

Subject: Athletics			
Year	Knowledge	Skills	Key Vocabulary
Y1 – Y6 Knowledge and skills develop throughout each year group.	<p>Year 1 and 2</p> <ul style="list-style-type: none"> - Describe different ways of running - Describe different ways of jumping - Explain what is successful and how to improve - Describe different ways of throwing - Knowledge of KS1 vocabulary (see key vocab) - Knowledge of health benefits and well-being - Knowledge of what a good example looks like (running, jumping, throwing etc....) <p>Year 3 and 4</p> <ul style="list-style-type: none"> - Watch and describe specific aspects of throwing, catching, jumping and running - Knowledge of health benefits and well-being - Knowledge of what a good example looks like (running, jumping, throwing etc....) - Knowledge of the transportation of waste product and oxygen throughout the body. - Knowledge of Olympics and the impact of London 2012. <p>Year 5 and 6</p> <ul style="list-style-type: none"> - Explain how warming up effect's performance - Explain why athletics can help stamina and strength - Knowledge of health benefits and well-being - Knowledge of what a good example looks like (running, jumping, throwing etc....) - Knowledge of how athletics can be an employment opportunity. - Specific muscular and cross-curricular vocabulary. 	<p>Year 1</p> <ul style="list-style-type: none"> - explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction - copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts - know how to carry and place equipment recognise how their body feels when still and when exercising - watch, copy and describe what they and others have done <p>Year 2</p> <ul style="list-style-type: none"> - remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision - choose, use and vary simple compositional ideas in the sequences they create and perform - recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely - improve their work using information they have gained by watching, listening and investigating <p>Year 3</p> <ul style="list-style-type: none"> - consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements - improve their ability to select appropriate actions and use simple compositional ideas - recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength - describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved <p>Year 4</p> <ul style="list-style-type: none"> - develop the range of actions, body shapes and balances they include in a performance perform skills and actions more accurately and consistently - create gymnastic sequences that meet a theme or set of conditions use compositional devices when creating their sequences, such as changes in 	Athlete, athletics, baton, bell lap, decathlon, discuss, discus, false start, field, foul, hammer, heptathlon, high jump, hurdles, javelin, lane, lap, exercise, long jump, marathon, middle-distance, pole-vault, relay, record, sprint, shot-put, starting blocks, track and field, target, underarm, overarm, pulling, pushing, slinging, implement, distance, accuracy, control, efficiency, throwing, retrieving, travel, speed, technique, pace, sustain,

	<ul style="list-style-type: none"> - Knowledge of the cardiovascular system and the circulatory system. - Knowledge of Olympics and London 2012. 	<p>speed, level and direction</p> <ul style="list-style-type: none"> - describe how the body reacts during different types of activity and how this affects the way they perform - describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved <p>Year 5</p> <ul style="list-style-type: none"> - perform actions, shapes and balances consistently and fluently in specific activities - choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations - know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health - choose and use information and basic criteria to evaluate their own and others' work <p>Year 6</p> <ul style="list-style-type: none"> - combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas - develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles - understand why warming up and cooling down are important understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves carry out warm ups safely and effectively - evaluate their own and others' work suggest ways of making improvements 	<p>stretching, warm-up, recognise, record, challenges, realistic target, perform, stamina, strength, control, describe, combination, height, power, landing,</p>
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