



Key concepts: Agility, Coordination, Balance, Performance, Fitness

Learning objectives

	Acquiring and Developing Skills	Selecting and Applying skills, tactics and compositional skills	Knowledge and understanding of Health and Fitness	Evaluating and improving performance
Y1/Y2	To remember, repeat and link combinations of actions. To use their bodies and a variety of equipment with greater control and co-ordination. To be able to demonstrate the five basic jumps on their own e.g. a series of hops, and in combinations e.g. hop, one-two, two-two, showing control at take-off and landing. To be able to run continuously for about one minute and when required, show the difference between running at speed and jogging. To be able to throw with increasing accuracy and co-ordination into targets set at different distances. To demonstrate a range of throwing actions using a variety of games equipment.	To choose skills and equipment to help them meet the challenges they are set. To be able to use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.	To recognise and describe what their bodies feel like during different types of activity. To be able to describe what happens to their heart, breathing and temperature during different types of athletic activity.	To watch, copy and describe what they and others have done. To be able to identify and describe running, jumping and throwing actions. To explain what is successful and what they have to do to perform better.
Y3/Y4	To consolidate and improve the quality, range and consistency of the techniques they use for particular actions. To be able to run consistently and smoothly at different speeds. To be able to demonstrate different combinations of jumps, showing control co-ordination and consistently. To throw a range of implements into a target area with consistency and accuracy.	To develop their ability to choose and use simple tactics and strategies in different situations. To recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment. To be able to pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action.	To know, measure and describe the short term effects of exercise on the body. To describe how the body reacts to different types of activity. To be able to identify and record when their body is cool, warm and hot. To recognise and record that their body works differently in different types of challenge and event. To carry out stretching and warm-up activities safely.	To describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving. To watch and describe specific, aspects of running, jumping and throwing styles. To suggest with guidance a target for improving distance or height.

	Acquiring and Developing Skills	Selecting and Applying skills, tactics and compositional skills	Knowledge and understanding of Health and Fitness	Evaluating and improving performance
Y5/Y6	To develop the consistency of their actions in a number of events. To recognise the number of techniques they use. To be able to sustain their pace over longer distances, e.g. sprint for seven seconds, run for one/two minutes. To be able to throw with greater control, accuracy and efficiency. To be able to perform a range of jumps, showing power, control and consistency at take off and landing.	To choose appropriate techniques for specific events. To organise themselves in small groups and take turns at different roles. To know and understand the basic principles of relay take-overs. To take part in relay events.	To understand the basic principles of warming up. To understand why exercise is good for fitness, health and wellbeing. To perform a range of warm-up activities. To explain how warming up can affect their performance. To say why some athletic activities can improve strength, power or stamina and explain how these can help their performances in other types of activity.	To evaluate their own and others' work and suggest ways to improve it. To watch a partner's athletic performance and identify the main strengths. To identify parts of the performance that need to be practised and refined, and suggest improvements.