

Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Year 1	<p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>	<ul style="list-style-type: none"> To move at different speeds over varying distances. To develop balance. To develop changing direction quickly. To develop changing direction quickly. To develop throwing for distance. To develop throwing for accuracy. 	<ul style="list-style-type: none"> Physical: run, balance, agility, co-ordination, hop, jump, leap, throw Social: work safely, collaboration Emotional: perseverance, independence, honesty, determination Thinking: reflection, comprehension, select and apply skills 	<ul style="list-style-type: none"> I am able to throw towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. 	<ul style="list-style-type: none"> Balance Bend Control Direction Further Hop Jog Jump Leap Overarm Quickly Safely Target Time Underarm Walk
Year 2	<p>This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>	<ul style="list-style-type: none"> To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel. 	<ul style="list-style-type: none"> Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy Social: communication, work safely, support others Emotional: determination, independence Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills 	<ul style="list-style-type: none"> I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and co-ordination when running at different speeds. I try my best. 	<ul style="list-style-type: none"> Aim Distance Far Fast Height Jog jump Landing Overarm Sprint Take off Target Throw

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of FMS.

Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Year 3	<p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>	<ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best. To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. 	<ul style="list-style-type: none"> Physical: sprint, jump for distance, push throw, pull throw Social: collaborate, work safely Emotional: determination, perseverance Thinking: observe and provide feedback, comprehension, explore technique 	<ul style="list-style-type: none"> I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best. 	<ul style="list-style-type: none"> Accuracy Baton Control Event Further Personal best Power Relay Speed Strength Technique
Year 4	<p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p>	<ul style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. 	<ul style="list-style-type: none"> Physical: pace, sprint, jump for distance, throw for distance Social: collaboration, leadership Emotional: perseverance, determination, honesty, Thinking: reflection, observing and providing feedback, exploring ideas, comprehension 	<ul style="list-style-type: none"> I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best. 	<ul style="list-style-type: none"> Accuracy Distance Heave Launch Measure Official Officiate Pace Power Record Speed Stamina Stride Technique Transfer of weight

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of FMS.

Year Group	Overview	Learning Outcomes	Whole Child Objectives (SET)	Success Criteria	Vocabulary
Year 5	<p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.</p>	<ul style="list-style-type: none"> To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To develop technique in relay changeovers. To develop throwing with force for longer distances. To develop throwing with greater control and technique. 	<ul style="list-style-type: none"> Physical: pace, sprint, relay changeovers, jump for distance, push throw, pull throw Social: collaboration, negotiation, communication, supporting others Emotional: perseverance, confidence, concentration, determination Thinking: observing and providing feedback, selecting and applying, comprehension 	<ul style="list-style-type: none"> I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance. 	<ul style="list-style-type: none"> Approach Change over Consistent Dominant Drive Event Field Force Javelin Momentum Shot put Stamina Stride Technique Track
Year 6	<p>This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.</p>	<ul style="list-style-type: none"> I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best. 	<ul style="list-style-type: none"> Physical: pace, sprint, jump for distance, push throw, fling throw Social: negotiating, collaborating, respect Emotional: empathy, perseverance, determination Thinking: observing and providing feedback, comprehension 	<ul style="list-style-type: none"> To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. 	<ul style="list-style-type: none"> Discus Drive Event Explosive Fling Grip Maximum Meet Officiate Pace Pattern Phase Power Release Rhythm Stance Strategy

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of FMS.