

Skills and Knowledge Progression PE 2022

National Curriculum Aims and Purpose	Intent of Grasmere Academy
<p>Purpose of study (lifted from National Curriculum)</p> <p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>Aims -</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● develop competence to excel in a broad range of physical activities ● are physically active for sustained periods of time ● engage in competitive sports and activities ● lead healthy, active lives <p>Attainment targets</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>	<p>Our PE curriculum aims to ensure that all pupils develop the fundamental skills to excel in a wide range of physical activities such as motor abilities like strength, speed, endurance, coordination, flexibility, agility and balance. It is ambitious, broad, balanced and tailored to the children at Grasmere Academy and has been coherently planned and sequenced to ensure progression across skills.</p> <p>Grasmere Academy PE curriculum will develop physical literacy and will allow pupils to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision-making and analysis, and social skills such as teamwork and communication. Regular participation in sport and physical activity can help to reduce the risk of heart failure; improve physical fitness; help with weight management; promote good health; instil self- discipline; develop skill; improve self- confidence; reduce stress and develop lifelong learning skills.</p> <p>Children in Key Stage 2 will swim for a term every year to ensure enough time is allocated to allow children to swim confidently and proficiently over a distance of at least 25 metres. Children will learn a range of stokes and how to perform self rescue and water safety skills.</p>

Progression and Gross and Fine Motor Skills across EYFS

	2 Year olds		Nursery
1	<p>Shows an interest in helping with nappy changing. Try a range of foods. Build with a few blocks, knock over and rebuilds. Collect and move resources in baskets, bags or boxes filling them and tipping them out. Push chunky small world toy vehicles along a chosen route. Arrange sturdy small world animals and figures. Use very simple action and reaction toys. Squeeze and prod dough. Tears paper using hands. Bounce and nod in response to music. Move ride on toys by pushing with feet. Squat and push a large ball away. Jump with both feet off the ground Fit themselves into large boxes and move around in them. Beginning to become more confident with climbing equipment.(Tumble play)</p>	Autumn	<p>Uses a range of simple tools with support. Makes single snips with scissors Join in with Simple ring games following actions. Understand the vocabulary of movement. E.g. Gallop and slither. Hop on the spot and to travel. Run and freeze on command. Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support. Jump two feet on the spot. Jump down from a higher to a lower height. Run at speed in the outdoor space. Copy some whole body action rhymes. Make marks with large tools using arms and shoulders. Understand how to handle simple tools safely. Can stand on one leg and hold a pose. Can complete crossing the midline activities. Climb apparatus with alternate feet, using own hands for support. Travel safely with support on equipment Travel on apparatus safely.</p>
2	<p>Help with nappy changing. Children know in advance when they need to wee. Children can communicate when wet or soiled. Children are beginning to have good eating habits. E.g. sitting at table Help an adult to put on outdoor clothing. Explore very simple joints and mechanisms in everyday objects and construction kits. Squeeze, thump and flatten dough. Use small figures and vehicles with control in play, positioning and balancing. Fill and empty containers with water and sand, using cups, scoops, spoons and spades. Use hammering games with increasing accuracy. Shows an interest in scissors. Increasingly attempt more risky play such as climbing with adult support. Tap and slap on the ground or on knees to accompany rhymes and songs. Run in open spaces. Squeeze inside small spaces. Jump face to face with an adult holding hands. Attempt to kick a large ball. Move and transport large objects such as tyres and barrels and pushing wheelbarrows. Move ride on toys on short journeys by pushing feet, including scooters. Climb a few stairs independently using 2 feet to a step.</p>	Spring	<p>Use a fork and spoon independently. Make marks with different size pens with a palmer grip. Independently choose simple tools for a purpose. Holds paper whilst snipping with scissors Travel under,over and through obstacles. Choose movements which are appropriate to the apparatus. Complete parachute games. Bowl, roll, chase and collect, tyres and barrels. Using pincer movements to pick up small items or nip malleable materials. Post and thread materials. Use large muscle movements to wave dance equipment. Copy adults to move in a variety of ways.Remember a simple sequence of movement relating to music. Copy all aspects of whole body action rhymes and challenges. Drive tricycles by pedalling. With an adult's hand, travel above floor height by walking or crawling.</p>

3

Show an interest in toilet training asking adults for help. (Children may have the occasional accidents)
Children are involved in changing routine.
Wrestle with more challenging mechanisms such as screw lids and more complex construction kits.
Sustain exploration of a wide range of intriguing objects such as feathers, shells, pieces of velvet, tissue paper etc
Change the shape and texture of dough with hand actions to achieve an effect
Use pressure to cut dough precisely with knives and cutters.
Use smaller figures and vehicles and build with blocks of various shapes and sizes.
Combine malleable materials and loose parts, showing pleasure in effects created.
Make marks on different scales, on different surfaces, with different media and with a range of tools using a fist grip.
Use hands to make sounds with very simple non-tuned Percussion.
Open and close scissors.
Move across a simple adult designed obstacle course with adult narration and physical support where necessary.
Commando crawl and slide on tummy under low barriers.
Jump from a higher to a lower level holding adult hands.
Begin to pedal a wheeled toy.
Climb and jump more daringly.
Pour accurately with buckets large jugs or watering cans into large containers.
Kick a large ball, chase and collect.
Joins in with other children's movement play.
Clap and stamp to music.
Manage buttons and zips (Undoing with adult support).
At snack time can help with carrying, cleaning and sorting.

Summer

Weave materials into frames.
Make marks with different sized pens and media with a comfortable and appropriate grip.
Makes consecutive cuts forward direction tearing the paper. (Scissors)
Run at speed negotiating obstacles.
Throw a ball to an adult with no adult support.
Kick. Roll, chase and collect a ball.
Use a knife and fork independently.
Use a tripod grip/appropriate grip to make marks, including enclosed spaces.
Repeat the same mark making movement with control and ascribe meaning to marks.
Can complete a simple obstacle course.
Can follow simple directions to complete a team game.
Balance a beanbag on my head
Can balance an object when walking E.g. scoop and ball
Drive ride on toys at speed, using the pedals and steering round obstacles.
Collaborate with others to transport large items
Safely.
Compete in simple team games with adult support.
Play follow my leader in a small group, imitating a range of gross motor movements.

Reception progression and skills

Gymnastics		Dance		Body Management	
<ul style="list-style-type: none"> To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus To develop coordination and gross motor skills 	<ul style="list-style-type: none"> To develop confidence in fundamental movements To learn and refine a variety of shapes, jumps, balances and rolls To link simple balance, jump and travel actions 	<ul style="list-style-type: none"> Recognise that actions can be reproduced in time to music; beat patterns, and different speeds Perform a wide variety of dance actions, both similar and contrasting Copy, repeat and perform simple movement patterns 	<ul style="list-style-type: none"> Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners, and as a group. 	<ul style="list-style-type: none"> Explore balance and managing own body, including manipulating small objects Able to stretch, reach, extend in a variety of ways and positions Able to control body and perform specific movements on command 	<ul style="list-style-type: none"> Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet Participate in a variety of small group co-operative activities.
➡ Skills		➡ Skills		➡ Skills	
Adapt instructions to physical actions. Develop take-off and landing position for jumps. Transferring and moving small equipment. Moving through and under apparatus. Copying and repeating actions.	Refines shapes and jumps to improve coordination. Experiment with egg & log roll. Recognise pathways and direction. Points and patches to develop body tension. Link basic movements and use start and finish position.	Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work.	Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform an African dance motif.	Balance obstacle course. Work with others to move through hoops. Reach, stretch, retrieve objects. Steps, strides, bounce, hop, bridges and tunnels. Travel over apparatus.	Twist, turn, roll. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination obstacle course. Perform basic actions with others.
Speed, Agility, Travel		Manipulation and Coordination		Cooperate and Solve Problems	
<ul style="list-style-type: none"> Travel with some control and coordination Change direction at speed through both choice and instructions Stop, start, pause, prepare for and anticipate movement in a variety of situations 	<ul style="list-style-type: none"> Agility-based activities moving and controlling objects Recognise different actions such as: moving softly, quietly, quickly, powerfully Relate body movements to music and percussion 	<ul style="list-style-type: none"> Send and receive a objects with different body parts. Work with others to control objects in space. Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways 	<ul style="list-style-type: none"> Coordinate similar objects in a variety of ways Differentiate ways to manoeuvre objects Skip in isolation and with rope 	<ul style="list-style-type: none"> Organise and match various items, images, colours and symbols Work with a partner to listen, share ideas, question and choose Move confidently and cooperatively in space 	<ul style="list-style-type: none"> Copy and repeat various patterns and actions Show an understanding of own feelings and others Solve more complex tasks using skills learned Work and play cooperatively and take turns
➡ Skills		➡ Skills		➡ Skills	
Demo agility in variety of games. Recognise & follow instructions. Experiment with starting & stopping positions. Perform fast & slow movements. Show control to stop & perform actions.	Play games, take turns. Move by inching, crawling & jumping. Jump for speed and distance. Recognise cues in lyrics to change actions. Use strength to maintain a body shape.	Coordinate limbs to carry out defined movements and actions. Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence.	Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops.	Work as an individual and part of a group to match. Keep heart rate high. Travel and follow travel trails as an individual. Work cooperatively to form shapes.	Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay.

Progression - Athletic Activity

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<p>Pupils Will Begin To Link running and jumping.</p> <p>To learn and refine a range of running which includes varying pathways and speeds.</p> <p>Develop Throwing techniques to send objects over long distances.</p> <p>Increase Stamina And Core strength needed to undertake athletics activities.</p> <p>Take part in a Broad Range of opportunities to extend strength, balance, agility and coordination.</p> <p>Cooperate with others to carry out more complex tasks.</p>	<p>Develop power, agility, coordination and balance over a variety of activities.</p> <p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.</p> <p>Can negotiate obstacles showing increased control of body and limbs.</p> <p>Improve Running And jumping movements, work for sustained periods of time.</p> <p>Reflect on activities and make connections between a healthy active lifestyle.</p> <p>Experience and improve on jumping for distance and height.</p>	<p>Controls Movement And body actions in response to specific instructions.</p> <p>Demonstrate agility and speed.</p> <p>Jump for height and distance with control and balance.</p> <p>Throw with speed and power and apply appropriate force.</p>	<p>Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.</p> <p>Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</p>	<p>Sustain pace over short and longer distances such as running 100m and running for 2 minutes.</p> <p>Able to run as part of a relay team working at their maximum speed.</p> <p>Perform a range jumps and throws demonstrating increasing power and accuracy.</p>	<p>Become Confident And expert in a range of techniques and recognise their success.</p> <p>Apply Strength And flexibility to a broad range of throwing, running and jumping activities.</p> <p>Working Collaboration And demonstrate improvement when working with self and others.</p> <p>Accurately And Confidently measure and time keep for both track and field events.</p>

Skills Covered

Skills Year 1	Skills Year 2	Skills Year 3	Skills Year 4	Skills Year 5	Skills Year 6
<p>Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions.</p>	<p>Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.</p>	<p>Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately.</p>	<p>Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.</p>	<p>Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area. Run up for long jump</p>	<p>Sprint start techniques. Developing the phases of triple jump to jump for distance. Use the heave throw technique. Assess own ability in running tasks. Scissor jump preparation for high jump. Quad track and field competition.</p>

Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Relay,Sprint	Stamina,Static	Power,Pace	Accelerate,Take off	Force,Sustain	Optimum,Trajectory

Progression - Dance

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<p>Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment Creating actions and performing movements with different body parts. Able To Build Simple movement patterns from given actions. Compose And Link Actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels.</p>	<p>Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music. Perform using more sophisticated formations as well as an individual. Explore relationships through different dance formations. Explain the Importance of emotion and feeling in dance. Use the stimuli to copy, repeat and create dance actions and motifs.</p>	<p>Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.</p>	<p>Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a set starting position. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on a specific theme throughout and linking all activities to the communication of this to an audience.</p>	<p>Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. Work collaboratively in groups to compose simple dances. Recognise and comment on dances suggesting ideas for improvement. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</p>	<p>Work collaboratively to include more complex compositional ideas. Develop motifs and incorporate them into self- composed dances as individuals, pairs & groups. Talk about different styles of dance with understanding, using appropriate language & terminology. Developing group devices and greater use of teamwork. Demonstrating narrative through contact and relationships. Showing tension through pattern and formation.</p>

Skills Covered

Skills Year 1	Skills Year 2	Skills Year 3	Skills Year 4	Skills Year 5	Skills Year 6
<p>Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with a start, middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple canon and in rounds.</p>	<p>Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.</p>	<p>Perform a jazz square. Perform two contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create your own floor patterns. Demonstrate stylistic elements of a barn dance. Apply feedback to improve your own performance.</p>	<p>Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5- action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance.</p>	<p>Perform locomotor and non-locomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create your own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence.</p>	<p>Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.</p>
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Compose, Canon	Unison, Mirror	Rhythm, Improvisation	Levels, Facial expression	Choreographer, formation	Gesture, Dynamics

Progression - Gymnastics

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<p>Identify and use simple gymnastics actions and shapes. Apply basic strength a range of gymnastics actions. Begin to carry simple apparatus such as mats and benches. To recognise like actions and link them. To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence.</p>	<p>Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform simple sequence that is judged using simple gymnastic scoring. Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements, e.g., back support and half twist. Attempt to use rhythm while performing a sequence.</p>	<p>Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movements and gymnastics actions. Relate strength and flexibility to the actions and movements they are performing. To use basic compositional ideas to improve sequence work. Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work through jumps and leaps. Show increasing flexibility in shapes and balances.</p>	<p>To become increasingly competent and confident to perform skills more consistently. Able to perform time with a partner and group. Independently use compositional ideas in sequences such as changes in height, speed and direction. Develop an increased range of body actions and shapes to include in a sequence. Define muscle groups needed to support the core of their body. Refine taking weight on small and large body parts, for example, hand and shoulder.</p>	<p>Create longer and more complex sequences and adapt performances. Take the lead in group when preparing a sequence. Develop symmetry individually, as a pair and in a small group. Compare performances and judge strengths and areas for improvement. Select a component of improvement—for example - timing or flow. Take responsibility for your own warm-up, including remembering and repeating a variety of stretches. Perform more complex actions, shapes and balances with consistency. Use the information given by others to improve performance.</p>	<p>Leadgroup warm-up showing understanding for the need for strength and flexibility. Demonstrate accuracy, consistency, and clarity of movement. Work independently and in small groups to make up your own sequences. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus. Perform increasingly complex sequences. Combine your ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve across a broad range of gymnastics actions.</p>

Skills Covered

Skills Year 1	Skills Year 2	Skills Year 3	Skills Year 4	Skills Year 5	Skills Year 6
<p>Carry equipment safely. Perform magic chair landing. Explore body tension—linking movements. Rock, spin, turn. Move on, off and over.</p>	<p>Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.</p>	<p>Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension.</p>	<p>Cartwheel progressions. Using STEP. Judging. Speed changes. Shoulder roll. Shoulder stand. Showing flow.</p>	<p>Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & round- offs. Performing pathways. Devising warm-ups.</p>	<p>Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.</p>
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Sequence, shape	Extension, Relaxation	Combinations, Explosive	Contrasting, fluency	Aesthetics, flexibility	Asymmetry, symmetry

Progression - Invasion Games

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<p>To practice basic movements, including running, jumping, throwing and catching.</p> <p>To begin to engage in competitive activities.</p> <p>To experience opportunities to improve agility, balance and coordination.</p> <p>To recognise rules and apply them in competitive and cooperative games.</p> <p>Use and apply simple strategies for invasion games.</p> <p>Preparing for and explaining the reasons why we enjoy exercise.</p>	<p>Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. To select and apply a small range of simple tactics. Recognise good quality in self and others. To work with others to build basic attacking play.</p>	<p>To perform some basic invasion games skills, throwing, catching, kicking and dribbling. To build attacking/offensive play. Able to show basic control skills, including sending and receiving the ball. To send ball with some accuracy to maintain possession and build attacking play. Able to implement basic rules of modified games, e.g. basketball. Develop motor skills to handle sticks with ease and improve agility. Show basic skills to maintain possession. Use space efficiently to build an attack. Link skills to perform as a team.</p>	<p>Show increases confidence and performs with more consistency a selection of basic skills such as dribbling, throwing and shooting. Develop a broader range of ball handling skills. Use footwork rules in a game situation and explore basic marking. Passing over longer distance. Moving towards the ball to receive the pass. Pass and move with the ball as a team to build attacks. Apply a small range of tactics in a competitive situation. Demonstrate increased speed and endurance during gameplay. Evaluating skills,tactics and team play to aid improvement.</p>	<p>Use strength,agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply range of tactics and techniques and play with consistency. To play effectively a variety of positions and formations on the pitch. Relate more significant number of attacking and defensive tactics to gameplay. Become more skillful when performing movements at speed. Select and apply the appropriate skill in a game situation. Play effectively as a team in defence, taking individual responsibility for your role.</p>	<p>Apply aspects of fitness to the game such as power, strength, agility and coordination. Choose and implement a broader range of strategies to play defensively and offensively. Grasp more technical aspects of the game. Observe,recognise and analyse good individual and team performances. Suggest,plan and lead simple drills for given skills. Combine and perform more complex skills at speed in games. Use set plays in game situation and explain when and why they are used. Switch effectively as a team between defence and attack.</p>

Skills Covered

Skills Year 1	Skills Year 2	Skills Year 3	Skills Year 4	Skills Year 5	Skills Year 6
<p>Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.</p>	<p>Kick with the inside of the foot and stop the ball with your feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.</p>	<p>Hockey – Using the flat side of the stick. Close control, preparing to tackle.</p> <p>Netball – Chest, shoulder and bounce pass. Dodging to get free.</p> <p>Tag Rugby – Ball handling. Running past defenders. Evading taggers and tag protocol.</p>	<p>Football – Dribbling in different directions, defensive tackling, front of player and goal side marking.</p> <p>Hockey – Push pass, slap pass, straight dribble, stopping and turning with the ball.</p> <p>Netball – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules.</p> <p>Tag Rugby – Picking up and running with the ball, correct ball carrying position, keeping</p>	<p>Football – Turning with the ball, running with the ball, keeping possession, step over.</p> <p>Hockey – Block tackle, passing in the D, sweep shot, dragging the ball.</p> <p>Netball – Effective bounce pass in a game, use a greater variety of dodging skills, pivot and pass, two-handed shooting.</p> <p>Tag Rugby – Tagging opposition, when to run and when to pass into space, deny space to opponent, pop pass, magic diamond formation, 3 steps and</p>	<p>Football – Setting up others to shoot, denying space, covering defender, penalty shooting, goalkeeping, close control knee, chest.</p> <p>Hockey – Shooting from close range, long corners, goal-side marking, self-pass rule, channelling the opposition.</p> <p>Netball – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away.</p> <p>Tag rugby – Set play for attacking, 'take the distance, not the time' and 'spaces, not faces'.</p>

			possession.	pass technique.	
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Attack,defend	Compete,Outwit	Possession,space	Intercept,teamwork	Positions,Regain	Counterattack,feint

Progression - Net / wall games

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<p>Able to send object with increased confidence using hand or bat. Move towards moving ball to return it. Sending and returning a variety of balls/objects such as balloons and beachballs. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat the opposition.</p>	<p>Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball using hands and racquets with some consistency. Play modified net/wall games throwing, catching and sending over a net. Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics appropriate to the situation. Improve agility and coordination and use in a game.</p>	<p>Identify and describe some rules of net/wall games. Serve to begin a game. Explore forehand hitting. Play with some understanding of modified court boundaries.</p>	<p>Explore different shots with both the forehand and backhand. Demonstrate different net/wall skills. Practise some trickshots in isolation. Work to return the serve. Demonstrate different court positions in gameplay.</p>	<p>Use different types of serves in-game and new shots learnt in games. Play with others score and defend points in competitive games. Move confidently around the playing area using footwork techniques. Develop different ways of playing with others cooperatively and in competition. Introduce Volleyshots and Overhead shots. Further, explore Tennis service rules.</p>	<p>Develop a broader range of shots. Begin to select and apply more sophisticated tactics such as netplay and offensive and defensive positioning. Play with fluency with a partner in doubles/partner scenarios. Develop backhand shots. Begin to use full scoring System. Continue developing doubles play and tactics to improve.</p>

Skills Covered

Skills Year 1	Skills Year 2	Skills Year 3	Skills Year 4	Skills Year 5	Skills Year 6
<p>Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling and standing position.</p>	<p>Identify dominant and non-dominant sides. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for an opponent to return. Play out a point from a serve.</p>	<p>Tennis – Ready position. Hit to different areas of the court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets.</p>	<p>Badminton - Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play. Tennis – Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play.</p>	<p>Badminton – Moving opposition around the court. Perform forehand long and short serves. Use close control. Develop reaction time. Tennis – Volley shots. Clearing from the back of the court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.</p>	<p>Badminton – Drop and smash shot. Drop shot and recover. Use quick reactions for confident netplay. Offensive court positioning. Defensive formations for doubles. Tennis - Introduce the lob. Communication in doubles play. Two-handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition.</p>
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Court, hit	Serve, rally	Forehand, backhand	Clear, Ready position	Overhead, volley	Lob, Offensive play

Progression - Striking and fielding games

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
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<p>Able to hit objects with a hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects. Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.</p>	<p>Practice feeding/bowling Skills. Hit and run to score points in games. Work one variety of ways to score runs in the other hit, catch, run games. Attempt to work as a team to field. Begin to play the role of Wicket keeper or backstop.</p>	<p>To be able to adhere to some of the basic rules of cricket of striking and fielding games. To develop range of skills to use in isolation and a competitive context. To use basic skills with more consistency, including striking a bowled ball. Work cooperatively with others to complete fielding tasks.</p>	<p>To develop the range of striking and fielding skills they can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context. Consolidate existing skills and apply with consistency. Strike to ball with intent, use decision making attempt direction.</p>	<p>Link together range of skills and use them in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to striking and fielding, e.g., power, flexibility, and cardiovascular endurance Develop retrieving and returning the ball.</p>	<p>Apply consistently standard rules in a variety of different styles of games. Attempt shots in isolation and competitive scenarios. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>
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Skills Covered

Skills Year 1	Skills Year 2	Skills Year 3	Skills Year 4	Skills Year 5	Skills Year 6
<p>Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players from scoring runs. Self-feed and hit a ball. Run between bases to score points.</p>	<p>Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move inline to stop the ball.</p>	<p>General – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball/collect and return a moving ball. Cricket – Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper. Rounders – Consistently hot one-handed. Use underarm bowling action to bowl a 'good' ball. Selecting the best base to throw to get players out. Introduction to the role of the backstop.</p>	<p>General – Directing hit to score runs. Attempt to stop a bouncing ground ball with some success. Cricket – Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand. Rounders – Run at speed to avoid being stumped. Play backstop in a small game. Use rounders scoring system. Explain bowling rules. Full and half rounders.</p>	<p>General – Throw for accuracy over short distances. Recognise where to play. Cricket – Calling for runs with a partner. Start to keep wicket. Attempt bowling with a run-up. Forward defensive shot. Setting a field. Rounders – Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.</p>	<p>General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball. Cricket – Fielding positions, slip, short leg and cover. Bowling short. On and off drive. Rounders – Play using standard rounders pitch layout. Bowling a fast ball. Play tactically to avoid overtaking teammates.</p>
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Batter,bowler	Underarm,overarm	Feed,field	Collect,retrieve	Accuracy,stance	Innings,pickup

Progression - OAA

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
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<p>Use thinking skills to follow multi-step instructions.</p> <p>Solve more challenging problems as an individual.</p> <p>Comprehend that one thing can represent another.</p> <p>Take part in activities with increasing challenge to build confidence.</p>	<p>Use searching skills to find given items from clues and pictures.</p> <p>Work as a pair to navigate space.</p> <p>Use and explore unusual equipment to develop coordination, problem-solving and motor skills.</p>	<p>Work with others to solve problems.</p> <p>Describe their work and use different strategies to solve problems.</p> <p>Lead others and be led</p> <p>Differentiate between when a task is competitive and when it is collaborative.</p>	<p>Work well in team or group within defined and understood roles.</p> <p>Plan and refine strategies to solve problems.</p> <p>Identify the relevance of land use maps, compass and symbols.</p> <p>Identify what they do well and suggest what they could do to improve.</p>	<p>Explore ways of communicating in a range of challenging activities.</p> <p>Navigate and solve problems from memory.</p> <p>Develop and use trust to complete the task and perform under pressure.</p>	<p>Use the information given by others to complete tasks and work collaboratively.</p> <p>Undertake more complex tasks.</p> <p>Take responsibility for a role in a task.</p> <p>Use knowledge and physical activities to suggest design ideas & amendments to games.</p>
Skills Year 1	Skills Year 2	Skills Year 3	Skills Year 4	Skills Year 5	Skills Year 6
<p>Follow simple instructions. Recognise, remember, and match some symbols. Perform physically challenging actions. Follow a movement pattern with others. Take part in competitive races and work with a partner. Undertake simple speed stack arrangements.</p>	<p>Use equipment in unconventional ways. Build on speed stack skills. Compose a small group movement pattern. Participate in blindfold activities. Introduce the principle of map keys and use them.</p>	<p>Use non-verbal communication effectively. Develop further simple map reading skills. Respond to and resolve problems as a team. Participate in trust activities. Plan a route map.</p>	<p>Recognise compass points. Use a compass. Follow a course. Work cooperatively with a partner to follow a map and solve problems. Recognise a range of standard map symbols. Evaluate their own success.</p>	<p>Use memory and recall skills. Work at maximum physical capacity, e.g., when running. Use control cards. Perform under pressure. Perform safely and with control. Classify and interpret simple morse code.</p>	<p>Follow and orient a map. Identify objects in a scavenger hunt. Perform complex group pyramid balances. Tie a reef knot. Design your own game using, refining, and adapting group ideas.</p>
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Symbol, verbal	Key, problem solving	Coordination, tactile	Scale, Orienteering	Compass, ingenuity	Decipher, orient