



Be the best that we can be.



EBJ Knowledge Organiser PE

Athletics Year 3, 4, 5 and 6



Why do we include athletics in our curriculum?

Progression in Key Skills

Builds Fundamental Movement Skills 🏃

Athletics develops key physical abilities such as:

- Running (speed, stamina, pacing)
- Jumping (coordination, strength)
- Throwing (accuracy, control, power)

These are *core skills* that support success in many other sports.

Supports Physical Literacy 👣

Athletics encourages children to understand how their bodies move, helping them to:

- Improve balance, agility, and coordination
- Develop confidence in being active
- Learn to control movement with purpose

Promotes Healthy Lifestyles 🍏

It helps children understand:

- The importance of fitness
 - How their bodies respond to exercise
 - The long-term benefits of being active
- This supports lifelong healthy habits.

Encourages Personal Challenge 🌱

Athletics is ideal for KS2 because children can:

- Work to improve their own scores, distances, or times
- Learn to set and achieve personal goals
- Compare their performance fairly and safely
- It emphasises self-improvement, not just competition.

Supports Social and Emotional Development 🤝

Children learn to:

- Work in teams during relay and group activities
- Show resilience (e.g., retrying after missed attempts)
- Encourage and support peers
- Celebrate effort as well as outcome

In Year 3 we focus on:

- Run at fast, medium and slow speeds.
- Use different take off and landings when jumping.
- Develop jumping for distance and height.
- Take part in a relay activity, remembering when to run and what to do.
- Throw a variety of objects, changing my action for accuracy and distance.
- Record my distances, numbers and times.

In Year 4 we focus on:

- Demonstrate the difference between sprinting and running over varying distances.
- Demonstrate different throwing techniques.
- Jump for distance and height with control and balance. Throw with some accuracy and power into a target area.

In Year 5 we focus on:

- Choose the best pace for a running event.
- Perform a range of jumps showing some technique.
- Show control at take-off in jumping activities.
- Show accuracy and good technique when throwing for distance.
- Understand how stamina and power help people to perform well in different athletic activities.
- Lead a partner through short warm-up routines.

In Year 6 we focus on:

- Select and apply the best pace for a running event.
- Exchange a baton with success.
- Perform jumps for height and distance using good technique.
- Show accuracy and good technique when throwing for distance.
- Lead a small group through a short warm-up routine.

Non-Physical Skill Focus

In our athletics unit we raise the importance of developing non-physical skills. In particular, the focus is on leading a healthy, active lifestyle.

In Year 3 our targets we develop are:

- I can explain that my body temperature, heart and breathing rate changes when I exercise because my muscles, heart and lungs are working harder
- I recognise aspects of specific safe and unsafe practice
- I dress appropriately for all aspects of PE
- I can suggest appropriate warm up ideas
- I can explain how working my muscles, heart and lungs makes me healthier (e.g. they become stronger/ work better) and why taking part is fun (e.g. trying and learning new things, being outside etc)

In Year 4 our targets we develop are:

- I can explain using some understanding of science why my body temperature, heart and breathing rate changes when I exercise
- I can take responsibility for working in a safe manner
- I can demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates
- I can explain using some understanding of science why physical activity keeps me healthier (working muscles uses energy to help keep me a healthy weight, a stronger heart prevents heart disease and strong lungs means my muscles get the oxygen they need to work harder).

In Year 5 our targets we develop are:

- I can explain the link between heart rate and breathing rate during exercise
- I can make an informed decision between taking a safe risk and unsafe practice
- I can lead a small group through activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates
- I can explain how much physical activity I need to take part in each day and suggest different ways that I can achieve this (60 minutes a day across the week- scooting/ cycling to school, walking to school/ the dog, playground games, sports, skipping, dancing, cycling, skateboarding, rollerblading)

In Year 6 our targets we develop are:

- I can describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery
- I can modify activities to ensure safety
- I can lead a large group through activities for specific aspects of warm up and cool-down –joint mobility, raising heart and breathing rates, stretching
- I can give examples of the different types and intensities of activities I should take part in each week (a variety of activities of moderate - talk but not sing - and vigorous - not able to say more than a few words - intensity to develop movement skills, muscles and bones).

Enjoying athletics?

What career could you take this enjoyment into?

Sports and Fitness Careers

- PE Teacher / Sports Coach: Teach others how to run, jump, and throw safely and effectively.
- Fitness Instructor / Personal Trainer: Help people stay fit, train safely, and build strength or endurance.
- Physiotherapist: Help injured people recover by teaching movement and strengthening exercises.

Outdoor & Activity-Based Careers

- Firefighter: Uses fitness, speed, strength, and teamwork - skills developed in athletics.
- Armed Forces (Army, Navy, RAF): Requires endurance, agility, running, and resilience.
- Police Officer: Needs good fitness, quick reactions and teamwork.
- Lifeguard: Uses fitness and awareness of safety and rescue.

Engineering and Technology Careers

- Sports Equipment Designer
- Designs shoes, starting blocks, javelins, or timing systems for athletics.
- Performance Analyst
- Uses cameras and data to improve technique in running, jumping, and throwing.



Key Vocabulary

In Years 3 and 4, we develop understanding of: catch, hop, skip, step, sideways, forwards, backwards, throw high, low, far, near, straight, aim, drop, bounce, fast, medium, slow, safely, sprint, jog, run, pace, eg steady, fast, medium, slow, speed, relay, time, measure.

In Years 5 and 6, we develop understanding of: throwing action, eg sling, push, pull, power = strength and speed, stamina and pacing, agility, suppleness, run-up, position of feet on last stride, relay take-over area.

KS2 Athletics Skills

Running



Keep head up

Jumping



Bend knees

Throwing



Keep arm extended

Jumping



Lift knees