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| Games  **Net/Court/Wall games** |  | **KS1** | | | **KS2** | | | | | |
|  | EYFS | Year 1 | Year 2 | | Year3 | | Year 4 | Year 5 | Year 6 | |
| Perform a range of skills | Development matters – Reception  Revise and refine the fundamental movement skills they have already acquired –  Rolling  Crawling  Walking  Jumping  Running  Hopping  Skipping  Climbing  Progress towards a more fluent style of moving, with developing control and grace  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming  Develop overall body-strength, balance, co-ordination and agility  Further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aiming  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball | Sustain concentration and practise to improve and perform with more confidence  Send a ball and range of equipment by sliding, pushing, rolling, bouncing, throwing, kicking, striking and heading  Gather a ball or piece of equipment with hands, feet, other body parts or an implement | | | Perform basic skills with control and consistency  Keep a game going using a range of different ways of throwing such as over-arm, underarm, one-handed, two-handed  Play games using a bat or racquet, get their feet in line with the ball and their body into a position for hitting a ball  Hit accurately a ball which is fed to them | | | Use the skills they prefer with competence and consistency  Use forehand, backhand and overhead shots increasingly well in games they play  Show good back-swing, follow through and feet position  Direct the ball reasonably well towards their opponent’s court or target area | | |
| Tactics | Understand the importance of rules and play within them and know how to score  Develop simple tactics and use appropriate ones to suit different situations  Change the rules of the game to make it better or more challenging | | | Keep to the rules of the game and create, develop and adjust their own rules  Choose and say why they stand in a particular place to receive the ball  Try to make things difficult for an opponent by sending the ball at different speeds and heights and directing the ball into a space | | | Apply rules consistently and fairly and play co-operatively with a partner  Position themselves well on court and recognise the spaces on their opponent’s court and try and hit the ball towards them  Hit the ball with purpose varying the height, speed and direction. Explain what they are trying to do and why | | |
| Evaluate and improve | Watch and describe performances accurately  Observe, demonstrate and copy someone else’s game or idea  Use what they have learnt to improve the quality and control of their work  Work well with a partner or small group to improve their skills | | | Describe what they and others are doing and recognise what is successful in their own and others’ play  Identify aspects of their game that need improving and suggest how they could do it  Work well with others to organise and keep the game going | | | Know what they are successful at and what they need to practise more  Suggest ideas for practices, try things out and ask for help when actions need to be improved  Work well with others, adapting their play to suit their own and others’ strengths | | |
| Health and well-being | Know and talk about the different factors that support their overall health and wellbeing –  Regular physical activity, healthy eating, toothbrushing, sensible amount of ‘screen time’, having a good sleep routine, being a safepedestrian | Know that regular exercise improves health and helps the body to work well  Feel that muscles and limbs are working hard and that they become tired after sustained activity | | | Know that regular exercise improves health, makes you feel good and maintains a healthy body weight  Know the demand that net/court/wall activities make on the body  Know that exercise strengthens bones and muscles, including the heart  Know the importance or warming up and identify activities they could use | | | Identify appropriate exercises and activities for warming-up and know why warming up is important to help them play better  Carry out warm-up activities carefully and thoroughly  Explain how warm-ups affect the body  Know the types of exercise they should concentrate on for these types of games e.g. speed and flexibility | | |
| **Striking and Fielding Games** |  | Year 1 | Year 2 | | Year 3 | | Year 4 | Year 5 | Year 6 | |
| Perform a range of skills | Development matters – Reception  Revise and refine the fundamental movement skills they have already acquired –  Rolling  Crawling  Walking  Jumping  Running  Hopping  Skipping  Climbing  Progress towards a more fluent style of moving, with developing control and grace  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming  Develop overall body-strength, balance, co-ordination and agility  Further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aiming  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball | Send a ball and range of equipment by sliding, pushing, rolling, bouncing, throwing, kicking, striking and heading  Sustain concentration and practise to improve and perform with more confidence  Gather a ball or piece of equipment with hands, feet, other body parts or an implement  Travel with a ball or piece of equipment by carrying, balancing, pushing, tapping, bouncing, or by dribbling with hands, feet or an implement | | | Use a range of throwing, striking, intercepting and stopping skills with increasing control  Strike a ball with intent and when bowling and/or fielding throw it more accurately  Catch the ball reasonably well and consistently intercept and stop the ball  Return the ball quickly and accurately | | | Vary how they bowl e.g. different speeds and levels  Use different ways of bowling and bowl underarm accurately  Bat effectively striking the ball in different ways  Field the ball with increased accuracy and move to get their body behind the ball  Throw over-arm over a good distance with some accuracy | | |
| Tactics | Change the rules of the game to make it better or more challenging  Combine skills e.g. dribble and kick  Develop simple tactics and use appropriate ones to suit different situations  Understand the importance of rules and play within them and know how to score  Create games as an individual or in pairs | | | Select appropriate batting or throwing skills to make the game harder for their opponent’s  Judge how far they can run to score points and not be ‘out’  Choose where to stand as a fielder to make it hard for the batter to score  Work as a team to make it harder for the batter  Know the rules of the game and keep to them  Create their own striking/fielding game and develop and adjust their own rules | | | Hit the ball from either side of the body. Control the hit and direct the ball away from fielders using various angles and speeds  Judge when to run after hitting the ball  Work collaboratively in pairs, group activities and small-sided games and plan to outwit the opposition  Use tactics which involve bowlers and fielders working together as a team  Use and apply the basic rules consistently and fairly | | |
| Evaluate and improve | Watch and describe performances accurately  Use what they have learnt to improve the quality and control of their work  Work well with a partner or small group to improve their skills | | | Describe what they are doing and recognise what is successful in their own and others play  Identify parts of their performances that could be improved and suggest ways to achieve this  Work with others to organise and keep the game going  Describe the intentions and format of a created game | | | Know what they are successful at and what they need to practise more  Pick out parts of performance that are weakest and suggest practices and ideas to help improve the performance  Recognise and describe the best points in an individual’s or team’s performance | | |
| Health and well-being | Know and talk about the different factors that support their overall health and wellbeing –  Regular physical activity, healthy eating, toothbrushing, sensible amount of ‘screen time’, having a good sleep routine, being a safepedestrian | Know that regular exercise improves health and helps the body to work well  Understand and describe changes to their heart rate when playing different games  Feel that muscles and limbs are working hard and that they become tired after sustained activity | | | Know that regular exercise improves health, makes you feel good and maintains a healthy body weight  Know the demands that specific activities make on their bodies  Know that exercise strengthens bones and muscles, including the heart  Know the importance of warming up | | | Know which types of fitness are particularly important to the game  Know what clothing, footwear and equipment is most appropriate for different games  Make up their own warm-up suitable for striking and fielding activities and explain how it is organised | | |
| **Invasion games** |  | Year 1 | | Year 2 | Year 3 | Year 4 | | Year 5 | | Year 6 |
| Perform a range of skills | Development matters – Reception  Revise and refine the fundamental movement skills they have already acquired –  Rolling  Crawling  Walking  Jumping  Running  Hopping  Skipping  Climbing  Progress towards a more fluent style of moving, with developing control and grace  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming  Develop overall body-strength, balance, co-ordination and agility  Further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aiming  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball | Send a ball and range of equipment by sliding, pushing, rolling, bouncing, throwing, kicking, striking and heading  Gather a ball or piece of equipment with hands, feet, other body parts or an implement  Travel with a ball or piece of equipment by carrying, balancing, pushing, tapping, bouncing, or by dribbling with hands, feet or an implement  Repeat and use skills with co-ordination and control in a variety of co-operative and competitive games  Sustain concentration and practise to improve and perform with more confidence | | | Pass and receive with hands in a variety of ways e.g. using chest pass, shoulder pass, bounce pass, controlled kick  Pass and receive using various techniques e.g. high, low, fast, slow  Change direction and speed when travelling with or dribbling the ball  Show increasing control and consistency in games  Play with greater flow and increased speed of passing | | | Use a range of different techniques for passing, controlling, dribbling and shooting in games  Shoot from a distance and from close range  Mark a player or space, intercept and pass and tackle safely  Adapt the skills to meet the needs of the situation or game and perform the skills at greater speeds  Play small invasion games with reasonable fluency | | |
| Tactics | Understand the importance of rules and play within them and know how to score  Change the rules of the game to make it better or more challenging  Create games as an individual or in pairs  Develop simple tactics and use appropriate ones to suit different situations  Combine skills e.g. dribble and kick | | | Understand and play to the rules of the game  Modify or adapt rules of existing games in agreement with others  Create their own games, develop and adjust their own rules and then explain and teach the game to others  Know and understand a range of simple tactics e.g. how to retain possession, make progress towards a goal, make it difficult for an opponent to get the ball or how to get into position to shoot or score  Apply principles and simple tactics in a range of ‘like’ games | | | Choose when to pass or dribble so they maintain possession  Know what position they are playing and contribute appropriately in game situations  Choose and use different formations to help the team be more attacking or defensive and understand how to use/adapt the formations across different types of invasion games  Apply basic principles of team play to keep possession of the ball and make progress towards the goal | | |
| Evaluate and improve | Observe, demonstrate and copy someone else’s game or idea  Watch and describe performances accurately  Use what they have learnt to improve the quality and control of their work  Work well with a partner or small group to improve their skills | | | Know and explain the tactics and skills that they are confident with and use well in games e.g. how does a team keep possession of the ball?  Choose different ways of practising these tactics and skills  Recognise what they do best/worst  Recognise when they need help and be able to describe the help they need to improve their play  Work with others to organise and keep the game going  Describe the intentions and format of a created game | | | Know what they are successful at and what they need to practise more  Recognise and describe the best points in an individual’s or team’s performance  Pick out parts of performance that are weakest and suggest practices and ideas to help improve the performance | | |
| Health and well-being | Know and talk about the different factors that support their overall health and wellbeing –  Regular physical activity, healthy eating, toothbrushing, sensible amount of ‘screen time’, having a good sleep routine, being a safepedestrian | Know that regular exercise improves health and helps the body to work well  Feel that muscles and limbs are working hard and that they become tired after sustained activity  Know that after vigorous activity, breathing and heart rate increase and body temperature rises and see that faces become flushed  Move safely and actively about the space and when using equipment | | | Lead a partner through short warm-up routines  Understand how a game helps develop speed, strength and stamina  Know that exercise strengthens bones and muscles (including the heart)  Describe the way the body reacts in different games | | | Plan practices and warm-ups to get ready for playing safely  Know the importance of being fit and what types of fitness are most important for games e.g. strength, stamina and speed  Know what clothing, footwear and equipment is most appropriate for the games | | |
| Vocabulary | Stop, start, move, still, freeze, bounce, hop, jump, skip, run, walk, tiptoe, stomp, healthy, feelings, hot, cold, beating fast, beating slow, pass, roll, pat, kick, throw, catch, ball, bat, target, goal, toilet, sink, tap, soap, washing, keeping clean, keeping healthy, brush, toothpaste, zip, laces, pull up, push down, put on, take off | Striking, catching, own space, team, speed, direction, passing, controlling, shooting, scoring | | | keep possession, scoring goals, keeping score, making space, pass/send/receive, travel with a ball, make use of space, points/goals, rules, tactics, batting, fielding, defending, hitting | | | keeping possession, passing, dribbling, shooting, support, marking, attackers/defenders, team play, batting, fielding, bowler, defending, hitting, offside, pitch, forehand/backhand | | |