

Ridgmont Lower School Curriculum Cohesion Map ~ PE ~ Athletics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HEALTH AND FITNESS					
<p>Describe how the body feels before and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
RUNNING					
<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog and sprint in a straight line.</p> <p>Change direction when jogging and sprinting.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action.</p> <p>Begin to combine running with jumping over hurdles.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Develop a fluent changeover.</p> <p>Speed up and slow down smoothly.</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Accelerate from a variety of different starting positions.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of a run.</p>	<p>Build up speed quickly for a sprint finish.</p> <p>Use their preferred leg when running over hurdles.</p> <p>Accelerate to pass other competitors</p> <p>Work as a team to competitively perform a relay.</p>

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Maintain control as they change direction when jogging and sprinting.	Be able to maintain and control a run over different distances.				
JUMPING					
Perform different types of jumps.	Perform and compare different types of jumps.	Use one and two feet to take off and to land with.	Learn how to combine a hop, step and jump to perform the triple jump.	Improve techniques for jumping for distance.	Develop the technique for the standing vertical jump.
Perform a short jumping sequence.	Combine different jumps together with some fluency and control.	Develop an effective take-off for the standing long jump.	Land safely with control.	Perform an effective standing long jump.	Maintain control at each of the different stages of the triple jump.
Jump as high and as far as possible.	Jump for distance from a standing position with accuracy and control.	Develop an effective flight phase for the standing long jump.	Begin to measure the distance jumped.	Land safely and with control.	Land safely and with control.
Land safely and with control.	Investigate the best jumps to cover different distances.			Investigate different jumping techniques.	Develop and improve their techniques for jumping for height and distance and support others in improving their performance.
Work with a partner to develop the control of their jumps.	Choose the most appropriate jumps to cover different distances.	Land safely with control.			Perform and apply different types of jumps in other contexts.

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THROWING					
<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Develop the technique for the push, pull and fling throw and support others in improving their performance.</p> <p>Accurately measure and record the distance of their throws.</p>
COMPETE/PERFORM					
<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with strong understanding of tactics and composition.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>

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EVALUATE					
<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances and use what they see to improve their own performances.</p> <p>Talk about differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</p>

Key Vocabulary – Year 1	Co-operate, teamwork, run, accuracy, target, long jump, balance, control, compete.
Key Vocabulary – Year 2	Co-operate, teamwork, run, accuracy, target, long jump, balance, control, compete, coordination
Key Vocabulary – Year 3	Problem solve, sprinting, competition, accuracy, safely, control, measuring, cool down, warm up, strength, control, technique, perform, balance, tactics
Key Vocabulary – Year 4	Teamwork, communication, leadership, pass, throw catch, defend, attack, score, shoot, defend, tackle, dodge, shoot, pivot, net, goal, balance, flexibility, strength, pike, straddle, straight, tuck, bridge, apparatus