

Athletics

End Points

Year 1:

I can run in a straight line and round obstacles
I can use different types of jumps to cross a variety of obstacles.

Year 2:

I can throw a variety of equipment for both distance and accuracy
I can run at different paces to cover a variety of distances.

Year 3:

I can complete a series of running events without stopping
including a relay.
I can combine three types of jump to travel as far as possible.

Year 4:

I can throw a range of equipment using three different techniques.
I can practise to improve my running, jumping and throwing events
and record my new personal best scores.

Year 5:

I can demonstrate how to run effectively in a team relay event
I can measure and record others results for throwing, jumping and
running and suggest how to improve these results.

Year 6:

I can demonstrate good technique when running for speed and
distance, throwing for distance, jumping for distance and height
and passing a baton in the relay.
I can measure and record my own and others results for throwing,
jumping and running and try to improve my personal scores.

Skills and Knowledge

FUN-dementals (agility, balance, co-ordination)

Throwing (underarm, overarm, for distance, for accuracy, sling/pull/push technique).
Jumping (for distance – long jump, triple jump, jumping for height- high jump, hurdles,
five basic jumps; 2:2, 2:1, 1:2, 1:1,1:1)

Running (for speed- sprints, for distance- pacing, starts, timing, relay changeovers)

Recording (times, distances, measuring)

Competition (against self, partner, teams)

Runs Jumps Throws

Have you thought about...?

Estimating before completing tasks (child and
teacher)

Quad kids – practice sessions then record
results for competition

Curriculum links- maths (measuring, timing)

Avoiding queues – set up of activities

Challenge cards/ task cards – allow children
to explore the activities themselves

Set up of lesson- safety zones, central base
working out...

Differentiation

Choice of equipment – size and weight
Individual challenges – personal bests, improving
distances, heights, speeds

Roles – different roles and responsibilities within
a group

Level of questioning and answering- before,
during and after activities.

Outcome- target areas, distances, times.