Knowledge Organiser for Physical Education - Athletics/Multi Skills KS1

Key Enquiry Questions:	
What is athletics?	Athletics is a collection of sporting events that involve competitive running, jumping, throwing, and walking

Health and Safety:
Children should wear their PE kits for athletics, the same as for all other PE lessons. Also see outdoor PE risk assessment and individual lesson plans.

Key Vocabulary

Bb

Balance*	To maintain posture and control during an activity.

Cc

Control*	The awareness and manipulation of physical elements of the body required to execute a skill, e.g. combining elements of balance and coordination to travel while holding an egg and spoon.
Coordination	To efficiently use different parts of the body together.

Hh

Hurdles	Upright frames used for jumping over.
Hurdle/ Hurdling	The movement performed as part of a run to get over an obstacle.

Jj

Jump/Jumping	The action of pushing off the ground using the legs and feet.

Ll

Land/Landing	The ending position after a jump or other movement.

Oo

Obstacle	An item blocking the way, e.g. a hurdle used to travel over in an obstacle race.
Overarm*	A type of throw in which the arm releases the ball or object in a pushing motion above the shoulder.

Pp

Power	The strength or force employed to direct something in a specific way, e.g. power used to increase the speed and distance of a throw.

Rr

Race	A competition against others to see who can complete a course or distance the fastest.

Ss

Sack	A large bag (traditionally made of hessian) used to jump along in during the sack race.
Sprinting*	Running at full speed over a short distance.

Tt

Take-Off	The action of rising or leaping from a surface and taking flight.
Target	Something you aim for (when throwing, for example).
Throw/ Throwing	Launching a ball or other object into the air using the arms and hands.
Travel/ Travelling	To move along a pathway or course.

Uu

Underarm	The type of throw in which the arm moves palm up to release the ball or object in a smooth movement around hip/waist height.

Progression of Skills/Assessment Statements:

Year group	Key skills/Assessment Progression
Year 1	- I can use appropriate skills and technique in a sprint race - I can show good body control - I can show good co-ordination while moving - I can jump on two feet - I can use my arms effectively to jump further - I can throw over arm - I can throw under arm - I can move a ball with my feet - I can hurdle over obstacles - I can move between equipment
Year 2	- I can run and sprint - I can jump and land from two feet - I can throw over arm - I can jump in different directions - I can complete obstacles - I can throw two handed - I can accelerate from a starting position - I can show sportsmanship and team skills

How to structure a PE lesson

You MUST start with a verbal risk assessment with your class and check that all equipment is safe.

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 is 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 and plans

STEP Progression for inclusive and supportive PE Lesson

	The following are a range of STEPs that can be changed and varied to support pupil learning and progress in athletics.		
Space Where the activity is happening	• 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		
Task What is happening	• 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.		
Equipment What is being used?	**By type:** • Balls • Mats • Flags • Scarves • Quoits • Cones • Beanbags • Hurdles • Plastic markers • Ropes • Canes • Soft throwing equipment	**By varying:** • Size • Shape • Colour • Texture • Weight • Environment • Play surface • Indoor/outdoor	
People Who is involved	**By type:** • Independently • In groups • In pairs • In teams	**People with:** • Different/same roles • Different/same ability • Different same size	**People in:** • Big spaces • Small spaces • Restricted space • Open space