

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination. play competitive games, modified where appropriate. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Sprint	To move or jump suddenly or rapid-	Accuracy	The quality or state of being precise/ on target.	Science - applying forces to create an outcome How my body works - circulatory system Maths - Measuring distance in throwing and jumping - how many different ways can you measure these distances? What tools would be appropriate? Science—the effect exercise and warming up has on the body.
	Explode	Increase suddenly in energy exerted or extent.	Distance	The length of the space between two points.	
	Pump	Move arms vigorously up and down.	Performance	The action or process of performing a task or function.	
	Release	Allow (something) to move, act, or flow freely.	Technique	A skilful or efficient way of doing or achieving something.	
	Long distance	Travelling for more distance.	Pace	To move at a particular rate or speed.	
	Throwing	Propel (something) with force through the air by a	Breathing	The process of taking air into and expelling it from the lungs.	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1.To begin to understand how to run for speed and acceleration using an effective technique. 2.To begin to demonstrate the ability to run for speed and acceleration with an effective technique.	Pupils will consolidate learning from KS1 and explore how to use our bodies to make us run as fast as possible. The focus of the learning is to apply pupils' understanding and application of running for speed, into running as part of a team. Pupils will learn the correct technique used for sprinting.	Pupils can make their bodies run as fast as possible. Pupils are able to run with a pumping action with their arms and elbows bent. Pupils run with their head up and focused forwards. Pupils collaborate and run in a team
1.To begin to understand how to run for distance using an effective technique. 2.To begin to demonstrate the ability to run for distance using an effective technique.	The focus of the learning is to explore pacing and running for distance. - pupils will learn the correct technique to use when running for distance and explore pacing and running for distance.	Pupils run with their head up and focused forwards , arms pumping, elbows bent and driving knee action while running on the balls of their feet so that they are light and springy. Pupils can maintain their technique for 1 lap. Or more.
1.To begin to understand how to throw for distance using an effective technique when throwing a basketball (shot put stance) 2.To begin to demonstrate how to throw for distance using an effective technique when throwing a basketball (shot put stance)	The focus of the learning is to explore the differences between throwing for accuracy and throwing for distance.	Pupils begin execute push throw with a basketball (shot put stance) for distance. Pupils begin to understand why they need to release the basketball at the right time. To understand why it is important to apply the correct technique. Pupils begin to apply an accurate stance combined with a well-timed release to throw further.
1.To begin to understand how to throw for and distance using an effective technique when throwing a howler. 2.To begin demonstrate how to throw for distance using an effective technique when throwing a howler.	The focus of the learning is to develop pupils' understanding of throwing for distance. Pupils will learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance.	Pupils begin execute a throw with a howler for distance. Pupils begin to understand why they need to release the howler at the right time. To understand why it is important to apply the correct technique. Pupils begin to apply an accurate stance combined with a well-timed release to throw further.
1.To begin to understand how to jump for distance using an effective technique: standing long jump. 2.To begin to demonstrate how to jump for distances using an effective technique: standing long jump.	The focus of the learning is to explore how we can use our bodies to jump as far as possible in one jump.	Pupils begin to execute a standing long jump with swinging arms, bent knees, landing on two feet with balance. Pupils begin to understand that with the right technique, they can jump further, compared to incorrect technique.
1.To begin to understand how to jump for distance using an effective technique: standing triple jump. 2.To begin to demonstrate how to ump for distances using an effective technique: standing triple jump.	The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.	Pupils begin execute a standing triple jump with combining together the hop, skip and jump. Pupils select the correct foot to start with.

Themes		Diversity in the Curriculum
Jumping	Children can begin to perform a standing long jump and standing triple using the taught technique.	Year 3— Usain Bolt is from Jamaica and the most prolific sprinter of all time. He is the current record holder in the men's 100m (9.58), 200m(19.19) and 4 x 100m relay. Boasting a huge 29 medals, 23 of which are gold, Usain Bolt also played football in Australia, trained with Manchester United and has produced music, releasing his own music in 2021. 
Running	Children can begin to run for speed and acceleration and run for distance using the taught technique.	
Throwing	Children can begin to throw for distance using a howler and basketball (shot put stance) using the taught technique.	
Evaluation	LKS2 - To say what they did well and how they could improve.	

Outcome	Character Traits	Stickability	WOW
Children to understand and demonstrate the fundamental movements of running, throwing and jumping.	Confidence Ambitious	Experience	Experience Equipment Outdoors

Watch video: <https://www.youtube.com/watch?v=HFLuduKmnW0>

Curriculum Objectives

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate.
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and

Vocabulary

Sprint	To move or jump suddenly or rapid-	Accuracy	The quality or state of being precise/ on target.
Explode	Increase suddenly in energy exerted or	Distance	The length of the space between two points.
Pump	Move arms vigorously up and down.	Performance	The action or process of performing a task or func-
Release	Allow (something) to move, act, or flow freely.	Technique	A skilful or efficient way of doing or achieving some-
Long distance	Travelling for more distance.	Pace	To move at a particular rate or speed.
Throwing	Propel (something) with force through the air by a movement of the arm and hand.	Breathing	The process of taking air into and expelling it from the lungs.

Links Across the Curriculum

Science - applying forces to create an outcome
How my body works - circulatory system

Maths - Measuring distance in throwing and jumping - how many different ways can you measure these distances? What tools would be appropriate?

Science—what effective exercise and warming up has on the body.

Lessons Sequence

1.To explain to a peer how to run for speed and acceleration using an effective technique. 2.To refine and demonstrate how to run for speed and acceleration with an effective technique.
1.To explain to a peer how to run for distance using an effective technique. 2.To refine and demonstrate how to run for distance with an effective technique.
1.To explain to a peer how to throw for distance using a basketball ball (shot put stance). 2.To refine and demonstrate how to throw for distance using an effective technique when throwing a basketball (shot put stance)
1.To explain to a peer how to throw for distance using an effective technique when throwing a howler. 2.To refine and demonstrate how to throw for distance using an effective technique when throwing a howler.
1.To explain to a peer how to jump for distance using an effective technique: standing long jump. 2.To refine and demonstrate how to jump for distance using an effective technique: standing long jump.
1.To explain to a peer how to jump for distance using an effective technique: standing triple jump. 2.To refine and demonstrate how to jump for distances using an effective technique: standing triple jump.

Key Knowledge

Pupils will consolidate learning from year 3 and develop how to use bodies to run as fast as possible. The focus of the learning is to apply pupils' understanding and application of running for speed, into running as part of a team. Pupils will develop the correct technique used for sprinting.
The focus of the learning is to develop running for distance. - pupils will learn the correct technique to use when running for distance and explore running for distance.
The focus of the learning is to develop the differences between throwing for accuracy and throwing for distance.
The focus of the learning is to develop pupils' understanding of throwing for distance. Pupils will develop how to throw a howler for distance.
The focus of the learning is to develop how we can use our bodies to jump as far as possible in one jump.
The focus of the learning is to develop how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.

Disciplinary Knowledge / Skills

Over a range of distances: Pupils can make their bodies run as fast as possible. Pupils able to run with a pumping action with their arms and elbows bent. Pupils run with their head up and focused forwards. Pupils collaborate and run in a team.
Over a range of distances: Pupils run with their head up and focused forwards, arms pumping, elbows bent and driving knee action while running on the balls of their feet so that they are light and springy. Pupils can maintain their technique for 2 laps or more.
Pupils execute a push throw with a basketball (shot put stance) for distance. Pupils to understand why they need to release the basketball at the right time. To understand why it is important to apply the correct technique. Pupils apply an accurate stance combined with a well-timed release to throw further.
Pupils execute a throw with a howler for distance. Pupils begin to understand why they need to release the howler at the right time. To understand why it is important to apply the correct technique. Pupils begin to apply an accurate stance combined with a well-timed release to throw further.
Pupils execute a standing long jump with swinging arms, bent knees, landing on two feet with balance. Pupils understand that with the right technique, they can jump further, compared to incorrect technique.
Pupils execute a standing triple jump, combining together the hop, skip and jump in full sequence. Pupils select the correct foot to start with.

Themes

Jumping	Using the correct technique, children can perform a standing long jump and standing triple over a range of distances.
Running	Using the correct technique, children can run for speed and acceleration and run for distance over a range of distances.
Throwing	Using the correct technique, children can throw for distance using a howler and basketball (shot put stance) over a range of distances.
Evaluation	LKS2 - To say what they did well and how they could improve.

Diversity in the Curriculum

Dane Denise Lewis is a British former heptathlete. Heptathlon is...
Dame Denise won Olympic Gold at the Sydney Olympics on 2000, being the first European woman to do so.



She now works for the BBC covering athletics events including, the Olympics, World Championships, Diamond League and Common Wealth Games.

Her old school built a sports hall and named it after her.

Watch video: <https://www.youtube.com/watch?v=AFbf3UUBpAE>

Outcome

Children to refine and apply learn the fundamental movements of running, jumping and throwing.

Character Traits

Confidence
Ambitious

Stickability

Experience

WOW

Experience
Equipment

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination. play competitive games, modified where appropriate. refine flexibility, strength, technique, control and balance (for example, through athletics and gymnastics) 	Sprint	To move or jump suddenly or rapidly upwards or forwards.	Accuracy	The quality or state of being precise/ on target.	Science - applying forces to create an outcome How my body works - circulatory system Can pupils answer simple questions about why we warm up and the effect it has on their body? Maths - Measuring distance in throwing and jumping - how many different ways can you measure these distances? What tools would be appropriate? Can you convert CM to M?
	Explode	Increase suddenly in energy exerted or extent.	Distance	The length of the space between two points.	
	Pump	Move arms vigorously up and down.	Performance	The action or process of performing a task or function.	
	Release	Allow (something) to move, act, or flow freely.	Technique	A skilful or efficient way of doing or achieving something.	
	Long distance	Travelling for more distance.	Pace	To move at a particular rate or speed.	
	Throwing	Propel (something) with force through the air by a movement of the arm and hand.	Breathing	The process of taking air into and expelling it from the lungs.	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1.To explain how to refine and combine skills to run for speed and acceleration (using an effective technique) fluidly and how to pace themselves. They begin to understand the components of an effective performance. 2.To begin to combine and apply skills to run for speed and acceleration fluidly (using an effective technique), whilst pacing themselves, and to analyse peers.	Pupils will consolidate learning from year 3 and 4 and refine how to use bodies to run as fast as possible. The focus of the learning is to apply pupils' understanding and application of running for speed, into running as part of a team. Pupils will refine the correct technique used for sprinting.	Over a range of distances, pupils can run fluidly and consistently: -make their bodies run as fast as possible -run with a pumping action with their arms and elbows - identify strengths and weakness in other performances. -collaborate and run in a team.
1 To explain how to refine and combine skills to run for distance (using an effective technique) fluidly, whilst pacing themselves, and begin to understand the components of an effective performance. 2.To combine and apply skills to run for distance (using an effective technique) and to analyse peers.	The focus of the learning is practise pacing when running for distance. - pupils will learn the correct technique to use when running for distance and refine pacing and running for distance.	Over a range of distances, whilst running fluidly and pacing themselves, pupils can: -run with their head up and focused forwards , arms pumping, elbows bent and driving knee action while running on the balls of their feet so that they are light and springy. maintain their technique and pace themselves for 3 laps or more.
1.To begin to explain how to refine and combine skills to throw for distance and accuracy (using an effective technique) and begin to understand the components of an effective performance when throwing a shot put and discus. 2.To begin to combine and apply skills to throw for distance and accuracy (using an effective technique) and to analyse peers when throwing a shot put and discus.	The focus of the learning is to refine the differences between throwing for accuracy and throwing for distance. Pupils will explore throwing shot put and discuses.	Pupils begin execute a shot put and discus throw for distance and accuracy. Pupils begin to understand why they need to release the shot put and discus at the right time. To understand why it is important to apply the correct technique. Pupils begin to apply an accurate stance combined with a well-timed release to throw further.
1.To begin to explain how to refine and combine skills to throw for distance and accuracy with a foam javelin (using an effective technique) and begin to understand the components of an effective performance. 2.To begin to combine and apply skills to throw for distance and accuracy with a foam javelin (using an effective technique) and to analyse peers.	The focus of the learning is to refine pupils' understanding of throwing for distance and begin to throw for accuracy. Pupils will begin how to throw a primary school javelin and use their bodies to throw with greater distance.	Pupils begin execute a throw with a foam javelin for distance and accuracy. Pupils begin to understand why they need to release the foam javelin at the right time. To understand why it is important to apply the correct technique. Pupils begin to apply an accurate stance combined with a well-timed release to throw further.
1. To explain how to perform a standing long jump (using an effective technique) fluidly and consistently and begin to understand the components of an effective performance. 2.To combine and apply skills to perform a standing long jump (using an effective technique) fluidly and consistently and to analyse peers.	The focus of the learning is to refine how we can use our bodies to jump as far as possible in one jump in a fluid, consistent motion.	Over a range of distances, pupils can run fluidly and consistently: -execute a standing long jump with swinging arms, bent knees, landing on two feet with balance. - understand that with the right technique, they can jump further, compared to incorrect technique.
1.To explain how to refine and combine skills to perform a standing triple jump (using an effective technique) fluidly and consistently and begin to understand the components of an effective performance. 2.To combine and apply skills to perform a standing triple jump (using an effective technique) fluidly and consistently and to analyse peers.	The focus of the learning is to refine how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump in a fluid, consistent motion.	Over a range of distances, pupils can run fluidly and consistently: - execute a standing triple jump, combining together the hop, skip and jump in full sequence. - select the correct foot to start with and land, well-balanced, on two feet.

Themes		Diversity in the Curriculum
Jumping	Using the correct technique, children can fluidly and consistently perform a standing long jump and standing triple over a range of distances.	Dame Jessica Ennis-Hill is a heptathlete who won gold at the London Olympics in 2012. She is also a three-time world champion.  Some critics told Jessica she was too small to compete (5"5) and win in her early career - she also had to overcome serious injuries, as well as coming back from giving birth to her first child and winning. Watch video: https://www.youtube.com/watch?v=h5okU3ueZto
Running	Using the correct technique, children can run for speed and acceleration and run for distance fluidly and pace themselves over a range of distances.	
Throwing	Using the correct technique, children can begin to throw for distance and accuracy using a foam javelin, shot put and discus over a range of distances.	
Evaluation	UPKS2 - To be able to tell another child what they did well and how they could improve.	

Outcome	Character Traits	Stickability	WOW
Children to combine and apply the fundamental movements of running, throwing and jumping.	Confidence Ambitious	Experience	Experience Equipment

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination. play competitive games, modified where appropriate. consolidate flexibility, strength, technique, control and balance (for example, through athletics and gymnastics) 	Sprint	To move or jump suddenly or rapid-	Accuracy	The quality or state of being precise/ on target.	Science - applying forces to create an outcome How my body works - circulatory system Can pupils answer simple questions about why we warm up and the effect it has on their body? Maths - Measuring distance in throwing and jumping - how many different ways can you measure these distances? What tools would be appropriate? Can you convert CM to M? Can pupils use a trundle
	Explode	Increase suddenly in energy exerted or extent.	Distance	The length of the space between two points.	
	Pump	Move arms vigorously up and down.	Performance	The action or process of performing a task or function.	
	Release	Allow (something) to move, act, or flow freely.	Technique	A skilful or efficient way of doing or achieving	
	Long distance	Travelling for more distance.	Pace	To move at a particular rate or speed.	
	Throwing	Propel (something) with force through the air by a movement of the arm and hand.	Breathing	The process of taking air into and expelling it from the lungs.	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. To understand the components of effective performance and how they apply to running for speed and acceleration fluidly, whilst pacing themselves, and reflect on the effectiveness of their own performance and identify how they can improve. 2. To apply, analyse and combine components of effective performance when running for speed and acceleration fluidly, whilst pacing themselves, and to adapt their performance as a result of their own self-evaluation.	Pupils will consolidate learning from year 3, 4 and 5 and consolidate how to use bodies to run as fast as possible. The focus of the learning is to apply pupils' understanding and application of running for speed, into running as part of a team. Pupils will consolidate the correct technique used for sprinting. revisit relay: running for speed in a team.	Over a range of distances, pupils can run fluidly and consistently: -make their bodies run as fast as possible -run with a pumping action with their arms and elbows - identify strengths and weakness in other performances. -collaborate and run in a team.
1. To understand the components of effective performance and how they apply to running for distance and reflect on the effectiveness of their own performance. 2. To apply, analyse and combine components of effective performance when running for distance and to adapt their performance as a result of their own self-evaluation.	The focus of the learning is to consolidate pacing and running for distance. - pupils will learn the correct technique to use when running for distance and consolidate pacing and running for distance. Understand and apply tactics when running for distance.	Over a range of distances, whilst running fluidly and pacing themselves, pupils can: -run with their head up and focused forwards, arms pumping, elbows bent and driving knee action while running on the balls of their feet so that they are light and springy. maintain their technique and pace themselves for 4 laps or more.
1. To understand the components of effective performance and how they apply to throwing for distance and accuracy and reflect on the effectiveness of their own performance when throwing a shot put and discus. 2. To apply, analyse and combine components of effective performance when throwing for distance and accuracy and to adapt their performance as a result of their own self-evaluation when throwing a shot put and discus.	The focus of the learning is to consolidate the differences between throwing for accuracy and throwing for distance. Pupils will refine their ability to throw shot put and discus for accuracy and distance.	Pupils execute a shot put and discus throw for distance and accuracy. Pupils to understand why they need to release the shot put and discus at the right time. To understand why it is important to apply the correct technique. Pupils to apply an accurate stance combined with a well-timed release to throw further.
1. To understand the components of effective performance and how they apply to throwing a foam javelin for distance and accuracy and reflect on the effectiveness of their own performance. 2. To apply, analyse and combine components of effective performance when throwing a foam javelin and howler for distance and accuracy and to adapt their performance as a result of their own self-evaluation.	The focus of the learning is to consolidate pupils' understanding of throwing for distance. Pupils will refine their ability to throw a primary school javelin for accuracy and distance,	Pupils execute a throw with a foam javelin for distance and accuracy. Pupils begin to understand why they need to release the foam javelin at the right time. To understand why it is important to apply the correct technique. Pupils to apply an accurate stance combined with a well-timed release to throw further.
1. To understand the components of effective performance and how they apply to the standing long jump and reflect on the effectiveness of their own performance. 2. To apply, analyse and combine components of effective performance when performing the standing long jump and to adapt their performance as a result of their own self-evaluation.	The focus of the learning is to consolidate how we can use our bodies to jump as far as possible in one jump in a fluid, consistent motion.	Over a range of distances, pupils can run fluidly and consistently: -execute a standing long jump with swinging arms, bent knees, landing on two feet with balance. - understand that with the right technique, they can jump further, compared to incorrect technique.
1. To understand the components of effective performance and how they apply to the standing triple jump and reflect on the effectiveness of their own performance. 2. To apply, analyse and combine components of effective performance when performing the standing triple jump and to adapt their performance as a result of their own self-evaluation.	The focus of the learning is to consolidate how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump in a fluid, consistent motion.	Over a range of distances, pupils can run fluidly and consistently: - execute a standing triple jump, combining together the hop, skip and jump in full sequence. - select the correct foot to start with and land, well-balanced, on two feet.

Themes		Diversity in the Curriculum
Jumping	Using the correct technique, children can fluidly and consistently perform a standing long jump and standing triple over a range of distances. Pupils can reflect on their jumps and identify how they can improve them.	Adam Ahmed Gemili (born 6 October 1993) is a British sprinter. He is the 2014 European champion at 200 metres, three-time European champion in the 4 x 100 metres relay, and part of the Great Britain team that won gold at the 2017 World Championships in the same event. He has finished fourth in the 200 m at the 2016 Rio Olympic Games, and fourth and fifth in separate editions of the World Championships in the same event. 
Running	Using the correct technique, children can run for speed and acceleration and run for distance fluidly and pace themselves over a range of distances. Pupils can reflect on their runs and identify how they can improve them.	
Throwing	Using the correct technique, children can throw for distance and accuracy using a foam javelin, shot put and discus over a range of distances. Pupils can reflect on their throws and identify how they can improve them.	
Evaluation	UPKS2 - To be able to tell another child what they did well and how they could improve.	

Outcome	Character Traits	Stickability	WOW
To apply, analyse and combine components of effective performance to run, jump and throw.	Confidence Ambitious	Experience	Experience Equipment

He was the first British athlete and the first sprinter of either North African or Middle Eastern descent to run both the 100 m in less than 10 seconds and the 200 m in less than 20 seconds. He was also the first man of North African, Arab or Iranian heritage to break the 10-second barrier in the 100 metres .

Watch video: (from 7:00 to 9:00): <https://www.youtube.com/watch?v=EJhTYIYjjj4>