

# COMPETING

# EDSTART

## EYFS - Sports Day Events

### Unit of Work

Pupils will be taught...

#### Overall Learning Outcomes

**Children can:**

- **Run efficiently using the correct technique**
- **Follow set rules for races and be able to put together all their basic movement skills**
- **Safely under control stop and start running/moving**
- **Travel at various speeds and can change the way they are travelling**
- **Move around safely whilst holding various pieces of sporting equipment**
- **Change speed and direction safely and under control**
- **Understand the difference between rolling, bouncing and throwing and develop confidence, competence, precision and accuracy when engaging in activities that involve a ball**
- **Dodge, avoid and find space when running**
- **Jump/leap and land safely under control and combine different movements with ease and fluency**
- **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing**
- **Watch the flight/path of an object and know what equipment can be used for to further develop and refine a range of ball skills including: Throwing, catching, kicking, passing, batting, and aiming**

# EYFS - Sports Day Events

## Unit of Work

COMPETING  
EDSTART

### Learning Objective

### Learning Outcomes

**1 To work on running and changing direction quickly**

Children can:

- Know how to safely find space and move around avoiding obstacles
- Travel at various speeds and can change the way they are travelling
- Run efficiently using the correct technique
- Safely under control stop and start running/moving

**2 To throw small pieces of athletic equipment for distance**

Children can:

- Judge the distance they need to throw and can aim accordingly
- Throw a variety of small athletic pieces of equipment for distance
- Perform learnt skills with some control and coordination
- Run, throw, and jump in a safe and controlled manner
- Show a preference for a dominant hand

**3 To race through obstacles, when jumping, crouching, and dodging is required**

Children can:

- Use fundamental movements (Jog, jump, hop, balance, skip, side to side, change of direction)
- Run at an object and safely jump over to continue running
- Duck under and crawl through objects to continue racing

**4 To jump for distance using a set footwork pattern**

Children can:

- Understand the basics of jumping and landing
- Know to bend their knees to jump and land safely
- Jump for distance when using a two footed jump approach
- Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing

**5 To race in teams and follow set instructions**

Children can:

- Race in relays, and work together as a team to finish a race
- Show a clear understanding of tasks they are given
- Start to understand athletics terminology (Hurdle, relay, sprint)
- Match their developing physical skills to tasks and activities in the setting

**6 To perform in a Mini Sports Day, using events and techniques shown**

Children can:

- Perform in a variety of events against other pupils
- Use basic running, jumping and throwing techniques to achieve some success
- Identify methods of how to improve running, jumping and throwing techniques
- Know what each event entails

### Nursery

Assessment Mark	Requirements
-----------------	--------------

#### Working Towards

- Retain key information
- Enjoy starting to kick, throw and catch balls
- Walk, run, jump and climb – and start to use the stairs independently
- Match their development physical skills to tasks and activities in their setting

#### On Target

- Show a preference for a dominant hand
- Understand basic rules
- Use fundamental movements (Jog, jump, hop, balance, skip, side to side, change of direction)
- Skip, hop, stand on one leg and hold a pose for a game like musical statues

#### Above Target

- Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Further develop and refine a range of ball skills including: Throwing, catching, kicking, passing, batting, and aiming
- Can listen to and follow commands
- Can utilise space, avoiding other pupils and equipment
- Combine different movements with ease and fluency
- Can identify changes in their own body as an effect of exercise

To be **ON TARGET**, pupils must achieve all bullet points from **WORKING TOWARDS** and at least 3 bullet points from **ON TARGET**.

To be working **ABOVE TARGET**, pupils must achieve all points from **WORKING TOWARDS** and **ON TARGET** as well as at least 3 bullet points from **ABOVE TARGET**.

### Reception

#### Assessment Mark      Requirements

---

#### Working Towards

- Understand basic rules
- Retain key information
- Use fundamental movements (Jog, jump, hop, balance, skip, side to side, change of direction)
- Skip, hop, stand on one leg and hold a pose for a game like musical statues

#### On Target

- Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Further develop and refine a range of ball skills including: Throwing, catching, kicking, passing, batting, and aiming
- Can listen to and follow commands
- Can utilise space, avoiding other pupils and equipment
- Combine different movements with ease and fluency
- Can identify changes in their own body as an effect of exercise

#### Above Target

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Can adapt changes in direction and speed in varied situations
- Utilises space in order to achieve success
- Uses more advanced methods of moving (Hopping, galloping, moving backwards, jumps from 1 leg to 2, jumps from 2 legs to 1)
- Can use basic throwing techniques to hit large targets

To be **ON TARGET**, pupils must achieve all bullet points from **WORKING TOWARDS** and at least 3 bullet points from **ON TARGET**.

To be working **ABOVE TARGET**, pupils must achieve all points from **WORKING TOWARDS** and **ON TARGET** as well as at least 3 bullet points from **ABOVE TARGET**.