

PE Curriculum Map

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------|-----------------------|---------------------|---------------|-------------------|-------------|--------------------|
| Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 | Autumn 1 |
| Multi Skills | Ball Skills | Fitness | Gymnastics | Swimming | Gymnastics | Basketball |
| First PE | Jungle Yoga | Ball Games | Fitness | Gymnastics | Handball | Leadership |
| Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 |
| Enjoy-a-ball | Ball Skills | Gymnastics | Multi Skills | Swimming | Fitness | Fitness |
| Superhero Dance | Multi Skills & FUNS | Indoor Athletics | Yoga Facts | Eco Warrior Dance | Netball | Martial Arts Dance |
| Spring 1 | Spring 1 | Spring 1 | Spring 1 | Spring 1 | Spring 1 | Spring 1 |
| Gymnastics | Gymnastics | Gymnastics | Football | Basketball | Football | Indoor Athletics |
| Fairy Tale (EY) | Winter Dance | Olympic Dance | Handball | Tag Rugby | Swimming | Gymnastics |
| Spring 2 | Spring 2 | Spring 2 | Spring 2 | Spring 2 | Spring 2 | Spring 2 |
| Gymnastics | Gymnastics | Multi Skills & FUNS | Netball | Dodgeball | Stomp Dance | Dodgeball |
| Fitness and Fundamentals | Football Fundamentals | Rugby Fundamentals | Science Dance | Indoor Athletics | Swimming | Tag Rugby |
| Summer 1 | Summer 1 | Summer 1 | Summer 1 | Summer 1 | Summer 1 | Summer 1 |
| Athletics | Fitness | Tennis | Rounders | Tennis | Rounders | Athletics |
| Football Fundamentals | Olympic Dance | OAA | Swimming | Fitness | Yoga Time | Tennis |
| Summer 2 | Summer 2 | Summer 2 | Summer 2 | Summer 2 | Summer 2 | Summer 2 |
| Athletics | Athletics | Athletics | Athletics | Athletics | Handball | OAA |
| Tennis | Social Dodgeball | Kwik Cricket | Swimming | Kwik Cricket | Athletics | Kwik Cricket |



P

PROGRESSION OF KEY SKILLS

Multi-Skills

Early Years

- Experiment with different ways of balancing
- Experiment with different ways of moving (agility)
- Experiment with different ways of moving ball with different body parts (co-ordination)
- Working with friends in a team-taking turns

EY

1 Year 1

- Balance on lines with control and use equipment to balance on various parts of the body
- Changing direction with some control (agility)
- Co-ordinating body whilst beginning to move with equipment
- Co-operate, compete and challenge themselves as a team in various games

Year 2

- Balance on low equipment with good control
- Changing direction quickly with good balance and control (agility)
- Co-ordinating body whilst beginning to move at different speeds with various equipment
- Complete challenges as a team in various running/obstacle games and working to improve performance

2

3 Year 3

- Balancing on various body parts while moving
- Agility focus -changing direction at speed
- Co-ordinate body to perform a combination of movements
- Complete a variety of fitness tests successfully and achieve a personal best

Year 4

- Balancing confidently using various equipment and body parts
- Agility focus - changing direction at speed with good technique
- Co-ordinate body efficiently to perform a combination of movements or actions
- Complete a variety of fitness tests confidently and achieve a number of personal bests

4

5 Year 5

- In combination with different skills, can balance equipment while moving and co-ordinating another action
- Agility focus - change direction quickly and efficiently with equipment
- Agility focus - change direction quickly and efficiently with equipment
- Test and measure balance, agility and co-ordination confidently and accurately. Can compare their performances with previous ones and strive to achieve a personal best

Year 6

- Balance equipment on various body parts whilst moving or co-ordinating another body actions accurately
- Agility focus - can change direction at speed with balance and control whilst using various equipment
- Co-ordinate using both sides of the body with fluency to perform a combination of movements or actions
- Complete each test with fluency and accurately measure and record. Evaluate previous performance levels and demonstrate improvements to achieve their personal best

6



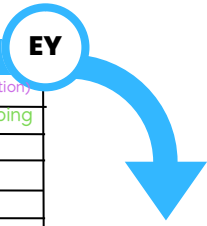


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ROGRESSION OF KEY SKILLS

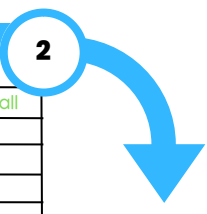
Invasion Games

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| <p>Early Years (progressions through first PE unit/Enjoy-a-ball)</p> <p>Throw to self, catching a soft ball/balloon. Experiment with rolling the ball, throw and catch to self and to a partner (hand-eye co-ordination)</p> <p>Moving around a spot/ area, experimenting with different ways of moving (footwork) e.g. jumping, hopping, skipping</p> <p>Moving around, changing direction and negotiating space</p> <p>Follow a partner to steal their bib</p> <p>Experiment with different ways of shooting/placing an object into/on a target or hoop</p> <p>Introducing fun games e.g. Player in the middle, defending hoops (beginnings of attacking, defending)</p> <p>Introducing basic rules e.g. areas of play, how you become out, how you can score points. This becomes the first initial steps of following rules in games</p> |
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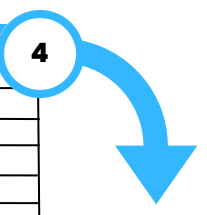
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| <p>1 Year 1 (progressions through ball skills/ball games/Football FUNS/Rugby FUNS)</p> <p>Catch/receive a ball safely. Pass a ball with some control (using either hands, feet or object)</p> <p>Introducing footwork e.g. stopping and freezing in adapted games, landing on spots with two feet</p> <p>Move into a space in a game, looking to throw/pass the ball to someone in a space</p> <p>Follow an opponent in a game/adapted game</p> <p>Scoring in a variety of ways- into hoops, goals or targets</p> <p>Begin to develop tactics for attacking and defending.</p> <p>Children begin to learn rules of adapted games. They learn that rules are there to keep you safe and encourage fair play.</p> |
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| <p>Year 2 (progressions through ball skills/ball games/Football FUNS/ Rugby FUNS)</p> <p>Introduce a various passes (hands/ feet/object) continuing to develop control of pass</p> <p>Adapted games – developing thought process of footwork rule e.g. superhero ball e.g. no running with the ball</p> <p>Move into a space to catch/receive a ball. Pass the ball to someone in a space</p> <p>Follow/mark an opponent and trying to win (intercept) the ball</p> <p>Scoring in a variety of ways and begin to use in a game situation</p> <p>Develop tactics for attacking and defending</p> <p>Play adapted games-learning different rules. Encouraging fair play and respect</p> |
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| <p>3 Year 3 (progressions through invasion game units)</p> <p>Continue to develop control of passing and receiving the ball – beginning to attempt these in a game situation</p> <p>Adapting footwork to suit game being played e.g netball stride stop and jump stop, handball 3 steps</p> <p>Perform a dodge into get into a space and receive a pass</p> <p>Marking a player, keeping on the balls of your feet</p> <p>Shooting adapting technique to suit game – e.g into hoop/target or goal</p> <p>Begin to apply some basic principles for attacking & defending – how do they deny space, how can they win back possession</p> <p>Continue to play adapted games and introduce key rules that are sport specific. Apply in a game situation</p> |
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| <p>Year 4 (progressions through invasion game units)</p> <p>Pass and receive mostly control – begin to select and apply the correct pass</p> <p>Footwork-be able to change direction quickly, accelerating in a game situation</p> <p>Attempting various dodges to create space to receive the ball</p> <p>Marking a player, standing side on, sticking to player</p> <p>Shooting- focus on bending the knees and place hand under the ball to shoot</p> <p>Develop tactics – begin to use them in a variety of games– e.g. when and where to move while in, and out of possession</p> <p>Understand rules of a game. Begin to officiate their own game and become familiar with key terms and vocabulary related to RST</p> |
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| <p>5 Year 5 (progressions through invasion game units)</p> <p>Selecting the correct pass in a game and move into a space</p> <p>Receive the ball on the move (on the balls of feet) changing direction quickly</p> <p>Perform different dodges/movements to receive a ball in a space</p> <p>To defend a player and attempt to intercept a pass</p> <p>Shooting –Chosing the correct shot for the game</p> <p>Begin to use attacking and defending, techniques learned in a game situation e.g. positions on the pitch/court e.g formations to either keep possession or win back possession of the ball</p> <p>In teams, begin to discuss tactics and how to work as a team (communicate and collaborate)</p> <p>Understand how to apply rules in various invasion games and be able attempt officiating</p> |
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| <p>Year 6 (progressions through invasion game units)</p> <p>Perform a variety of passes with some precision – quickly move into a space to receive another pass</p> <p>Perform correct footwork in a game – quick feet to turn the correct way to pass the ball</p> <p>Perform a variety of dodges to move into a space and receive a ball – in a practice and in a game situation</p> <p>Defend a player during a game, intercepting the ball</p> <p>Shooting- focus on precision and accuracy and attempt to get the rebound if the shot is missed</p> <p>In a team, discuss tactics and how to win as a team (communicate and collaborate)</p> <p>In teams discuss tactics and how to work as a team finding strategies to beat their opponents</p> <p>Understand and apply rules consistently in various invasion games– officiate with confidence using key vocab and rules</p> |
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P

PROGRESSION OF KEY SKILLS

Dance

Early Years

EY

- Moving in time to happy and sad music
- Experiment with different ways of moving
- Experiment with actions at different levels
- Moving around as different characters or animals to the music

1

Year 1

- Listen to the music and begin to move in time to it
- Perform basic dance movements
- Perform dance movements showing some levels
- Perform basic dance travelling movements e.g. stepping, skipping, jumping
- Perform simple dance moves with some control

2

Year 2

- Move in time to the music showing some expression
- Perform dance movements with control
- Perform dance movements showing a variety of levels
- Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing
- Remember simple dance steps, perform with control in time to the music

3

Year 3

- Collaborate to make a dance warm up
- Use a stimulus to create a dance
- Dance in unison with a partner
- Perform in canon with a group
- Use some different levels and pathways

4

Year 4

- Cooperate to make a dance warm up and take on a leadership role
- Respond imaginatively to a stimulus
- Dance in unison with a partner/group performing a range of movement patterns
- Perform in canon showing a range of movement patterns
- Perform a variety of levels and pathways in a dance

5

Year 5

- Co-operate and collaborate to create a warm up displaying a variety of movement patterns
- Translate ideas from a stimulus showing control and fluency
- Dance in unison in a group keeping in time with each other
- Dance in canon showing good timing
- Perform using a variety of levels and using the space

6

Year 6

- Co-operate, communicate and collaborate with a group to make up a warm up with good rhythm and timing
- Translate ideas from a stimulus into movement showing expression, precision, control and fluency
- Dance in unison in a group showing good timing, energy and strength
- Dance in canon in a group showing good timing, energy and strength
- Use levels, travelling and space with timing and musicality





PROGRESSION OF KEY SKILLS

Gymnastics

Early Years

EY

- Can experiment with different shapes
- Experiment with different jumps
- Experiment with different ways of rolling in small shape
- Experiment with balancing on different body parts
- Moving along the floor in different ways like aliens sliding, rolling, stretching etc
- Show a start shape, middle and finishing shape (beginning of a sequence)
- Moving on and off apparatus safely



1

Year 1

- Can perform various shapes
- Perform basic jump (straight jump, Star jump)
- Perform a tuck rock and a tuck roll and rocket roll with pointed toes
- Perform a simple balance holding for 3 seconds
- Perform a bunny hop- hands first then feet
- Perform a basic sequence (roll, jump and roll)
- Moving on and off apparatus with control

2

Year 2

- Can perform shapes with a strong body and control
- Perform jumps (straight, star, tuck jump) with control and a strong body
- Perform a tuck rock, tuck roll, forward roll and dish/arch roll
- Perform a balance on one or more parts of body
- Perform a bunny hop - hands flat with straight arms
- Perform a sequence on apparatus- (roll, jump and balance)
- Moving on and off apparatus with strong body and control



3

Year 3

- Can perform a variety of shapes with good control
- Perform a straight jump with a half turn
- Perform a Teddy bear roll
- Perform Point and Patch balances
- Perform a bunny hop across a mat run and onto/across low benches and apparatus
- Perform a short sequence on mats (using levels directions control)
- Hopscotch on throw down feet- introduction to hurdle step onto apparatus

4

Year 4

- Can perform a variety of shapes with good control when performing various skills
- Perform various jumps and develop travelling across the mat
- Teddy bear roll with a partner/group in sequence with pointed toes
- Perform matching and mirroring balance routines on apparatus
- Perform a bunny hop onto a variety of apparatus with control
- Perform a short sequence on mats and apparatus showing levels, unison, and pointed toes
- Hopscotch across the floor to develop hurdle step onto low apparatus



5

Year 5

- Can perform complex shapes with control and some flexibility
- Perform more complex jumps, tuck, pike and a scissor kick
- Perform a T-roll
- Perform symmetrical and asymmetrical balances
- Perform a 'squat on and squat off' on various apparatus
- Link skills to create a sequence with Fluency. Co-operate, communicate and collaborate with others
- To perform a hurdle step on the floor/springboard
- Cartwheel on the floor using various apparatus

6

Year 6

- Can perform complex shapes when performing Sequences and skills with flexibility
- Perform more complex jumps and travelling on and off apparatus, tuck, pike and leaps scissor kick and cat leap
- Side star roll, T-roll (with pointed toes), backwards roll
- Perform various balances counter balance and counter tension
- Perform a 'squat on and squat off' apparatus with a run up (with or without a spring board)
- Compete in teams to win points with sequences and a vault competition
- Perform a hurdle step on the floor/springboard and onto apparatus
- Inverted skills shoulder stand, cartwheel, teddy bear roll, head stand, handstand





P

ROGRESSION OF KEY SKILLS

Football

| Early Years | EY |
|--|----|
| Explore stopping a ball with different parts of the body | |
| Experiment kicking the ball with feet to a partner | |
| Move a bean bag/ball on the floor using inside of foot | |
| Fox and rabbits game. Object of the game is to move away from the rabbit onto a spot (finding a space) | |
| Shooting into a target on the floor | |
| Introducing fun games e.g. Player in the middle, defending hoops (beginnings of attacking, defending) | |

| 1 | Year 1 |
|---|---|
| | Stopping a ball with the inside of feet |
| | Pass the ball, beginning to use inside of feet "toe, toe, toe, no, no, no!" |
| | Dribble the ball with the inside of feet -finding a space |
| | Introduce getting the ball off a player- tackling |
| | Scoring in a variety of ways- into goals and at targets |
| | Begin to understand tactics for attacking and defending |
| | Small sided games 4v4 |

| Year 2 | 2 |
|--|---|
| Stopping a ball with the sole and inside of feet | |
| Pass the ball to a partner P,P,P, Plant, Pass Point to help with accuracule | |
| Dribble the ball with the inside of feet, keeping the ball close to their body- dribble into a space | |
| Improve tackling by using adapted games- introduce intercepting play | |
| Scoring in a variety of ways and begin to use in a game situation | |
| Begin to include some basic tactics for attacking and defending in conditioned games | |
| Play an adapted and conditioned games 5v5. | |

| 3 | Year 3 |
|---|--|
| | Control a ball using inside, outside and sole of feet |
| | Pass the ball with inside of feet with accuracy. Pass the ball to someone in a space |
| | Dribble the ball, beginning to turn with some control (inside and outside hook) |
| | Defend making a tackle in isolation (a conditioned game) |
| | Shooting - Kick a stationary ball past a goal keeper |
| | Adapted games, begin to apply some basic principles for attacking & defending in small sided games |
| | Small sided games 6v6 |

| Year 4 | 4 |
|--|---|
| Move body to correct position to stop and control a ball | |
| Pass the ball with inside of feet, whist on the move | |
| Dribble the ball using inside, outside hook and drag back, beginning to accelerate | |
| Defend- moving forward to close down space to tackle in a conditioned game. Intercept a pass | |
| Shooting- Strike a moving ball (past a goal keeper) with some accuracy | |
| Encourage children to talk about tactics when attacking and defending | |
| Small sided games - up to 7v7 | |

| 5 | Year 5 |
|---|--|
| | Control the ball using either foot when moving |
| | Pass the ball with inside, front or laces on the foot |
| | Dribble the ball using inside, outside hook and drag back beginning to accelerate |
| | Show good body position to defend and press in a 2v2 game |
| | Scoring using top of foot (laces)- aiming for corners of the goal |
| | Begin to use attacking and defending, techniques learned in a game situation |
| | In teams, begin to discuss tactics and how to work as a team (communicate and collaborate) |

| Year 6 | 6 |
|--|---|
| Move into space to receive the ball and control with either foot in a game | |
| Select the correct pass for various distances in a game situation | |
| Dribble the ball in a game situation around a defender | |
| Communicate with team when defending in a game -making interceptions, cover space | |
| To work as a team to score, shooting from various angles | |
| In a team, discuss tactics and how to win as a team (communicate and collaborate) | |
| Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending | |
| Understanding the positions and rules of the game | |





P

ROGRESSION OF KEY SKILLS

Tennis

Early Years

EY

- Throw and catch to self with a soft ball and to bounce catch to self
- Balance an object e.g. beanbag on racket
- Hand eye co-ordination passing ball to a partner
- Move the ball on floor with hand in a variety of ways
- Push ball with throw down strips to develop hand eye co-ordination

1

Year 1

- Throwing and catching a small, ball improving control- bounce catch to self/ partner
- Balance a ball on racket
- Hand eye co-ordination - tap ups (using a racket) watching the ball, knees bent
- Racket familiarisation- moving ball with racket in forehand/backhand position
- Introduce modified games - eg hand tennis
- Small-sided adapted games. Begin to develop tactics in the adapted games

2

Year 2

- Throw and catch from one hand to the other and bounce catch into a target with a partner
- Balance a ball on racket with control
- Increasing the control tapping ball to a partner (who is catching the ball)
- Racket familiarisation- moving ball with racket in forehand and backhand position whilst moving
- Play a modified game
- Develop tactics for beating an opponent

3

Year 3

- Move body position to catch a ball
- Control a ball on racket when moving - varying speed
- Hit a ball into a target (with one bounce)
- Hit ball across the floor with forehand/backhand position
- Play a modified game using skills e.g forehand
- Adapted games, with variations of rules, begin to apply some basic principles

4

Year 4

- Move with balance and control to catch a ball
- Hit/bounce ball on racket when moving
- Hit a ball into a target from a variety of distances/ angles with no bounce
- Hit ball in forehand/ backhand position with drop feed
- Play a game communicating as a team
- Play adapted games, Children encouraged to think of tactics

5

Year 5

- Move to hit a ball with some control
- Hit/ bounce a ball with control when moving at different speeds
- Serve diagonally with underarm/overarm throwing into target/game. Begin to use with racket to serve into a target
- Moving into position to hit a ball with forehand/ backhand in skills practice and game
- Communicate and collaborate as a pair to beat opponents
- Developing tactics e.g working as a team, supporting each other, communicating

6

Year 6

- Move in a variety of directions (using footwork) when hitting a ball
- Hit/bounce ball to a partner with control
- Serve diagonally under/overarm in a game of mini tennis
- Keep on toes using quick feet to hit a ball in game in forehand/ backhand position
- Use techniques learned and apply in a game situation.
- In Pairs, discuss tactics of attacking and defending in tennis (communicate and collaborate)





P

ROGRESSION OF KEY SKILLS

Yoga

Early Years

EY

- Experiment with different Yoga poses both static and moving
- Begin short relaxation games
- Create different sun shapes with their body
- Challenge themselves to make up their own animal poses
- Listen to the Yoga story and create poses

1

Year 1

- Perform basic Yoga poses with some balance
- Begin to relax the body in rest pose
- Perform Sun Pose (beginning of sun salutation)
- To try some of the challenge poses e.g. snake pose
- Make up a story with some Yoga poses

2

Year 2

- Perform Yoga poses, beginning to use tummy muscles (core strength), some flexibility, balance and control
- Relax in rest post and begin to focus on breathing
- Perform Sun pose with control (beginning of sun salutation)
- To perform the challenge poses e.g. Tree pose 2 or 3
- Make up a story using all Yoga poses

3

Year 3

- Perform more complex Yoga poses showing control and increased flexibility
- Sit in lotus pose relax and begin to focus on breathing in and out of nose
- Perform Cobra pose 2 (used in sun salutation)
- Improve on balance to perform swaying tree pose
- Collaborate to create a Yoga Fun Facts routine

4

Year 4

- Perform more complex yoga poses developing core strength and good flexibility
- Begin to focus on breathing in more than one pose
- Perform individual poses to build up towards Sun Salutation e.g. tree, downward dog, Cobra Pose 2
- To perform the challenge pose and swaying tree, with some control and fluency
- Collaborate to create a Yoga Fun Facts Routine and teach the routine to others

5

Year 5

- Perform complex Yoga poses with control, core strength and flexibility
- Perform a variety of poses using breathing techniques and use in relaxation time
- Remember and perform Sun Salutation (SS)
- Perform the extended poses- e.g. extended cat pose
- Collaborate in a group to create a Yoga routine of 7 poses

6

Year 6

- Perform complex Yoga poses with good core strength, flexibility and balance for longer periods of time on each pose
- Perform all poses and remembering to use breathing technique when performing them in relaxation time
- Perform Sun Salutation (SS) and link to other Yoga moves
- Perform extended version of cat pose, dog pose and create their own extensions
- Collaborate in a group to create a Yoga routine- and create a sequence of moves like Sun Salutation.





P

ROGRESSION OF KEY SKILLS

Dodgeball

| Early Years | (progressions through first PE unit/Enjoy-a-ball) |
|---|---|
| Experiment with rolling the ball, throw and catch to self and to a partner (hand eye co-ordination). | |
| Throw to self and to a partner using soft objects e.g. balloon, scarf, soft ball. Catching a balloon/ball | |
| Aiming at a target e.g a tall cone | |
| Jumping over objects in a variety of different ways | |
| Pushing a balloon away with two hands | |
| Move around safely in a variety of ways and negotiating space. | |

EY

| 1 | Year 1 |
|--|--------|
| Rolling the ball in different ways through tunnels | |
| Throw a ball to a partner underarm. Throwing and catching with a partner | |
| Aiming at a variety of targets and at different levels | |
| Jumping over a variety of objects at different heights and over a ball in a game situation. | |
| Blocking technique movement - through a game situation - tapping another partner's ball with their own | |
| Adapted games. Begin to develop tactics for attacking and defending. | |

| Year 2 |
|--|
| Rolling the ball to a partner, increasing the distance of targets to improve accuracy |
| Throw the ball to a partner underarm- introduce targets. Throwing and catching, having control of the ball |
| Aiming at a variety of targets, beginning to develop accuracy e.g. through a hoop |
| Jumping and dodging to avoid being hit by a ball |
| Protecting a specific player in a game |
| Small-sided adapted dodgeball games . Develop tactics for attacking and defending |

2

| 3 | Year 3 |
|--|--------|
| Throw the ball in different ways e.g grip and claw | |
| Catching the ball in a variety of ways and getting into 'Ready Position' | |
| Aiming at the opposition (below the waist) in a variety of directions, using an underarm throw | |
| Begin to develop different ways to dodge the ball in isolation and replicate in a game situation | |
| Experiment with different ways of blocking | |
| Adapted games, begin to apply some basic principles for attacking & defending | |

| Year 4 |
|---|
| Throw the ball in different ways e.g grip and claw with control |
| Catching the ball in a variety of ways and at various distances - moving towards the ball |
| Aiming and improving the accuracy of throwing distance |
| Begin to develop footwork to dodge and avoid being hit by the ball. |
| Blocking the ball in a variety of ways and beginning to protect other players |
| Encourage children to talk about tactics when attacking and defending |

4

| 5 | Year 5 |
|---|--------|
| Throwing the ball overarm and underarm in a variety of directions with control and some speed | |
| Catching the ball at different levels within a game situation | |
| Aiming at the opposition with some precision and control | |
| Dodging in a variety of ways in a game situation. Duck, jump, moving sideways with control and good reactions | |
| Blocking the ball from a variety of directions and protecting other players in an adapted game | |
| Begin to use techniques learned in a game situation and to have an understanding of key rules | |

| Year 6 |
|---|
| Throwing the ball in a game with precision, control and speed |
| Identify catching opportunities to claim a catch in a game |
| Aiming at the opposition, below the shoulder, using a variety of throwing techniques |
| Dodging in a game, reacting quickly and communicating tactics to teammates to dodge |
| Blocking the ball and attempting to get a teammate to catch it in a game situation |
| To apply defensive techniques e.g blocking and marking in a competitive game situation. |
| Use techniques learned and apply in a game situation. Children to officiate. |

6





P

ROGRESSION OF KEY SKILLS

Tag Rugby

| Early Years | EY |
|--|----|
| Follow a partner to steal their bib – introducing tag games | |
| Move with different objects in their hands | |
| Passing an object to another child | |
| Trying to get around a static player in a coned area | |
| Scoring points with beanbag treasure in a simple hoop invasion game | |
| Fun game getting past the fish (defender) in a small area. Fish (defender) trying to get the tails | |

| 1 | Year 1 |
|---|---|
| | Play a simple game of tag and begin to call 'tag' when taking a bib or belt |
| | Hold the ball with two hands |
| | Hand over the Rugby ball sideways |
| | Attempt to get past a defender 1v1 |
| | Scoring a try in a modified drill using correct technique– using 2 hands to place ball down |
| | Small-sided adapted games. Begin to develop tactics for attacking and defending |

| 2 | Year 2 |
|---|---|
| | Tag a player when facing your partner – raise hand and call "Tag" |
| | Move with the ball, holding it with hands– chest height |
| | Pass the ball sideways– with smile technique |
| | Dodge around a defender in a small area |
| | Scoring a try in an adapted game– focus placing ball down with 2 hands and staying on feet |
| | Small-sided games using various types of equipment. Develop tactics for attacking and defending |

| 3 | Year 3 |
|---|---|
| | Tag another player, face on and keeping body position low to the ground |
| | Move with a ball in their hands using correct position |
| | Pass the ball backwards and sideways in isolation |
| | Move into a space to avoid a defender, through dodging techniques |
| | Beat a defender to score a try in various scoring zones |
| | Adapted games, with variations of rules, begin to apply some basic principles for attacking & defending |

| 4 | Year 4 |
|---|--|
| | Play a tag game whilst moving at speed, keeping close to an opponent |
| | Move with control in a variety of directions holding the ball in the correct position |
| | Pass the ball backwards/ sideways with control whilst moving |
| | Use speed and space to avoid a passive defender |
| | Beat a defender at speed to score a try in an isolated game situation |
| | Play adapted games, Children encouraged to think of tactics when attacking and defending |

| 5 | Year 5 |
|---|---|
| | Tag more than one player using either hand whilst moving |
| | Choose different pathways to move with a ball in hands against an opponent |
| | Pass the ball and move (loop around a teammate) |
| | Introduce looping around your teammate– to try and trick an opponent |
| | Working as a team to score a try– supporting runs in practice |
| | Developing tactics for attacking e.g working as a team, supporting each other |
| | In teams discuss tactics of attacking e.g diagonal line when attacking |
| | In a team, discuss tactics of defending e.g make a wall or flat line as a team when defending |

| 6 | Year 6 |
|---|--|
| | Tag a player using either hand when moving at full speed in a game situation |
| | Dodge around a defender at speed with a ball in hands avoiding being tagged |
| | Bring in pass and loop into a game situation |
| | Looping around your teammate– to try and trick an opponent in game situation |
| | Working together as a team to score a try in a tag rugby game, e.g supporting diagonal runs |
| | Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending |
| | In a team, discuss tactics of attacking and defending (communicate and collaborate) |





PROGRESSION OF KEY SKILLS

Outdoor Adventurous Activities (OAA)

Early Years

EY

| |
|--|
| Work with a partner and take turns |
| Listen attentively to a partner |
| Negotiate space and obstacles safely |
| Move energetically, such as running, jumping, hopping, skipping and climbing |
| Have the confidence to try new activities and show resilience to challenge |
| Develop strength, balance and co-ordination when completing tasks |



1

Year 1

| |
|---|
| Begin to work with a partner to meet a challenge |
| Use communication to guide your partner through a course when blindfolded |
| Begin to travel in different directions under instruction, to locate treasure with a partner |
| Identify ways of travelling to include hopping, jumping and leaping, whilst using co-ordinates to make maps |
| Work as part of a team to match animals to their matching cards |
| Continue to develop team skills while attempting to complete a task |

2

Year 2

| |
|---|
| Work within a team to find solutions to cross the river |
| Develop the ability to work with a variety of partners, providing instruction while creating an obstacle course |
| Begin to use co-ordinates and confidently navigate through a map using North, South, East and West |
| Have a basic understanding of how to use a compass and create their own instructions |
| Continue to work together as a team and further develop team skills including communication |
| Begin to develop individual leadership qualities while completing tasks as part of a team |



3

Year 3

| |
|--|
| Use a key to follow a plan |
| Communicate with peers to complete challenges |
| Know the eight points of the compass |
| Identify what is at points on a grid using co-ordinates in the form (letter, number) |
| Collaborate with members of a team to begin to solve problems |
| Continue to develop leadership qualities while completing tasks as part of a team |

4

Year 4

| |
|---|
| Use a key to accurately place things in the correct locations according to a plan |
| Develop different methods of communication to achieve a goal |
| Give and follow directions using the eight points of the compass |
| Use co-ordinates on a plan to correctly place and locate different objects |
| Listen carefully and follow instructions given by teammates |
| Lead a team to complete a task |



5

Year 5

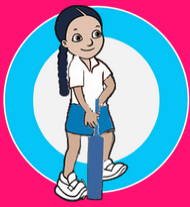
| |
|---|
| Use a key to identify orienteering landmarks on a map |
| Communicate and listen clearly to other members of the team to complete challenges in isolation |
| Use compass directions to navigate around a grid |
| Use 4-figure grid references to read an OS map |
| Work efficiently as part of a team to complete a challenge |
| Effectively lead a team to complete a task |

6

Year 6

| |
|---|
| Use a key to follow a route on an orienteering map |
| Use clear and concise communication skills to achieve a challenge |
| Use compass directions to navigate around a familiar area eg school grounds |
| Use 6-figure grid references to read an OS map |
| Work as a team to ensure all members are able to complete a challenge at a competitive pace |
| Effectively lead a team to complete a task and evaluate their own leadership skills |





P

ROGRESSION OF KEY SKILLS

Kwik Cricket

Early Years

EY

| |
|---|
| Rolling and stopping a ball, sitting down and standing up |
| Experiment with throwing and catching to self and to a partner (hand-eye co-ordination) |
| Passing underarm an object to another child |
| Pushing a ball away from body with hands |
| Push ball with throw down strips to develop hand eye co-ordination |



1

Year 1

| |
|---|
| Rolling and stopping a ball with one/two hands |
| Throw and catch a ball with some control |
| Bowl underarm towards a target |
| Hit a ball off a tee using various bats |
| Play a modified game hitting off a tee |
| Small-sided adapted games. Begin to develop tactics for striking and fielding |

2

Year 2

| |
|---|
| Roll and stop a ball with control/accuracy |
| Throw underarm with some accuracy and catch a ball |
| Bowl underarm towards a target with control and accuracy |
| Begin to hold the bat in correct position and hit a ball off a tee |
| Play a modified game encouraging teamwork when fielding |
| Small-sided games using various types of equipment. Develop tactics for striking and fielding |



3

Year 3

| |
|---|
| Roll the ball with one hand and stop the ball attempting Long barrier method |
| Throw and catch underarm with both hands (in isolation) |
| Bowl underarm at a wicket and attempt overarm |
| Control with a bat (holding it correctly) hitting a ball off a tee and moving |
| Play a modified game using fielding and batting skills |
| Adapted games, with variations of rules, begin to apply some basic principles for striking and fielding |

4

Year 4

| |
|--|
| Roll the ball with one hand and stop the ball from different directions using barrier method |
| Throw and catch under pressure in modified games |
| Bowl at a wicket underarm/overarm with accuracy and control |
| Hit a drop fed ball and/or moving ball with a bat |
| Play a game communicating as a team |
| Play adapted games, Children encouraged to think of tactics when striking and fielding |



5

Year 5

| |
|---|
| Begin to use fielding techniques with throwing and stopping and scooping up the ball |
| Throwing over/underarm and catching over various distances |
| Bowl, attempting to hit the wicket using under/overarm |
| Hit a moving ball with control and some distance |
| Communicate and collaborate as a team to beat an opponent |
| Developing tactics for striking and fielding e.g working as a team, supporting each other |

6

Year 6

| |
|--|
| Positioning in a modified game to field a ball (both throwing and stopping it) |
| Making correct decisions with the type of throw to use in a modified game. Move body into a position to catch the ball |
| Bowl (over/underarm) at a wicket in a game against a batter with some speed and control to hit the wicket |
| In a competitive game begin to tactically hit/place a ball into a space |
| Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending |
| In a team, discuss tactics of attacking and defending (communicate and collaborate) |





P

ROGRESSION OF KEY SKILLS

Fitness

Early Years

EY

- Experiment with different ways of balancing through various fun exercises
- Imaginative exercises beginning to count how many they can do
- Begin to co-ordinate different parts of your body through fun exercises
- Begin to understand the importance of good health, physical exercise, and a healthy diet

1

Year 1

- Balance on different parts of body performing static and some moving exercises
- Each imaginative exercise – encourage to count score and record them
- Co-ordinating body whilst beginning to move with control when exercising
- Beginning to understand what is happening to your body when exercising

2

Year 2

- Balancing in exercises static and when moving building control when performing movements
- Counting scores, recording them and trying to beat their score
- Co-ordinating body whilst beginning to move at different speeds during various exercises
- Understand what is happening to your body when exercising and how to feel a pulse

3

Year 3

- Balancing with control, focusing on preferred and non preferred leg (when performing exercises)
- Complete a variety of fitness exercises successfully and achieve a personal best
- Co-ordinate body to perform a combination of movements in a variety of exercises
- Take pulse before exercise. Understand how your body is getting stronger when exercising

4

Year 4

- Balancing in different directions e.g. on leg- forward backward and side to side
- Complete a variety of fitness activities confidently and achieve a number of personal bests
- Co-ordinate body efficiently to perform a combination of movements or actions when exercising
- Begin to know different types of fitness. Take pulse before and after exercise

5

Year 5

- Balancing on various parts of body when moving –using core strength and keeping control when moving
- Can compare their performances with previous ones and strive to achieve a personal best on each station
- Co-ordinate using both sides of the body when performing exercises – increasing speed and power
- Create a warm up and cool down. Take pulse before and after exercise accurately

6

Year 6

- Balance on various body parts using harder balances e.g shutting eyes, adding explosive movements
- Evaluate previous performance levels and demonstrate improvements to achieve their personal best
- Co-ordinate using both sides of the body with fluency and speed to perform a combination of exercises
- Create an exercise to improve a specific fitness e.g. strength, co-ordination, power





P

ROGRESSION OF KEY SKILLS

Handball

| Early Years (progressions through first PE unit/Enjoy-a-ball) |
|--|
| Ball Awareness—moving ball on body |
| Experiment with moving an object along the floor e.g pushing a balloon |
| Throw to self, catching a soft ball/balloon. Passing to a partner with different types of balls |
| Throwing at and into targets e.g. on walls, on benches, cones- to score |
| Run in an area, stop quickly and 'Freeze' (in a game/warm up) -fundamentals to developing footwork |
| Move around safely in a variety of ways and negotiating space. |
| Play adapted games to get past players, with a ball - (while attempting to bounce it) |

EY

| 1 Year 1 (progressions through ball skills/Ball games) |
|--|
| Ball Awareness—moving a ball on the ground |
| Experiment with bouncing and dribbling a ball |
| Catch a soft ball safely, Pass a soft ball from the chest - 'W' shape when passing and receiving |
| Throwing a ball into a target (through cones) to score |
| Footwork- adapted game, beginning to introduce taking steps with the ball |
| Move into a space in a game, looking to throw the ball to someone in a space |
| Follow an opponent in a game/adapted game |
| Small-sided games 3v3. Begin to develop tactics for attacking and defending. |

| Year 2 (progressions through ball skills/ball games) |
|---|
| Ball Awareness—moving ball on the ground with control |
| Experiment with bouncing and dribbling a ball, beginning to use left and right hands |
| Catch a ball safely. Pass from a short distance to a partner |
| Scoring in a variety of ways and begin to use these in a game situation- introduce scoring into goals |
| Footwork -experiment with taking 3 steps and passing the ball |
| Move into a space to catch a ball. Pass the ball to someone in a space |
| Follow an opponent and trying to win (intercept) the ball |
| Small-sided games (Mini Handball). Develop tactics for attacking and defending |

| 3 Year 3 (through handball and basketball) |
|--|
| Ball Awareness—moving ball around different parts of the body |
| Dribbling and bouncing a ball in a variety of ways 'push not pat' |
| Pass and receive a handball safely (chest and bounce pass). Pass the ball in a game within 5 seconds |
| Scoring a goal (handball simulate e.g through 2 cones) adding a passive Goal keeper |
| Introduce footwork through warm ups and games- 3 steps and pass |
| Dodge in a conditioned game to get into a space, begin to apply some basic principles suitable for attacking |
| Adapted games, begin to apply some basic principles for attacking & defending |
| Introduce 3v3 mini basketball or an adapted game. Introduce tip off and key rules |

| Year 4 (through handball and basketball) |
|---|
| Ball Awareness—moving ball around different parts of the body with control |
| Dribbling and bouncing a ball with control and using either hand |
| Pass and receive, stepping into the pass (chest and bounce pass) |
| Scoring into a goal, beginning to take 3 steps- adding an active goalkeeper |
| Bringing in footwork and travelling rules into a game situation |
| Dodging around a player with the ball, focus on dodging into a space |
| Encourage children to talk about tactics when attacking and defending |
| Introduce 4v4 or adapted game. Begin to use some additional rules e.g travelling, contact |

| 5 Year 5 |
|---|
| Ball Awareness—copying a partner and moving with the ball |
| Dribbling the ball, changing direction, and turning, using either hand |
| Pass, receive and move with the ball (chest and bounce pass) |
| Introduce a jump shot in isolation and in a game |
| Using footwork technique (3 steps) in game and shooting |
| Dodging around your partner in a variety of ways e.g. with and without a ball |
| Defending - introduce blocking technique |
| Begin to use techniques learned in a game situation and to have an understanding of key rules |

| Year 6 |
|---|
| Ball Awareness—copying a partner and keeping control while moving the ball |
| Dribbling the ball in various directions at speed |
| Perform a variety of passes within a game with precision and control |
| Use a variety of shooting techniques in a game situation e.g. feint and shoot, jump and shoot, step and shoot |
| Moving with the ball and perform the correct footwork in a competitive game situation |
| Dodging around an active defender in a game situation. Apply basic principles for attacking |
| To apply defensive techniques e.g blocking and marking in a competitive game situation. |
| Use techniques learned and apply in a game situation. Children to officiate. |





P

ROGRESSION OF KEY SKILLS

Netball

Early Years (progressions through first PE unit/Enjoy-a-ball)

EY

- Throw to self, catching a soft ball/balloon
- Experiment with rolling the ball, throw and catch to self and to a partner (hand-eye co-ordination)
- Moving around, changing direction and negotiating space
- Fun games, encouraging throwing and catching different types of ball
- Passing with a partner and counting to 5 and 10
- Shooting into a target or hoop on the floor
- Introducing fun games e.g. Player in the middle, defending hoops (beginnings of attacking, defending)

1

Year 1 (progressions through ball skills/ball games)

- Catch a soft ball safely. Pass a soft ball from the chest - 'W' shape when passing and receiving
- Adapted game introducing footwork- no running with the ball
- Move into a space in a game, looking to throw the ball to someone in a space
- Follow an opponent in a game/adapted game
- Scoring in a variety of ways- into hoops and targets
- Begin to develop tactics for attacking and defending.
- Small sided games (super hero ball) 3 v 3

2

Year 2 (progressions through ball skills/ball games)

- Introduce a bounce pass from a short distance to a partner
- Adapted games - Feet are stuck when receiving the ball - developing thought process of footwork rule
- Move into a space to catch a ball. Pass the ball to someone in a space
- Follow an opponent and trying to win (intercept) the ball
- Scoring in a variety of ways and begin to use in a game situation
- Develop tactics for attacking and defending
- Play an adapted super hero netball game.

3

Year 3

- Pass and receive a netball safely (chest and bounce pass). Pass the ball in a game within 4 seconds
- Perform a stride and jump stop in netball
- Perform a dodge in netball to get into a space
- Marking a player, keeping on the balls of your feet
- Shooting the ball high and bending knees-into hoop/target
- Adapted games, begin to apply some basic principles for attacking & defending
- Introduce Bee netball (Flier)

4

Year 4

- Pass and receive, stepping into the pass with control (chest, bounce and shoulder pass)
- Perform a stride and jump stop with a pivot
- Perform two different dodges (Drive and the dodge) creating space to receive the ball
- Marking a player, standing side on, sticking to player
- Shooting- focus on bending the knees and place hand under the ball to shoot
- Encourage children to talk about tactics when attacking and defending
- Confidently play Bee netball (Flier) 4v 4

5

Year 5

- Selecting the correct pass in a game and move into a space
- Receive the ball on the move and perform the correct footwork (jump stop, stride stop and pivot)
- Perform three different dodges (Drive dodge and double dodge) and receive a ball in a space
- To defend a player and attempt to intercept a pass
- Shooting into netball posts - Stance, bend knees to gain height, flick wrist for accuracy
- Begin to use attacking and defending, techniques learned in a game situation
- Begin to understand the positions in a Bee Netball (Stinger) game
- In teams, begin to discuss tactics and how to work as a team (communicate and collaborate)

6

Year 6

- Perform a variety of passes with some precision - quickly move into a space to receive another pass
- Perform correct footwork in a game - pivoting to turn the correct way to pass the ball
- Perform a variety of dodges to move into a space and receive a ball - in a practice and in a game situation
- Defend a player during a game, intercepting the ball
- Shoot into a netball post, focus on precision and accuracy and attempt to get the rebound if the shot is missed
- In a team, discuss tactics and how to win as a team (communicate and collaborate)
- Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending
- Play Bee Netball (Stinger) - understanding the positions and rules



Swimming- Progression of Key Skills

| Beginner (KS1/KS2) | Intermediate (KS1/KS2) | Advanced (KS2) | End of KS2 expectation |
|--|---|--|--|
| <p>Enter and exit the pool in correct and safe manner by the poolside steps</p> <p>Gain confidence in water walking unaided in pool</p> <p>Breathing technique – blowing bubbles, face in water and begin to develop technique with float</p> <p>Developing whole strokes including “doggy paddle” swim on back through kicking and sculling</p> <p>Be able to swim 5-10metres</p> <p>Gain knowledge of water safety and attempt self rescue using skills e.g. pyjama rescue in shallow water</p> | <p>Enter the pool safely by jumping in or sliding in on front. Exit the pool by the poolside steps or climbing out.</p> <p>Be confident to be able to swim across the pool without stopping</p> <p>Begin to show breathing technique when performing various strokes with and without a float</p> <p>Swim competently and confidently across the pool using various strokes front crawl, breaststroke and backstroke</p> <p>Be able to swim at least 25 metres</p> <p>Perform safe self rescue in water base situations e.g. pyjama rescue, float aids in deep water etc</p> | <p>Enter the pool by jumping and diving (at the deep end) safely. Exit the pool by climbing out.</p> <p>Swim confidently using various strokes on the surface and under the water</p> <p>Use advance breathing techniques in all strokes</p> <p>Swim competently and confidently using correct stroke techniques e.g. front crawl, breast stroke, backstroke and butterfly.</p> <p>Be able to swim over 25m</p> <p>Confidently perform safe self rescue skills in deep water</p> | <p>All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2.</p> <p>Each pupil is required to be able to do the following:</p> <p>Perform safe self-rescue in different water based situations</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> |



P

ROGRESSION OF KEY SKILLS

Basketball

| Early Years (progressions through first PE unit/Enjoy-a-ball) |
|--|
| Ball Awareness—moving ball on body |
| Experiment with moving an object along the floor e.g pushing a balloon |
| Throw to self, catching a soft ball/balloon. Passing to a partner with different types of balls |
| Throwing into hoops and targets to score |
| Run in an area, stop quickly and 'Freeze' (in a game/warm up) -fundamentals to developing footwork |
| Move around safely in a variety of ways and negotiating space. Follow my leader in pairs |
| Play adapted games to get past players, with a ball – (while attempting to bounce it) |

EY

| 1 Year 1 (progressions through ball skills/Ball games) |
|--|
| Ball Awareness—moving a ball on the ground |
| Experiment with bouncing and dribbling a ball |
| Catch a soft ball safely. Pass a soft ball from the chest - 'W' shape when passing and receiving |
| Scoring in superhero basketball - throwing a ball into target (someone's hands/hoop) |
| Footwork- adapted game, not running with a ball |
| Move into a space in a game, looking to throw the ball to someone in a space |
| Follow an opponent in a game/adapted game |
| Small-sided games 3v3. Begin to develop tactics for attacking and defending. |

2

| Year 2 (progressions through ball skills/ball games) |
|--|
| Ball Awareness—moving ball on the ground with control |
| Experiment with bouncing and dribbling a ball, beginning to use left and right hands |
| Catch a ball safely. Pass from a short distance to a partner |
| Scoring in a variety of ways and begin to use these in a game situation |
| Stopping—with two feet bending at knees and holding the ball close to body |
| Move into a space to catch a ball. Pass the ball to someone in a space |
| Follow an opponent and trying to win (intercept) the ball |
| Small-sided games (Superhero ball Basketball). Develop tactics for attacking and defending |

3

| Year 3 |
|--|
| Ball Awareness—moving ball around different parts of the body |
| Dribbling and bouncing a ball in a variety of ways 'push not pat' |
| Pass and receive a ball with some control |
| Scoring into smaller targets |
| Perform a jump and stride stop in basketball |
| Dodge in a conditioned game to get into a space, begin to apply some basic principles suitable for attacking |
| Protecting the ball in an adapted game |
| Introduce 3v3 mini basketball or an adapted game. Introduce tip off and key rules |

4

| Year 4 |
|---|
| Ball Awareness—moving ball around different parts of the body with control |
| Dribbling and bouncing a ball with control and using either hand |
| Pass and receive, stepping into the pass (chest and bounce pass) |
| Scoring into a net/hoop in a small sided 3v3 basketball game |
| Perform a jump and stride stop with a pivot |
| Dodging around a player with the ball, focus on dodging into a space |
| Protecting the ball - using the pivot to protect the ball. Begin to apply basic principles suitable for defending |
| Introduce 4v4 or adapted game. Begin to use some additional rules e.g double dribble, travelling. . |

5

| Year 5 |
|---|
| Ball Awareness—copying a partner and moving with the ball |
| Dribbling the ball, changing direction, and turning, using either hand |
| Pass, receive and move with the ball (chest and bounce pass) |
| Learn the BEEF technique when shooting in isolation and begin to use in a game situation |
| Dribble the ball and perform the correct footwork when stopping |
| Offensive play in a conditioned, game, beating your partner when dribbling a ball |
| Defence techniques- (Gorilla) and begin to use the body to protect the ball in a conditioned game situation |
| Begin to use techniques learned in a game situation and to have an understanding of key rules |

6

| Year 6 |
|---|
| Ball Awareness—copying a partner and keeping control while moving the ball |
| Dribbling the ball in various directions at speed |
| Perform a variety of passes within a game with precision and control |
| Using the BEEF technique in a competitive game situation with some success |
| Dribble the ball and perform the correct footwork when stopping in a competitive game situation |
| Offensive play using your team member to screen the ball in combination. Apply basic principles for attacking |
| To apply defensive techniques in a competitive game situation. Apply basic principles for defending |
| Use techniques learned and apply in a game situation. Children to officiate. |





P

PROGRESSION OF KEY SKILLS

Rounders

Early Years (progressions through first PE unit/Enjoy-a-ball)

EY

- Experiment with different ways of throwing a beanbag, tennis ball over a short distance
- Experiment with throwing underarm at targets
- Hand eye co-ordination developed through hitting a tennis ball, using throw down strips, hitting a balloon in the air
- Rolling the ball to a partner and stopping the ball

1

Year 1 (progressions through kwik cricket and tennis)

- Throw underarm and introduce overarm. Throw and catch various size balls
- Bowling at various sized targets
- Hand eye co-ordination - hitting a ball with a tennis racket along the floor and in the air
- Rolling the ball to a partner, stopping it with hands, bending knees and moving to the ball
- Begin to develop tactics for adapted striking and fielding games

2

Year 2 (progressions through kwik cricket and tennis)

- Throw underarm and begin to improve distance thrown with overarm, and catch a ball with control
- Underarm bowl at a various sized targets with control
- Hitting the ball with a feed and self feed - to develop hand eye co-ordination
- Stopping the ball using one or two hands
- Develop tactics for adapted striking and fielding games

3

Year 3

- Throw under/over arm and catch a ball with control and some accuracy
- Bowling a ball (between the batters knee and head) from a short distance
- Using various equipment to strike the ball with adapted bats e.g tennis racket, rounders bat
- Stop the ball using two hands and attempt a long barrier
- Adapted games, with variations of rules, begin to apply some basic principles, through striking and fielding

4

Year 4

- Throw under/over arm over varying distances and catch a ball with control and accuracy
- Beginning to bowl from the correct bowling distance 7.5 metres
- Stepping into the hit when striking the ball with a rounders bat
- Long barrier moving into position to scoop up the ball
- Play adapted games, Children encouraged to think of tactics when striking and fielding

5

Year 5

- Throw and catch the ball sometimes making the correct decisions in a game situation
- Introduce a donkey drop bowl
- Begin to hit the ball in different directions
- Field the ball using long barrier and attempting the run and scoop
- In a team, discuss tactics of striking and fielding

6

Year 6

- Throw and catch, making correct tactical decisions having an impact in a game situation
- Use a variety of bowling techniques, beginning to add speed to the underarm bowl
- Hit it in a variety of directions and look for space in a game situation
- Use the run and scoop and throw to another player on my team
- Use techniques learned and apply in a game situation. Apply basic principles for striking and fielding





PROGRESSION OF KEY SKILLS

Indoor Athletics

Early Years

EY

- Experiment with different ways of throwing under/overarm
- Experiment with different ways of jumping over objects
- Jumping forwards and backward, sideways over a throw down spot
- Leaping over objects
- Skipping around an area
- Hopping around an area, and over throw down spots, strips
- Moving around safely, negotiating space and looking out for friends



1

Year 1

- Throwing using a sitting chest push- small ball
- Jumping bending knees and pushing off - being competitive to improve distance
- Speed bounce/jump over a throw down strip, cone, spot
- Leaping developing co-ordination
- Skipping - stepping though the hoop- two feet or one at a time
- Vertical jump - co-ordination of banana splat tap- jumping at various heights
- Co-operate and compete on own and in a team in various running games

2

Year 2

- Throwing with control using a sitting chest push
- Use arms to improve jumping technique - beating their own score
- Speed bounce over a cone/mat
- Leaping developing co-ordination of 3 big leaps
- Skipping - stepping/jumping through the hoop with some control
- Vertical jump - standing side on, jumping up to target
- Compete in a team in various running races and working together to improve team performance



3

Year 3

- Chest push using correct stance
- Jumping bending knees, use arms for distance
- Speed bounce develop control over a mat
- 5 strides- co-ordinating steps with arms
- Skipping - with control, head up
- Vertical jump - standing side on, jumping up to target, bending your knees
- Running individually using FAST technique, and developing relay change over techniques

4

Year 4

- Chest push with height and distance
- Jumping bending knees, use arms for distance measure with some accuracy
- Speed bounce- increase speed and coordination over the speed bounce mat
- 5 strides- co-ordinating steps, increasing distance using arms
- Skipping - with rhythm and focus
- Vertical jump - lower in to squat position, feet hip width apart
- Run and jump over hurdles with some speed and control



5

Year 5

- Chest push bending knees with good height and distance
- Perform a variety of standing jumps (Long jump and triple jump) and measure for distance
- Speed bounce developing good rhythm and control over the speed bounce mat
- 5 strides- co-ordinating steps, bounding creating a longer stride
- Skipping - with rhythm aiming to get 25 skips or more
- Vertical jump -use arm swing movement to increase height
- Pass a relay baton with control and timing in a pairs change over

6

Year 6

- Chest push with accuracy and power, bending knees through to feet, extends arms to increase distance
- Perform a Triple jump for distance varying techniques to improve performance
- Speed bounce with speed, fluency and rhythm
- 5 strides- improve starting position to ensure a better first stride
- Skipping - with speed (30 skips or more)
- Vertical jump - Push into ground lift with an explosive movement up focus on landing softly- keep core engaged.
- Pass a relay baton in competitive situations (timed)

