

HOLY TRINITY CATHOLIC ACADEMY

MEDIUM TERM PE CURRICULUM PLANNER - **ATHLETICS**

INTENT:

Develop active and healthy lifestyles in all children;
To engage children in a range of different sporting and physical activities;
To develop the children's physical, emotional and social wellbeing.

EYFS – Our PE curriculum learning journey begins in the Early Years' Foundation Stage's 'Physical Development; curriculum and all subsequent learning is built upon these foundations. (See Separate EYFS Medium Term Plans for further detail)

During the Nursery, almost all children will be able to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Go up steps and stairs, or climb up apparatus, using alternate feet.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Start taking part in some group activities which they make up for themselves, or in teams.
Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

During F2, almost all children will be able to:

Revise and refine the fundamental skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing

Progress towards a more fluent style of moving with developing control and grace

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical discipline including dance, gymnastics, sport and swimming

Combine different movements with ease and fluency

Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group

Develop overall body strength, balance, co-ordination and agility

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming

Develop confidence, competence, precision and accuracy when engaging in activities that involve in ball

Physical Development ELG:

Gross Motor Skills

• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

The children will have explored this through a variety of means – weekly Forest School sessions, different learning themes, stories and links to the Book of the Week, outdoor learning opportunities, continuous provision, visits etc. Links also will have been made to other aspects of the EYFS curriculum. Refer to the separate EYFS section on the website for further information.

PE KSI and 2 Overview

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Y1/2 Year A	Gymnastics Team Games – throwing & catching skills	Dance & Dance linked to Nativity Play	Yoga Team games: Kicking & Dribbling	Gymnastics Team Games: Kicking & Dribbling	OAA/Athletics Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y1/2 Year B	Gymnastics Team Games – throwing & catching skills	Dance & Dance linked to Nativity Play	Yoga Team games: Kicking & Dribbling	Gymnastics Team Games: Kicking & Dribbling	OAA/Athletics Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y3/4 Year A	Gymnastics Competitive Games: Hockey	Dance Competitive Games: Handball	Circuits Competitive Games: Basketball	Competitive Games: Netball Dance linked to Easter Play	OAA/Athletics Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y 3/4 Year B	Gymnastics Competitive Games: Rugby	Dance Competitive Games: Football	Circuits Competitive Games: Basketball	Competitive Games: Netball Dance linked to Easter Play	OAA/Athletics Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y5/6 Year A	Gymnastics Competitive Games: Hockey	Dance Competitive Games: Handball	Circuits Competitive Games: Basketball	Swimming/Circuits Competitive Games: Netball	OAA/Swimming Striking & Feilding: Cricket	Swimming Athletics Striking & Fielding: Rounders
Y5/6 Year B	Gymnastics Competitive Games: Rugby	Dance Competitive Games: Football	Circuits Competitive Games: Basketball	Swimming/Circuits Competitive Games: Netball	OAA/Swimming Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders

Athletics	Knowledge	Vocabulary	Skills
<p><u>Y1/2 Year A</u></p>	<p>To know how your body feels when you are exercising.</p> <ul style="list-style-type: none"> To know that there are so many reasons why exercise is important; some of the most important things for young children to know are: Exercise is good for your heart. It helps your heart pump blood all through your body. Exercise helps your body stay at, or reach, a healthy weight. To stay at a healthy weight, you have to use up the energy you eat. Exercise helps you do that. <p>To know how to run in different ways for a variety of purposes.</p> <ul style="list-style-type: none"> Watch clips of running such as athletics and Olympics. To continue to develop awareness of speed and distance. To learn to run in a coordinated and fluent way. To be able to learn to run at different speeds for short & longer durations. Vary their pace and speed when running. Run with a basic technique over different distances and show good posture and balance. To be able to jog and sprint in a straight line. To change direction when jogging and when sprinting. To be able to maintain control as they change direction when jogging or sprinting. <p>To know the 'lip to hip' technique for running.</p> <ul style="list-style-type: none"> When teaching running technique for speed, use the term 'lip to hip'. This ties in with the coordination of arm swings, simply when one arm moves up their hand should be in line with their lip, and when one arm moves down it should be in line with their hip. This will be used in every year group. <p>To know how to run over obstacles</p> <ul style="list-style-type: none"> To develop spatial awareness. To start learning to run in a coordinated and fluent way over obstacles. To learn to run at different speeds over obstacles. Children must push up using one foot and land using the opposite one. At first they may hesitate and pause before they jump, then later it will become more natural not to. This can be the mini hurdles (yellow and orange), or cones. <p>To know how to skip when running.</p> <ul style="list-style-type: none"> To be able to skip on the spot using a rope and practise this skill and use when running too (this is a skill needed for sports day.) 	<p>Obstacles Distance Duration Speed Co-ordination Take off Landing Sprinting Distances Awareness Spatial awareness</p> <p>Run Throw Catch Mark</p>	<p>Vary their pace and speed when running. Run with a basic technique over different distances Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps</p> <p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely. Describe how the body feels when still and when exercising</p>

- Discuss the importance and benefits of skipping (boxing training trick).

To know how to perform different jumps.

- Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.

To know how to perform a short jumping sequence.

- Jump as high as possible and jump as far as possible.
- Teach them to land safely and with control.
- Work with a partner to develop the control of their jumps.
- These jumps have been taught in the GYMNASTIC project.

To know how to begin to jump competitively (long jump)

- To do a simple distance jump and mark jumps.
- To use techniques taught.
- Step 1: Run up- The long jumper gets a huge boost from the run up before the jump. The speed greatly affects the jump distance. You could look at clips of tutorials and athletics for inspiration. As they approach the line do not hesitate and slow down. Maintain your velocity - you should be at top speed right before takeoff - and look straight ahead.
- Step 2: Takeoff- The takeoff leg is the one that stays on the ground to support your weight when you kick a ball. Place the foot flat on the ground for takeoff. Taking off heel-first will reduce your speed, while taking off on the toes decreases stability and increases risk of injury.
- Step 3: Flight - The sail is recommended for beginners. To do the sail technique, thrust your free leg in front of your body as long as possible. The takeoff leg will follow suit into the same position of the free leg midflight. Lastly, bring your arms forward, as if you are trying to reach for your toes.
- Step 4: Landing do not to fall backwards into the landing pit or ground. Bring your heels up and your head down towards your knees. Jumpers often fall forward or sideways after landing on their heels.

To know how to throw in a variety of ways for different purposes.

- To refresh the skills always ready learnt in year one and YR Throw underarm and overarm. Throw a ball towards a target with increasing accuracy.
- Improve the distance they can throw by using more power.
- Describe how the body feels before, during and after exercise.
- To bring in a competitive element and make sure that the children compete with each other. Throw using 'shaking arm', point other arm in

	<p>the direction you want the ball to go. Throw from the ear, you push the ball out and away.</p>		
<p><u>Year 1 / 2</u> <u>Year A</u></p>	<p>To know how to recognise and describe how the body feels during and after different physical activities.</p> <ul style="list-style-type: none"> • Explain what they need to stay healthy • There are so many reasons why exercise is important; some of the most important things for young children to know are: • Exercise is good for your heart. It helps your heart pump blood all through your body. • Exercise can put you in a good mood. Exercise helps your body stay at, or reach, a healthy weight. <p>To know how to run in different ways.</p> <ul style="list-style-type: none"> • To walk or run tall (as if looking over the garden fence) • To move lightly on the balls of their feet (as if running barefoot on hot sand) • To move opposite arms to legs. • To swing their arms from the shoulders. • To keep changing direction • To be able to run at different paces, describing the different paces. • Use a variety of different stride lengths. • Run with basic techniques following a curved line. <p>To know how to run for speed and distance.</p> <ul style="list-style-type: none"> • Travel at different speeds. Begin to select the most suitable pace and speed for distance. • Complete an obstacle course. Vary the speed and direction in which they are travelling. • Be able to maintain and control a run over different distances. <p>To know the 'lip to hip' technique for running.</p> <ul style="list-style-type: none"> • When teaching running technique for speed, use the term 'lip to hip'. This ties in with the coordination of arm swings, simply when one arm moves up their hand should be in line with their lip, and when one arm moves down it should be in line with their hip. This will be used in every year group. (build on from the year before). <p>To know how to perform and compare different types of jumps: (link to gymnastics work on jumps.</p> <ul style="list-style-type: none"> • To refresh jumps learnt in year 1 and year R. 	<p>Obstacle Travelling Speeds Strides Length Curved Control Fluency Techniques Coordination</p> <p>Throw Catch Run sprint</p>	<p>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action</p> <p>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy</p>

	<ul style="list-style-type: none"> To be able to perform a range of different jumps: two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Combination Jumping Combination jumping is where more than one jump is put together in a sequence as in the game of hop scotch. Combination jumps might include two or more of the following jumps: · 1 foot to 2 feet (jump) · 2 feet to 2 feet (jump) · 1 foot to the other foot (bound) · 1 foot to the same foot (hop) · 2 feet to 1 foot (jump) <p>To know how to jump for distance.</p> <ul style="list-style-type: none"> Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action <p>To know how to skip and skip when running.</p> <ul style="list-style-type: none"> To know how to tackle this skill as it is needed for sports day. To teach skipping first then running and skipping. <p>To know how to support each other in improving techniques.</p> <ul style="list-style-type: none"> To use the vocabulary used to describe different athletic skills. To help each other get better. To be able to express to each other how they could get better and develop technique. 		
<p><u>Y3 / 4</u> <u>Year A</u></p>	<p>To know how to recognise and describe the effects of exercise on the body.</p> <ul style="list-style-type: none"> To know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. <p>To know how to improve and build on running skills</p> <ul style="list-style-type: none"> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. To practise running in a relay and the different techniques needed. Working together as a team, passing & receiving the baton , using changeovers in different relay games <p>-</p> <p>In lower KS2, teach the standing sprint start position to adopt at the beginning of races. For this:</p> <ol style="list-style-type: none"> 1) They would have their lead leg (same as when hurdling) placed forward with toes on the start line. 2) Other foot would then be placed behind with a small gap between feet. 3) Bend knees to ensure they are ready to push off with speed. 	<p>Sprint Hurdle Trail Technique Transfer Control Compete Stagger stamina Standing</p> <p>Jump Land Throw Push pull</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p>

4) Hands then adopt the 'lip to hip' position in opposition with feet.

To know the 'lip to hip' technique for running.

1. When teaching running technique for speed, use the term 'lip to hip'. This ties in with the coordination of arm swings, simply when one arm moves up their hand should be in line with their lip, and when one arm moves down it should be in line with their hip. This will be used in every year group. (build on from the year before).

To know how to run and jump over hurdles

- Begin to combine running with jumping over hurdles.
- Focus on trail leg and lead leg action when running over hurdles.
- Understand the importance of adjusting running pace to suit the distance being run.
- The runner's aim is to take the obstacles in their stride with the minimum disruption to a fluent & coordinated running style. These activities relate directly to the athletics events of hurdling, steeplechase and cross country running. They also apply to most team games where players must jump to avoid collisions with other players or avoid fallen players, hockey sticks, balls, etc

To know how to jump for distance.

- Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. To be able to land safely and with control.

To be able to throw with increasing accuracy and control .

- To refresh throws learnt so far in other year groups.
- Show increasing control in their overarm throw.
- Perform a push throw.

Shot Put - The Technique .Acquiring a variety of techniques of throwing is important. One technique is the shot put throw. Here are a few teaching points: 1. Rest bean bag on palm of hand (without gripping) 2. Tuck bean bag into neck area.3. Stand side on, crouch down placing all the weight on one leg and aim with the free arm towards the sky. 4. Transfer the

- weight to the other leg and push the beanbag in the air. You can build it up and add a side step into the sequence. Continue to develop techniques to throw for increased distance.

To know how to skip using a rope and to skip when running.

- To practise skipping for sports day.
- To practise on the spot first and then running, break up the skills and put together. To compete when skipping and perfect this skill.

Land safely and with control.

Throw with greater control and accuracy.

Show increasing control in their overarm throw.

Perform a push throw.

Continue to develop techniques to throw for increased distance.

Recognise and describe the effects of exercise on the body.

Know the importance of strength and flexibility for physical activity.

Explain why it is important to warm up and cool down.

	<p>To know how to help each other with techniques in athletics To watch clips to gain technique and support each other.</p>		
<p><u>Year 3/4</u> <u>Year B</u></p>	<p>To know how the body reacts at different times and in different ways to exercise</p> <ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. <p>To know how to use different running and sprinting techniques.</p> <ul style="list-style-type: none"> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly <p>To know the 'lip to hip' technique for running.</p> <ul style="list-style-type: none"> When teaching running technique for speed, use the term 'lip to hip'. This ties in with the coordination of arm swings, simply when one arm moves up their hand should be in line with their lip, and when one arm moves down it should be in line with their hip. This will be used in every year group. (build on from the year before). <p>To know how to perform a range of throws.</p> <ul style="list-style-type: none"> To refresh throws learnt from year R to year 3 . Perform a pull throw. Two-handed Push Throw The child stands facing the direction of the throw with one foot in front of the other. The fingers are spread behind the ball which is held at the chest, and the ball is then pushed away from the body quickly by fast extension of the arms. One-handed Push Throw The child stands sideways on to the direction of the throw. The ball is held close to or touching the neck The elbow of the throwing arm is held high and the arm is extended forwards on release of the ball. Two-Handed Pull Throw The child stands facing the direction of the throw with one foot in front of the other. The ball is held high above the head and behind the shoulder line. One- Handed Pull Throw The child stands side on to the direction of the throw. The palm of the throwing hand is up-turned <p>To be able to throw with increased distance and accuracy.</p> <ul style="list-style-type: none"> Measure the distance of their throws. Continue to develop techniques to throw for increased distance. 	<p>Sprint Control Technique Direction Pull throw Push throw Accuracy Principles Sideways Lip to hip Principles two-handed</p> <p>Run Throw Jump Relay</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped</p> <p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>

	<p>The children should aim to throw for accuracy, distance</p> <ul style="list-style-type: none"> • or both by applying a force to a throwing implement. Different implements require different techniques, although the fundamental principles remain the same. • The push throw relates to the athletic event of shot putt and to a chest pass in netball. • Pull throws relate to the athletic event of javelin and to a cricketer fielding a ball from the boundary. <p>To know how to throw in the shot put.</p> <ul style="list-style-type: none"> • When teaching shot put technique, with a beanbag despite going through all teaching points for shot put, children have a tendency to still perform an over arm throw! • Instead, teach the skill with a large ball like a netball or dodgeball. Because they cannot grip the ball in one hand, they have no choice but to use the push technique keeping their palm facing up. <p>To know how to comment on each others throws and help technique.</p> <ul style="list-style-type: none"> • To know the vocabulary around throwing really well and help each other get better. Have some questions to help thinking. 		
<p>Year 5/6 Year A</p>	<p>To know how to explain some safety principles when preparing for and during exercise.</p> <p>To know how to run using increasing technique.</p> <ul style="list-style-type: none"> • To encourage children to run tall, pick their knees up and pull their toes back towards the knee (the knee cap should point forward down the lane of obstacles) • To maintain an even stride length. To count their stride pattern, make contact with the ground as quickly as possible after clearing the hurdle. To push off the balls of their feet on landing. To be able to accelerate from a variety of starting positions and select their preferred position. • In upper KS2, teach crouched sprint start position to adopt at the beginning of races.1) Begin with both feet on the line. Bring one foot behind with feet touching heel to heel. 2) Bring front foot behind with feet touching toe to heel. 3) Bring feet together like the starting position. They will now be the correct distance away from the start line.4) Leading foot stays in place (do not move), with the opposite knee placed on the floor next to the start foot. This is the crouched position.5) Turn hands out with thumb and fingers placed on the start line. <p>To know how to perform a standing triple and long jump.</p>	<p>Sprint Effectiveness Obstacles</p> <p>Tier 2 Backwards Forwards Variety Pace leTechnique Sustained Stamina Distance Position Stride crouched ngth</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p>

	<ul style="list-style-type: none"> • Triple jump or 'hop, step and jump' can be broken down into three phases; • Hop The main point of the hop is to take off and land on the same foot, whilst gaining distance, maintaining horizontal velocity and making sure the body is in a position to complete the next phase. After the take-off, the first stage of the hop is to bring the thigh forward with the foot coming up close to the bum. The lower part of the take off leg then prepares to make contact with the ground by moving down and forward. The free leg plays an important part in reducing forward rotation and maintaining good balance. To do this the hip has to extend, knee straightens, which allows the leg to extend and fall • Step The main point of the step phase is to land on the other foot to which was used to take off from the board and during the hop phase. With the hop, maintaining horizontal velocity, gaining distance, and preparing for the next phase are important. A swing of the free leg is very important. The leg has to come from behind to finish in a lengthened position just in front of the body as it makes contact with the ground. The step needs a high takeoff angle, higher than the hop. • Jump The final phase is the jump where the athlete should still attempt to gain distance, maintain horizontal velocity and prepare the body for the landing. • The Landing: Throughout the whole of this phase, the athlete's head and torso should be upright. The arms start to move down from above the athlete's head. Both legs come forward, landing slightly heel first. When the athlete lands they need to continue the forward movement by flexing the hips and knees. This will allow the athlete's bum to reach their heels. <p>To know the 'lip to hip' technique for running.</p> <ul style="list-style-type: none"> • When teaching running technique for speed, use the term 'lip to hip'. This ties in with the coordination of arm swings, simply when one arm moves up their hand should be in line with their lip, and when one arm moves down it should be in line with their hip. This will be used in every year group. (build on from the year before). <p>To know how to improve own running techniques and accuracy.</p> <ul style="list-style-type: none"> • Identify their reaction times when performing a sprint start. • Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. • Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. <p>To know how to run over a sustained distance.</p>		<p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p> <p>Perform a fling throw. Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p> <p>Accelerate from a variety of starting positions and select their preferred position.</p>
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	<ul style="list-style-type: none"> Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. ENDURANCE is a key factor in many sports and activities. <p>To know how to throw with increased technique and accuracy.</p> <ul style="list-style-type: none"> Perform a fling throw. The FLING throw is used all the time without even knowing it in both playground activities and organised games. An underarm bowl in rounders is a fling throw. The HEAVE throw is also used all the time in a variety of different activities. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. The PULL THROW is used all the time in many other sporting activities. a tennis player “throws” a racquet at a ball in the serve using the pull technique. Power, strength and speed are required for these activities as well as a good range of mobility, plus stability in the shoulders. 		
<p>Year 5/6 Year B</p>	<p>To know how to explain some safety principles when preparing for and during exercise To know that there are so many reasons why exercise is important; some of the most important things for young children to know are</p> <ul style="list-style-type: none"> Exercise is good for your heart. It helps your heart pump blood all through your body Exercise can put you in a good mood. When you exercise, your body makes a chemical called an endorphin that helps you feel good. Exercise helps your body stay at, or reach, a healthy weight. The food you eat is energy that you put into your body. <p>To know how to develop the technique for the standing vertical jump.</p> <ul style="list-style-type: none"> Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. <p>To know how to improve techniques for jumping for distance.</p> <ul style="list-style-type: none"> Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. 	<p>Confidence Resilience Strength Fling throw Hurdles Vertical Height Height distance Triple jump Techniques</p> <p><u>Tier 2</u> Jump Throw Flight Take off sprint</p>	<p><u>Physical skills from progression document</u></p> <p>Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts.</p> <p>Improve techniques for jumping for distance. Perform an effective standing long jump.</p>

	<p>To know different skills and techniques for running and sprinting</p> <ul style="list-style-type: none"> • Accelerate from a variety of starting positions and select their preferred position. • Identify their reaction times when performing a sprint start. • Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. • Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. • Identify and demonstrate stamina, explaining its importance for runners. <p>To know the 'lip to hip' technique for running.</p> <ul style="list-style-type: none"> • When teaching running technique for speed, use the term 'lip to hip'. This ties in with the coordination of arm swings, simply when one arm moves up their hand should be in line with their lip, and when one arm moves down it should be in line with their hip. This will be used in every year group. (build on from the year before) <p>To know how to work as a team to competitively perform a relay.</p> <ul style="list-style-type: none"> • Confidently and independently select the most appropriate pace for different distances and different parts of the run. • To improve over time and practise for sports day and transition to secondary school. <p>To know how to demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <ul style="list-style-type: none"> • To develop breathing techniques. <p>To know how to perform a fling throw.</p> <ul style="list-style-type: none"> • Throw a variety of implements using a range of throwing techniques. • Measure and record the distance of their throws. • To use a variety of equipment. • Continue to develop techniques to throw for increased distance. • Know and understand the reasons for warming up and cooling down. 		<p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p> <p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>
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