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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 – ReceptionRevise and refine the fundamental movement skills they have already acquired – RollingCrawlingWalkingJumpingRunningHoppingSkippingClimbingProgress towards a more fluent style of moving, with developing control and graceDevelop 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 swimmingDevelop overall body-strength, balance, co-ordination and agilityFurther develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aimingDevelop confidence, competence, precision and accuracy when engaging in activities that involve a ball | Sustain concentration and practise to improve and perform with more confidenceSend a ball and range of equipment by sliding, pushing, rolling, bouncing, throwing, kicking, striking and headingGather a ball or piece of equipment with hands, feet, other body parts or an implement | Perform basic skills with control and consistencyKeep a game going using a range of different ways of throwing such as over-arm, underarm, one-handed, two-handedPlay games using a bat or racquet, get their feet in line with the ball and their body into a position for hitting a ballHit accurately a ball which is fed to them | Use the skills they prefer with competence and consistencyUse forehand, backhand and overhead shots increasingly well in games they playShow good back-swing, follow through and feet positionDirect 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 scoreDevelop simple tactics and use appropriate ones to suit different situationsChange 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 rulesChoose and say why they stand in a particular place to receive the ballTry 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 partnerPosition themselves well on court and recognise the spaces on their opponent’s court and try and hit the ball towards themHit 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 accuratelyObserve, demonstrate and copy someone else’s game or idea Use what they have learnt to improve the quality and control of their workWork 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’ playIdentify aspects of their game that need improving and suggest how they could do itWork well with others to organise and keep the game going | Know what they are successful at and what they need to practise moreSuggest ideas for practices, try things out and ask for help when actions need to be improvedWork 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 wellFeel 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 weightKnow the demand that net/court/wall activities make on the bodyKnow that exercise strengthens bones and muscles, including the heartKnow 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 betterCarry out warm-up activities carefully and thoroughlyExplain how warm-ups affect the bodyKnow 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 – ReceptionRevise and refine the fundamental movement skills they have already acquired – RollingCrawlingWalkingJumpingRunningHoppingSkippingClimbingProgress towards a more fluent style of moving, with developing control and graceDevelop 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 swimmingDevelop overall body-strength, balance, co-ordination and agilityFurther develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aimingDevelop 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 headingSustain concentration and practise to improve and perform with more confidenceGather a ball or piece of equipment with hands, feet, other body parts or an implementTravel 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 controlStrike a ball with intent and when bowling and/or fielding throw it more accuratelyCatch the ball reasonably well and consistently intercept and stop the ballReturn the ball quickly and accurately | Vary how they bowl e.g. different speeds and levels Use different ways of bowling and bowl underarm accuratelyBat effectively striking the ball in different ways Field the ball with increased accuracy and move to get their body behind the ballThrow over-arm over a good distance with some accuracy |
| Tactics | Change the rules of the game to make it better or more challengingCombine skills e.g. dribble and kickDevelop simple tactics and use appropriate ones to suit different situationsUnderstand the importance of rules and play within them and know how to scoreCreate games as an individual or in pairs | Select appropriate batting or throwing skills to make the game harder for their opponent’sJudge 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 scoreWork as a team to make it harder for the batterKnow the rules of the game and keep to themCreate 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 speedsJudge when to run after hitting the ballWork collaboratively in pairs, group activities and small-sided games and plan to outwit the oppositionUse tactics which involve bowlers and fielders working together as a teamUse and apply the basic rules consistently and fairly |
| Evaluate and improve | Watch and describe performances accuratelyUse what they have learnt to improve the quality and control of their workWork 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 playIdentify parts of their performances that could be improved and suggest ways to achieve thisWork with others to organise and keep the game goingDescribe the intentions and format of a created game | Know what they are successful at and what they need to practise morePick 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 wellUnderstand and describe changes to their heart rate when playing different gamesFeel 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 weightKnow the demands that specific activities make on their bodiesKnow that exercise strengthens bones and muscles, including the heartKnow the importance of warming up | Know which types of fitness are particularly important to the gameKnow what clothing, footwear and equipment is most appropriate for different gamesMake 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 – ReceptionRevise and refine the fundamental movement skills they have already acquired – RollingCrawlingWalkingJumpingRunningHoppingSkippingClimbingProgress towards a more fluent style of moving, with developing control and graceDevelop 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 swimmingDevelop overall body-strength, balance, co-ordination and agilityFurther develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aimingDevelop 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 headingGather a ball or piece of equipment with hands, feet, other body parts or an implementTravel with a ball or piece of equipment by carrying, balancing, pushing, tapping, bouncing, or by dribbling with hands, feet or an implementRepeat and use skills with co-ordination and control in a variety of co-operative and competitive gamesSustain 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 kickPass and receive using various techniques e.g. high, low, fast, slowChange direction and speed when travelling with or dribbling the ballShow increasing control and consistency in gamesPlay with greater flow and increased speed of passing | Use a range of different techniques for passing, controlling, dribbling and shooting in gamesShoot from a distance and from close rangeMark a player or space, intercept and pass and tackle safelyAdapt the skills to meet the needs of the situation or game and perform the skills at greater speedsPlay small invasion games with reasonable fluency  |
| Tactics | Understand the importance of rules and play within them and know how to scoreChange the rules of the game to make it better or more challengingCreate games as an individual or in pairsDevelop simple tactics and use appropriate ones to suit different situationsCombine skills e.g. dribble and kick | Understand and play to the rules of the gameModify or adapt rules of existing games in agreement with othersCreate their own games, develop and adjust their own rules and then explain and teach the game to othersKnow 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 scoreApply principles and simple tactics in a range of ‘like’ games | Choose when to pass or dribble so they maintain possessionKnow what position they are playing and contribute appropriately in game situationsChoose 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 gamesApply 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 ideaWatch and describe performances accurately Use what they have learnt to improve the quality and control of their workWork 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 skillsRecognise what they do best/worstRecognise when they need help and be able to describe the help they need to improve their playWork with others to organise and keep the game goingDescribe the intentions and format of a created game | Know what they are successful at and what they need to practise moreRecognise and describe the best points in an individual’s or team’s performancePick 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 wellFeel that muscles and limbs are working hard and that they become tired after sustained activityKnow that after vigorous activity, breathing and heart rate increase and body temperature rises and see that faces become flushedMove safely and actively about the space and when using equipment | Lead a partner through short warm-up routinesUnderstand how a game helps develop speed, strength and staminaKnow 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 safelyKnow the importance of being fit and what types of fitness are most important for games e.g. strength, stamina and speedKnow 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 |