

PE- Games

Progression and Skills Document

PE is an essential part of the curriculum. It develops pupils physical competence and confidence and their ability to use these to perform in various activities. It promotes physical skill, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive, and to face different challenges as individuals, groups and teams. It engenders positive attitudes towards an active and healthy lifestyle. Pupils learn to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferred physical activities.

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|--|---|---|
| Health and Fitness | | | | | | |
| Describe how the body feels when still and when exercising. | Describe how the body feels before, during and after exercise. Carry and place equipment safely. | Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy | Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. | Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. |

Striking and Hitting a Ball

| | | | | | | |
|--|--|---|---|---|---|---|
| <p>To be able to hit a ball with a bat or a racquet.</p> | <p>Use hitting skills in a game. Practise basic striking, sending and receiving.</p> | <p>Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball</p> | <p>Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p> | <p>Use a bat, racquet or stick (hockey) to hit a ball with accuracy and control. Accurately serve underarm. Perform forehand shots and begin to develop backhand shots. Build a rally with a partner. Use hand-eye coordination to strike a moving and a stationary ball.</p> | <p>Use different techniques to hit a ball. Explore when different shots are best used. Practise techniques for all strokes.</p> | <p>Hit a bowled ball. Use good hand-eye coordination to be able to direct a ball when striking. Understand how to serve in order to start a game. Identify and apply techniques for hitting a tennis ball. Develop a backhand technique and use it in a game. Develop a range of shots in a game effectively.</p> |
|--|--|---|---|---|---|---|

Throwing and Catching a Ball

| | | | | | | |
|---|---|--|--|---|--|--|
| <p>Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands</p> | <p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> | <p>Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.</p> | <p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Begin to use a bowling technique.</p> | <p>Develop different ways of throwing and catching.</p> | <p>Use different ways of throwing and catching, and know when each is appropriate in a game.</p> | <p>Throw and catch accurately and successfully under pressure in a game.</p> |
|---|---|--|--|---|--|--|

Travelling with a Ball

| | | | | | | |
|---|---|--|---|--|--|--|
| <p>Move a ball in different ways, including bouncing and kicking. Control a ball.</p> | <p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and</p> | <p>Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a</p> | <p>Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a</p> | <p>Move with the ball using a range of techniques showing control and fluency.</p> | <p>Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and</p> | <p>Show confidence in using ball skills in various ways in a game situation, and link these together</p> |
|---|---|--|---|--|--|--|

| | | | | | | |
|---|--|--|--|--|--|--|
| | backwards) with control and fluency | game | game. | | begin to link together. | effectively. |
| Passing a Ball | | | | | | |
| To be able to kick a ball. | Pass the ball to another person. Use kicking skills to a partner. | Know how to pass the ball in different ways. | Pass the ball in two different ways in a game situation with some success | Pass the ball with increasing speed, accuracy and success in a game situation. | Pass a ball with speed and accuracy using appropriate techniques in a game situation | Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. |
| Possession | | | | | | |
| | | | Know how to keep and win back possession of the ball in a team game. | Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. | Keep and win back possession of the ball effectively in a team game. | Keep and win back possession of the ball effectively and in a variety of ways in a team game. |
| Using Space | | | | | | |
| To negotiate space successfully, adjusting speed or direction to avoid obstacles. Travel in different ways, including sideways and backwards. | Use different ways of travelling in different directions to create space. Run at different speeds. Begin to use space in a game. | Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in the game. | Find a useful space and get into it to support teammates. | Make the best use of space to pass and receive the ball. | Demonstrate an increasing awareness of space. | Demonstrate a good awareness of space. |
| Attacking and Defending | | | | | | |
| Play a range of chasing games. | Use simple skills such as marking a player. Use simple skills such as dodging to get past a defender. | Begin to understand the terms attacking and defending. Use at least one technique to attack or defend to play a game | Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. | Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. | Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the | Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. |

| | | | | | | |
|--|--|---|--|--|--|--|
| | | successfully. | | | opposition from scoring. | Work as a team to develop fielding strategies to prevent the opposition from scoring. |
| Tactics and Rules | | | | | | |
| Follow simple rules. | Follow simple rules to play games, including team games. | Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. | Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. | Vary the tactics they use in a game. | Know when to pass and when to dribble in a game. | Follow complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. |
| Compete/ Perform | | | | | | |
| Control my body when performing a sequence of movements. Participate in simple games. | Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. | Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. | Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. | Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. | Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a good understanding of tactics. | Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics. |
| Evaluate | | | | | | |
| Talk about what they have learnt. Talk about what others have done. | Watch and describe performances of others. Begin to say how they could improve | Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others' work, suggesting appropriate improvements. |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|