

## ATHLETICS in LOWER KEY STAGE 2– development of skills linked to the core assessment tasks

<b>National Curriculum Statements of Attainment</b>	<b>Core Assessment Tasks:</b>
<b>Pupils should:</b> <ul style="list-style-type: none"> <li>learn to use a broader range of skills in isolation and combination</li> <li>enjoy competing against each other</li> <li>develop an understanding of how to improve and learn to evaluate and recognise their own success</li> <li>develop strength, technique and control</li> </ul>	<b>Level 2</b> – Furthest Five- jumping <b>Level 2/3</b> – Pass the Baton – relay running

7 – 9 yrs	Year 3	Year 4
<b>Running</b>	<ul style="list-style-type: none"> <li>Run smoothly at different speeds in preparation for developing a jumping run up</li> <li>Run smoothly at different speeds</li> <li>Begin to run at speeds appropriate to the distance e.g. sprint for short distances, jog for longer distances</li> </ul>	<ul style="list-style-type: none"> <li>Recap previous learning and vocabulary</li> <li>Run smoothly at different speeds walking, jogging and running</li> <li>Choose different styles of running of different distances and identify a running technique which works for them</li> <li>Pace and sustain their effort over longer distances and begin to estimate distances covered in set times</li> <li>Watch and describe specific aspects of running e.g. what arms and legs are doing</li> <li>Recognise and record how the body works in different types of challenges over different distances</li> <li>Carry out stretching and warm-up safely With guidance, set realistic targets of times to achieve over a short and longer distance</li> <li>Pass a baton using a quoit, using the correct change over technique and how to hold it when running as well as when and how to hand it over.</li> <li>Develop a growing understanding of the rules of running events.</li> <li>Learn how to use a stop watch.</li> </ul>
<b>Jumping</b>	<ul style="list-style-type: none"> <li>Perform 5 basic jumps with confidence (1-1, 1-2, 2-2, 2-1, 1-the other)</li> <li>Explore combinations of the 5 basic jumps e.g. hop, step, jump showing control and consistency</li> <li>Choose different styles of jumping</li> <li>Watch and describe specific aspects of jumping e.g. what arms and legs are doing and take on the role of a coach to help improve a partner's performance</li> <li>With guidance, set realistic targets when jumping for distance for or height</li> <li>Measure and record results with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, set realistic targets when jumping for distance for or height</li> <li>Measure and record results with accuracy</li> <li>Can perform a jump with more than one component e.g. triple jump</li> </ul>
<b>Throwing</b>	<ul style="list-style-type: none"> <li>Perform a variety of throws using a range of equipment e.g. balls of different sizes and shapes (rugby ball), howlers and foam javelins</li> <li>Use equipment safely and with control</li> </ul>	<ul style="list-style-type: none"> <li>Perform a variety of throws using a range of equipment with increasing accuracy e.g. balls of different sizes and shapes (rugby ball), howlers and foam javelins</li> <li>Describes good athletic performance using correct vocabulary</li> </ul>

<b>Vocabulary</b>	<ul style="list-style-type: none"><li>• Control, accuracy, realistic, specific, combination, performance, improve, distance</li></ul>	<ul style="list-style-type: none"><li>• Component, sustain, technique, baton, pace</li></ul>
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