

Progression in GAMES

The purpose of this document is to illustrate how skills, knowledge and vocabulary can build progressively from one year to the next. Pupils are working towards achieving their age related expectation, as well as continuing to practice and perform learning mastered in previous years.

In Foundation and Early Years, pupils will be expected to develop basic ball skills as an individual followed by mastering throwing, catching and moving with the ball as they progress through KS1. As they move into KS2, pupils will be able to throw and catch in isolation and in combination with others. They develop playing competitive games, selecting and refining skills to improve accuracy, control and consistency. By the time they reach Yr6 they should be able to identify and use tactics to help their team to keep the ball and take it towards the opposition goal. *Safe Practice in Physical Education, School Sport and Physical Activity (2020) is the mandatory guidance that has shaped the content relating to healthy and safe- practice in PE.*

Scheme of work reference	Skills	Knowledge	Vocabulary
Foundation stage Early years - Unit 2 'Throw, catch, kick'	Use a small range of underarm throwing and rolling skills Use a small range of collecting and receiving skills.	Show some awareness of the space available and a basic awareness of others around the space. Choose and use a small range of basic skills and ideas in a simple game. <i>Understand physical activity starts with a gentle warm-up and finishes with a calming cool-down.</i> <i>Understand when, where and how they can be active while in school.</i>	Throw, catch, kick, roll, bounce, space, beanbag, ball, cone, quoit, bat, hands, feet, play. Stretch, breathing, muscles, joints, energetic, calming down, heart rate. Making up games, safety and safely.
Year 1 Unit 1. Bouncing & catching Unit 2. Travelling with the ball Unit 3. Sending and receiving Unit 4. Developing hand-eye co-ordination Unit 5. Healthy ABCs	Use basic underarm rolling and hitting skills. Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency. Sometimes catch a beanbag and a medium-sized ball.	Track balls and other equipment sent to them, moving in line with the ball to collect it. Throw, hit and kick a ball in a variety of ways, depending on the needs of the game. Control their body and limbs well. <i>Understand what it means to feel safe in physical education lessons and at playtimes.</i> <i>Understand how being active is healthier than sitting still.</i>	Avoid, track (a ball), strike, overarm, free space, own space, opposite, racket, send, receive, pairs, hit, game, target, aim. Feeling safe/unsafe.

<p>Year 2 Unit 1. Dribbling Unit 2. Throwing & catching Unit 3. Developing sending and receiving skills Unit 4. Hitting & striking Unit 5. Running, jumping & hopping</p>	<p>Perform basic skills of rolling, striking and kicking with more confidence. Catch and throw in simple movement games.</p>	<p>Show awareness of opponents and teammates when playing games. Apply skills in a variety of simple games.</p> <p>Recognise differences in how they feel before and after warming-up.</p>	<p>Rebound, speed, direction, pass, control, shoot, score, grids, lines, opponent, teammate, aim, pass, accurate, strike.</p> <p>Breathing rate, body temperature, heart pumping, muscles and joints.</p>
--	--	--	---

INVASION GAMES			
<p>Year 3 Unit 1. Passing Unit 2. Creating space</p>	<p>Throw and catch with control to keep possession and score 'goals'. Keep possession with some success when using equipment that is not used for throwing and catching skills e.g. a hockey stick.</p>	<p>Make effective decisions when they have the ball. Be aware of space and use it to support team mates and cause problems for the opposition. Decide quickly where and when to pass the ball, showing good awareness of what is going on around them</p> <p>Understand the purposes of warming up and cooling down. Understand how warming up and cooling down is linked to health.</p>	<p>Possession, goal, hockey, shield, width, depth, support, mark, cover, rules, rugby, netball, invasion.</p> <p>Mobiliser, pulse raiser, flexibility.</p>
<p>Year 4 Unit 1. Controlling & receiving Unit 2. Keeping possession of the ball Unit 3. Marking and tackling</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques. Use a small number of basic tactics for attacking.</p>	<p>Find ways of attacking successfully when using other skills. Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score.</p> <p>Understand what it means to feel safe and talk about their emotions when playing games.</p>	<p>Tactics, tackle, goal-side, intercept, attack, defend, position, referee.</p> <p>Violent/reckless play, rules and officials.</p>
<p>Year 5 Unit 1. Support play & positioning Unit 2. Shooting & keeping</p>	<p>Pass, dribble and shoot with control in games. Mark opponents and help each other in defence.</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition goal.</p> <p>Evaluate the effectiveness of the warm-up and cool-down.</p>	<p>Support, formations, basketball, official, pitch, court</p> <p>Effective, criteria, breathing faster, breathing slower</p>

<p>Year 6 Unit 1. Attacking & defending play Unit 2. Tactics Unit 3 Teamwork and formations</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games. Apply basic principles of team play to keep possession of the ball. Use marking, tackling and/or interception to improve their defence. Play effectively as part of a team. Know what position they are playing in and how to contribute when attacking and defending.</p>	<p>Play effectively as part of a team. Know what position they are playing in and how to contribute when attacking and defending. Play in a number of positions and understand attacking and defending positions well.</p> <p>Understand that different physical activities can provide different health benefits. Understand the energy equation.</p>	<p>Principle, strategy,</p> <p>Feeling good psychologically.</p>
--	--	--	--

NET/WALL GAMES

<p>Year 3 Directing the ball</p>	<p>Keep up a continuous game, using a range of throwing and catching skills and techniques. Use a small range of basic racket skills.</p>	<p>Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent. Change the pace, length and direction of their throws/shots to outwit the opponent. Identify practices to help them improve.</p> <p>Monitor activity levels.</p>	<p>Technique, racket, assess, pace, badminton, tennis, table-tennis, squash, volleyball.</p> <p>Health benefits, energetic, 60minutes per day.</p>
<p>Year 4 Applying tactics</p>	<p>Use a wide range of throwing, catching and hitting skills, on both sides of their body with accuracy and consistency. Change the pace, length and direction of their shots, with control to outwit their opponent and defend their court.</p>	<p>Select and practice a range of simple tactics for sending the ball in different ways to outwit their opponent and defend their court. Use and interpret rules fairly.</p> <p>Understand how physical activity benefits social and emotional health</p>	<p>Outwit, backhand, forehand, practice, ready position</p> <p>Physical, social and emotional wellbeing.</p>
<p>Year 5 Developing individual shots</p>	<p>Use forehand, backhand and overhead shots increasingly well in the games they play. Use the volley in games where it is important.</p>	<p>Identify strengths and weaknesses in their own and others play and suggest practices that will lead to improvement. Use the skills they prefer with competence and consistency.</p> <p>Perform warm-up and cool-down exercises with safe and effective technique.</p>	<p>Volley, overhead, rally, singles</p> <p>Preparing to take part and recovering from exercise, technique, correct joint alignment, high impact</p>

<p>Year 6 Developing game play</p>	<p>Choose and use combinations of skills with confidence, accuracy and consistent quality. Use these skills and techniques fluently and precisely.</p>	<p>Choose, apply, and practice skills and simple tactics to suit the situation in a game. Decide how to improve different aspects of performance. <i>Design effective warm-ups and cool-downs.</i></p>	<p>apply, doubles. Dynamic and static stretching, personal training programme.</p>
---	--	--	---

<p align="center">STRIKING/FIELDING GAMES</p>			
<p>Year 3 Developing striking & fielding skills</p>	<p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy. Carry out tactics successfully.</p>	<p>Choose, apply and practise skills and simple tactics to suit the game. Play games well using a variety of skills and equipment. <i>Monitor activity levels.</i></p>	<p>Rounders, cricket, baseball, softball, out, field, bat, run. Health benefits, energetic, 60mins per day.</p>
<p>Year 4 Fielding as a team</p>	<p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with increasing control, accuracy and some consistency. Choose and vary skills and tactics to suit the situation in a game.</p>	<p>Collect, stop and intercept a ball with increasing efficiency and decide where to direct it. Set up small games. Know rules and use them fairly to keep games going. <i>Understand which activities they enjoy, and that individuals have different feelings about the types and amounts of activity they do.</i></p>	<p>Base, long barrier, cover play. Healthy physical activities and barriers to taking part.</p>
<p>Year 5 Unit 1. Role of batter, bowler, wicketkeeper/ backstop & close/ deep fielder Unit 2. Develop range of roles and positional play</p>	<p>Strike a bowled ball. Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency</p>	<p>Play a range of roles in a fielding team. Understand and implement a range of tactics in games. <i>Understand how different physical activities benefit social/emotional health.</i></p>	<p>Over, innings, boundary, bowl, stump, wicket, Physical, social and emotional wellbeing.</p>

<p>Year 6 Tactical play and officiating</p>	<p>Select their shot based on where the ball is bowled and with the intention of avoiding the fielders. Hit with control and accuracy. Bowl with increasing accuracy and an awareness of the field placement. Field effectively and return the ball to an appropriate base position.</p>	<p>Read the game, selecting tactics and team strategies which suit the situation. Use initiative to work on aspects where they need to improve their own and others performance. Take an active and thoughtful part in the games. Apply rules and take on the role of umpire.</p> <p>Know how to access information about physical activity opportunities in and outside of school, and how to incorporate them into their lifestyle.</p>	<p>Stance, crease, home base, pitch, umpire.</p> <p>Activity preference, CMO recommendations, activity schedule, cardio-vascular and muscular-skeletal system</p>
<p>Cross curricular links</p>	<p>PSHE/PE = Health and well-being/health and safety. Students should have opportunities to explore and learn about aspects of safe practice in PE to include: Safe warming up and cooling down The psychological, mental and social benefits of an active lifestyle How to get involved in physical activity. Health links.</p>		