



Knowledge Organiser for Physical Education - Athletics

Key Enquiry Questions:	
What is athletics?	Athletics is a collection of sporting events that involve competitive running, jumping, throwing and walking.
What is QuadKids?	It is a new, exciting, easy to organise athletics concept designed to give more children the opportunity to participate in and enjoy the core disciplines of athletics. It is specifically designed to be inclusive, competitive, quick, fun and simple to run. It can be used by both schools and clubs, as part of a County Championship or inter club league. It is primarily a team based quadrathlon competition where individual performances are scored using a points table and the winners are the team with the highest cumulative points score. It can be run for individuals. It allows all athletes to take part in a Sprint, Run, Long Jump (LJ) and Vortex Howler Throw (VH). It can take place anywhere: on an athletics track, school field, football pitch or tennis court.
How does QuadKids work?	Four or five boys and four or five girls compete as a team with the scores of the top four boys and top four girls over the four events added together to give the team score. The four events take place in a rotational sequence. Each athlete is placed in a pool and competes in all events.
Who is QuadKids for?	There are four different types of QuadKids competition. Each one is specifically tailored for a particular group of children: QuadKids Start is for school years 3 & 4. QuadKids Primary is for school years 5 & 6. QuadKids Secondary is for school years 7 & 8. QuadKids Club is for Under 11s in a club environment.

Key Vocabulary	
fundamental movement skills	Fundamental movement skills, such as running, throwing, catching, kicking and striking, form the building blocks that underpin the learning of more complicated sports and movement skills. The fundamental movement skills involved in athletics are running, throwing and jumping.
sprint	Sprinting involves trying to cover a short distance in the fastest possible time.
take off	The take-off phase of any jump is the first part of the jump where the athlete is preparing to leave the ground. It requires the following action: Bend ankles, knees and hips. Keep eyes focused forward. Swing arms behind the body. Straighten the legs. Both feet leave the ground together.
flight	The middle of the three phases in the long jump, triple jump and vertical jump where the athlete is in the air. It involves swinging the arms forward and up to propel the body forwards and/or upwards.
landing	The landing is the final phase of a jump. When carrying out any type of jump, it is important to know how to land safely.
spacing	Running at the right pace means you can keep going at that speed for the desired amount of time. Tips for learning how to pace yourself include: 1. Try not to start off by running too quickly so that you have to slow down or stop. Try to run at a consistent pace, whether that is fast, medium or slow. 2. Learn how it feels to run at different paces: be aware of your breathing, your legs and the overall feeling in your body. 3. Allow your body time to warm up and adapt to the feeling. Try to get into a rhythm with your running.
underarm throw	The underarm throw is used for short distances and is more accurate than the overarm throw. It involves a backward-forward swing of the hand to release the ball.
field events	Events that take place on the field, as opposed to the track events. They involve the throwing events, such as the javelin, shot put, discus and hammer as well as the jumping events such as the long jump, high jump, triple jump and pole vault.
long jump	The long jump is a field event which involves the athlete running down a track and taking off from a special board trying to get the furthest distance possible before landing in a sand pit.
push throw (vortex)	In athletics the push throw relates to the shot put. However, it is frequently used in many other sporting activities. For example, a netballer making a chest pass or a basketball player taking a free throw uses a push throw.

**Key Rules:**

Please see Quad Kids Manuals

Progression of Skills:

<u>Year group</u>	<u>Key skills</u>
Year 1/2	<ul style="list-style-type: none">• I can run with control• I can jump with control• I can move with control and co-ordination• I can develop awareness of throwing objects and weight• I can take off and land in a co-ordinated way• I can develop awareness of jumping and height
Year 3/4	<ul style="list-style-type: none">• I can practice personal performance of running, jumping and throwing• I can measure personal performance of running, jumping and throwing• I can compete in an athletics competition• Develop personal performance as an athlete and an official in run, jump and throw events• I can participate in a pentathlon• I can participate in a triathlon• I can follow the quad kids manual• I can participate in sports day
Year 5/6	<ul style="list-style-type: none">• I can develop personal performance in running, jumping and throwing• Develop as an athlete and an official in athletic activities• Compete measure and record performances in running, jumping and throwing• I can develop knowledge of preparing for, participating in and recovering from training session to improve athletic fitness• I can participate in experiencing a 10 event athletics competitions where all events count – decathlon• I can participate in a heptathlon• I can master quad kids athletic activities• I can participate in sports day



How to structure a PE lesson.

1. Warm up

Getting pupils active in our PE lessons is key to mentally and physically preparing them for the learning to come. We can make our learning purposeful by linking the warm-up to the learning question (LQ).

Tip: It's good practice to have our equipment laid out before the start of the lesson, ensuring the transitions to later phases are seamless, optimising time for active learning.

2. Main Lesson

The main lesson is where we focus on the development of those key skills. Building upon the theme of the warm-up, we can quickly and effectively provide challenge through appropriate games and activities (see lesson plans).

Tip: During the main phase of the lesson, it's effective practice to:

- a. Model the outcomes focusing on one teaching point at a time
- b. Observe for best practice and allow pupils to model the outcomes
- c. Ask pupils to assess their own progress and the performance of others to raise performance outcomes

3. Competition / Conditioned Game (Apply)

The competition / conditioned game phase is where we provide pupils with the opportunity to challenge themselves further, putting the learned skills into action while under pressure of time or other people.

Tip: Positive competition can be achieved by getting pupils to compete against themselves. For example, the game can be: *"How many gates can you dribble through in 30 seconds? – I want you to count out loud each time you dribble through a gate – Go!"*

Conditioned games are great for pupils to compete against a passive, semi-passive or active defender. Scaffold the activation level of other pupils according to the age and ability of the learners.

4. Cool down (Assess)

The cool down should be linked to the learning question and re-focus the learners on the key skills.

Tip: We can also use the cool down to put the equipment in the right place for the next lesson through games

Health and Safety

See outdoor risk assessments



STEP Progression

<p>Space Where the activity is happening</p>	<ul style="list-style-type: none"> ▪ Level (height, e.g. a floor – based activity has different requirements from an ambulant activity) ▪ Length/height aimed for ▪ Distance travelled ▪ Nearer or further away targets, smaller/larger working space ▪ Allow some pupils to start at different times or from different places ▪ Large/small targets 		
<p>Task What is happening</p>	<ul style="list-style-type: none"> ▪ Easier – simplify the activity ▪ Harder – introduce more rules/technical elements ▪ Rotate roles ▪ Allocate specific roles, e.g. timer, measurer ▪ Change rules to aid inclusion, e.g. allow different places to start ▪ Try different ways of taking part, e.g. seated, standing, no-arms running etc. ▪ Use different targets from some pupils 		
<p>Equipment What is being used?</p>	<p>By type:</p> <ul style="list-style-type: none"> ▪ Balls ▪ Mats ▪ Flags ▪ Scarves ▪ Quoits ▪ Cones ▪ Beanbags ▪ Hurdles ▪ Plastic markers ▪ Ropes ▪ Canes ▪ Soft throwing equipment 	<p>By varying:</p> <ul style="list-style-type: none"> ▪ Size ▪ Shape ▪ Colour ▪ Texture ▪ Weight ▪ Environment ▪ Play surface ▪ Indoor/outdoor 	
<p>People Who is involved</p>	<p>By type:</p> <ul style="list-style-type: none"> ▪ Independently ▪ In groups ▪ In pairs ▪ In teams 	<p>People with:</p> <ul style="list-style-type: none"> ▪ Different/same roles ▪ Different/same ability ▪ Different same size 	<p>People in:</p> <ul style="list-style-type: none"> ▪ Big spaces ▪ Small spaces ▪ Restricted space ▪ Open space