

PROGRESSION MAPPING				GAMES			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
KEY SKILLS	<ul style="list-style-type: none"> <li>• Send and receive a ball by rolling from hand and striking with foot.</li> <li>• Aim and throw underarm</li> <li>• Catch balloon / beanbag / scarf &amp; sometimes a bouncing ball.</li> <li>• Move and stop safely in a specific area</li> <li>• Play a passing &amp; target games alone and with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Move a ball using simple throwing techniques.</li> <li>• Explore different ways of moving a ball.</li> <li>• Sometimes catch a ball.</li> <li>• Stop a ball moving in different ways.</li> <li>• Play simple ball games involving kicking, catching or throwing.</li> <li>• Enjoy taking part in PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Kick and throw a ball, with some accuracy.</li> <li>• Know different ways to stop a ball.</li> <li>• Begin to work together with a partner.</li> <li>• Start to link skills and actions within simple games.</li> <li>• Begin to show some understanding of simple tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Move a ball with control and accuracy.</li> <li>• Show increasing confidence when rolling, hitting, kicking a ball.</li> <li>• Show understanding of the importance of rules and fairness.</li> <li>• Be able to follow rules in games.</li> <li>• Begin to understand the concept of both team and opponent.</li> <li>• Develop simple tactics to use in team games</li> </ul>	<ul style="list-style-type: none"> <li>• Throw, catch, strike, field, and stop a ball with increasing control and accuracy.</li> <li>• Become increasingly accurate when throwing for longer distances.</li> <li>• Decide the best way to move a ball for different purposes and needs.</li> <li>• Choose an appropriate speed to move a ball.</li> <li>• Begin to be aware of space in team games.</li> <li>• Begin to make good use of space.</li> <li>• Vary skills, actions and ideas within simple games.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of throwing techniques, with increasing power and accuracy.</li> <li>• Use a range of fielding skills and throw with accuracy to hit a target.</li> <li>• Plan different approaches to attacking and defending.</li> <li>• Choose the best pace to use in athletics or games.</li> <li>• Have a growing awareness of space in team games.</li> <li>• Begin to know how to keep or gain possession.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw with accuracy and power.</li> <li>• Combine, vary and choose appropriate strategies and tactics.</li> <li>• Choose and use the most appropriate skills, tactics and actions to cause problems.</li> <li>• Know how to keep possession.</li> <li>• Work within a team, with less focus on self.</li> <li>• Understand that a winning team has not always been the best one.</li> </ul>
SUBSIDIARY SKILLS	EVALUATING <ul style="list-style-type: none"> <li>• I can talk about what I enjoyed doing.</li> <li>• I can suggest simple improvements.</li> <li>• I can see how my work is similar to and different from other children.</li> <li>• I can suggest ways to improve my own work and my friends work.</li> </ul>			<ul style="list-style-type: none"> <li>• I understand the importance of warming up and cooling down.</li> <li>• I understand how performances can be improved, through practice and reflection.</li> <li>• I can talk about differences between my own and others' actions.</li> </ul>			<ul style="list-style-type: none"> <li>• I can independently prepare for exercise, and use cooling down techniques.</li> <li>• I can modify and refine my skills and techniques to improve any performance.</li> <li>• I use a range of criteria to judge my own and others' work.</li> </ul>

	FUNDAMENTALS & MOTOR COMPETENCE	<b>Opportunities to practice, refine and master...</b> <ul style="list-style-type: none"><li>• Locomotor skills of running, jumping, hopping, stopping, turning, rolling, sliding, leaping, dodging, galloping.</li><li>• Stability skills such as twisting, balancing, strength, balance, agility and co-ordination.</li><li>• Manipulation skills; throwing and catching.</li><li>• How to negotiate space and obstacles safely, with consideration for themselves and others.</li></ul>		<b>Opportunities to...</b> <ul style="list-style-type: none"><li>• Use and apply fundamental movement skills in order to enhance skills in team games</li><li>• Further develop motor competence with precision movements and increased body awareness and control.</li><li>• Evaluate performances with an increased awareness of intended purpose and outcome.</li></ul>
	KEY VOCABULARY	<ul style="list-style-type: none"><li>• Pass</li><li>• Goal</li><li>• Dribble</li><li>• Team</li><li>• Team mates</li><li>• Space</li><li>• Racket</li><li>• Match</li></ul>	<b>Continue to develop key vocabulary from KS1, also adding new terminology appropriate to the sport being played.</b> <ul style="list-style-type: none"><li>• Goal keeper/Goal defence<ul style="list-style-type: none"><li>• Attack/Defend</li><li>• Captain</li></ul></li><li>• Court/Pitch/Course</li><li>• Referee/Umpire<ul style="list-style-type: none"><li>• Opposition</li><li>• Competitive<ul style="list-style-type: none"><li>• Season</li><li>• Off-side</li><li>• Control</li></ul></li></ul></li></ul>	
	KEY CONCEPTS	<b>Target Games:</b> <ul style="list-style-type: none"><li>- in which the participant propels an object, preferably with a high degree of accuracy, at a target.</li></ul> <b>Net/Wall Games:</b> <ul style="list-style-type: none"><li>- in which the participant propels an object into space trying to make it difficult for an opponent to return it.</li></ul> <b>Striking/Fielding Games:</b> <ul style="list-style-type: none"><li>- in which the participant strikes an object so it is placed away from defenders in the field.</li></ul> <b>Territory Games:</b> <ul style="list-style-type: none"><li>- in which participants invade an opponent's territory to score.</li></ul> <b>Tactics (Tactical awareness):</b> <ul style="list-style-type: none"><li>- developing understanding of common elements of games and tactics needed for success</li></ul> <b>Strategy:</b> <ul style="list-style-type: none"><li>- a plan of action designed to achieve a long-term or overall aim.</li></ul> <b>Rules:</b> <ul style="list-style-type: none"><li>- clear guidelines to ensure participants play correctly, safely and fairly.</li></ul>		

### **The importance of knowledge in GAMES**

1. **Declarative Knowledge** in **GAMES** incorporates understanding of key concepts and key vocabulary, but also a knowledge of the rules, strategies and tactics of each game played. Children need to first understand declarative knowledge of each sport played, before being successful in its application.
2. **Procedural knowledge** in **GAMES**, is how pupils demonstrate their knowledge and understanding of different rules, strategies and tactics to facilitate a successful outcome and good performance. It is very different to understand the rule of passing back in tag rugby, to being successful in passing the ball back to team mates, without moving forward.

3. **Conditional knowledge** is developed at the point when declarative and procedural knowledge are becoming more secure and well on the way, to being mastered. When children begin to make their own decisions about when, how and why to employ certain tactics and/or strategies they are developing their own conditional knowledge. When this becomes more fluent and more instinctive, it shows it is becoming embedded within the long term memory and will be more readily available to access at any point when needed.

**SUBSIDERY KNOWLEDGE (FUN FACTS!)**

- Sheffield FC is the world's oldest football club, founded in 1857.
- Tennis strings were traditionally made from the intestines of goats, cows, or sheep. Fibres were extracted from the intestines which contain collagen, responsible for the strings' elasticity. Nowadays they are mostly made from nylon.
- Golf balls have around 336 dimples. That's the average, but there's no limit to the number of dimples. There can be between 300 and 500. Their purpose is to make them travel further in the air.
- The grass at Wimbledon used to be around 5cm long until an English player was bitten by a snake in 1949. Now, it's 8mm long.