

		<p>KEY</p> <p>Development of Skills</p> <p>Application of Skills</p> <p>Evaluation of Skills/Performance</p> <p>Knowledge and Understanding of Fitness and Health</p>	<p>Cultural Capital</p> <p>All children (Sport for All) will be given the opportunity of attending a wide variety of extra curricular clubs, intra and inter competitions (both in and out of school). To develop a lifelong love for Physical and Mental wellbeing.</p> <p>Through sport we strive to achieve equality –Sport for All, regardless of race, gender, disability or level of ability. The children will be given the opportunity to hear first hand inspirational assemblies from a wide range of Team GB visiting athletes .</p> <p>We as a school have a number of partnerships with a number of different sporting providers such as Barking and Dagenham Sports partnership, West Ham Football club, Redbridge Cycling club, Street Tag, Essex Cricket, BFFTA, AFPE, YST, Little Muskeeters, Barking Abbey School of Dance, local Karate clubs as well as sport specialists: Primary PE, Total Sportz, Premier and Cousins.</p>	<p>Progression in the Curriculum:</p> <p>PE—ATHLETICS</p>		
Year Group	Key Vocabulary	<p>PE Strand:</p> <p>Emerging</p>	<p>PE Strand:</p> <p>Expected</p>	<p>PE Strand:</p> <p>Exceeding</p>	Year Group	Wider Opportunities and Experiences
KS3	<p>Expected to participate somewhat independently in small games.</p> <p>Warm ups will be more independent– children led.</p> <p>Children who are exceeding expectations may be referred to one of our sports partnerships.</p>	<p>Year 6 Running (Speed/Obstacles)</p> <ul style="list-style-type: none">-Sustain pace-Run at different tempos-Take turns at different roles-Run with greater fluency and speed over obstacles-Run over obstacles-Develop relay changeover skills-Apply different speeds on different courses-Apply appropriate stride patterns when running over obstacles-Work together in teams taking turns at different roles-Choose appropriate starts and changeover techniques-Organise themselves into small groups and warm up safely-Explain how warming up can effect their performance-Experience running or walking for longer durations-Observe and describe how to run over obstacles-Work together as a team to practise and improve performance-Throw with greater control and accuracy-Throw with greater force-Consider different throwing implements-Organise themselves into small groups-Say why throwing activities can help develop strength and power-Watch a partner perform and identify strengths and weaknessesJumping (Height)-Show power and control at take off and landing-Perform a variety of jumps-Use different flight and take off positions-Organise themselves into small groups-Perform a range of warm up activities-Identify the parts of a performance which need to be practised-Watch a partner's performance and identify the main strengths	<p>Year 6 Running (Speed/Obstacles)</p> <ul style="list-style-type: none">-Sustain pace over longer distances-Change pace and run at different tempos-Organise themselves in small groups and take turns at different roles-Run with greater fluency, efficiency and speed over obstacles and as a team-Run over taller obstacles-Develop relay changeover skills-Apply different speeds and intensity on different courses-Apply appropriate stride patterns & techniques when running over obstacles-Work together in teams taking turns at different roles-Choose appropriate starts and changeover techniques for different situations-Describe the benefits of aerobic exercise-Explain why endurance is important to other types of activity-Organise themselves into small groups and warm up safely-Explain how warming up can effect their performance-Experience running or walking for longer durations and learn to adjust and adapt pace in order to be able to complete a given distance-Observe and describe the most efficient way to run over obstacles-Identify parts of a performance which need to be practised-Work together as a team to practise and improve performanceThrowing (Fling & Heave)-Throw with greater control, accuracy and efficiency-Throw with greater force and for longer distances-Consider different throwing implements and use the best techniques-Organise themselves into small groups and take turns at different roles-Say why throwing activities can help develop strength and power-Say why strength and power can help their performance in other activities-Watch a partner perform and identify strengths and weaknesses-Record and measure each other's performanceJumping (Height)-Show power, control and consistency at take off and landing-Perform a variety of jumps in different activities-Use different flight and take off positions-Explain when jumping skills might be useful in other sports or activities-Perform a range of warm up activities-Identify the parts of a performance which need to be practised-Watch a partner's performance and identify the main strengths	<p>Year 6 Running (Speed/Obstacles)</p> <ul style="list-style-type: none">-Make accurate decisions in regards to pace when running for-Run with accurate fluency, efficiency and speed over obstacles and as a team-Run over a variety of taller objects during obstacle races-Make accurate relay changeovers-Apply accurate speeds and intensity on different courses-Work together in teams taking turns at different roles-Choose accurate starts and changeover techniques for different situations-Describe the benefits of aerobic exercise (mentally and physically)-Explain why endurance is important to other types of activity-Make accurate judgments on specific pace for different courses/distances-Accurately describe the technique to running over obstacles.-Act on feedback from performanceThrowing (Fling & Heave)-Throw with control, accuracy and efficiency-Throw with accurate force and for various distances-Accurately throw a variety of weighted objects using specific techniques in accordance to weight. Throw distance of greater than 25m-Choose specific warm up techniques for throwing exercises.-Respond to feedback positively to enhance performanceJumping (Height)-Show power, control and consistency during take off, landing and during flight positioning.-Choose a variety of different jumps in different activities.-Accurately perform take off landing and inflight- jump greater than 220cm positions.-Perform a range of warm up activities relevant to jumping exercises-Identify strengths and weaknesses and act on feedback-Teach a peer another specific jump using terminology.	6	<p>-A wide variety of extra curricular clubs open to everyone– Sport For All.</p> <p>-Borough Competitions : Quad kids, cross country, Sports-hall Athletics.</p> <p>Intra Competitions: Half termly long distance runs, biannual sprint, throw and jump competitions.</p> <p>- Sports Day</p> <p>- The Olympics</p> <p>- Race for life</p> <p>- Team GB athletes/ para athletes</p> <p>-Girls Yoga (Wellbeing)</p> <p>Corona: Virtual Youth Games Competitions, Virtual West Ham competitions.</p>
6	<p>Fling Throw—In all fling throws the implement is thrown with one foot in front of the other and the body weight is transferred from the back leg to the front from a low to high position. The opposite foot to the throwing arms should be forward. The arm is long and straight and starts low with the release point being at shoulder height.</p> <p>Forward Heave Throw—The thrower faces the direction of the throw with feet shoulder width apart. The ball is held in two hands and is swung back between the legs and then upwards and forwards. The back should be kept upright and the arms long and straight.</p> <p>Backward Heave Throw—As above but the thrower has their back to the direction of the throw and the ball is swung upwards and backwards.</p> <p>Over the Shoulder Heave—As with the backwards heave, but this time the ball is held with two hands to the side of the hips and is swung upwards and backwards across the body and over the opposite shoulder.</p> <p>Edward Scissor Legs:</p> <ul style="list-style-type: none">- stand side on to the barrier- swing their legs quickly from the hips- drive their arms upwards at take off <p>Vertical Jump:</p> <ul style="list-style-type: none">- stand side on to the wall- reach with their inside arm to the wall- bend the knees at take off and landing- extend their knees and ankles quickly at take off <p>STEP: Space, Task, Equipment, People.</p>	<p>Year 5 Running (Speed/Relays)</p> <ul style="list-style-type: none">-Develop greater coordination in running for speed-Develop the basic skills and techniques for acceleration-Learn to sustain pace-Develop fluency in running for speed as a team-Apply different and appropriate starting positions-Organise themselves in small groups and take turns at different roles-Choose appropriate starts and changeover techniques-Explain how warming up can affect their performance-Say why speed is important to other activities and games-Explain the basic principles of warm up and how it affects performance-Measure and record performance-Work together as a team to practise and improve performanceThrowing (Push & Pull)-Throw with greater control and accuracy-Throw in a coordinated way towards a given target-Throw with various force at given distances-Think about the properties of different throwing implements-Organise themselves in small groups taking on different roles-Consider different throwing implements-Perform a range of warm up activities-Watch a partner perform and identify strengths and weaknessesJumping (Distance)-Develop some skills for horizontal jumps-Show control at both take off and landing-Work in small groups taking turns at different roles-Identify where these skills may be used (in other sports)-Explain how warmups can affect performance-Identify parts of performance that need to be practised	<p>Year 5 Running (Speed/Relays)</p> <ul style="list-style-type: none">-Develop greater fluency and coordination in running for speed-Develop and understand the basic skills and techniques for acceleration-Learn to sustain pace over longer durations-Develop fluency and efficiency in running for speed as a team-Develop relay changeover skills-Apply different and appropriate starting positions to different events-Organise themselves in small groups and take turns at different roles-Choose appropriate starts and changeover techniques for different situations-Explain how warming up can affect their performance-Say why speed is important to other activities and games-Explain the basic principles of warm up and how it affects performance-Measure and record performance and aim to improve performance-Identify as a team the parts of performance which need practising-Work together as a team to practise and improve performanceThrowing (Push & Pull)-Throw with greater control, accuracy and efficiency-Throw in a coordinated way with an approach generating greater force-Throw with greater force and for longer distances-Think about the properties of different throwing implements and apply-Organise themselves in small groups taking on different roles-Consider different throwing implements and use the best techniques-Perform a range of warm up activities-Explain why strength and power are important to other activities and sports-Say why throwing activities can help develop strength and power-Say why strength and power can help their performance in other activities-Watch a partner perform and identify strengths and weaknesses-Record and measure each others performanceJumping (Distance)-Develop the fundamental skills for horizontal jumps-Show power, control, consistency at both take off and landing-Work in small groups taking turns at different roles-Identify where these skills can be applied to other sports and activities-Explain how warming up can affect performance-Watch a partner perform and identify strengths-Identify parts of performance that need to be practised	<p>Year 5 Running (Speed/Relays)</p> <ul style="list-style-type: none">-Develop stronger fluency, coordination when running for speed.-Develop accurate skills and technique for acceleration-Efficiently run for speed-Make accurate relay changeover skills-Choose accurate and appropriate starting positions to different events-Choose accurate starts and changeover techniques for different situations-Make accurate decisions within a team-Choose appropriate exercises for a warm up (relating to running)-Explain and describe how running affects the body –positively and negatively (e.g. knee injuries, inaccurate breathing: etc)-Act on feedback positively-Establish strengths and weaknesses within a teamThrowing (Push & Pull)-Throw with accurate control, accuracy and efficiency-Throw with accurate coordination generating greater force-Throw with accurate force and for longer distances-Apply accurate throwing techniques with various throwing implements - throw distance of greater than 25m-Demonstrate an accurate warm up to assist throwing-Explain why strength and power is essential for a greater throw.-Identify strengths and weaknesses within team and act on feedback for a better performance.Jumping (Distance)-Develop horizontal jump with an accurate in flight position.-Display power, control, consistency at both take off and landing-Work in small groups taking turns at different roles-Accurately demonstrate an inflight position.-Jump greater than 220cm-Explain the benefits jumping can have on the muscles-Explain the health and safety of jumping (bending knees on take off and landing)-Act on feedback individually and within a group to jump accurately.	5	<p>-A wide variety of extra curricular clubs open to everyone– Sport For All.</p> <p>-Borough Competitions : Quad kids, cross country, Sports-hall Athletics.</p> <p>Intra Competitions: Half termly long distance runs, biannual sprint, throw and jump competitions.</p> <p>- Sports Day</p> <p>- The Olympics</p> <p>- Race for life</p> <p>- Team GB athletes/ para athletes</p> <p>-Girls Yoga (Wellbeing)</p> <p>Corona: Virtual Youth Games Competitions, Virtual West Ham competitions.</p>
5	<p>Standing Long Jump:</p> <ul style="list-style-type: none">- Place their feet side by side at take off- Bend their knees and swing their arms- Make a long thin shape with their body in the air <p>Run & Jump:</p> <ul style="list-style-type: none">- Accelerate down the runway towards take off- Maintain speed at take off- Drive the take off leg fast and high- Drive the arms at take off- Land on ones feet with bended knees <p>Five Bounding Strides</p> <ul style="list-style-type: none">- Drive the knees high and fast- Drive the arms high and fast- Strike the ground lightly with the foot <p>Standing Triple Jump:</p> <ul style="list-style-type: none">- Make the three phases of the jump equal- Drive the knees high and fast- Make one continuous movement <p>STEP: Space, Task, Equipment, People.</p>	<p>Year 4 Running (Distance)</p> <ul style="list-style-type: none">-Develop awareness of speed and pace-Develop fluency in walking skills-Work together in pairs and as teams-Choose appropriate pace for a given distance-Understand the benefits of this type of activity on their bodiesRecord performance and give personal feedbackThrowing (Fling & Heave)-Develop the ability to throw for distance-Develop the ability to throw using a specific technique-Choose appropriate techniques for the throwing implement-Understand the effects of throwing activities on the bodyPerform aspects of fling & heave throwsJumping (Height & Combination)-Develop technique in a range of approaches & take off positions-Attempt a variety of different jumping techniques-Develop control in putting together different combinations-Explore body positions in flight-Choose different combinations of jumps for different games and activities-Understand why warming up is an important part of physical activity-Watch and copy each other and try to improve performance	<p>Year 4 Running (Distance)</p> <ul style="list-style-type: none">-Develop awareness of speed and pace judgement in relation to distance-Develop fluency in running and walking skills-Work together in pairs and as teams-Choose appropriate pace for a given distance-Understand the benefits of this type of activity on their bodies-Record performance and set individual targets to improveThrowing (Fling & Heave)-Develop the ability to throw for distance and for accuracy-Develop the ability to throw using a range of techniques-Choose appropriate techniques for the throwing implement-Understand the effects of throwing activities on the body-Watch and describe how to perform specific aspects of fling & heave throwsJumping (Height & Combination)-Develop fluency & technique in a range of approaches & take off positions-Learn a variety of different jumping techniques-Explore combinations of different jumps-Develop fluency and control in putting together different combinations-Explore body positions in flight and apply to different jumps-Choose and apply techniques to suit the challenge-Choose different combinations of jumps for different games and activities-Understand why warming up is an important part of physical activity-Understand how jumping activities affect our bodies-Watch and copy each other and describe good technique-Watch and copy each other and try to improve performance	<p>Year 4 Running (Distance)</p> <ul style="list-style-type: none">-To be aware of speed and pace judgements when running for distance-Accurately choose pace for specific distance.-Explain the benefits of running as a form of exercise.-Set achievable targets and give personal goalsThrowing (Fling & Heave)-To throw accurately at a variety of distances-Develop understanding of appropriate throw for a range of distances.-Choose accurate technique for throwing implements, throw greater than 20m-Lead a warm up relating to throwing-Teach peers a throw using specific terminologyJumping (Height & Combination)-Develop a combination of jumps fluently using technique, take off and landing.-Choose appropriate jump techniques for different games and activities.-Explore a variety of in flight positions-Jump greater than 200cm-Lead a warm up with accurate direction and vocabulary.-Teach a peer using accurate terminology of a specific jump.	4	<p>-A wide variety of extra curricular clubs open to everyone– Sport For All.</p> <p>-Borough Competitions : Quad kids, cross country, Sports-hall Athletics.</p> <p>Intra Competitions: Half termly long distance runs, biannual sprint, throw and jump competitions.</p> <p>- Sports Day</p> <p>- The Olympics</p> <p>- Race for life</p> <p>- Team GB athletes/ para athletes</p> <p>-Secret sports club</p> <p>Corona: Virtual Youth Games Competitions, Virtual West Ham competitions.</p>
4	<p>Fling Throw—The child stands side on to the direction of the throw with their body weight on the back leg. The throwing arm starts low from level with the knee of the back leg and travels from low to high so that the release point is around shoulder height as the weight transfers onto the front foot. The arm is long and straight on release of the throwing implement.</p> <p>Overhead Heave—The thrower has their back to the direction of the throw. The feet should be apart and the ball held in two hands between the legs. The ball is swung through the legs and over the head as the legs drive upwards. The arms are long and straight on release of the ball</p> <p>STEP: Space, Task, Equipment, People.</p>	<p>Year 3 Running (Speed/Obstacles/Relays)</p> <ul style="list-style-type: none">-To develop distance and speed.-To develop co-ordination in running for speed.-To develop balance when running over obstacles.-Develop spatial awareness in regards to obstacles-Develop rhythm in their running style-Develop communication skills-To choose and apply the best starting position-Carry out warm up and stretching activities safely-Understand how their bodies respond to running activities-Watch and describe specific aspects of running over obstacles-Discuss as a team how improvements could be made to performanceThrowing (Push & Pull)-To develop the ability to throw for distance-To throw (focus on one technique)-Choose the most appropriate technique-Understand how throwing activities develop strength-Watch and describe how to perform some aspects of the push & pull throwJumping (Distance)-Develop coordination in taking off and landing-Develop body position in the flight phase of the jump-Execute a variety of jumps: standing jump, running jump-Understand how their bodies respond to jumping activities-Understand the importance of warming up before physical activity-Describe the basic techniques for jumping	<p>Year 3 Running (Speed/Obstacles/Relays)</p> <ul style="list-style-type: none">-To develop of time, duration, distance and speed.-To develop fluency and co-ordination in running for speed.-To develop fluency, rhythm and balance in running over obstacles.-Develop spatial awareness by judging the height and approach to obstacles-Develop fluency and rhythm in their running style-Develop the skills to make relay changeovers-Develop communication skills when working together as a team-To choose and apply the best starting position and stride length for the activity-Choose and apply appropriate stride patterns-Choose the best changeover technique for the relay event-Carry out warm up and stretching activities safely-Understand how their bodies respond to running activities-Watch and describe specific actions of an effective running technique-Watch and describe specific aspects of running over obstacles-Discuss as a team how improvements could be made to performanceThrowing (Fling & Pull)-To develop the ability to throw for both distance and accuracy-To throw using a range of techniques-Choose the most appropriate technique for the throwing implement, accurate technique for vortex, javelin standing throw.-Understand how throwing activities develop strength-Watch and describe how to perform specific aspects of the push & pull throwJumping (Distance)-Develop fluency and coordination in taking off and landing-Develop body position in the flight phase of the jump-Use a variety of jumps in different games and activities. Create a jumping sequence with a variety of accurate take offs and landings, correct technique for triple jump.-Understand how their bodies respond to jumping activities-Understand the importance of warming up before physical activity-Describe the basic techniques for jumping-Watch, copy and describe good examples of jumping technique	<p>Year 3 Running (Speed/Obstacles/Relays)</p> <ul style="list-style-type: none">-To run accurately over obstacles in regards to speed, distance and fluency-To appropriately estimate distance between each obstacle and apply the correct pace.-To choose and apply an accurate starting position and stride length for the activity-Choose accurate changeover techniques for the relay event-Apply correct stride patterns when running for speed/obstacle course/ relays-Lead a warm up and cool down-Give accurate feedback using correct terminology in regards to strengths and improvementsThrowing (Push & Pull)-To throw for both distance precisely and accurately at a given target-To throw accurately using a range of techniques-Choose specific technique proposed throwing implement, throw distance of greater than 20m-Explain how throwing can strengthen specific muscles.-Perform a push and pull throw explaining specific techniques and action whilst doing so.Jumping (Distance)-Fluently and accurately take off and land incorporating a body position within flight mode.-Select a variety of jumps to use within a combination/game/sequence – Complete a Standing jump up to 180/200cm-Understand the benefits jumping can have on the body and explain whilst demonstrating-Demonstrate accurately a jump to teach a peer.	3	<p>-A wide variety of extra curricular clubs open to everyone– Sport For All.</p> <p>-Borough Competitions : Quad kids, cross country, Sports-hall Athletics.</p> <p>Intra Competitions: Half termly long distance runs, biannual sprint, throw and jump competitions.</p> <p>- Sports Day</p> <p>- The Olympics</p> <p>- Race for life</p> <p>- Team GB athletes/ para athletes</p> <p>Corona: Virtual Youth Games Competitions, Virtual West Ham competitions.</p>
3	<p>Two-handed Push Throw—The child stands facing the direction of the throw with one foot in front of the other. The fingers are spread behind the ball which is held at the chest, and the ball is then pushed away from the body quickly by fast extension of the arms.</p> <p>One-handed Push Throw—The child stands sideways on to the direction of the throw. The ball is held close to or touching the neck. The elbow of the throwing arm is held high and the arm is extended forwards on release of the ball.</p> <p>Two-Handed Pull Throw—The child stands facing the direction of the throw. The feet should be apart and the ball held in two hands behind the head and behind the shoulder line.</p> <p>One-Handed Pull Throw—The child stands side on to the direction of the throw. The palm of the throwing hand is up-turned</p> <p>STEP: Space, Task, Equipment, People.</p>	<p>Year 2 Running (Obstacles)</p> <ul style="list-style-type: none">-To develop spatial awareness-To develop awareness of height and distance-To develop balance when running over obstacles.-Choose different techniques to tackle a variety of obstacles.-To understand what happens to their bodies with exercise.-Count the number of strides they take between obstacles.Throwing (Accuracy)-To develop awareness of distance and weight-To throw underarm-Select and apply different force when throwing-Understand the basic skills required to make an accurate throw.Jumping (Combinations)-To take off and land in different ways-Make different body shapes in flight-To work in pair or small groups taking turns-Independently swinging arms and completing a two footed standing jump- 140m -160m, good technique for speed bounce.-Describe the effect jumping activities can have on their bodies.-Watch each other jump and copy	<p>Year 2 Running (Obstacles)</p> <ul style="list-style-type: none">-To develop fluency and coordination in taking off and landing-Develop body position in the flight phase of the jump-Use a variety of jumps in different games and activities. Create a jumping sequence with a variety of accurate take offs and landings, correct technique for triple jump.-Understand how their bodies respond to jumping activities-Understand the importance of warming up before physical activity-Describe the basic techniques for jumping-Watch, copy and describe good examples of jumping technique	<p>Year 2 Running (Obstacles)</p> <ul style="list-style-type: none">-To run over obstacles fluently using rhythm and balance.-Be spatially aware of obstacles; height and distance apart.-Identify specific techniques and speed for various obstacles.-To explain the benefits of exercise.-Make accurate and balanced steps fluently from one obstacle to another.Throwing (Accuracy)-To throw underarm accurately at a target using the correct force; being aware of distance and weight.-Apply accurate force to various targets selecting most appropriate throwing action, accurate technique for vortex, javelin standing throw, throw greater than 15m.-Teach a throwing skill to a partner or peer using precise and appropriate terminology.Jumping (Combinations)-To choose the correct take off and landing for different jumping combinations.-To choose different flight positions; varying the size of the jump. (E.G. Broad flight position would require a deep take off)-Create a jumping sequence with a variety of accurate take offs and landings, correct technique for triple jump. Two footed jump greater than 160cm-Explain the benefits jumping has on the body.-Teach a specific jump accurately using correct terminology and modelling.	2	<p>-A wide variety of extra curricular clubs open to everyone– Sport For All.</p> <p>Intra Competitions: Half termly long distance runs, biannual sprint, throw and jump competitions.</p> <p>- Sports Day</p> <p>- The Olympics</p> <p>- Race for life</p> <p>- Team GB athletes/ para athletes</p> <p>Corona: Virtual Youth Games Competitions, Virtual West Ham competitions.</p>
2	<p>Sprint—long–fast–short</p> <p>Running—medium steps–medium pace/duration</p> <p>Jogging—short strides–light activity –long duration</p> <p>Walking—shortest steps–lightest activity–longest duration</p> <p>Push Throw—The throw begins from in front of the body close to the chest, neck or chin and can be one or two-handed. The thrower forces the implement forwards with a powerful pushing action.</p> <p>Pull Throw—The throw begins from behind the shoulders and can be one or two-handed. The thrower forces the implement forwards with a fast pulling action</p> <p>STEP: Space, Task, Equipment, People.</p>	<p>Year 1 Running (& Walking)</p> <ul style="list-style-type: none">-To develop awareness of speed and distance-To develop some control and with movements-To develop listening skills and begin to react quickly to instruction-Use different running and walking speeds-Understand what happens to their bodies when they exercise-Describe the difference between running and walkingThrowing (Distance)-To develop awareness of distance and weight-To throw with force-Choose different ways of throwing—Correct modelling/ practising of vortex and javelin-Know how different throwing activities can make them stronger.-Describe a throwing actionJumping (Height & Distance)-To develop awareness of height and distance-To take off in different ways and land safely-To work in small groups taking turns-Apply different take offs, correct modelling/ practising of two footed standing jump.-Describe the effect jumping activities can have on their bodies.-Watch and copy each other jumping	<p>Year 1 Running (& Walking)</p> <ul style="list-style-type: none">-To develop awareness of speed and distance-To develop control and fluency within movements-To develop listening skills and quick reactions-Use different running and walking speeds for shorter and longer durations-Understand what happens to their bodies when they exercise-Describe different running and walking speeds.Throwing (Distance)-To develop awareness of distance and weight-To throw with co-ordination and force-Choose different ways of throwing to suit heavy or light implements-Choose different ways of throwing- Correct modelling/ practising of vortex and javelin-Know how different throwing activities can make them stronger.-Describe different throwing actionsJumping (Height & Distance)-To develop awareness of height and distance-To take off in different ways and land in a co-ordinated way-To work in small groups taking turns-Apply different take offs to different jumping activities, correct modelling/ practising of two footed standing jump.-Describe the effect jumping activities can have on their bodies.-Watch and copy each other jumping and recognise good jumps.	<p>Year 1 Running (& Walking)</p> <ul style="list-style-type: none">-To execute movements with control and fluency.-To respond quickly to team members/instructions-Use the most appropriate skills for different types of running/walking (e.g. sprinting is different to cross country)-Explain the change in their bodies after exercising.-To give peer and personal feedback using appropriate terminology and key vocabulary.Throwing (Distance)-To identify different throwing methods in accordance to the implements and throw with co-ordination, force and accuracy.-Choose specific throwing techniques to suit heavy or light implements, throw greater than 15m-Teach partner/peer specific techniques in terms of throwing.Jumping (Height & Distance)-To take off and land accurately in accordance to various jumps.-Independently swinging arms and completing a two footed standing jump- 140cm, good technique for speed bounce-Teach a jumping technique to a peer using correct terminology and vocabulary.-To give		