

Athletics

Ryhope Infant School Academy Progression Grid

Early Years Outcomes

The main Early Years Outcomes covered in the Athletics units are:

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)

Children show good control and co-ordination in large and small movements. (PD – M&H ELG)

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)

Experiments with different ways of moving. (PD M&H 40-60)

They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

KS1 National Curriculum Aims

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.

Reception

Year 1

Year 2

Health and Fitness

Describe how the body feels when still and when exercising.

Describe how the body feels before, during and after exercise.
Carry and place equipment safely.

Recognise and describe how the body feels during and after different physical activities.
Explain what they need to stay healthy.

Running

Run in different ways for a variety of purposes.

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.

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.

Jumping

Jump in a range of ways, landing safely.

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 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.

Perform a short jumping sequence.

Combine different jumps together with some fluency and control.

Jump as high as possible.

Jump for distance from a standing position with accuracy and control.

Jump as far as possible.

Investigate the best jumps to cover different distances.

Land safely and with control.

Choose the most appropriate jumps to cover different distances.

Work with a partner to develop the control of their jumps.

Know that the leg muscles are used

Throwing

Roll equipment in different ways.

Throw underarm and overarm.

Throw different types of equipment in different ways, for accuracy and distance.

Throw underarm.

Throw a ball towards a target with increasing accuracy.

Throw with accuracy at targets of different heights.

Throw an object at a target.

Improve the distance they can throw by using more power.

Investigate ways to alter their throwing technique to achieve greater distance.

Compete/ Perform

Control their body when performing a sequence of movements

Begin to perform learnt skills with some control.

Perform learnt skills with increasing control.

Participate in simple games

Engage in competitive activities and team games.

Compete against self and others.

Evaluate

Talk about what they have seen.

Watch and describe performances.

Watch and describe performances, and use what they see to improve their own performance.

Talk about what others have done.

Begin to say how they could improve.

Talk about the differences between their work and that of others.