Skills and Knowledge Progression - PE

National Curriculum Aims and Purpose	Intent
Purpose of study - 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 that 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. **Aims** - The national curriculum for Physical Education aims to ensure that all pupils: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods • engage in competitive sports and activities • lead healthy, busy lives **Attainment targets** - 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.	Physical Education is a beautiful opportunity to develop the whole child. Children are entitled to a rich, broad and balanced PE curriculum. Through PE, children should develop behaviour and attitudes that will benefit them throughout school life and beyond. **Children should** • experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor Education, athletics, and swimming. • Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time. • Learn to win and lose, support others and be supported, showing sportsmanship and good character. • Work as part of a team towards a common goal as well as individually improving their performance. • Be allowed to be creative in a range of activities. • Play competitively, respecting officials and other players. • Develop spiritually, morally and culturally through diverse activities and opportunities. **Quality physical Education can develop the whole child:** • Strengthening thinking and decision-making skills • Building and increasing confidence and self-esteem • Developing character and resilience • Enhancing their commitment and desire to improve • Allowing opportunities for enjoyment, fun and to be free-spirited • Fostering feelings of safety and security 

Links to Early Learning Goals	Cross-curricular Links
Personal, Social and Emotional Development - Show resilience and perseverance. Think about the perspective of others. Know and talk about the aspects that affect their overall health, such as regular exercise and healthy eating. **Physical Development** - Revise and refine fundamental movement skills such as rolling and jumping. Develop overall agility, balance, coordination a strength. Develop small motor skills. Use their core muscle strength. Combine different movements with ease and fluency. Confidently and safely use small and large apparatus. Develop ball skills such as throwing for accuracy. **Communication and Language** – Listen attentively and respond, participate in discussions, express ideas, and feelings. **Understanding the world** - Draw information from a simple map. Describe what they see, hear, and feel outside. **Expressive arts and design** – Perform and try to move in time with music, move and talk about music. Watch and talk about dance. Develop storylines.	**Maths** - Using number, arithmetic, collecting, recording, and interpreting data. Measuring, estimating, averaging, counting, using a clock and digital read out. **Literacy** - Developing a broad vocabulary and using in correct context. Developing speaking and listening skills. Describing, arguing, interpreting, and explaining. **Music** - Moving in response to music, recognising themes, genres, culture and stories linked to music through dance.

Progression – Reception

Gymnastics		Dance		Body Management	
• To develop confidence in fundamental movements • To experience jumping, sliding, rolling, moving over, under and on apparatus • To develop coordination and gross motor skills	• 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	• 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	• Count and move to beats of 8. • Copy and repeat movement patterns. • Work as an individual, in partners, and as a group.	• 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	• 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**	
• 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	• Agility-based activities moving and controlling objects • Recognise different actions such as: moving softly, quietly, quickly, powerfully • Relate body movements to music and percussion	• 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	• Coordinate similar objects in a variety of ways • Differentiate ways to manoeuvre objects • Skip in isolation and with rope	• 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	• 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 cooperate and take turns
Skills		**Skills**		**Skills**	
Demo agility in variety of games. Recognise and follow instructions. Experiment with starting and stopping positions. Perform fast and slow movements. Show control to stop and 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 and 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
• Pupils will begin to link running and jumping. • To learn and refine a range of running which includes varying pathways and speeds. • Develop throwing techniques to send objects over long distances. • Increase stamina and core strength needed to undertake athletics activities. • Take part in a broad range of opportunities to extend strength, balance, agility and coordination. • Cooperate with others to carry out more complex tasks.	• Develop power, agility, coordination and balance over a variety of activities. • Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. • Can negotiate obstacles showing increased control of body and limbs. • Improve running and jumping movements, work for sustained periods of time. • Reflect on activities and make connections between a healthy active lifestyle. • Experience and improve on jumping for distance and height.	• Control movements and body actions in response to specific instructions. • Demonstrate agility and speed. • Jump for height and distance with control and balance. • Throw with speed and power and apply appropriate force.	• Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. • Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.	• Sustain pace over short and longer distances such as running 100m and running for 2 minutes. • Able to run as part of a relay team working at their maximum speed. • Perform a range of jumps and throws demonstrating increasing power and accuracy.	• Become confident and expert in a range of techniques and recognise their success. • Apply strength and flexibility to a broad range of throwing, running and jumping activities. • Work in collaboration and demonstrate improvement when working with self and others. • Accurately and confidently measure and time keep for both track and field events.

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
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.	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.	Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately.	Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.	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	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.

Progression – Dance

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
• 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.	• 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.	• Practise different sections of a dance aiming to put together a performance. • Perform using facial expressions. • Perform with a prop. • Building improvisation skills to build a narrative around a theme. • Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme. • Delve deeper into opposing dynamics..	• 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 one simple theme throughout and linking all activities to the communication of this to an audience.	• Perform different styles of dance fluently and clearly. • Refine & improve dances adapting them to include the use of space rhythm & expression. • Worked 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.	• Work collaboratively to include more complex compositional ideas • Develop motifs and incorporate 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

Progression – Dance

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple cannon and in rounds.	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.	Perform a jazz square. Perform 2 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. Create longer dance phrases by linking shorter ones. Introduce start and endings to dances. Perform in solo, duet and group. Apply feedback to improve own performance.	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.	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 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.	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.

Progression – Gymnastics

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
• Identify and use simple gymnastics actions and shapes. • Apply basic strength to 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.	• 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 a 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.	• 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.	• To become increasingly competent and confident to perform skills more consistently. • Able to perform in 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 muscles groups needed to support the core of their body. • Refine taking weight on small and large body parts, for example, hand and shoulder.	• Create longer and more complex sequences and adapt performances. • Take the lead in a 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 for improvement. For example - timing or flow. • Take responsibility for own warm-up including remembering and repeating a variety of stretches. • Perform more complex actions, shapes and balances with consistency. • Use information given by others to improve performance.	• Lead group warm-up showing understanding of the need for strength and flexibility. • Demonstrate accuracy, consistency, and clarity of movement. • Work independently and in small groups to make up 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 own 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.

Skills covered

Carry equipment safely. Hurdle step take off. Perform egg roll and log roll. Explore body tension. Linking movements. Rock, spin, turn. Move on, off and over.	Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.	Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing , smooth transitions and extension.	Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas.	Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways. Devising warm-ups.	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.

Progression – Invasion Games

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
• To practice basic movements including running, jumping, throwing and catching. • To begin to engage in competitive activities. • To experience opportunities to improve agility, balance and coordination. • To recognise rules and apply them in competitive and cooperative games. • Use and apply simple strategies for invasion games. • Preparing for, and explaining the reasons why we enjoy exercise.	• 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.	• 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 the 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.	• Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting • Develop a wider 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 game play. • Evaluating skills, tactics and teamplay to aid improvement.	• 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 a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a greater number of attacking and defensive tactics to gameplay • Become more skilful when performing movements at speed. • Select and apply appropriate skill in a game situation. • Play effectively as a team in defence taking individual responsibility for your role.	• Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a wider 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.

Progression – Invasion Games

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
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.	Kick with inside of foot and stop ball with 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.	**General** - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. **Basketball** – Jump Ball, 2 handed shot. Defensive body position. **Football** – Using inside and outside of foot, trapping. **Hockey** – Using flat side of stick. Close control, preparing to tackle. **Handball** – Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip. **Lacrosse** – Underarm and overarm throw. Groundball collection. Shot, pass and run. **Netball** – Chest, shoulder and bounce pass. Role of goal shooter. Dodging to get free. Collecting a loose ball. **Tag Rugby** – Ball handling. Running past defenders. Evading taggers and tag protocol.	**General** – Passing over longer distances, use some marking technique and introduce some defending principles. **Basketball** - Use footwork rules, explore basic marking, cross over dribble, bounce pass, jump shot, triple threat position. **Football** – Dribbling in different directions, defensive tackling, front of player and goal side marking. **Hockey** – Push pass, slap pass, straight dribble, stopping and turning with the ball. **Handball** – Protecting the ball, basic shooting, 3 man weave, turn on the move, 7m throw. **Lacrosse** – Following your pass, maintain unopposed possession, short range shooting, receive and turn. **Netball** – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules. **Tag Rugby** – Picking up and running with ball, correct ball carrying position, keeping possession.	**General** – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation. **Basketball** – Block, forward pivot, forward pass, push pass, boxing out. **Football** – Turning with the ball, running with ball, keeping possession, step over. **Hockey** – Block tackle, passing in the D, sweep shot, dragging the ball. **Handball** – Jump shot, closing angles, pivoting to pass, set plays. **Netball** – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting. **Tag Rugby** – Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique.	**General** – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly. **Basketball** – Fast break, retreat dribble, free throw rules, L-cut, v-cut, Pin down. **Football** – Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest. **Hockey** – Shooting from close range, long corners, goal side marking, self-pass rule, channelling the opposition. **Handball** – Screening, organisation around the D, dribbling with precision in game, utilising space. **Netball** – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away. **Tag rugby** – Set play for attacking, take the distance not the time, spaces not faces.

Progression – Net/wall Games

sOverview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
• Able to send an object with increased confidence using hand or bat. • Move towards a 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.	• 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.	• 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. • Show understanding of how sitting volleyball is an inclusive game.	• Explore and use different shots with both the forehand and backhand. • Demonstrate different net/wall skills. • Practise some trick shots in isolation. • Work to return the serve. • Demonstrate different court positions in gameplay. • Start to implement basic volley2s rules.	• Use different types of serves in-game and new shots learnt in games. • Play with others to score and defend points in competitive games. • Move confidently around the playing area using footwork techniques. • Develop further ways of playing with others cooperatively and in competition. • Introduce Volley shots and Overhead shots. • Further, explore Tennis service rules.	• Develop a wider range of shots. • Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. • Play with fluency with a partner in doubles/partner scenarios. • Develop backhand shots. • Begin to use full scoring systems • Continue developing doubles play and tactics to improve.

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
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.	Identify the dominant and non-dominant side. 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 opponent to return. Play out a point from a serve.	**Badminton** - Use hard and soft hits. Hit using direction. Return a shuttle. Play using forehand shots, playing to boundaries. Rally with a partner. Send and return over a net. Serve using the forehand. **Tennis** – Ready position. Hot to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets. **Sitting volleyball** – Ready position. Seated movement. Overarm seated serve. Team contacts.	**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. **Volleyball** – Rainbow pass. 3 contacts. Ready position and smooth movement. Moving to the net.	**Badminton** – Moving opposition around court. Perform forehand long and short serves. Use close control. Develop reaction time. **Tennis** – Volley shots. Clearing from the back of court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.	**Badminton** – Drop and smash shot. Drop shot and recover. Use quick reactions for confident net play. 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.

Progression – Striking and fielding games

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
• Able to hit objects with 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.	• To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the different hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of wicketkeeper or backstop.	• To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a 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.	• 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.	• Link together a range of skills and use 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.	• Apply with consistency standard rules in a variety of different styles of games. • Attempt a small range of shots in isolation and in competitive scenarios. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Run between bases to score points.	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 in line to stop ball.	**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 best base to throw to get players out. Introduction to the role of the backstop.	**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 small game. Use rounders scoring system. Explain bowling rules. Full and half rounders.	**General** – Throw for accuracy over short distances. Recognise where to play. **Cricket** – Calling for runs with partner. Start to keep wicket. Attempt a 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.	**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 fast ball. Play tactically to avoid overtaking teammates.

Progression – Swimming

Beginners	Intermediate	Advanced
• Swim short distances unaided between 5 & 20 metres using one consistent stroke. • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water including submerging themselves fully. • Enter and exit the water independently.	• Swim over greater distances, between 10 & 20 meters with confidence in shallow water. • Begin to use basic swimming techniques including correct arm and leg action. • Explore and use basic breathing patterns. • Enter and exit the water in a variety of ways. • Take part in problem-solving activities such as group floats and team challenges.	• Bring control and fluency to at least two recognised strokes. • Implement good breathing technique to allow for smooth stroke patterns. • Attempt personal survival techniques as an individual and group with success. • Link lengths together with turns and attempt tumble turn in isolation and during a stroke.

Skills covered

Beginners	Intermediate	Advanced
• Pulling and pushing. • Stabilising – feet upright off the ground. • Submerging. • Prone float. • Supine float. • Leg action on back. • Push, glide, turn. • Doggy paddle. • Transition from glide to stroke.	• Jump in from side of pool and submerge. • Sink and roll. • Front crawl legs. • Surface dive. • Linking 3 different types of floating technique. • Breastroke legs. • Somersault in water. • Sculling face in water. • Kicking while submerged.	Relay change over. Mushroom float. Partner support. Crouching dive. Surface dive. Treading water. Tumble turn/tumble under water. Combining fluent breastroke arm and leg technique. Head out entry to water