school at the Annual Primary Athletics Event.</b>	
<i>Can perform a 400m race</i>			They will need to learn to develop stamina to run quickly for a longer period of time. Stamina is the ability to use a high energy (power) action over a period of time.	
<b>Prior Knowledge</b>			The most important part of the race is knowing what pace you can maintain. To do this get children to run at 100% of their maximum speed. Tell children that although the 400m is classed as a sprint it is difficult to maintain. Therefore, the need to aim for <b>roughly 80%</b> of their maximum speed, if they have energy at the end they can utilise this as a sprint. If not the challenge is to maintain their pace until the end usingthe <b>effective sprint technique</b> and <b>the effective curve technique</b> .	
<i>Children have learned to run in straight lines and run a curve</i>				
<b>How Knowledge is progressive</b>				
<i>Children are developing their stamina to run a 400m race by combing running in a straight line and a curve</i>				
Ju m	<b>WALT</b>	Sprint	Take off Dominant leg 1-2 Jump	Children to explore which leg is most dominant when performing a 1 – 2 jump. <b><i>This does not always correspond with dominant writing hand.</i></b> This tells children which leg they are going to use for the take-off of the long jump.
	<i>Can combine a sprint and take off of a long jump</i>			
	<b>Prior Knowledge</b>			





## Athletics and Fundamentals Exemplification

pi ng	Children have learned the standing long jump			Children are then going to combine this with a sprint, using the correct spring technique to gain as much momentum as possible. Children need no more than 10m for the spring start.
	<b>How Knowledge is progressive</b>			
	Children are combining a standing long jump with a sprint start			Using the dominant leg, push off with as much force as possible to jump forwards.
	<b>WALT</b>	Feet together	Flight Phase Pike Air resistance	Children have learned the long jump approach and take-off.
	Can perform the correct flight technique during a long jump			Whilst children are in the air, they need to tense the core pulling the knees forward and throw the arms into the air above the head.
	<b>Prior Knowledge</b>			This reduces the air resistance from the legs, but also means they cannot dangle and make contact with the floor at the last minute. The aim is to reach the <b>pike</b> position in the best jumpers, but a tuck for the majority.
	Children have learned the long jump approach and take-off			For an effective flight phase technique, children will have feet and knees together.
	<b>How Knowledge is progressive</b>			
	Children are maximising the distance jumped by utilising an effective landing technique.			
	<b>WALT</b>	Feet together	Flight Phase Pike Air resistance	Children have learned the flight phase for the long jump. The flight phase of the triple jump is very similar and allows children to practice each jump separately.
	Perform standing triple jump with correct flight phase and landing			Whilst children are in the air, they need to tense the core pulling the so the jumping (trailing leg) and non-jumping leg are together in front of the body.
	<b>Prior Knowledge</b>			This reduces the air resistance from the legs, but also means they cannot dangle and make contact with the floor at the last minute. The aim is to reach the <b>pike</b> position in the best jumpers, but a tuck for the majority.
	Children have learned the hop, step and jump			For an effective flight phase technique, children will have feet and knees together.
Th ro wi ng	<b>WALT</b>	Bent Straight Twist	Overhead Pull Side Stance Javelin Core Contract	1. Stand in a side stance similar to the star position.
	To perform a pull throw with a side on technique			2. Use the core to twist the body so the chest and head face forward.
	<b>Prior Knowledge</b>			3. Keeping the arm straight, contract the chest to pull the arm forwards and above the head.
	Children have learned the basic arm movement of a pull throw			4. When the arm is directly above the head release the javelin.
	<b>How Knowledge is progressive</b>			<b>Challenge</b> – To throw for distance, continue the action through the full range of motion instead of stopping upon the release.
	Children are learning to use a side stance to generate power through the core			
	<b>WALT</b>	twisting accuracy power big toe target	side stance transfer weight back foot front foot	The aim of this technique is improve power and accuracy by:
	Can use correct footwork to increase power and accuracy of throwing			-Pointing the front foot forward so the big toe faces the target.
	<b>Prior Knowledge</b>			-Transferring weight from the back foot to the front foot to generate power
	Children have learned the over arm throw with a side stance and twisting motion			For even longer distance throws when the weight is on the back foot you can add a slight bend at the knee to gain more power in the action by involving the legs.
	<b>How Knowledge is progressive</b>			

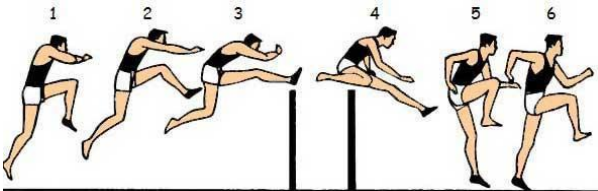

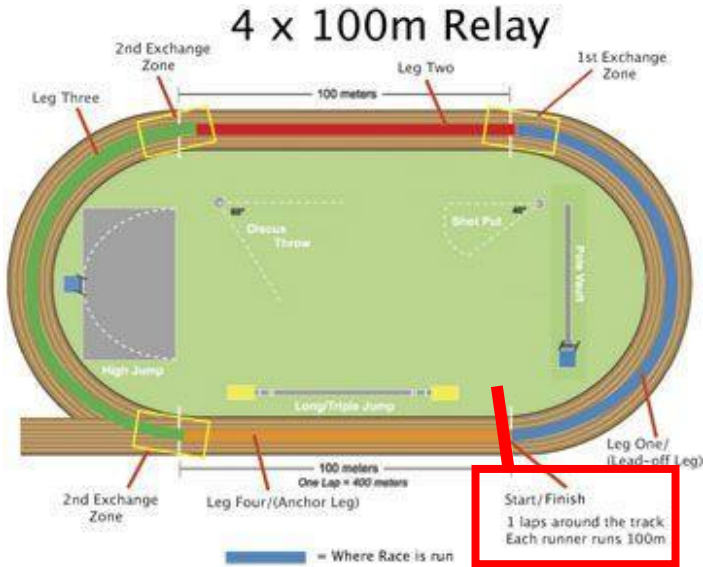


Athletics and Fundamentals Exemplification

	<i>Children are using the transfer of weight from back foot to front foot whilst twisting to create even more power. Pointing the front foot at the target aids the accuracy of the release during this movement.</i>			
Evaluation	<b>WALT</b>		Warm Up Cool Down Heart Rate Stretch Injury Pooling Lactic Acid Recovery	<p>Children will learn some of the reason to warm up and cool down before and after exercise.</p> <p><b>Benefits of Warm Ups –</b></p> <ul style="list-style-type: none"><li>-To increase the heart rate so blood is carrying oxygen to the muscles and carbon dioxide away from muscles.</li><li>- Warm muscles are looser and less likely to get injured.</li><li>- Stretching increases muscles flexibility. If muscles are more flexible they are less likely to over stretch and get injured.</li><li>- Practises key actions and movements used in sports to help improve technique.</li></ul> <p><b>Benefits of Cool Downs –</b></p> <ul style="list-style-type: none"><li>- Stretching prevents muscles from muscle soreness.</li><li>- Takes away waste carbon dioxide from muscles and supplies oxygen to improve recovery.</li><li>- Slowly decreases the heart rate.</li><li>- Stops blood pooling in furthest away limbs from the heart which can cause dizziness/ fainting.</li><li>- Takes away lactic acid from muscles</li></ul>
	<i>Know and understand the reasons for warming up and cooling down.</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned the reasons for warming up and cooling down</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are learning all the reasons for warming up and cooling down and explaining why they are important</i>			
	<b>WALT</b>	Resilience Independence Evaluate Performance	Personal Best	<p>This is challenging children to be able to articulate all the cumulative learning they have had in a particular area to describe their performance.</p> <p><b>For instance:</b></p> <p>“I recorded a personal best long jump score. I know this because I have measured the distance I jumped and compared it to previous year. My improvement could be down to my <b>improved flightphase</b>. I now tuck my legs in the air which stops me from making contact with the ground until the last minute. I am also getting stronger so my <b>take off phase has more power</b>.”</p>
	<i>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned to evaluate performance they have seen</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are learning to be more independent when evaluating their own improvements and targets to improve</i>			



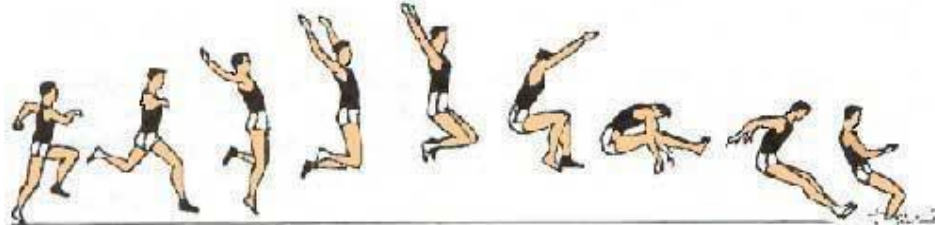
Athletics and Fundamentals Exemplification

Year 6	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Run n i n g	<b>WALT</b> <i>Maintain and control running for up to 15 minutes</i>		aerobic fitness sustainable pace	Children are developing their aerobic fitness and relates to the body's ability to take in and use oxygen during exercise.
	<b>Prior Knowledge</b> <i>Children have learned to run for 12 minutes of time</i>			They are developing their ability to find a pace that is sustainable for up to 15 minutes. They should be attempting to find a pace that does not see them speed up and slow down. Children should be aiming for 40-50% of their top speed.
	<b>How Knowledge is progressive</b> <i>Children are building their fitness levels</i>			All children should be able to run a mile in this time.
				Activities can include a longer version of the '12 minute Cooper Test' or running around a course.
	<b>WALT</b> <i>Perform a hurdle relay race</i>	Straight	Hurdle Extend Travel Standing Leg Take Off Leg 1-1 jump	Children to practice with low hurdles at first.
	<b>Prior Knowledge</b> <i>Children have learned to jump over a hurdle</i>			1. Whilst running, using the standing leg push of into a 1-1 jumping action.
	<b>How Knowledge is progressive</b> <i>Children are combing the hurdle jump with a relay race</i>			2. Bring the knee of the leg in the air as high as possible.
				3. Extend the leg straight so it travels over the hurdle.
				4. Pick up the take-off leg and bring it over the hurdle.
				5. Land on 1 foot and continue running action.
				Children should comete as part of a 4x100m team practising all 4 roles of the relay with <b>2 or more hurdles per section</b> .
				
				
				
	<b>WALT</b> <i>Run an 800m race</i>	Curve Straight	Stamina Pace 800m race	Children will be performing the 800m race to compete for the school at the Annual Primary Athletics Event.
	<b>Prior Knowledge</b> <i>Children have run the 400m race</i>			They will need to learn to develop stamina to run quickly for a longer period of time. Stamina is the ability to use a high energy (power) action over a period of time.
	<b>How Knowledge is progressive</b> <i>Children are developing their stamina to run for 800m using the same 80% of top speed.</i>			The most important part of the race is knowing what pace you can maintain. To do this get children to run at 100% of their maximum speed. Tell children that although the 800m is classed as a sprint it is difficult to maintain. Therefore, the need to aim for roughly 80% of their maximum speed, if they have energy at the end they can utilise this as a sprint. If not the challenge is to maintain their pace until the end usingthe <b>effective sprint technique</b> and <b>the effective curve technique</b> .
	<b>WALT</b>	Feet together		Children have learned the 'hop, step and jump' technique.

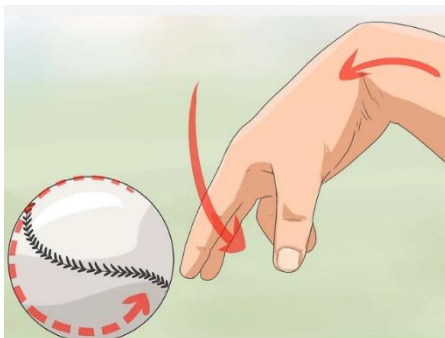





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J u m p i n g	Combine a sprint and 'hop, step and jump' take off to perform a triple jump	Sprint	Flight Phase Pike Air resistance Hop step jump Marker	Children should practice the standing triple jump to familiarise themselves with the technique.
	<b>Prior Knowledge</b>			They should then begin to perform the standard triple jump by introducing a 10m run up to gain momentum.
	Children have learned the standing triple jump			
	<b>How Knowledge is progressive</b>			Children should place their favoured jumping foot on the jump marker and act out the 'hop step and jump' and place a marker. This tells them when to begin the action on the run up. They should then take 10 large steps to mark out where they should start the run.
	Children are going to begin to perform the standard triple jump			
	<b>WALT</b>	Feet together	Flight Phase Pike Air resistance	
	Perform an effective long jump for distance			
	<b>Prior Knowledge</b>			
	Children have learned the correct, run up, take off, flight phase and landing			
	<b>How Knowledge is progressive</b>			
	Children are putting all the elements into practise			
T h r o w i n g	<b>WALT</b>		dominant non-dominant 2-2 jump flex hip	Children are learning the basic scissor kick high jump technique.  1. Start by standing straight next to the fence with the dominant foot furthest away. 2. Bend the knees and perform a 2-2 jump. 3. In the air with the non-dominant leg flex the hip so it moves up and over the bar. 4. As the non-dominant leg is descending raise the dominant leg up and over the bar (this looks like a scissor kick motion). 5. land on 2 feet.
	Can perform a standing high jump using scissor kick action			
	<b>Prior Knowledge</b>			
	Children have learned a range of jumps for distance			
	<b>How Knowledge is progressive</b>			
	Children are learning to jump for height			
	<b>WALT</b>	Bent Straight Twist	Overhead Pull Side Stance Javelin Core Contract	1. Stand in a side stance similar to the star position. 2. Use the core to twist the body so the chest and head face forward. 3. Keeping the arm straight, contract the chest to pull the arm forwards and above the head. 4. When the arm is directly above the head release the javelin. 5. To throw for distance, continue the action through the full range of motion so the throwing arm tucks back into the body.
	Perform an effective pull throw and follow through for distance			
	<b>Prior Knowledge</b>			
	Children have learned the side stance and basic pull throw technique			
	<b>How Knowledge is progressive</b>			
	Children are putting elements together with the follow through technique			
	<b>WALT</b>	Spring	Side stance Weight transfer Twist Loaded	1. Begin in a side stance with arm behind the head. 2. Transfer weight from back leg to front leg twisting the core. Before throwing the wrist in in extension like a loaded spring.
	Perform an over arm throw for distance by using wrist extension technique			
	<b>Prior Knowledge</b>			

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	Children have learned the side stance, to twist the core and to transfer weight to increase power.			3. The wrist unloads the energy stored by quickly firing into flexion.		1	2	3	4
	How Knowledge is progressive								
	Children are learning to use a wrist extension at the point of release to increase power.								
Evaluation	WALT			Children are to work in small teams carrying out warm up and cool downs before and after exercise.	They need to understand the activity they will be performing and warm up/ stretch the relevant muscles to this.				
	Carry out warm-ups and cool-downs safely and effectively.								
	Prior Knowledge								
	Children have learned the benefits of warming up								
	How Knowledge is progressive								
	Children are learning to take charge of a warm up routine in a small groups targeting muscles they are going to use.								
	WALT	Evaluate Compare Contrast Coach	Children can critically discuss and compare performances talking about what was successful and what could be improved.	This can look like a mini coaching session helping a partner improve their performance by modelling and correcting movement patterns.					
Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.									
Prior Knowledge									
Children have learned to evaluate their performance and other's performances									
How Knowledge is progressive									
Children are learning to compare and coach each other to improve performances									