

# Physical Education Progression

## Physical Education in EYFS

**Physical development** is one of the three prime areas in the Early Years Foundation Stage (EYFS) and involves giving children the opportunity to:

- be active and interactive
- to develop their co-ordination, control, and movement
- understand the importance of physical activity and to make healthy choices in relation to food.

The focus is to develop gross and fine motor skills. We use the Lancashire PE Passport resource to develop a wide range of physical skills to ensure the children are ready for KS1 PE.

Outdoor play is facilitated so it maximises opportunities for the children to be active, develop their co-ordination, control and movement.

## Fundamental Movement Skills

### EYFS

#### Fundamental Movement skills 1

- What a good space to stand in is
- How to share equipment and take turns.
- To take my time and work with care
- To run around with my head up
- To be aware of other children
- Which parts of my body help me with balancing
- To take turns
- To work carefully and that rushing can lead to mistakes
- Some effects of exercise on my body

### Year 1 / 2

#### Fundamental Movement skills 1

- What a good space to stand in is
- How to share equipment and take turns.
- To take my time and work with care
- To run around with my head up
- To be aware of other children
- Which parts of my body help me with balancing
- To take turns
- To work carefully and that rushing can lead to mistakes
- Some effects of exercise on my body

#### Fundamental Movement skills 2

- That focusing my eyes and using my arms helps me to balance better.
- To use my arms to help me hop
- Potential dangers if I am not sensible
- To glance periodically over both shoulders when travelling backwards
- To make a W shape when I want to receive a catch
- Which my preferred take off foot is
- To travel around the space being aware of other sharing it with me.
- To stay focused and keep my head up when moving around
- To always be focused and aware of what is going on.
- When to attack and when to defend
- That a punt is a kick from my hands
- That when kicking from the ground, I need to get my standing foot adjacent to the ball

#### Fundamental Movement skills 3

- To watch the hands of the people turning a rope to know when to jump.
- That there are different ways of jumping a rope

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	<ul style="list-style-type: none"> <li>• To push down on the ball using my fingers</li> <li>• To relax whilst dribbling and not be too tense</li> <li>• To send a ball over a short distance using the inside of my foot</li> <li>• How to turn my foot to cushion a pass sent to me</li> <li>• How far to bounce pass between me and my partner.</li> <li>• That good bounce passes are easier</li> <li>• The difference between a vertical and broad jump</li> <li>• How to measure a vertical jump</li> <li>• To make a target for my partner to send the ball to.</li> <li>• To relax when catching to cushion the impact of the ball</li> </ul>
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Athletics		
Year 1 / 2	Year 3 / 4	Year 5 / 6
<p>I know:</p> <ul style="list-style-type: none"> <li>• To retain my focus</li> <li>• The importance of a good start</li> <li>• To cushion my knees when landing</li> <li>• The technique for different types of jump</li> <li>• How to improve my technique to increase the height and distance of my jumps.</li> <li>• The difference between a leap and a jump</li> <li>• How to increase the distance of my jumps.</li> <li>• Why it is important to warm up</li> <li>• How to increase the distance of my throws</li> <li>• How to keep other safe when I am throwing</li> <li>• To demonstrate the school games values</li> <li>• How to share equipment and take turns</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• How to start a sprint race.</li> <li>• The importance of keeping my first few metres low and powerful.</li> <li>• Which my take off foot is.</li> <li>• The technique associated with hurdling</li> <li>• That my furthest point backwards in long jump triple jump is the point measured in competition.</li> <li>• To run in an arc &amp; to approach the bar sideways on when high jumping</li> <li>• To position my body sideways on when throwing.</li> <li>• The pull technique in throwing.</li> <li>• How to receive and transfer a baton safely.</li> <li>• How to remember the technique for triple jump</li> <li>• I can improve on personal bests.</li> <li>• How to measure my own and others' performances.</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• How to control my running over middle distance.</li> <li>• How running a bend differs from running a straight.</li> <li>• To get sideways on when throwing.</li> <li>• How to throw safely as part of a group.</li> <li>• To use my non-throwing arm to help me throw.</li> <li>• How to throw a shot using, 'clean palm, dirty neck' technique.</li> <li>• How to generate power from the thighs.</li> <li>• How to approach the bar from an arced run up when high jumping.</li> <li>• The technique, 'same, different, both' for triple jump.</li> <li>• My take off foot and lead leg.</li> <li>• How to hurdle efficiently</li> <li>• How to position myself to receive a baton.</li> </ul>

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Dance		
Year 1 / 2	Year 3 / 4	Year 5 / 6
<p>I know:</p> <ul style="list-style-type: none"> <li>• How to contribute simple key words to an age-appropriate theme related mind map</li> <li>• How to translate ideas into simple theme related shapes, movements, actions.</li> <li>• How to use the words in a poem to create shapes, movements or feelings</li> <li>• That we need to look forwards to safely move around in space</li> <li>• That we need to control our speed to ensure safety</li> <li>• How to turn what I see into ways of moving</li> <li>• How to listen to other people's ideas and vocalise my own thoughts</li> <li>• How to turn what I see into ways of moving</li> <li>• How to listen to other people's ideas and vocalise my own thoughts</li> <li>• How to use simple technical language to give constructive and useful feedback.</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• How to contribute key words to a theme related mind map</li> <li>• How to translate words/ideas into actions and combine</li> <li>• How to translate theme related actions into travelling movements</li> <li>• How to translate images into actions to communicate meaning</li> <li>• How to listen to other's and share my own ideas.</li> <li>• How to translate words from a poem into movements</li> <li>• How to use canon, formation changes, direction and level to improve our ideas</li> <li>• How to listen to other people's ideas and vocalise my own thoughts</li> <li>• How to recognise good timing, execution and performance skills</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• How to contribute key words to a theme related mind map</li> <li>• How to translate words/ideas into actions and combine together</li> <li>• How to translate theme related actions into travelling movements</li> <li>• How to translate images into actions to communicate meaning</li> <li>• How to use chance choreography to create a sequence</li> <li>• How to use canon, formation changes, direction and level to improve our ideas</li> <li>• How to listen to other people's ideas and vocalise my own thoughts</li> <li>• How to recognise good timing, execution and performance skills</li> </ul>

# Physical Education Progression

Gymnastics		
Year 1 / 2	Year 3 / 4	Year 5 / 6
<b>Balancing &amp; spinning on Points &amp; Patches</b> <ul style="list-style-type: none"> <li>How to observe a partner and give positive feedback</li> <li>How to start and finish a sequence</li> <li>What symmetrical shapes are</li> <li>What asymmetrical work looks like</li> <li>Demonstrate good starting and finishing positions.</li> <li>The difference between symmetrical and asymmetrical shapes</li> <li>How to work with a partner in different formations</li> <li>What Points are</li> <li>How to start linking my moves</li> <li>What good gym work looks like</li> <li>To comment positively on my partner's work</li> <li>What different options there are, of performing with a partner</li> <li>That my work should involve changes of level and direction.</li> </ul> <b>Pathways - small &amp; long</b> <ul style="list-style-type: none"> <li>To form interesting starting positions.</li> <li>How to form symmetrical and asymmetrical arm positions.</li> <li>Some different pathways to travel in</li> <li>To start my sequences in clearly defined shapes</li> <li>How to turn to my right and left elegantly</li> <li>Different ways of changing direction</li> <li>How to share space considerately</li> <li>How to link skills to perform actions</li> <li>To use a variety of work at different levels</li> <li>That changes of direction make my work more aesthetically pleasing.</li> <li>How to mount and dismount apparatus imaginatively and safely</li> <li>That my sequence work needs to flow from one move to the next</li> </ul> <b>Wide, narrow &amp; curled rolling &amp; balancing</b> <ul style="list-style-type: none"> <li>To control my moves and move elegantly from one move to the next</li> <li>To work at different levels and with changes of direction.</li> </ul>	<b>Linking movements together</b> <ul style="list-style-type: none"> <li>The difference between a point and a patch</li> <li>To spin with control</li> <li>The importance of working at different levels</li> <li>How to move from one shape to another smoothly</li> <li>The importance of contrasts in my work</li> <li>How to perform symmetrically and asymmetrically.</li> <li>How to use the space available to the best of my ability</li> <li>The importance of control in everything I do.</li> <li>The importance of a good starting position and finishing position.</li> <li>To move with control with good quality transitions between movements.</li> <li>The importance of up levelling my work and acting upon feedback</li> <li>My own ability and choose to perform moves which are within my limitations</li> </ul> <b>Receiving body weight:</b> <ul style="list-style-type: none"> <li>The difference between symmetrical and asymmetrical work.</li> <li>The importance of clarity in my shapes</li> <li>What inversion is</li> <li>How to feedback constructively to a partner</li> <li>How to perform a cartwheel</li> <li>A variety of moves where I can take weight on hands.</li> <li>The importance of good timing and control in my movements</li> <li>The technique for rolling safely on my shoulders and in a teddy bear roll</li> <li>How to travel like a spider</li> <li>What points and patches are</li> <li>Share the apparatus space with others</li> </ul> <b>Symmetry &amp; asymmetry (partners)</b> <ul style="list-style-type: none"> <li>How to use feedback to improve my sequencing work</li> <li>The importance of working with control and good transitions between movements</li> <li>What symmetrical and asymmetrical shapes look like.</li> <li>The importance of clear starting and finishing positions</li> </ul>	<b>Matching, mirroring and contrast</b> <ul style="list-style-type: none"> <li>Some interesting ways of transitioning from one move to another.</li> <li>How to perform an Arabesque</li> <li>To use gymnastic terminology in my feedback</li> <li>How to mirror, and in unison with my partner.</li> <li>The importance of timing and how to ensure I work in synchrony with my partner.</li> <li>How to communicate and negotiate to agree a sequence as a group</li> <li>How to perform effectively in canon</li> </ul> <b>Partner work - under and over</b> <ul style="list-style-type: none"> <li>That I need to get some momentum through my forward and backward rolls to be able to get back to my feet</li> <li>What an arch and bridge are</li> <li>How to leapfrog safely</li> <li>How to vary the speed of my movements to demonstrate contrast</li> <li>How to refine sequences ensuring real quality in my work</li> <li>How to perform to an audience</li> </ul> <b>Synchronisation &amp; canon</b> <ul style="list-style-type: none"> <li>How to use feedback to up level my work.</li> <li>How to coordinate my moves in time with my partner</li> <li>What counter tension balances are</li> <li>What unison and canon are.</li> <li>How to work in symmetry and asymmetrically.</li> <li>How to work cooperatively and collaboratively with others</li> </ul> <b>Flight</b> <ul style="list-style-type: none"> <li>How to land safely.</li> <li>A variety of shapes in the air.</li> <li>How to use apparatus as part of my jumping.</li> <li>How to make my jumps aesthetically pleasing</li> <li>To take off one foot and then spring from two into flight.</li> <li>What safe mounts and dismounts look like.</li> </ul>

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- What asymmetrical What inversion is
- How to feedback to a partner
- To find a good starting position on the floor or apparatus
- To control my movements
- What a contrast is
- Why changing level and direction are important.
- How to share the apparatus
- To give constructive feedback
- How to work with a partner to agree a sequence
- Different ways of performing with a partner

## **Pathways**

- To take off from one foot and then spring from two into a jump.
- How to land safely
- What a zig zag pathway is
- That feedback is essential to help me improve
- Ways that I can adapt work to make it even better.
- The importance of changes of level and direction
- What a curved pathway is.
- Different gymnastic moves that fit nicely into performing in a curved pathway.
- What mirroring is
- How to perform in synchrony with a partner
- Good ways of transitioning from one move to the next
- How to make my performances aesthetically pleasing.

## **Spinning, turning & twisting**

- What patches are.
- The difference between symmetry and asymmetry
- What a twist is
- Ways of twisting with different body parts
- How to perform a fluent routine where work is controlled and varied.
- How to work with others to put out the apparatus in absolute silence
- What the difference between a turn and a twist is.
- How to counter balance using the apparatus
- How to coordinate movements at the same time as my partner.
- What the difference between counter balance and counter tension

- How to work constructively with a partner
- Different ways of performing with a partner.
- How to work in time with a partner
- How to listen to peer assessment and use the comments to up level my work.

## **Arching and bridges**

- What points and patches are
- The importance of control in my movements
- To use the floor space imaginatively as well as the apparatus
- To change direction and the level I am working at
- To use feedback to up level my work
- Different ways of supporting myself in shoulder balances
- How to work in tandem with a partner in different ways

## **Partner work - Pushing and pulling**

- What a point of contact is.
- What a contrast is
- Know how to contrast in terms of working at different levels; in different directions; in different pathways and at different speeds
- How to work with a partner and perform in unison
- How to act upon feedback from others
- How to move from the same position to a contrasting one to my partner and then back to the same
- How to communicate and negotiate with others when composing.

## **Rolling & travelling low**

- How to perform a forward roll safely.
- How to adjust my hands when rolling along or over apparatus
- The correct technique for rolling backwards.
- How to roll over a partner safely.
- How to mirror a partner on the apparatus
- How to present myself when performing for others

What the School Games Values are, and the importance of applying them.

- How to mount and dismount the apparatus safely.
- How to leapfrog safely
- Different ways of linking movements and jumps.
- How to use different pathways within my flight sequences.
- What canon and unison are.
- The importance of timing when performing as a group

## **Group sequencing**

- What unison is
- How to transition from one roll to another.
- How to jump safely
- How to mount and dismount apparatus safely
- What points and patches are.
- What mirroring, canon and unison are.
- How to change the dynamics within a sequence
- How to adapt a floor sequence to make it work on the apparatus

## **Counter balance and counter tension**

- How to links skills to perform actions and sequences of movement.
- What counter
- balancing is
- Technical language associated with gymnastics
- What push and pull forces are.
- How to use a range of dynamics to make my sequence aesthetically pleasing.
- How to peer assess
- A range of pathways
- What counter tension is,
- How to use a range of dynamics to make my sequence aesthetically pleasing.
- What the difference between counter tension and counter balance is.
- How to perform effectively in canon.
- What the difference between counter tension and counter balance is.
- How to use a combination of canon and unison in a group sequence.

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- How to up level my work
- How to use transitional movements to link my ideas.

## **Stretching, curling & arching**

- What a curled shape looks like
- That I can magpie ideas from others
- What points are
- How to form arches with my body
- The importance of working at different levels and with different dynamics
- How to give good feedback to a partner
- The difference between stretching and curling
- How to 'perform' with good starting and finishing positions, good eye focus and a positive confident demeanour
- How to share the apparatus and space with others
- A range of different types of jumps and which are stretched and which are curled
- That timing is important in a routine
- To perform with changes of level, direction and speed

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Invasion Games		
Year 1 / 2	Year 3 / 4	Year 5 / 6
<p><b>Children learn how to send and receive and how to bounce, dribble dodge and evade.</b></p> <ul style="list-style-type: none"> <li>• How far to bounce a pass between me and a friend.</li> <li>• How to receive a bounce pass differently to a chest pass.</li> <li>• How to move around and be aware of others.</li> <li>• How to move around and be aware of others.</li> <li>• That being able to dodge off both feet makes me twice as hard to catch.</li> <li>• That a bounce in a push down with 2 hands and dribbling is with one hand.</li> <li>• To use my fingers to push the ball down</li> <li>• That my hands need to 'give' and be 'soft' when receiving a hockey pass.</li> <li>• To move into space after passing a ball</li> <li>• To use 'big toe, little toe' to dribble keeping the ball close to me.</li> <li>• How to trap a ball by moving in line with it and putting my foot on it</li> </ul> <p><b>strategies of attack and defence like using the width of the pitch when attacking and closing the space down quickly when defending</b></p> <ul style="list-style-type: none"> <li>• How far to throw the ball in relation to where I am standing and my partner is.</li> <li>• To stand in a position of readiness to receive the ball on the 1st bounce.</li> <li>• To track the flight of the ball right into my hands.</li> <li>• To stay light on my feet and be prepared to move quickly</li> <li>• To turn my body so I can see my opponent and the ball when defending</li> <li>• To close the space down quickly when defending</li> <li>• To attack at speed</li> <li>• To keep my body between the ball and my opponent to shield it.</li> <li>• How to deceive defenders by using dummy passes or 'giving the eyes'</li> <li>• To think ahead when not in possession.</li> <li>• To work hard in attack and defence for the good of the team</li> </ul>	<p><b>Children will learn different attacking and defending skills and strategies which are transferable across different sports.</b></p> <ul style="list-style-type: none"> <li>• know to travel with my head up.</li> <li>• To signal for the ball with my hands so as not to alert defenders</li> <li>• To get my body between my opponent and the ball</li> <li>• How to dummy pass</li> <li>• How to trick opponents by looking one way and then passing another</li> <li>• Close the space down quickly when defending</li> <li>• The importance of keeping my eye on the ball and not player's feet when defending</li> <li>• The importance of clearing the danger in any way possible near my goal</li> </ul>	<p><b>Children will learn to use the width of the pitch when attacking and how to overload. They will learn to condense space and to communicate well as part of a defence</b></p> <ul style="list-style-type: none"> <li>• Good technique for shooting with my feet and hands</li> <li>• The importance of keeping my eye on the ball</li> <li>• That I get a better view of the whole pitch when I get wide and sideways on.</li> <li>• That sometimes it is better to go backwards with the ball if nobody is free forwards</li> <li>• When to attack and when not to</li> <li>• How to create space for my teammates</li> <li>• The importance of defending as a team</li> <li>• That I need to be alert in defence and always have on eye on the ball and one on my opponent.</li> <li>• That there are different ways to defend</li> <li>• Goalkeeper can play as an add defender if they are alert &amp; prepared to move</li> <li>• Strategies to cope with having fewer players than my opponents by having good shape, discipline</li> <li>• To make diagonal runs to confuse defenders</li> <li>• To communicate with my fellow attackers to confuse defenders.</li> </ul>

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Invasion Games	
Year 3 / 4	Year 5 / 6
<p><b>Invasion Games: Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• How to hold a rugby ball</li> <li>• How to score a try</li> <li>• To shout 'Tagged' when I grab an opponent's tags.</li> <li>• How to restart games after a try has been scored</li> <li>• To run at pace and commit a defender when attacking.</li> <li>• To close the space down quickly when defending and then brace myself to grab a tag.</li> <li>• To support the ball carrier by staying just behind them when in the attacking line.</li> <li>• What a knock on and forward pass are.</li> <li>• To stagger the attacking line and why we do that.</li> <li>• To defend across the width of the pitch.</li> <li>• The offside rule</li> <li>• How to restart games after a try</li> </ul> <p><b>Invasion Games – Netball</b></p> <ul style="list-style-type: none"> <li>• Which type of passing technique to use depending on the distance I am sending the ball.</li> <li>• To pass within 3 seconds of receiving the ball.</li> <li>• A good starting position when defending</li> <li>• That I need to pass in front of my teammates so they can run on to the ball.</li> <li>• The correct technique for shooting</li> <li>• Rules which apply to attackers and defenders when shooting</li> <li>• How to officiate.</li> <li>• How to be involved in the game even when not on court and take on added roles and responsibilities within the game.</li> <li>• How to officiate and take on added roles and responsibilities within the game.</li> </ul>	<p><b>Invasion Games: Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• How to grip a ball and the importance of carrying it in 2 hands.</li> <li>• Know when to pop pass and when to pocket pass.</li> <li>• What position I need to get into when passing left and how it changes when I pass to my right.</li> <li>• How to 'roll' my hands when changing position and making catches</li> <li>• To close the space when defending and be wary of the dummy pass.</li> <li>• What a knock on is and a forward pass.</li> <li>• What offside is</li> <li>• To run on to the ball at pace</li> <li>• To organise attacking lines in a staggered formation either side of the ball.</li> <li>• Each team has a limited number of tackles before possession of the ball changes to the other team.</li> <li>• When advantage is and isn't played.</li> <li>• That we can operate as a team with a full back</li> <li>• That when we get the ball in the centre of the pitch near our opponent's line we stretch their defence.</li> </ul> <p><b>Invasion Games: Netball</b></p> <ul style="list-style-type: none"> <li>• How to signal for a pass</li> <li>• That I need to move to new space after passing.</li> <li>• How to disguise my passes</li> <li>• That when I get sideways on to receive a ball it opens up the court</li> <li>• What the terms, 'landing foot, pivot and stepping' mean.</li> <li>• The rules around shooting</li> <li>• Some attacking principles.</li> <li>• To communicate non verbally on court</li> <li>• What the different roles are within High 5 netball</li> <li>• Where I am allowed on court when playing specific positions</li> <li>• The school games values that I need to display -passion, self-belief, respect, honesty, determination and teamwork.</li> <li>• What infringements look like &amp; how to restart after them</li> </ul>



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## Invasion Games

### Year 3 / 4

#### **Invasion Games – Basketball**

- know how to vary movement to control the ball when moving
- I know rules and understand terminology such as double dribble, travelling, triple threat and pivoting
- know the techniques of passing the ball and know when to do a chest pass or bounce pass in basketball
- know how to maintain possession of the ball under pressure through quick passes, movement and communication.
- know how to work as a team to find space and shoot the basketball
- know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game

#### **Invasion Games: Handball**

- To signal with my hands when I want to receive a pass.
- To move into space after passing
- How to perform in unison
- If a player holds possession, they can dribble or take three steps for up to three seconds without dribbling.
- How to back up teammates when throws are wild and misplaced.
- The rules of handball.
- How to make the most of having an extra player
- That I need to adapt a plan if the team goes down to having one fewer player.
- The importance of demonstrating values of teamwork and sportsmanship.

### Year 5 / 6

#### **Invasion Games: Hockey**

- If using Quick Sticks that everybody plays right handed.
- I can only use the flat side of the stick.
- That I can't lift the stick higher than my waist.
- That I need to use the flat side of the stick only
- The technique for push passing
- How to receive a ball by cushioning its impact.
- How to carry out a jab tackle
- That I need to move to space after passing
- When to pass a ball and when to dribble.
- When defending, to close the space
- To use the width of the pitch when attacking.
- How to play in a formation
- How to make the most of a numerical advantage
- The rules of hockey and how to officiate a game.
- To demonstrate the school games' values

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Net and Wall Games		
Year 1 / 2	Year 3 / 4	Year 5 / 6
<p><b>Net and wall game skills 1 introduces children to net/wall games and the skills involved in games they will play at a later date such as volleyball, short tennis and dodgeball.</b></p> <ul style="list-style-type: none"> <li>• What a 'ready position' looks like.</li> <li>• To call my name when playing doubles if the ball is between me and my partner.</li> <li>• To leave a ball which is going to land out.</li> <li>• That a good dig gives more time for teammates to set up our own attack</li> <li>• What a T position is and how it can help me.</li> <li>• To move to the line of the ball and to get into a T position.</li> <li>• That the ball needs to be struck over the net</li> <li>• Not to turn my back on the ball</li> <li>• How to throw for accuracy and power</li> </ul> <p><b>This unit focuses on developing children's striking skills on the forehand and backhand; their ability to move around a corner and to play passive and active rallies over a net</b></p> <ul style="list-style-type: none"> <li>• What a position of readiness looks like.</li> <li>• To track the flight of the ball with my eyes</li> <li>• Which the best technique to use is, to return a ball.</li> <li>• That I have to get under the ball sufficiently to strike it upwards and over a net</li> <li>• How to form a ready position</li> <li>• What a T shape is</li> <li>• That the ball has to go over the net and land in the court on the other side.</li> <li>• That I need to move quickly to get into good positions to return the ball</li> <li>• How to play a game of short tennis against an opponent.</li> <li>• To try and get back to the centre of the court after each shot.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different throwing actions.</li> <li>• To consolidate throwing actions and practise catching.</li> <li>• Explore different ways of throwing.</li> <li>• Consolidate catching skills.</li> <li>• To suggest ideas and practices to improve their play</li> <li>• Strike the ball using their hand or small bat.</li> <li>• Improve movement skills and body positions.</li> <li>• Familiarise them with a racquet and practise striking skills using a racquet.</li> <li>• To devise their own game.</li> <li>• Consolidate striking and ball control skills</li> <li>• To develop range of striking skills suitable for net/wall type activities.</li> </ul> <p><b>Dodgeball</b></p> <ul style="list-style-type: none"> <li>• To aim low and throw down to make it harder for the other team to catch me.</li> <li>• When to attack and when to defend.</li> <li>• To keep on the move to make myself more difficult to hit.</li> <li>• The consequences of dropping an attempted catch.</li> <li>• How to evaluate and improve the performance of my team</li> <li>• The rules of different versions of dodgeball.</li> <li>• That tactics need to be decided on as a team</li> </ul>	<p><b>Net and wall: Tennis</b></p> <ul style="list-style-type: none"> <li>• What the 'ready position' is.</li> <li>• What the baseline is</li> <li>• To strike balls away from my opponent.</li> <li>• To have a big backswing from a sideways on position</li> <li>• To change my grip slightly to hit backhand shots.</li> <li>• To play deft shots with a loose grip.</li> <li>• How we hit a backhand differently from a forehand.</li> <li>• How to deflect the ball when volleying</li> <li>• How to link shots e.g. serve and volley</li> <li>• The rules of tennis</li> <li>• How to score</li> </ul> <p><b>Net and wall: Badminton</b></p> <ul style="list-style-type: none"> <li>• How to grip a racket.</li> <li>• To keep the racket head below waist height when striking a serve</li> <li>• Why it is important to serve in different ways.</li> <li>• Where to stand and how to position my body to serve</li> <li>• To vary my serve</li> <li>• That I need to move my opponent around the court.</li> <li>• To target my opponent's weaknesses</li> <li>• The variety of different shots that are open to me</li> <li>• When to play certain shots</li> <li>• How to keep score</li> <li>• How to umpire</li> </ul>

# Physical Education Progression

Striking and Fielding		
Year 1 / 2	Year 3 / 4	Year 5 / 6
<p><b>In this unit children learn basic batting, fielding and bowling skills. They learn how to run between wickets; of some basic rules and how to work together through good communication.</b></p> <ul style="list-style-type: none"> <li>• That I need to run, after striking a ball, to accumulate runs.</li> <li>• To touch my bat over the crease line and slide it on my final run</li> <li>• When to run and when not to.</li> <li>• How to form a long barrier to stop a ball</li> <li>• That I have to bowl from on or behind the crease</li> <li>• To try and bowl keeping my arms straight</li> <li>• That I need to communicate with my partner to accumulate runs</li> <li>• The different calls used by batsmen/women when they want to run.</li> <li>• That a batsman /woman should always call after each ball.</li> <li>• That, as a batter, I don't always have to run</li> <li>• The importance of staying in my crease.</li> <li>• How to adopt a wicket keeping stance.</li> <li>• To demonstrate The School Games values</li> </ul> <p><b>In this unit we look at more advanced skills like backing up in the field and chasseeing down the pitch to strike a ball whilst we are on the move.</b></p> <ul style="list-style-type: none"> <li>• To run between the wickets after striking a ball into space.</li> <li>• To touch or slide my bat over the crease line</li> <li>• To bowl from the crease line</li> <li>• The stance to adopt when keeping wicket</li> <li>• What a no-ball and wide are</li> <li>• Why is it important to be adept at picking the ball up with both hands.</li> <li>• At which point from the crease I need to slide my bat.</li> <li>• The importance of a high back lift when playing short bowling</li> <li>• How to form a long barrier</li> <li>• What the correct technique for throwing overarm is.</li> </ul>	<p><b>Striking and Fielding – Cricket</b></p> <ul style="list-style-type: none"> <li>• How to grip the bat.</li> <li>• How to move back and across to play the pull shot.</li> <li>• What the crease is for.</li> <li>• How to grip a ball when bowling.</li> <li>• The process of bowling from the coil to release of the ball.</li> <li>• How to position myself wicket keeping so no obstructions to my vision</li> <li>• When to slide my bat to make my ground when running between the wickets.</li> <li>• What 'backing up' means to fielders</li> <li>• The different calls I can make as batsman.</li> <li>• Which batsman/woman calls for runs and the circumstances when each should call.</li> <li>• How to form a long barrier to field a hard shot</li> <li>• When to stand still in the field and when to walk in as the bowler runs in.</li> <li>• Why I need to call my name if going for a high catch.</li> </ul> <p><b>Striking and fielding: Rounders</b></p> <ul style="list-style-type: none"> <li>• Make decisions about when to run and when not to.</li> <li>• To position myself sideways on when both striking and bowling.</li> <li>• How to grip a ball so that it comes out of my fingers smoothly when bowling.</li> <li>• What a no ball is.</li> <li>• Why fielders might start off a base and then move to it after a strike.</li> <li>• What ground fielding technique to use at any given time.</li> <li>• What happens when I miss a rounder's ball or hit behind me</li> <li>• How to keep score.</li> <li>• To call my name if going for a high catch</li> <li>• To run after the ball when it goes out of play</li> </ul>	<p><b>Striking and Fielding – Cricket</b></p> <p>To slide my bat over the crease when running.</p> <ul style="list-style-type: none"> <li>• What a position of anticipation looks like when fielding</li> <li>• To bowl from the crease line and that my foot can land on the line itself.</li> <li>• How to grip the bat correctly and take up a suitable stance</li> <li>• Which ground fielding technique to use and why.</li> <li>• Which calls I should use when batting</li> <li>• That I can leave my crease to hit balls.</li> <li>• Why I might leave my crease</li> <li>• When I might use a one handed pick up technique</li> <li>• How to bowl leg spin</li> <li>• What overthrows are</li> <li>• Why it is important for outfielders to walk in with the bowler as he/she runs up</li> <li>• To work as a team ensuring that I back up for possible overthrows.</li> <li>• The importance of great communication when batting.</li> </ul> <p><b>Striking and fielding: Rounders</b></p> <ul style="list-style-type: none"> <li>• To try and catch the ball in line with my nose.</li> <li>• What ground fielding techniques to use and can choose the right one for the circumstance.</li> <li>• To have a high back lift when batting What ground fielding techniques to use and can choose the right one for the circumstance.</li> <li>• To have a high back lift when batting</li> <li>• How to motivate and support my teammate in the field</li> <li>• The rules of rounders</li> <li>• Rules when batting and running between bases.</li> <li>• That fielders on 2nd, 3rd and 4th base can start deep and then come onto their bases as necessary.</li> <li>• Importance of great communication when playing rounders.</li> <li>• That I should adjust my position in the field for certain batsmen/women.</li> </ul>

# Physical Education Progression

<ul style="list-style-type: none"> <li>• Why it is important to back throws up in the field</li> <li>• Why we might chase down the pitch as a batsman</li> <li>• Why outfielders walk in with the bowler whilst close fielders stand still.</li> <li>• The importance of good communication between batters and fielders</li> </ul>	<ul style="list-style-type: none"> <li>• How to back up other fielders</li> </ul>	
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Outdoor Adventures and Activities		
Year 1 / 2	Year 3 / 4	Year 5 / 6
<ul style="list-style-type: none"> <li>• Able to take responsibility for self and others.</li> <li>• Able to respect, trust and care for each other</li> <li>• Can remember objects on a trail.</li> <li>• To cooperate and work together as a team.</li> <li>• Can work with a partner to undertake an adventurous journey.</li> <li>• Can work with others to complete a journey within the school grounds.</li> <li>• Can work collaboratively to record answers</li> <li>• Can work with others to complete a journey within the school grounds and mark a control card correctly.</li> <li>• Can make decisions about how to navigate safely, to a control site.</li> </ul>	<ul style="list-style-type: none"> <li>• How to use the process of elimination to work out symbols I don't know</li> <li>• I have to communicate well and negotiate to solve problems in a group.</li> <li>• To persevere and try again when things don't go immediately to plan.</li> <li>• The compass points.</li> <li>• How to navigate around an area following directions</li> <li>• The importance of listening to others and communicating well.</li> <li>• How to orientate a map and find clues.</li> <li>• How to use an iPad to take photographs</li> <li>• How to take turns and use equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of having a plan before I undertake a challenge.</li> <li>• How to keep a partner safe.</li> <li>• Where I need to position myself to give clear instructions and keep my partner safe</li> <li>• That I need to contribute to a plan even if it is only through good listening</li> <li>• How to use a simple map to navigate myself around.</li> <li>• The importance of communication and negotiation when working as part of a team</li> <li>• What Ordnance Survey symbols mean</li> <li>• How to motivate other members of my team.</li> <li>• How to use a map</li> </ul> <p><b>Teambuilding</b></p> <ul style="list-style-type: none"> <li>• To make a plan</li> <li>• The difference between non-verbal and verbal communication</li> <li>• To respect the opinions of my teammates</li> <li>• To evaluate as a team to see if we can improve in the future.</li> <li>• The importance of clear instructions</li> <li>• That the team needs a plan before an activity begins</li> <li>• How to speak encouragingly to teammates</li> </ul>