

CORE ATHLETIC SKILLS : Reception to Y7

Year group	Skills to be taught	Ideas on how they might be taught	Learning Objectives ideas	Teaching points: think about.....	Opportunity for assessment
Reception	Based on ABC of movement				
	Marching forwards forwards with changes of direction	follow my leader	keep in time when moving	swinging of arms lifting of knees placement of feet rhythmical movement	<p>Run with clear changes of speed I can run changing my speed</p> <p>I can run using different speeds</p> <p>I can start slowly and then run fast and then slow down</p> <p>Change direction using marching, skipping, jumping, leaping</p> <p>I can change direction when running</p> <p>I can change direction when skipping</p> <p>I can change direction by jumping</p>
	Running running round obstacles running with sharp turns and on different surface running stopping on a signal back and forth running increasing speed running – moving in to sprinting with clear changes in speed Space show an awareness of space- own space, new space, new space from change of direction, new space with speed changes	use cones for children to run to, in and out of use lines as start and stop use lines of playground – run along the line	move forward in different ways move forward getting faster find ways of running faster think of the changes we have to make to help us run faster to know what a new space looks like	use of arms swinging backwards and forwards and not across the body lifting knees focussing on a point straight ahead keeping running rather than stopping before the line [poss y1] head up	
	Skipping /jumping skipping without rope skipping with rope forwards skipping with rope backwards/increased speed skipping on the move skipping with another person – older child/TA jumping on the spot with control, length, height, height and length	jumping 2 feet to 2 feet move forwards and backwards introduce rope	develop a springing action coordinate two actions lift myself off the ground	lifting knees head up balanced arms use of arms to gain height coordinating turning of the rope	
	Leaping/lunging leap [springing action] take off one foot and attempt to land on other leap -take off one foot and land on other leap – take off one foot land on other use arms to gain height lunging	spots on floor, leap from one to another spots on floor jump from one to another 2 feet to 2 feet [learnt in skipping]	move forwards stretching our legs spring in order to move forward	head up arms used to help lift and balance light landing shoulders down	

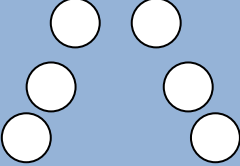
Year group	Skills to be taught Cont ...[2]	Ideas on how they might be taught	Learning Objectives ideas	Teaching points: think about.....	Opportunity for assessment
Year 1	Based on ABC of movement				
	Running running in a restricted area eg lines on a running track following instructions – ready steady go knowing what is meant by start and finish changing speed	running on a track or within lines running against another person[s] children working in pairs – a is the official saying ready steady go b is the runner – swap over egg and spoon race dressing up race	run in a controlled way think about changes we need to make when running against someone else know how to start a race to apply our running skills in different ways to think tactically when running and to begin to understand the difference it makes to know how a race ends	use arms forward and backwards high knee lift push off leg at back head up and still running through the tape [not slowing as approach]	Run within restricted areas [inc start and finish lines] Respond to simple starting instructions ‘ready, steady, go’ I can be ready to start running I can run within lines on the grass/track
	Jumping Introduce 5 basic jumps: 2 – 2, 2 – 1, 1 – 2, 1 to same, 1 to other [link with gymnastics and dance] jumping two feet to two feet jumping with a run jumping from one spot to another jumping from one line to another	use jumping mats cones set out at different distances children have to see if they can jump to the different cones – extend distance between cones/shorten distance between cones add run up, does it make a difference move like animals	gain ground in using a forward movement	use arms to help get height land with knees bent, head up [relate to landings in gymnastics] balanced head up and still which is the preferred take-off foot	I can respond to a starting instruction Use five basic jumping actions Take turns and cooperate I can jump using the 5 basic actions I can run and jump [landing safely] I know which is my take-off foot I can take turns I can cooperate with other children
	Hopping hopping along a line	hop along a line set out cones to hop between/round	finding a way to move forward using one foot	use arms to help balance lift knee head up	I can cooperate with other children
	Skipping increasing speed of skipping as move forward	skipping in a line – forward backward increasing speed of step and turn of rope skipping with partner		check skipping rope is right length for child	I can encourage other children to do well
Year 1	Cooperation working as a team taking turns	introduction to relay races – egg and spoon/dressing up	work cooperatively in order to be successful	children to decide order of runners work out tactics of races	I can cooperate with other children I can cooperate with other children and know the difference it can make

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Year 2	<p>Running running creating speed</p> <p>running moving away from another person</p> <p>working in a team</p> <p>know to run through the finish line and not to slow down</p> <p>following instructions – ready steady go</p>	<p>run from one cone to another increasing speed each time</p> <p>running in pairs, on hearing whistle have to try and accelerate away from partner</p> <p>running in team – decide on order of runners – make changes to improve performance</p> <p>anticipate start of the race</p>	<p>make adjustments in our running and know the effect this might have</p> <p>know the changes we need to make in order to accelerate when running</p> <p>to be aware of tactics in a race</p> <p>to explore if cooperation can make any difference in a competitive situation</p>	<p>faster pick up of knees use arms to pump and help with forward movement</p> <p>head still and looking forward [avoid looking to see where competitor is]</p> <p>listen carefully for instruction at start hold baton so outgoing runner can get hold of it easily</p>	<p>Run for purpose [inc away from another person]</p> <p>I can run towards a finish line and know why I need to run quickly</p> <p>I can accelerate and get away from another person</p> <p>I can run with other people and know I am a member of a team</p>
	<p>Jumping with height and distance/height from standing still and moving</p>	<p>kangaroo jumps – hands off floor</p> <p>rabbit – hands- feet small</p> <p>fast jumps</p> <p>frog – big jumps</p> <p>deer – long strides</p> <p>horses – up and over</p> <p>add own jumping animals</p> <p>use jumping mats</p> <p>spots on floor increasing distance</p> <p>chalk playground for given targets</p> <p>vertical jump on wall –[be aware of grazed knuckles – find smooth wall]</p> <p>jump from spot to spot extending the distances between the spots</p> <p>explore with run up</p>	<p>find ways of lifting ourselves off the floor to gain height/distance</p> <p>know the importance of landing safely and how it can be achieved</p>	<p>use of arms swinging forwards and upwards</p> <p>give with knees</p> <p>head still</p> <p>shoulders down</p>	<p>Apply 5 basic jumps to a purpose – height and distance</p> <p>I can select a jumping action to meet a purpose</p> <p>I can jump vertically using my arms to gain height</p> <p>I can jump for distance</p>

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Year 2	Throwing a ball using over arm pull action	throwing to different targets- not on floor e.g person's hands, spot on a wall, basket explore using different balls explore throwing from standing still and from moving change targets aiming further think about changes have to make in order to throw ball further – speed of arm	aim towards a given target aim at a given target know the changes i have to make in order to reach a target which is further away know how to help another person aim successfully towards a given target	shoulder towards where want ball to end up arm pulls through from behind hand finishes pointing towards target use non throwing arm to help as guide	Use over arm pull action when throwing for distance I can throw over arm towards a given target I can throw over arm at a given target I can throw over arm to a small target

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Year 3	<p>Running sprinting- reaching for the line starting a race running longer distance</p>	<p>using a line as start line: Explore standing starts and crouched starts which would you use for which race and why? What difference does it make?</p> <p>sustained running – set up circuit for children to run changing pace between each section – walk, jog, slow run, run, sprint, run, slow run, jog, walk</p> <p>each lesson build up the length of time a child runs wk 1: everyone tries to keep going for 1 min wk 2: everyone tries to keep going for 2 mins etc up to wk 10 and 10 mins. [keep a record of the laps covered in that time- pass on to year 4 teachers, children will be able to compare performance next year]</p>	<p>know how a race might end</p> <p>know how a race might start</p> <p>know how we can run for a sustained period</p> <p>build speed over a period and to know what difference it may make</p>	<p>pace when running over a longer distance</p> <p>lower knee lift</p> <p>relax shoulders</p> <p>not sprinting off but building up steadily</p> <p>rhythmical breathing</p>	<p>Run with awareness of the finishing line over longer distances</p> <p>I can run for a sustained period</p> <p>I can understand how I can build up my stamina</p> <p>I can explain which is the better starting position for a sprint race and for a longer distance</p>

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Year 3	Jumping increased height/distance	images on wall vertical jump touching part of picture nominated eg giraffes nose/ear/eye/tail jumping for height: arms at side/hands on hips/hands on head/swing arms from low to high/arms swinging slowly/arms swinging fast/arms across body	develop lift when jumping explore how the use of arms might affect jumping for height Do we need to make changes to our action when jumping for distance?	swinging of arms developing speed to help the lift give with the knees head up	Jump for purpose with increasing control I can use my arms effectively when I jump vertically I can use my legs to help me lift and jump vertically I know the difference between jumping for height and jumping for distance and the changes I need to make
	Throwing faster release, whip through	throw from standing throw taking 3 steps	explore whether moving in to a throw increases the distance the object travels	opposite leg and hand [right handed thrower, left foot planted]	Move with increasing speed and control in to a throw I can explain which foot is in front if I throw with my right/left hand
	Working as a team relay/obstacle	children to design own obstacle/relay courses – teach to other children – use ideas for sports day	find ways of challenging children in a competitive situation	consider safety, space, equipment, rules	I can take 3 steps and throw sending the ball in to the air [not to the ground] I can turn my shoulder towards the direction I want the ball to go

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Year 4	Running starts and finishes reaction time pacing running bends	explore a range of stimuli which might indicate a start: whistle flag voice clap of hands touch baton children working in 2's a starts b and then change over. use investigative framework	react to a stimuli find the shortest way around a given distance measure reaction time and to explore how the data can be used to improve performance what is the best way to run a longer distance?	focus on: listening thinking where running towards looking ahead low body position driving with legs balance weight forward officiating – clear instructions timing – ensure it is a fair test repeat	Carry out an investigation in to stimuli to start a race Run around a bend whilst maintaining speed I can carry out an investigation and explain my findings I can change my stride length according to where I am on the running track
	Jumping triple jump and combined steps	jumping the stream spots in v shape start at narrow end  children jump across the stream, distance between spots gets wider could use playground chalk agility ladders small hurdles	explore the impact of moving in to a jump to explore different step combinations for a purpose	give with knees use arms to gain height soft landings running fastest on take off balanced run looking ahead/head still focus on jumping area jumping off strongest leg making adjustments to run up to hit a given target [take-off board/area]	I can change the pace at which I am running effectively Combine basic jumping actions – hop step jump I can use my arms to gain height when jumping for distance I can link two jumping actions for distance I can link three jumping actions for distance

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Year 4	<p>Throwing to include: vortex howler javelin darts and dart board [think about this as an indoor/classroom skill learning opportunity – link with maths]</p>	<p>decide on targets [height, distance] and launch to see if target can be reached working with partner – peer assessment give specific target ideas on when to apply the skill</p>	<p>To explore different techniques of launching an object; which technique enables the thrower to achieve the greatest distance?</p>	<p>pull through of arm lead arm to be used as guide for direction and trajectory weight on back leg/strongest leg step through follow through shoulders open grip head position – head up and looking at direction of throw as follow through</p>	<p>Use appropriate techniques when throwing towards a target</p> <p>I can launch an object towards a given target with some control</p> <p>I can explain which sort of throw to use in different situations and apply it with some success</p> <p>I can apply a throw with accuracy in different situations</p>
	<p>Working as a team relays obstacle using a baton in a shuttle relay</p>	<p>plan during an indoor/classroom pe lesson reflect on previously learnt skills discuss combination of skills which work best over distance</p> <p>working in a team making judgements as to the running order of the team</p>	<p>to create challenge to test performance</p> <p>to understand the role of the baton in a relay race Is it always the fastest combination of runners who win the relay race?</p>	<p>making an assessment of where to place runners e.g is the fastest runner in the team always the last runner?</p> <p>receiving hand in ready position baton hand stretched and pointing towards target position of hand on the baton making sure sufficient room to pass baton over and moment of two hands on the baton</p>	<p>I can make decisions about an order for a running team and explain it</p> <p>I can show a ready position for receiving and passing a baton</p> <p>I can receive and pass a baton with accuracy</p>

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Year 5	Running 600/60 tactical race buddy running difference between 600m running and 60m running	resistant bands effect of different running conditions – investigative work use blindfolds	What external factors might impact on performance? develop tactics over a given distance and to know changes that need to be made.	stride length head position use of arms hugging the bend acceleration breathing position on track in relation to other runners communication	Run tactically with a chance of pace according to the distance run. I can change the pace of my running in order to sustain my running over a longer distance I can change my running style when running over a shorter distance
	Hurdling spring reach reaction body position	skipping ropes on the floor canes on low cones canes on larger cones agility ladders small hurdles refer to take off and landing in gymnastics and dance [reception]	to explore ways of getting over an obstacle whilst maintaining fluency of movement	spring reach forward low centre of gravity maintain speed balance body position landing/take-off head still focus on end point	I can explain to a visually disabled athlete how to run 600m and then buddy them in running it
	Jumping combined steps using a takeoff board or designated area	refer to take off and landing [see above] playground chalk – partner marking where take off occurs mark with chalk take-off board calculate number of steps before reaching target [board] with take-off foot landing on the target take-off point when running at max speed	jump from an identified area knowing the changes needed in our action	see year 4 plus final step on to the board – not over-reaching plant take –off foot	Jump from a given target when moving at speed. I can jump from standing from a takeoff board I can run towards and then spot a takeoff board and land my foot on it I can spot a takeoff board and land my foot so that my toes do not go over the end of it

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Year 5	Throwing shot vortex discus investigate techniques used in each throwing event (comparison of the three throwing techniques)	set up investigation – see investigation sheet	Which technique is most effective when throwing for distance?	child led learning using teaching points from previous years	Draw conclusions on effective throwing techniques I can identify different techniques used when throwing different objects
	Working as a team circular relays receiving baton from behind	discuss difference, when would this method be more effective, what are the key elements to the baton relay, what is the same/different to shuttle relay think about the ordering of the runners e.g which runner reacts quickly to a stimuli such as a starting gun	to move the baton round the track safely	arm extended backwards palm facing upwards alternate hands e.g left hand hands over to right hand	I can attempt to throw different objects using different techniques I can carry out an investigation, draw a conclusion and comment on my findings
	Officiating	starting a race timekeeping lap counter deciding who has won using lanes	to develop social me when make decisions which may impact on a person's performance	importance of making clear decisions look at spirit of games values	Make comment on own and others performance including an officiating role I can share the Spirit of the games values I can help judge a competition ensuring fair play I can make comment on a performance in order to help improve a person's technique

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Year 6 With Year 7 extension	Circular Relay relay change overs on the run accelerating as the incoming runner approaches the box running the bend legs	in lines to start with create a circular track using cones on the playground chalk to mark out boxes take children to local track to experience running on a track and the change-over boxes	to move the baton around the track in the shortest time	acceleration taking over baton in change-over box recognising when to start moving order of runners	Run as part of a team. I can use a changeover box effectively I can receive and hand on a baton successfully
	Middle distance pacing strategies 800m tactical race develop to 1000m running cross country including hills	pacing the longer distance using other runners to help you knowing when to accelerate	to know when to change pace when running over a middle distance for the biggest impact	breathing maintaining body position position on track tucking in behind another runner not being carried along by a runner who moves off quickly	I can help get the baton round the track in the fastest possible time
	Hurdling minimising space rhythm timing speed	canes on higher cones agility ladders medium sized hurdles refer to take off and landing in gymnastics and dance [reception] Distance between hurdles – 5 steps/3 steps which work best? U13 75m 8 hurdles 11.5m approach 7.5m spacing 11.0m finish 0.76m height	to maintain speed between hurdles/obstacles and to explore the effect To explore the importance of rhythm when hurdling [we know it is important but why?]	landing foot slightly ahead as land so can move in to next step with some fluency head still arms controlled [not flailing] speed within a rhythmic pattern is more important. elongated sprint stride with as little deviation from correct sprint form as possible technique, mobility, poise, muscular strength and stamina	I can maintain a sprinting action as I lift over the hurdles I can attack the first hurdle I can use an elongated stride

<p>Throwing rotation for discus slide for shot</p> <p>Rotation for shot</p>	<p>must have sufficient space children all throwing in the same way YouTube</p> <p>chalk as guide for placement of feet on circle indoor shot whilst learning technique</p>	<p>to investigate a rotation technique when throwing heavier objects</p>	<p>head position weight transfer forward explosion of legs power of lower body when to release</p>	<p>Explore a range of techniques for throwing and be able to demonstrate and discuss findings</p> <p>I can open my shoulders sending the shot/discus upwards I can rotate before putting a shot/launching a discus I can use the speed of the rotation to put my shot/discus further</p>
<p>Jumping jumping into sand pit</p> <p>Marking run up Hitting take-off board</p>	<p>run up – acceleration in to the board [most children will slow down] lift with arms reach throw hips forward rotate away from take-off board</p> <p>measure run up with partner measure back from take-off board partner to help make adjustments</p>	<p>how can the sail technique be applied when jumping for distance</p> <p>to make adjustments to a run up and know the potential difference it might make</p>	<p>rotation forward on landing reaching forward balance on landing stepping forward out of the pit</p> <p>bearing down on to the take-off board using it to help send body upwards</p>	<p>Jump for distance demonstrating a knowledge of the rules</p> <p>I can accelerate in to the takeoff board I can rotate forwards on landing in the sand pit I can 'sail' in the air</p>
<p>Officiating</p> <p>long jump high jump sprinting in lanes</p> <p>Take over boxes in relay Throws – throw line Stepping in to an out of circles</p>	<p>What constitutes a foul jump? What is a foul throw? How can you help someone who is fouling?</p>	<p>to develop social me when making decisions about other people's performance in relation to rules of an event</p>	<p>measure in long jump from point nearest take-off board baton take-over in box thrower cannot step over front of circle but must exit from the back</p>	<p>Develop ability to make comments on own and other's performances</p> <p>I can tell a competitor if they have a foul jump I can tell the competitor the changes needed I can judge a throwing event fairly</p>

