



PE Progression of Skills and Knowledge

KS1

	<u>Knowledge</u>	<u>Key Skills</u>	<u>Key Vocabulary</u>
<u>Gymnastics</u>	<ul style="list-style-type: none">• To move safely and confidently in space using changes of speed, level and direction when travelling.• To recognise how their body feels when exercising• To explore balancing actions.• To explore ways of jumping To explore ways of rolling.• To link together travel, balance and jump• To link together travel, balance, jump, roll in a competition format• To explore different balancing actions.• To obtain control when performing balancing actions.• To explore different ways of jumping with control• To develop correct technique when landing• To explore 4 different ways of rolling Incorporate rolling into a 3 elements sequence• To explore balance, travel, jump and co-ordination on equipment. Start the use of vault/box and artistic floor (sports specific)• To link together 5 elements into a sequence• To perform a sequence of five contrasting actions	<ul style="list-style-type: none">• Find and use space safely with an awareness of others.• Show a recognisable shape.• Plan and repeat three different ways of travelling on hands and feet in a pathway.• Quiet safe landing, bent knees• Use of arms to help with take off• Perform each roll showing different shapes in the different rolls• Create a short sequence on apparatus• Children can walk forward, backwards and sideways as crab• Control and sharp execution of jumps including jumps with turns• Can perform each roll with control and have knowledge over technicality for a successful roll.• Create a sequence of jump, balance and roll clear control and fluency in their movements.• Perform a travel, balance and jump on or off equipment.• To perform run, jump and then hands then knees onto vault• Display key teaching points throughout each skill• Children carry apparatus safely.• Children can demonstrate a range of quality actions with a change in dynamic.• Children can comment on a performance using simple vocabulary.• Children can evaluate and improve their own and others' performances.• Children can explain how a sequence has improved	<ul style="list-style-type: none">• Pointed toes• Chin up• Arms stretched• Feet together• Squeeze muscles• Straight legs• Travel• Sequence• Balance• Vault• Equipment



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<p><u>Dance</u></p>	<ul style="list-style-type: none"> To understand what a formation is To be able to get themselves into different formations To be able to dance in line formations To understand what canon is and be able to perform canon in the dance. Be able to create a short sequence in a small group including all five dance actions (Jump, Gesture, Turn, Stillness, Travel) To understand what Unison is and be able to perform unison within their sequence. Identify what makes a good performance, remember sequence, key words and their meanings. To show that they understand what unison is and know how to perform in unison with the rest of the class. To be able to use different dynamics when dancing. To create a short sequence within a small group using 4 different movements. To understand what a formation is and be able to dance within a formation To be able to understand and perform canon within the routine. To be able to show strong dynamics within movements Identify what makes a good performance, remember sequence, key words and their meanings 	<ul style="list-style-type: none"> Children can remember what count each movement is on. Children can remember and repeat a sequence. Children can combine actions together. To be able to comment on each other's performance saying 1 star and 1 wish. To perform in canon clearly within a dance. To ensure all children are performing the correct rhythm and going on their correct count. Children stay with the correct counts. Children come up with their own short sequence making sure all five dance actions are included To be able to get keep in perfect Unison whilst performing their actions Children can use a variety of dynamic qualities: soft and sharp, slow and fast Children can remember and repeat performance. Children can dance in perfect unison Children can use a variety of body parts to create interesting shapes. Children can make their own decisions and repeat the sequence. Children can identify the difference between unison and canon and can perform them within the sequence 	<ul style="list-style-type: none"> Formation Canon Line formations Sequence Jump Gesture Turn Stillness Travel Unison Dynamics
<p><u>Athletics</u></p>	<ul style="list-style-type: none"> To explore different travelling actions To run quickly with greater control and coordination. To choose skills to help them meet the challenges set. Introduce exploring different ways to jump. Introduce under and overarm throw. To explore ways of rolling and throwing a bean bag/ball with control and coordination. To watch, copy and describe what they and others have done. To explore ways of jumping. To explore different travelling actions To run quickly with greater control and coordination. To choose skills to help them meet the challenges set. Introduce exploring different ways to jump. Introduce under and overarm throw. To explore ways of rolling and throwing a bean bag/ball with control and coordination. To watch, copy and describe what they and others have done. To explore ways of jumping 	<p>Travelling actions - Bent knees, Heel to toe for walking, Straight body, Head up , Looking forward, Opposite arm to leg, Arms move from shoulder</p> <p>Throwing technique – Lead foot and arm (direction and degree of throw) Opposite foot forward from throwing arm, bending elbow. Leaning back, leg power. Roll and throw a variety of objects, changing their action for accuracy and distance.</p> <p>Jumping- knees bent, use of arms, looking straight ahead. Bending legs at take-off to create the biggest jump possible. Bent knees on landing (soft landing) to protect joints. Use of arms to gain momentum during jumps. Run at fast and medium speeds. Repeat a short sequence of linked jumps. Throw a variety of objects changing their action for accuracy and distance. Some children will have progressed further and show greater difference between slow and fast speeds by repeating short sequences of linked jumps with coordination. Throw more accurately with greater distance</p>	



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<p><u>Games</u></p>	<ul style="list-style-type: none"> To explore throwing equipment underarm To develop the skill of side gallop To develop the skill of running To apply the skill of an underarm throw in different ways To develop the skill of dodging To apply simple tactics in a team game 	<ul style="list-style-type: none"> Can throw a bean bag underarm with some consistency into an opponent's hoop with a right arm throw – left foot forward and vice versa if left arm throw. Can throw with a level of accuracy into the target. Can choose a tactic to outwit an opponent i.e pretend to throw one way and throw the other. Can defend the hoop sometimes. 	<p>Running - Head and body stable Knee lift Arms driving forward and backwards</p> <p>Underarm throw- Face direction of the throw Step forward with opposite foot to throwing hand Follow through with arm</p> <p>Simple tactics - Pretend to throw one way then throw the other.</p> <p>Side Gallop Feet face front (not direction travel) Chest, head, eyes face the front Rhythmica</p>
<p><u>Striking and Fielding</u></p>	<ul style="list-style-type: none"> To be confident and safe in a space used to play games. To explore underarm throwing with beanbags. To explore overarm throwing with a variety of equipment. To develop a correct catching technique To continue to develop catching skills and become more competent at it. To develop striking skills. To choose the correct tactics of striking/throwing into space in a game situation. Children continue to develop striking skills and hitting/ throwing into space. 	<p><u>Under arm throw</u></p> <ol style="list-style-type: none"> 1. Watch target / head still / balance 2. Front on towards target 3. Straight arm towards target <p><u>Over arm throw</u></p> <ol style="list-style-type: none"> 1. Watch target / head still / balance 2. Side on towards target 3. Throwing arm above and behind head 4. Front arm used to aim 5. Weight / momentum towards target 6. Stay on two feet <p><u>Catching</u></p> <ol style="list-style-type: none"> 1. Watch the ball 2. Head Still / Balanced Position (Base) 3. Hands together / fingers spread wide (big catching area) 4. Show the ball your hands Cushion catch (shock absorbers) <p><u>Batting (straight drive)</u></p> <ol style="list-style-type: none"> 1. Watch the ball / head still / balance 2. Grip (V's, hands together, middle of bat handle) 3. Stance / pick up 4. HEAD / foot / weight towards the ball 5. Number 9 (bat and arms) (bat and body) 	<p>Roll, throw, over arm, space, run, markers, Eyes, hand position, head still</p> <p>Roll, throw, over arm, space, run, markers, hit, watch the ball, stance, grip</p>



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KS2

	<u>Knowledge</u>	<u>Key Skills</u>	<u>Key Vocabulary</u>
Gymnastics <u>Y3</u>	<ul style="list-style-type: none">To develop balance on small body partsTo develop ways of travelling on hands and feetTo create a sequence of travelling and balancing actionsTo develop ways of rollingTo develop the skills of jumping, shape and landingTo create a sequence of gymnastic actionsTo evaluate and recognise their own successTo create a sequence to meet the core task "Balancing Act"To perform gymnastic actions using apparatus	<ul style="list-style-type: none">Can perform balances on one foot and 2,3 and 4 small body parts with stillness.Travel on hands and feet, jump and land 2 feet to 2 feet with control and perform rolling actionsCan create and perform a gymnastic sequence of six actions, showing a clear beginning, middle and end which includes a change of speed and directionEvaluate and recognise their own successWhat do you need to change or practise to improve your balance or jumping and landing?Can you name the actions you saw?How was each action performed?How many body parts were used in balances?	Pointed toes Straight legs Stretched fingers Body tension Head up
Gymnastics <u>Y4</u>	<ul style="list-style-type: none">To develop ways of travelling on feet and hands and feet.To develop balance on small body parts.To develop a range of jumping actionsTo develop balance on large body parts.To create a gymnastic sequence of travelling and balancing.To explore different ways of rolling.To perform rolling actions and link these with other actions to create a sequence.To explore different ways of balancing, jumping and travelling.To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditionsTo make simple judgements about the quality of performances.To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditionsTo make simple judgements about the quality of performances and suggest ways they can be improved.	<ul style="list-style-type: none">Can performTravelling on hands and feetBalancing using dish and arch with extensionRolling actionsJump using ¼ and half turnWith control, fluency and clarity of movementAttempt shoulder stand and arabesque with some controlCan create a sequences of up to 6 elements with changes of level and direction, and clarity of shapeCan work with a partner to make up combine their short sequence of using the floor, mats showing fluency and clarity of movementEvaluate and recognise their own successAre they using extension?Is there tension in their body?Who do you think performed their sequence well? Why?	Pointed toes Straight legs Stretched fingers Body tension Head up



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		<ul style="list-style-type: none"> Is the timing good? Do actions flow? 	
<u>Gymnastics</u> <u>Y5</u>	<ul style="list-style-type: none"> To perform partner balances (matched and mirrored) To perform counter balance To perform Counter tension balances To evaluate and recognise their own success To create a gymnastic sequence with a partner To perform the core task "Acrobatic gymnastics" To evaluate and recognise their success To develop a sequence onto apparatus 	<ul style="list-style-type: none"> Can perform travelling, rolling, jumping and balancing actions clearly, consistently and fluently, with good body tension and extension Can, matched balance, and mirrored balances, counter balance and counter tension balances with control. Can repeat accurately a sequence with a partner of up to 8 elements, to include counter balance and counter tension balance, traveling, jumping and rolling. Can adapt a floor sequence to an apparatus layout / change the order of actions Can include change of direction/ speed / level Evaluate and recognise their own success Why does your body need to be straight when in counter tension? How can you move into balances smoothly? 	Pointed toes Straight legs Stretched fingers Body tension Head up
<u>Gymnastics</u> <u>Y6</u>	<ul style="list-style-type: none"> To perform matched and mirrored paired balances To perform counter balance and counter tension paired balances. To perform a group counterbalance To create a gymnastic sequence with counter balances and counter tension in a group. To evaluate success of group and paired balances. To perform paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances. To perform a part weight bearing balance. To create a sequence of gymnastic actions, paired and group balances using apparatus. To evaluate success at working as a team 	<ul style="list-style-type: none"> Can perform travelling, rolling, jumping and balancing actions clearly, consistently and fluently, with good body tension and extension Can perform a group balance and paired balances including, part weight bearing, with control. Can perform either counter balance or counter tension with a partner with control Can repeat accurately a sequence with a group of up to 8 elements, to include a group balance, paired balance including either counter balance and counter tension, traveling, jumping and rolling. Can adapt a floor sequence to an apparatus layout / change the order of actions Can include change of direction / speed / level Evaluate and recognise their own success Why does your body need to be straight when in counter tension? How can you move into balances smoothly? 	Pointed toes Straight legs Stretched fingers Body tension Head up



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<p><u>Dance</u> <u>Y3</u></p>	<ul style="list-style-type: none"> To understand and perform canon within the routine. To show strong dynamics within movements. To create a short sequence within a small group using the five dance actions (Jump, turn, travel, gesture and stillness). To show that they understand what unison is and know how to perform in unison with the rest of the class. To be able to join 2 sections of dance together. To understand what a formation is, be able to dance within a formation and identify the different formations in their dance. 	<ul style="list-style-type: none"> Improvise freely, translating ideas from a stimulus to movement Can create dance movements that communicate ideas Can use a range of dynamics e.g. levels, pathways and speeds with prompting Can share and create dance sequences with a partner Can create dance sequences that communicate ideas Can repeat, remember and perform these sequences in a dance. Understand the importance of warming up and cooling down. Evaluate and recognise their own success How do you use your body differently when you exaggerate your movements? What still shapes do you see them holding? What gestures do you see them using? Can you identify the different activities? What was particularly good? How could it improve? 	<p>Canon Unison Dynamics Jump Turn Gesture Stillness Travel Feedback Formation Levels Performance</p>
<p><u>Dance</u> <u>Y4</u></p>	<ul style="list-style-type: none"> To be able to perform movements with strong dynamics To understand what canon is and be able to perform canon successfully. To be able to perform in time with the music To understand the difference between canon and unison To know what a formation is and be able to dance in the formation given To dance in perfect unison To be able to work with a group to create a stylised dance incorporating the 5 dance actions, Jump, Turn, Travel, Stillness, Gesture. As well as different levels 	<ul style="list-style-type: none"> Can respond imaginatively to a range of stimuli related to character and narrative with a wide range of actions and dynamics e.g. pathways, speed and tension. Can refine, repeat and remember dance sequences. Can perform sequences clearly with some fluency. Remember and perform a range of warm up and cool down activities: give reasons why physical activity is good for health. Evaluate and recognise their own success How do you use your body differently when you exaggerate your movements? What still shapes do you see them holding? What gestures do you see them using? Can you identify the different activities? What was particularly good? How could it improve? 	<p>Canon Dynamics Performance Reflection Era Stylised Travel Formation Levels Unison Turn Jump Stillness Gesture Competition</p>
<p><u>Dance</u> <u>Y5</u></p>	<ul style="list-style-type: none"> To understand the difference between dance styles and focus on street dance. To understand what a formation is and to be able to stay within a 	<ul style="list-style-type: none"> Can explore, improvise and choose appropriate movement in the style of the dance. 	<p>Dynamics Formation Unison.</p>



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	<ul style="list-style-type: none"> formation when dancing. To know the key word dynamics and be able to perform movements showing different dynamics. To be able to count in time with the music in counts of 8. To introduce the five dance actions, use cards to target visual learners. To work together to create a sequence which includes all five dance actions in relation to the theme (Turn, jump, gesture, stillness, travel). To understand and be able to use levels within their sequences. To understand what canon is and how to incorporate canon within a dance To begin to use performance aspects when dancing eg. Facial expressions. Understand the meaning of Motif and be able to pick one position and change this position a few times to create a motif. 	<ul style="list-style-type: none"> Can perform skills accurately. Can plan dances creatively and collaboratively in groups to make the dance longer. Can organise their own warm up and cool down exercises: show that they understand why warming up is important for a good performance. Evaluate and recognise their own success Why did you choose particular movements? How fluent is the performance? What is particularly high quality about the performance? What could be better? 	Levels, Travel Turn Jump Stillness Gesture Motif Timing
<u>Dance</u> <u>Y6</u>	<ul style="list-style-type: none"> To explore positions that represent the Haka and how they could be used in their dance. To understand and be able to perform in unison. To understand the meaning of Canon, Travel. To give good feedback to classmates. To work together to create a short sequence with their group connecting everyone's ideas. To use canon within a dance To understand what formation is and to be able to change formation. To be able to count for themselves and interpret the music themselves so they know when to move onto the next stage of the dance. Understand how to perform the key dance actions (Gesture, Jump, Travel, Turn, Balance and stillness) when choreographing a dance. 	<ul style="list-style-type: none"> Can explore stimuli creatively using a range of controlled movements including actions, dynamics, space, relationships and patterns. Can work creatively and imaginatively on their own, with a partner and in a group to compose simple sequences. Perform to an accompaniment expressively and sensitively. Warm up and cool down independently. Understand how dance helps to keep them healthy. 	Performance Canon Unison Levels Travel Feedback Dynamics Formation Gesture Stillness Balance Lift Turn Travel Jump Muscle memory
<u>Athletics</u> <u>Y3/4</u>	<ul style="list-style-type: none"> To perform the pull throwing action To explore different running techniques To perform the sling throw To develop jumping actions Select an appropriate running technique for distance To perform a push throw To perform a start in a sprint type race To throw for distance using three different throws To perform a hop, step and jump To pass a baton successfully in a race To perform 5 different jumps To perform in athletic type competitive events (run, jump and throw) 	<ul style="list-style-type: none"> Perform a pull throw Run fast Perform a sling throw Jump 2 feet to 2 feet Run at different paces Perform a sprint start Combine 3 different jumps Pass a quoit/baton to a teammate successfully Perform a hop, step and jump Perform 5 different jumps Select appropriate equipment in a throwing type event Evaluate my own and other performances Compare my performances with previous ones to improve my personal best. 	Running <ul style="list-style-type: none"> Head – looking straight forward with eyes open. Arms – bent at elbow and opposite to leg. Legs – bent but not too high. Feet - heel toe when walking and balls of your feet when jogging, running and sprinting. Endurance – encourage children to run relaxed, head forward, relaxed arms. Sprint – children run tall, knees lifting, arms driving them forward, looking forward, head up. Throwing <ul style="list-style-type: none"> Opposite leg in front. Follow through with arm. Angle of release. Object makes a rainbow shape in the air.



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			<p>Jumping</p> <ol style="list-style-type: none"> 1) Bending legs at take-off to create biggest jump possible' 2) One foot or two for takeoff? 3) Bent knees on landing (soft landing) to protect joints. 4) Use of arms to gain momentum during jumps. 5) Landing technique – to prevent slipping
<p><u>Athletics</u> <u>Y5/6</u></p>	<ul style="list-style-type: none"> • To develop running skills in isolation. • To develop throwing skills • To evaluate their own success • To explore ways of combining jumping actions • To develop throwing skills in an athletic type activity • To develop jumping actions in combination • To develop running skills in isolation • To develop throwing skills in an athletic type activity • To develop running, jumping and throwing skills in an athletic type activity. • To compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • Take off and land one foot to one foot (same foot) • Take off and land one foot to opposite foot • Perform a pull throw • Run over a longer distance at an appropriate pace • Perform a sprint start • Take off on one foot and on two • Perform a push throw • Run fast • Take off and land using a combination of jumps Perform a sling throw • Take off and land using a hop, step and jump • Perform a heave throw • Use different running techniques and speeds for different events • Evaluate my own and other performances • Compare my performances with previous ones to improve my personal best 	<p>Running</p> <p>When speed walking, heels touch the floor first. Running on balls of feet. Arms should be bent at the elbow. Arms should move forwards and backwards, opposite to leg. Heads up when travelling around. Knees should be bent. Difference in body when jogging/sprinting. Jogging – relaxed shoulders and lower knees Sprinting – driving arms, tall body position and higher knees.</p> <p>Throwing</p> <p>Pull throw Push throw Sling throw • Leg opposite throwing arm in front Throw from low to high. Bent knees. • Elbow passes high and close to head • Fast arm • Follow through.</p> <p>Jumping for distance: Same foot, same foot, other foot etc. • Bend legs on landing • Land on flat feet • Listen to your feet (quiet?) • Be bouncy and keep tall. • Make jump sequence continuous • Create an even jumping rhythm • Swing arms in direction of jump Jumping for height • Bend knees • Swing arms • Spring of toes • Extend body</p>
<p><u>Games</u> <u>Y3</u></p>	<ul style="list-style-type: none"> • To send and receive a ball • To send a ball and move into space to receive a pass • To send and receive a ball in a simple game • To use simple tactics in a game • To send and receive a ball in an invasion game • To revise simple tactics in an invasion game • To evaluate their own and others success • To play "three touch ball" 	<ul style="list-style-type: none"> • Can throw and catch a ball using a chest pass with control and accuracy • Can throw and catch using a bounce pass with some control and accuracy • Can pass the ball using a chest or bounce pass to a teammate in space. • Can use a simple tactic to outwit an opponent i.e. pretend to throw one way then another. • Evaluating and recognising their own success • What do you do with your hands as you prepare to catch? • Why? • How can you pass the ball when there is a defender in the way? 	<p>Chest Pass</p> <p>Hands form a W with thumbs and fingers behind the ball. Elbows in and hold ball close to body Step forward and push ball towards receiver Extend arms fully after releasing</p> <p>Catching a chest pass</p> <p>Eyes watching the ball into hands Hold hands in W shape ready to receive pass. Reach for the ball with both hands and bring back to chest</p> <p>Bounce Pass</p> <p>Hands form a W with thumbs and fingers behind the</p>



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		<ul style="list-style-type: none"> • What were the best parts of your performance? • When you are attacking, how can you help the player with the ball? • How could you make better use of space? • What did you find difficult as a team? 	<p>ball Elbows in and hold ball close to body Step forward and push ball towards receiver about 2/3 of the distance between passer and receiver Extend arms fully after releasing.</p> <p>Shoulder pass</p> <p>Hold the ball with one hand and use the other to steady it Draw the ball back to one side with elbow at shoulder height Push the ball towards the receiver Throwing arm and fingers extend towards target</p> <p>Catching a pass Catching a chest or bounce pass</p> <p>Eyes watching the ball into hands Hold hands in W shape ready to receive pass Reach for the ball with both hands and bring back to chest.</p> <p>Tactics without the ball Running into a space to receive a pass Communicate using hand signals where they want the ball Tactics with the ball Range of passes (chest or bounce) Feints – disguise the pass Passing to player in space</p>
<u>Games</u> <u>Y4</u>	<ul style="list-style-type: none"> • To send and receive a ball • To travel with a ball. • To travel with a ball with control • To use simple tactics to outwit and opponent • To apply basic principles suitable for attacking • To evaluate and recognise their own success • To travel with a ball with control in an invasion game • To apply basic principles suitable for attacking in an invasion game i.e. core task "On the Attack" • To evaluate and recognise their own success 	<ul style="list-style-type: none"> • Can throw and catch a chest pass and bounce pass effectively (step forward into pass). • Can use a limited range of techniques eg pass high, low, overhead • Can dribble a ball and throw and catch a chest pass and bounce pass with control and accuracy • Can use a variety of simple tactics for attacking well i.e. Range of passes (chest or bounce) Feints – disguise the pass Passing to player in space • Travelling with the ball • Evaluating and recognising their own success • What type of throw is best if you want to pass a ball over a defender's head? • How can you let your teammates know that you want the ball? • What tactics did you use to outwit your opponents? • Do you think you could have used other tactics to improve your performance? • How could your team improve its play and score more goals 	<p>Chest Pass</p> <p>Hands form a W with thumbs and fingers behind the ball. Elbows in and hold ball close to body Step forward and push ball towards receiver Extend arms fully after releasing</p> <p>Catching a chest pass Eyes watching the ball into hands Hold hands in W shape ready to receive pass</p> <p>Bounce Pass Reach for the ball with both hands and bring back to chest Bounce Pass Hands form a W with thumbs and fingers behind the ball Elbows in and hold ball close to body Step forward and push ball towards receiver about 2/3 of the distance between passer and receiver Extend arms fully after releasing.</p> <p>Catching a pass Catching a chest or bounce pass Eyes watching the ball into hands Hold hands in W shape ready to receive pass Reach for the ball with both hands and bring back to chest. Dribbling Ball: Do not pat, use fingers not palms. Head up Back straight Bounce from hip.</p> <p>Tactics With the ball Range of passes Feints Passing to player in space Tactics Defenders Intercepting a pass Closing down space</p>



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<p><u>Games</u> <u>Y5/6</u></p>	<ul style="list-style-type: none"> To revise travelling with an object To revise sending and receiving skills using a variety of objects To revise tactics used in an invasion game To undertake a leadership/officiating role To select and apply tactics in different invasion games To evaluate tactics across invasion games for similarities To develop the skills to play a rugby type game To explore creating a rugby league type game To create an invasion game to solve a tactical problem To explore adapting an invasion games to explore positions and attacking/defending options. To choose and apply skills and tactics consistently in an invasion type competitive games. To develop the ability to evaluate their teams work and suggest ways to improve it. 	<ul style="list-style-type: none"> Can use different techniques for passing, and shooting the ball in games with accuracy and control i.e. push pass, dribbling the ball, shooting at goal close down an opponent effectively successfully mark a player or mark a space tackle safely Can use attacking and defending skills appropriately in games. i.e Choose when to pass successfully Dribble at an appropriate time to gain space, Lose a defender sometimes, Anticipate an attacker moving when defending Evaluating and recognising their own success How do you know where to pass the ball? When would you pass the ball to make progress towards the goal? When marking, is it easier to face your partner or stand behind them? How can you help the player with the ball? Where should they be positioned? Do you need all your defenders to go towards the player with the ball? 	
<p><u>Striking and Fielding</u> <u>Y3/4</u></p>	<ul style="list-style-type: none"> To send a ball in a striking and fielding game To receive a ball in a striking and fielding game To evaluate success To strike a ball a striking and fielding game To use simple tactics in a striking and fielding game To evaluate tactics used in a striking and fielding game 	<ul style="list-style-type: none"> Can use a range of skills with some control and accuracy, eg throwing a ball underarm, striking a ball off a tee and by self feed, throw and catch a ball, bowl underarm; Can return the ball quickly and accurately when fielding Can choose and use batting or throwing skills to make the game hard for their opponents can explain where the best place is to strike/throw the ball Can set up small games; know rules and use them fairly to keep games going Evaluate and recognise their own successes What is the best way to throw the ball to make it easy for the catcher? How could you make the game easier for the fielders? When you are fielding, how can you anticipate where the ball will be struck? What do you think is the best position for fielders? 	<p>Under arm throwing</p> <p>Watch target / head still / balance • Front on towards target • Straight arm towards target</p> <p>Over arm throw</p> <p>• Watch target / head still / balance • Side on towards target • Throwing arm above and behind head • Front arm used to aim • Weight / momentum towards target • Stay on two feet</p> <p>Pick up</p> <p>• Low to ground gradually in approach (helicopters and aeroplanes) • Pick up ball under eye • Weight / momentum towards target</p> <p>Batting</p> <p>• Batting (straight drive) • Watch the ball / head still / balance • Grip (V's, hands together, middle of bat handle) • Stance / pick up • HEAD / foot / weight towards the ball • Number 9 (bat and arms) (bat and body) Bowling • Watch the target / head still / balance • Base position (towards target) • Grip • Non</p>



PE Progression of Skills and Knowledge

			bowling arm movement (karate chop) / figure 6 with bowling arm • Bowling arm to opposite pocket / weight towards target Long Barrier • Right hand thrower, left leg as barrier and vice versa. • Stopping leg must get side on to make the area as big as possible.g Barrier
<u>Striking and Fielding</u> <u>Y5/6</u>	<ul style="list-style-type: none"> • To bowl underarm with accuracy • To catch a ball when fielding. • To run with a bat between wickets • To bowl overarm with accuracy • To strike a ball with a cricket bat. • To learn how to field a ball To bowl underarm / overarm with accuracy in a game • To bowl underarm / overarm with accuracy in a pairs cricket • To play a modified competitive cricket game. • To evaluate what was successful in a game. 	<ul style="list-style-type: none"> • Can play competitive modified cricket type games with growing control and consistency. • Can strike a bowled ball • Can bowl overarm accurately • Can Use a range of fielding skills, i.e. catching, throwing, bowling, intercepting, with growing control and accuracy • Can understand and implement a range of tactics in games i.e. • direct the ball away from fielders • plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding • Evaluate and recognise their own success • What is the best way to throw the ball to make it easy for the catcher? • • Can you describe what your friend does well when batting, bowling and fielding? • What one thing could they improve in each case? 	<p>Under arm throwing</p> <p>• Watch target / head still / balance • Front on towards target • Straight arm towards target</p> <p>Over arm throw</p> <p>• Watch target / head still / balance • Side on towards target • Throwing arm above and behind head • Front arm used to aim • Weight / momentum towards target • Stay on two feet</p> <p>Pick up • Low to ground gradually in approach (helicopters and aeroplanes) • Pick up ball under eye • Weight / momentum towards target Batting • Batting (straight drive) • Watch the ball / head still / balance • Grip (V's, hands together, middle of bat handle) • Stance / pick up • HEAD / foot / weight towards the ball • Number 9 (bat and arms) (bat and body)</p> <p>Bowling • Watch the target / head still / balance • Base position (towards target) • Grip • Non bowling arm movement (karate chop) / figure 6 with bowling arm • Bowling arm to opposite pocket / weight towards target Long Barrier • Right hand thrower, left leg as barrier and vice versa. • Stopping leg must get side on to make the area as big as possible.g Barrier</p>