

Athletics Progression Ladder



Games Unit 1 & 2
Fundamentals Unit 1 & 2
Ball Skills Unit 1 & 2

Running
Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.

Jumping
Develop power, control and technique in the triple jump.

Throwing
Develop power, control and technique when throwing discus and shot put.

Running
Apply fluency and coordination when running for speed in relay changeovers.

Running
Effectively apply speeds appropriate for the event.

Jumping
Develop power, control and consistency in jumping for distance.

Jumping
Explore technique and rhythm in the triple jump.

Throwing
Develop technique and power in javelin and shot put.

Running
Develop an understanding of speed and pace in relation to distance.

Running
Develop power and speed in the sprinting technique.

Year 4

Jumping
Develop technique when jumping for distance.

Throwing
Explore power and technique when throwing for distance in a pull and heave throw.

Running
Develop the sprinting technique and apply it to relay events.

Year 3

Jumping
Develop technique when jumping for distance in a range of approaches and take off positions.

Throwing
Explore the technique for a pull throw.

Running
Develop the sprinting action.

Jumping
Develop jumping, hopping and skipping actions.

Year 2

Jumping
Explore safely jumping for distance and height.

Throwing
Develop overarm throwing for distance.

Running
Explore running at different speeds.

Jumping
Develop balance whilst jumping and landing.

Year 1

Jumping
Explore hopping, jumping and leaping for distance.

Throwing
Explore throwing for distance and accuracy.

Running

- Explore running and stopping.
- Explore running on the balls of their feet.

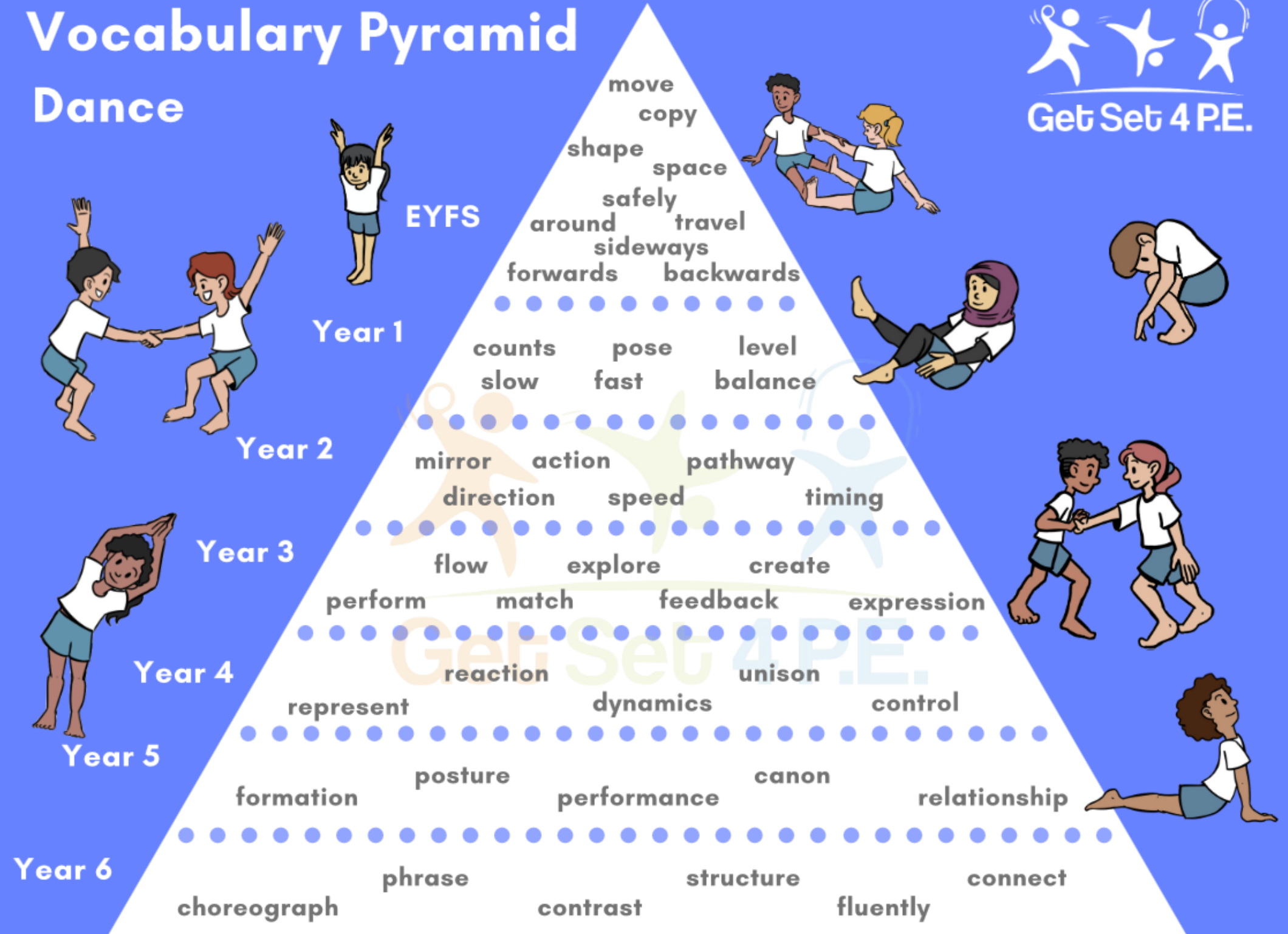
EYFS

Jumping
Explore jumping and hopping safely.

Throwing
Explore throwing to a target.

Vocabulary Pyramid

Dance



Progression Journey: SET

EYFS

1

2

3

4

5

6

SOCIAL

Take turns.

Learn to share equipment with others.

Share their ideas with others.

Encourage others to keep trying.

Talk to a partner about their ideas and take turns to listen to each other.

Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.

Work with others to achieve a shared goal.

Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.

Lead others and show consideration of including all within a group.

Communicate with others clearly and effectively.

EMOTIONAL

Try again if they do not succeed.

Practise skills independently.

Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.

Determined to complete the challenges and tasks set.

Explore skills independently before asking for help.

Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.

Understand what their best looks like and they work hard to achieve it.

Begin to use rules showing awareness of fairness and honesty.

Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.

Use different strategies to persevere to achieve personal best.

Compete within the rules showing fair play and honesty when playing independently.

Confident to attempt tasks and challenges outside of their comfort zone.

THINKING

Begin to identify personal success.

Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.

Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.

Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.

Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.

Select and apply from a wider range of skills and actions in response to a task.

Provide feedback using key terminology.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.

Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.

Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.

Select and apply appropriate skills for the situation when under pressure.