



## PE Skills and Progression

The progression and skills for PE varies within each area of PE, within each year group from years 1-6. Children in the early years focus on FMS development as well as gross and fine motor skill development.

Key vocabulary is named within the document based on skills. Alongside these key words, we also expect children to use the correct terminology for any resources, equipment or apparatus they use within their lessons.

Information gathered in this document is from the National Curriculum, the Statutory Framework for Early Years and the Lancashire PE SOW Progression Document.

### EYFS

<b>Physical Development: Gross Motor Skills</b>	<ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li><li>• Demonstrate strength, balance and coordination when playing;</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>
<b>Physical Development: Fine Motor Skills</b>	<ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li><li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li><li>• Begin to show accuracy and care when drawing.</li></ul>

### VOCABULARY

Stop, go, run, hop, jump, roll, underarm throw, overarm throw, catch, fast, slow, body parts, travel, direction, forwards, backwards, sideways, wide, narrow, shape, balance, climb, swing, space.

### Fundamental Movement Skills

#### KS1



## PE Skills and Progression

Pupils in KS1 should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

	Year One	Year Two
<b>Fundamental Movement Skills</b>	<ul style="list-style-type: none"> <li>Develop the 10 FMS – Running fast, hopping, skipping, jumping, underarm throw, overarm throw, rolling a ball, bouncing a ball, kicking a ball, catching.</li> </ul>	<ul style="list-style-type: none"> <li>Master the 10 FMS – Running fast, hopping, skipping, jumping, underarm throw, overarm throw, rolling a ball, bouncing a ball, kicking a ball, catching.</li> </ul>

### VOCABULARY

Running fast, hopping, skipping, jumping, underarm throw, overarm throw, rolling a ball, bouncing a ball, kicking a ball, catching

### Dance

#### KS1

	Year 1	Year 2
<b>Aim</b>	Children will explore basic body actions, eg jumping and turning, and use different parts of their body to make movements. They create and repeat short dances inspired by different stimulus and themes. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used. Children will learn how to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner.
<b>Performance</b>	<ul style="list-style-type: none"> <li>Perform fundamental movement skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.</li> </ul>	<ul style="list-style-type: none"> <li>Perform fundamental movement skills at a developing level and start to master some basic movements</li> </ul>



## PE Skills and Progression

		<ul style="list-style-type: none"> <li>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities</li> </ul>
<b>Skill</b>	<p>Body Actions:</p> <ul style="list-style-type: none"> <li>Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects)</li> <li>Travel, Turn, Jump, Gesture, Stillness</li> <li>Copy simple movement patterns</li> <li>Show and tell using body actions to explore moods, ideas and feelings.</li> <li>Vary speed, strength, energy and tension of their movements</li> </ul>	
<b>Application</b>	<p>Choose movements to make their own simple dance phrase with beginning, middle and ending.</p> <ul style="list-style-type: none"> <li>Practice and repeat these short dance phrases so they can be performed in a controlled way.</li> <li>Choose and link actions that express a mood, idea or feeling</li> </ul>	<p>Choose movements to make their own simple dance phrase with beginning, middle and ending.</p> <ul style="list-style-type: none"> <li>Practice and repeat these movements so they can be performed in a controlled way.</li> <li>Choose and link actions that express a mood, idea or feeling</li> <li>Remember and repeat movements showing greater control, coordination and spatial awareness.</li> </ul>

### VOCABULARY

Copy, Travel, Turn, Jump, Gesture, Stillness, repeat, speed, mood, feelings, ideas, movement, control, beginning, middle, end, space

### KS2

	Year 3	Year 4	Year 5	Year 6
<b>Aim</b>	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including	Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups.	Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances	Children will focus on using different visual images as the starting point for composing, performing and watching dance. They



## PE Skills and Progression

	some traditional, social and/or historical dances. They work with a partner and in small groups, developing their ability to create, perform and appreciate dance.	Children concentrate on combining and linking phrases of movement fluently and with control	in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.	will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.
<b>Performance</b>	Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.	Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment	Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.	Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively
<b>Skill</b>	<ul style="list-style-type: none"> <li>• To perform dances expressively, using a range of performance skills.</li> <li>• To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</li> <li>• To perform more complex dance phrases that communicates character and narrative.</li> <li>• To perform in a whole class performance.</li> </ul>			
<b>Application</b>	<ul style="list-style-type: none"> <li>• To create movement using a stimulus.</li> <li>• To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</li> <li>• To create and link dance phrases using a simple dance structure or motif.</li> <li>• To use simple choreographic principles to create motifs.</li> <li>• To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.</li> <li>• To explore, improvise and combine movement ideas fluently and effectively.</li> </ul>			
<b>Appreciation</b>	<ul style="list-style-type: none"> <li>• To talk about how they might improve their dances.</li> <li>• To describe and evaluate some of the compositional features. of dances performed with a partner and in a group.</li> <li>• To understand how a dance is formed and performed.</li> <li>• To evaluate, refine and develop their own and others' work.</li> </ul>			



## PE Skills and Progression

### VOCABULARY

As KS1 and:

Adapt, fluency, partner work, improvise, evaluate, perform, improve, character, narrative

### Gymnastics

#### KS1

	Year 1	Year 2
<b>Aim</b>	Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, eg two jumps, or two rolls. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, eg a roll, jump and a shape. They then transfer what they learn on the floor to apparatus. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.
<b>Performance</b>	<ul style="list-style-type: none"> <li>• Perform fundamental movement skills at a developing level in: Travelling skills.</li> <li>• Perform body actions with some control and coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills</li> <li>• Perform body actions with control and coordination</li> </ul>
<b>Skill</b>	<ul style="list-style-type: none"> <li>• Shape – Wide, thin</li> <li>• Travelling - feet - Jog, skip, gallop, hop, walk forwards, backwards.</li> <li>• Travelling – hand and feet - Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</li> <li>• Balancing - Front support, balance on 4 &amp; 3 points, large body parts, tummy, back, bottom, shoulder.</li> <li>• Jumping and Landing – 2-2 for height</li> </ul>	<ul style="list-style-type: none"> <li>• Shape – Wide, thin, dish, arch, tuck</li> <li>• Travelling - feet - Jog, skip, gallop, hop, walk forwards, backwards.</li> <li>• Travelling – hand and feet - Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</li> <li>• Balancing - Front support, balance on 4 &amp; 3 points, large body parts, tummy, back, bottom, shoulder.</li> <li>• Jumping and Landing</li> </ul>



## PE Skills and Progression

	<ul style="list-style-type: none"> <li>• Rolling - Rocking on back, pencil, egg rolls,</li> <li>• Apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling - Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.</li> <li>• Apparatus</li> </ul>
<b>Application</b>	The 'Making shapes' core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping. The children begin by developing a sequence on floor and mats, starting away from a mat, performing an action towards the mat and then an action across the mat. They then transfer their work to apparatus, either performing two actions on apparatus or one on floor and one on apparatus	The 'Families of actions' core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus of four actions by linking a roll, a balance, a jump and travel. The children develop a sequence on the floor and mats before transferring it to apparatus. They link the four actions together smoothly, choosing one action from each of the families of actions. The balance focus is large body parts – side, back, tummy, hips and shoulders

### VOCABULARY

Shape, wide, thin, dish, arch, tuck, travel, jog, skip, gallop, hop, walk, forwards, backwards, balance, front support, , tummy, back, bottom, shoulder, jump, land, roll, rock, pencil roll, egg roll, dish roll, teddy / circle roll, forward roll, apparatus

### KS2

	Year 3	Year 4	Year 5	Year 6
<b>Aim</b>	Children will focus on improving the quality of their movement, eg by stretching fingers and pointing toes, to help them produce extension. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.	Children will learn develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using	Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a	Children use their knowledge of compositional principles, eg how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience. Children will plan and perform



## PE Skills and Progression

		matching and mirroring to plan and perform sequences.	partner to perform paired balances for an audience.	a sequence with a partner. They will choose their own apparatus and design a simple layout.
<b>Performance</b>	Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension.	Master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control	Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
<b>Skill</b>	<ul style="list-style-type: none"> <li>• Travel – i.e Feet &amp; hands and feet</li> <li>• Balance – i.e. small body parts</li> <li>• Jump – i.e 2 foot jump and land</li> <li>• Rolling – basic rolls</li> <li>• Apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Travel – i.e Feet &amp; hands and feet</li> <li>• Balance – i.e. large body parts, dish and arch, one foot balance</li> <li>• Jump – different shapes when jumping. Jump ¼ &amp; ½ turn</li> <li>• Rolling – basic rolls</li> <li>• Apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Travel – i.e. Feet &amp; hands and feet</li> <li>• Balance – i.e. partner balance (counter balance)</li> <li>• Jump – different ways of jumping and landing with shape</li> <li>• Rolling – basic rolls</li> <li>• Apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Travel – i.e. Feet &amp; hands and feet</li> <li>• Balance – i.e. partner and group balance (counter balance)</li> <li>• Jump – different ways of jumping and landing with shape</li> <li>• Rolling – basic rolls</li> <li>• Apparatus</li> </ul>
<b>Application</b>	The 'Balancing act' core task involves children creating a gymnastic sequence with six actions on floor, mats and apparatus. The children develop a sequence on the floor and mats, before transferring it to apparatus. The sequence should focus on small body part balances linked through travelling, rolling and jumping, and must show	Create a sequence of six skills, which must include one roll, one jump and one balance. The 'Partner work' core task involves children creating a gymnastic sequence on floor, mats and apparatus focusing on how they work with a partner.	The 'Acrobatic gymnastics' core task involves children creating and performing a pair sequence on floor, mats and apparatus that includes three basic acrobatic balances (a part-weight bearing balance, counter-tension and a counterbalance) and up to six other actions.	The 'Group dynamics' core task involves children working in groups of four to six to create and perform a sequence that shows their knowledge of gymnastic actions and compositional principles. The children develop their sequence on floor and mats before adapting it to incorporate apparatus.



## PE Skills and Progression

	different levels and a change in direction.			
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### VOCABULARY

As KS1 and:

Quarter turn, half turn, partner balance / counter balance, sequence, levels, adapt, perform, fluency

### Athletics

#### KS1

	Year 1	Year 2
<b>Aim</b>	Children will explore the FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.	Children explore the FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.
<b>Performance</b>	Perform fundamental movement skills at a developing level.	Perform fundamental movement skills at a developing level and start to master some basic movements
<b>Skill</b>	Running Hopping Rolling a ball Underhand throw Jumping	Running Underarm throw Overarm throw Push throw Jumping for distance
<b>Application</b>	The 'Honey pot' core task involves children running in different directions to pick up objects as quickly as they can. The children work in pairs. Each pair has a hoop (their honey pot) with five	The 'Colour match' core task involves children throwing different pieces of equipment as accurately as possible in order to hit targets. The children work in groups of three and take it in turns



## PE Skills and Progression

<p>objects in it. Other objects are spread out around the playing area, along with cones to act as obstacles. Each pair decides who is going to be the Bee and who is going to be the Queen. The Bee's job is to run around collecting one object at a time for their honey pot. These can be picked up from the playing area and from other people's hoops. The Queen sits in the honey pot and makes sure that other children only take one object. The Bees have two minutes to get as many objects as possible into their honey pot, after which they count how many objects they have collected and record the number on their score sheets. They then leave five objects in their honey pot, scatter the rest around the playing area, swap roles and carry out the task again.</p>	<p>to be the thrower, scorer and collector. Each group has three different-coloured targets (eg hoops, skipping ropes or markers) set at different distances and selects 10 pieces of equipment (eg quoits, balls of different sizes, beanbags) in colours to match the targets. The thrower tries to throw each object to the target of the same colour (eg red beanbag to red hoop). The scorer counts how many times the thrower succeeds in hitting the target. The collector gathers up the equipment ready for the next person to have a go. Each child has two turns at being the thrower.</p>
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### VOCABULARY

Travel, speed, distance, height, running, underarm throw, overarm throw, push throw, jumping.

## KS2

	Year 3 / Year 4	Year 5 / Year 6
<b>Aim</b>	Children should concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.	Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping for height and length.
<b>Performance</b>	Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.	Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.



## PE Skills and Progression

<b>Skill</b>	<ul style="list-style-type: none"> <li>• Throwing – push, pull and sling</li> <li>• Hop, step and jump</li> <li>• Combination of jumping actions</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing – push, pull, sling and heave</li> <li>• Jumping and landing in different ways</li> <li>• Running for short and long distances</li> <li>• Passing a baton in a relay</li> </ul>
<b>Application</b>	<p><b>Take Aim</b> The ‘Take aim’ core task involves children trying to score as many points as possible by throwing different pieces of equipment at targets using sling, push and pull throws.</p> <p><b>Furthest Five</b> The ‘Furthest five’ core task involves children using a run-up and performing the five basic jumps consecutively to reach the furthest distance possible. The children work in groups of three: a jumper, a measurer and a coach who looks at technique and officiates the jump.</p> <p><b>Pass the Baton</b> The ‘Pass the baton’ core task involves children running in a relay and trying to complete as many laps of the track as possible in three minutes. The children work in teams of four. Having considered each other’s strengths and weaknesses, they decide how to divide the time or distance between them in order to achieve as many laps as possible in three minutes (eg each team member could run for two laps, each could run for 45 seconds, or some team members could run longer or further than others). They keep a record of the number of laps they complete and aim to beat their score the next time they perform the core task.</p>	<p><b>Three Run</b> Core Task The ‘Three Run challenge’ core task involves children selecting ways of running as far as possible in three different times. • 5 seconds • 30 seconds • 2 minutes</p> <p><b>Three Jumps</b> core task The ‘Three jump challenge’ core task involves children selecting and performing three consecutive jumps with the aim of travelling as far as possible. The children work in groups of three: one child jumps; another marks, measures and records the distance jumped; and the third observes and comments on the jumper’s technique.</p> <p><b>Three Throws</b> Core Task The ‘Three Throws’ core task involves children trying to score as many points as possible by throwing different pieces of equipment for distance using three different types of throws, sling, push and pull throws. The children work in groups of three: one child throws; another marks, measures and records the distance thrown with each type of throw; and the third observes and comments on the thrower’s technique.</p>

### VOCABULARY

Travel, speed, distance, height, running, underarm throw, overarm throw, push throw, jumping.

As KS1 and:

Pull throw, sling throw, baton, relay, time



## PE Skills and Progression Games

KS1

	Year 1	Year 2
<b>Aim</b>	Children develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games. They have an opportunity to play one against one, one against two, and one against three.	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.
<b>Performance</b>	Perform fundamental movement skills at a developing level in: <ul style="list-style-type: none"> <li>● Travelling skills.</li> <li>● Sending skills.</li> <li>● Receiving skills.</li> </ul>	Perform fundamental movement skills at a developing level and start to master some basic movements in: <ul style="list-style-type: none"> <li>● Travelling skills.</li> <li>● Sending skills.</li> <li>● Receiving skills</li> </ul>
<b>Skill</b>	<ul style="list-style-type: none"> <li>● Side gallop</li> <li>● Running</li> <li>● Underarm throw</li> <li>● Rolling a ball</li> <li>● Bounce a ball</li> <li>● Catch ball</li> <li>● Overarm throw</li> </ul>	<ul style="list-style-type: none"> <li>● Underarm throw</li> <li>● Catching</li> <li>● Running</li> <li>● Dodging</li> <li>● Strike a ball</li> <li>● Side gallop</li> <li>● Strike a ball off a tee</li> <li>● Strike with a drop feed</li> <li>● Overarm throw</li> </ul>
<b>Application</b>	The <b>'Ten point hoops'</b> core task involves children scoring points by throwing beanbags to a choice of two targets. Working in pairs, the children set up an area for their game. The pupils stand on either side of the line, one as an attacker and the other as a defender. Knowledge – To use a simple tactic i.e. Pretend to throw one way then throw the other. The aim of the game is to	The <b>'Piggy in the middle'</b> core task involves children trying to score as many points as possible by throwing and catching a ball between players on their team. The pupils work in groups of four, with three attackers and one defender. Knowledge - To use a simple tactic i.e. move into space to receive a ball. To pass a ball to a player in space. The aim is to score points by throwing



## PE Skills and Progression

	<p>score points by sliding a beanbag or rolling a ball over your opponent's line. Alternatively you can throw a ball over the line for the opposition to catch. The game is played one against one, or two against two. Knowledge – To use a simple tactic i.e. Look one way and roll the ball the other. The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders retrieve the beanbags. Knowledge – To use a simple tactic i.e. Throw away from the cones (fielders)</p>	<p>or hitting a ball over a line/net so that it bounces twice, with the first bounce in the court area. Play the game two against two – each pair should have one player with a racket and one without. Knowledge – To throw the ball into space away from the opponent. The aim is for the batter to hit a ball into a field, and then to run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base Knowledge – To use a simple tactic i.e. Strike the ball away from cones/fielders</p>
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### VOCABULARY

Travel, send, receive, underarm throw, catching, running, dodging, strike, side gallop, tee, drop feed, overarm throw, space, opponent, attack

## Invasion Games

### KS2

	Year 3	Year 4	Year 5	Year 6
<b>Aim</b>	<p>This unit lays the foundations for future invasion games. Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will</p>	<p>Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. They playing small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion</p>	<p>Children will learn how to work well as a team when attacking, and explore a range of ways to defend. The play uneven-sided games leading to 5V4 or 4V3. Children will also learn a wider range of sport specific techniques for passing,</p>	<p>Children will improve their defending and attacking play. They start to play evensided mini-versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In</p>



## PE Skills and Progression

	learn new invasion game sport specific techniques.	games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	dribbling and shooting, and will learn to apply basic principles for attacking and defending.	invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.
<b>Performance</b>	Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy	Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed
<b>Skill</b>	<p><b>Three touch ball (netball)</b> – running, dodging, Chest pass, Bounce pass, Catching a ball</p> <p><b>Three touch ball (rugby)</b> – running, dodging, swing pass, Catching a ball</p> <p><b>Three touch ball (handball)</b> – running, dodging, one-handed pass, One handed Bounce pass, Catching a ball</p>	<p><b>On the Attack (basketball)</b> – running, chest pass, bounce pass, dribbling a ball.</p> <p><b>On the attack (rugby)</b> – running, dodging, swing pass, Catching a ball</p> <p><b>On the attack (handball)</b> – running, dodging, one-handed pass, One handed Bounce pass, Catching a ball, shooting a ball.</p>	<p><b>Year 5 core task (netball):</b> - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting,</p> <p><b>Year 5 core task (rugby):</b> - – running, dodging, swing pass, Catching a ball, kicking a ball</p> <p><b>Year 5 core task (hockey):</b> - running, push pass, dribbling, receiving a pass, shooting.</p>	<p><b>Calling the shots' (netball):</b> - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting,</p> <p><b>Calling the shots' (rugby):</b> - – running, dodging, swing pass, Catching a ball, kicking a ball</p> <p><b>Calling the shots' (hockey):</b> - running, push pass, dribbling, receiving a pass, shooting.</p>
<b>Application</b>	Develop simple attacking skills in a 3V1 invasion game. <b>The 'Three touch ball'</b> core task involves children trying to score as many goals as possible by passing a ball (netball, handball, rugby ball) at least three times before throwing it into a hoop Knowledge - To know to move into space to receive a ball. To pass a ball to a player in space when playing an invasion games.	Develop attacking skills in a 4V2 invasion game. The <b>"On the attack"</b> core task involves children Working in groups of six, the children create a playing area with two goals at one end and three at the other and play 4V2. Knowledge - To know to move into space to receive a ball. To feint or disguise a pass a ball to outwit a defender.	Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. The <b>year 5 core task games</b> aim is to beat the opposition by scoring more goals. Play the game initially 5V3 and then 5V4. Knowledge – Attacking tactics – to use a range of passes. To pass ahead of supporting players. To get away from a defender to	Apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. The <b>'Calling the shots'</b> core task involves children setting up a 4 v 4 invasion game based on mini-versions of invasion games. Knowledge - Attacking tactics – to use a range of passes. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting



## PE Skills and Progression

			receive a pass. Defending Tactic – to close down space	players Defending Tactic – to close down space. To intercepting a pass.
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### VOCABULARY

As KS1 and:

Invasion, shooting, goal, strategy, tactic, outwit, territory, position, passing, dribbling, defending, chest pass, bounce pass, swing pass, shoulder pass, push pass, intercepting

## Striking and Fielding Games

### KS2

	Year 3	Year 4	Year 5	Year 6
<b>Aim</b>	Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs.	Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs. When fielding, they try to prevent runs or points being scored.	Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter. Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.	Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicketkeeper, fielder and batter. Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.
<b>Performance</b>	Master most fundamental skills from KS1 and start to	Master fundamental movement skills and start to	Continue to develop sport specific skills and perform with	Continue to develop sport specific skills and perform



## PE Skills and Progression

	develop sport specific skills and perform them with some accuracy	develop sport specific skills performing them with consistency and accuracy	consistency, accuracy, confidence and control.	them with consistency, accuracy, confidence, control and speed.
<b>Skill</b>	<ul style="list-style-type: none"> <li>● Bowl underarm</li> <li>● Strike a ball off a tee</li> <li>● Catch a ball</li> <li>● Field a ball and return it quickly</li> </ul>	<ul style="list-style-type: none"> <li>● Bowl underarm</li> <li>● Perform a straight drive</li> <li>● Catch a ball</li> <li>● Field a ball and return it quickly</li> </ul>	<ul style="list-style-type: none"> <li>● Bowl underarm</li> <li>● Strike a ball off a tee</li> <li>● Strike a bowled ball</li> <li>● Field a ball and throw back overarm.</li> </ul>	<ul style="list-style-type: none"> <li>● Bowl overarm</li> <li>● Strike a bowled ball</li> <li>● Field a ball and throw back overarm</li> </ul>
<b>Application</b>	<p>Rounders type game The 'Run the loop' core task involves a team of four batters trying to score points by striking the ball and running between bases, and a team of four fielders trying to retrieve, throw and catch the ball quickly and accurately. Knowledge - Batters/Strikers Hit the ball into a space away from the fielders Fielders - judge where the ball is going to be hit and try and intercept it.</p>	<p>Cricket type game The 'Run the loop' core task involves a team of four batters trying to score points by striking the ball and running between wickets, and a team of four fielders trying to retrieve, throw and catch the ball quickly and accurately. Knowledge – Batters/Strikers - run as quickly as and strike the ball into a space away from the fielders Fielders - judge where the ball is going to be hit and try and intercept it.</p>	<p>Rounders Level 1 competition The aim of this game is for a team to score as many runs as possible. Play the game 9V9. One team bats while the other team fields and bowls. The bowler bowls the ball underarm to the batter who hits the ball anywhere on the rounders pitch. Knowledge – Batters – to run as quickly as possible to score To strike the ball into space away from the fielders. Fielders - Retrieve the hit object as quickly as possible to limit the number of runs scored</p>	<p>Cricket Level 1 competition The aim of this game is for pairs to score as many runs as possible. Start with a three-pair game. One pair bats; one pair fields; and the third pair bowls and keeps wicket. The bowling pair take it in turns to bowl. Set a length for an innings Knowledge - Knowledge – Batters – to run as quickly as possible to score To strike the ball into space away from the fielders. Fielders - Retrieve the hit object as quickly as possible to limit the number of runs scored</p>

### VOCABULARY

As KS1 and:

Strike, field, batter, base, score, runs, bowl, bowler, backstop, fielder, tactic, wicket keeper, straight dive



## PE Skills and Progression

### Net and Wall Games

KS2

	Year 3	Year 4	Year 5	Year 6
<b>Aim</b>	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.
<b>Performance</b>	Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed
<b>Skill</b>	<ul style="list-style-type: none"> <li>● Ready position</li> <li>● Underarm throw</li> <li>● Overarm throw</li> <li>● Hold a racket</li> <li>● Strike a ball with a racket</li> </ul>	<ul style="list-style-type: none"> <li>● Ready position</li> <li>● Underarm throw</li> <li>● Overarm throw</li> <li>● Hold a racket</li> <li>● Strike a ball with a racket</li> </ul>	<ul style="list-style-type: none"> <li>● Throwing a ball</li> <li>● Hold a racket correctly</li> <li>● Forehand</li> <li>● Backhand</li> <li>● Volley</li> </ul>	<ul style="list-style-type: none"> <li>● Throwing a ball</li> <li>● Forehand</li> <li>● Backhand</li> <li>● Volley</li> <li>● Underhand serve</li> </ul>
<b>Application</b>	Core Task 1 The aim of the game is to score points by throwing a ball into the	Core Task 2 The aim of the game is to score points by getting a small soft ball or	Core Task - The 'Long and thin or short and fat' core task involves children using shots to	Core Task 1 The aim of the game is to score points by hitting a ball into your



## PE Skills and Progression

	<p>opponent's court area and making it bounce twice. Play the game one against one. Use a low net (bench to short tennis height), on a court that is relatively long and narrow. Put a gym mat on either side of the net, about 1m away from the net, and make the court a little larger than this. Use throwing and catching skills. Move on to introduce hitting the ball with a racket after it has bounced. Knowledge – To use a simple tactic i.e. directing the ball to a space to make it difficult for their opponent.</p>	<p>beanbag to land in one of two targets. Play the game one against one. Use a high net on a long narrow court Encourage the children to use short, low throws to try to hit the target at the front, and long, high throws to try to hit the target at the back. Their opponent's aim is to intercept the ball or beanbag before it bounces. Later, a racket can be used to hit a ball or shuttlecock. Knowledge – To use a simple tactic i.e. choose a good place to stand when receiving the ball.</p>	<p>strike a ball accurately at targets, moving their opponent around the court in order to create spaces in which to attack. They devise a scoring system and evaluate and adapt it as necessary. As they gain experience, they start to play more competitively, hitting the ball away from their opponent to try to prevent them scoring Knowledge – To use tactics effectively i.e. strike the ball with purpose, varying the speed. Strike the ball into spaces they can see.</p>	<p>opponent's court and the ball bouncing twice. Play the game one against one on a long, narrow course, a racket and a suitable ball. Core Task 2 This game is played in the same way as Task 1, but: raise the height of the net, and make the court a little narrower and longer Knowledge – To know the need for different tactics i.e. hit the ball with purpose, varying the speed, height and direction position themselves well on court</p>
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### VOCABULARY

Travel, send, receive, underarm throw, catching, running, dodging, strike, side gallop, tee, drop feed, overarm throw, space, opponent, attack

As KS1 and:

Direct, target, serve, forehand, backhand, volley,