



# P.E Progression of Knowledge, Skills and Vocabulary

Organisation of Knowledge	Fundamentals	Ball skills	Games	Dance	Gymnastics
<b>Relevant ELG</b>	<b>ELG: Gross motor skills</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing</li> </ul> <b>ELG: Fine motor skills</b> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paint brushes and cutlery</li> </ul> <b>ELG: Self-regulation</b> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <b>ELG: Managing self</b> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <b>ELG: Building relationships</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> </ul>			<b>ELG: Gross motor skills</b> <ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <b>ELG: Self-regulation</b> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <b>ELG: Building relationships</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> </ul>	
<b>KS1 Readiness objective</b>	<ul style="list-style-type: none"> <li>To develop the overall body strength-ordination, balance and agility needed to engage successfully with future physical education.</li> <li>To use their core muscle strength to achieve a good posture.</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>	<ul style="list-style-type: none"> <li>To combine different movements with ease and fluency.</li> <li>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	To negotiate space and obstacles To negotiate space and obstacles safely, with consideration for themselves and others. To confidently and safely use a range of large and small apparatus indoors	<ul style="list-style-type: none"> <li>To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>To combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>To use a more fluent style of moving, developing control and grace.</li> <li>To combine different movements with ease and fluency.</li> </ul>
<b>P.E Progression: National Curriculum Programme of Study</b>					
<p><b>Purpose of study</b> A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p><b>Aims</b></p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead healthy, active lives.</li> </ul> <p><b>Attainment targets</b></p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p><b>Schools are not required by law to teach the example content in [square brackets].</b></p>					
<b>P.E Progression: Subject Content in KS1 and KS2</b>					
<b>Subject Content Key Stage 1:</b>			<b>Subject Content Key Stage 1:</b>		
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.			Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.		

Pupils should be taught to: <ul style="list-style-type: none"><li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li><li>• participate in team games, developing simple tactics for attacking and defending</li><li>• perform dances using simple movement patterns.</li></ul>				Pupils should be taught to: <ul style="list-style-type: none"><li>• use running, jumping, throwing and catching in isolation and in combination</li><li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>• perform dances using a range of movement patterns</li><li>• take part in outdoor and adventurous activity challenges both individually and within a team</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>			
P.E Progression: Gymnastics							
Year group	EYFS High, over, under, over	Year 1 Wide, narrow, curled	Year 2 Linking	Year 3 Symmetry and Asymmetry	Year 4 Bridges	Year 5 Counter balance and Counter tension	Year 6 Matching and Mirroring
Core Knowledge	How we can move our bodies in 'high' ways; jumps, hops, skips, side steps and backwards How we can move our bodies in 'low' ways; slides, rolls (long, curled) hands and feet. How to create high and low balances 'shapes'. Why it is important to use the apparatus safely. How to be creative on the apparatus, moving through, along, across, over and under a variety of apparatus. Why it is so important to move and balance like a 'Champion'. 'Champion' refers to when we are being silent, pointing their fingers and toes and are still when we make a shape/balance.	How to create 'Wide', 'Narrow' and 'Curled' movements on the floor and on apparatus, using a variety of body parts. How to create 'Wide', 'Narrow' and 'Curled' balances (shapes) on the floor and on apparatus, using a variety of body parts. Why it is important to perform each movement and balance like a 'champion' and understand the difference between 'wide', 'narrow' and 'curled'. How to 'transition' between movements, adding movements together and transitioning between them. How and where to use more than one piece of apparatus at the same time to create movements and balances, 'interesting' gymnastics.	How to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping. Why applying 'flow' as we link our movements together is so important. How to use a variety of apparatus when we are creating movement sequences.	What Symmetry and Asymmetry means. Why it is essential to explore a variety of movements to ascertain the best moves to allow for flow and interesting gymnastics for the sequence. How to execute balances and movements in both symmetrical and asymmetrical ways. Why it is so important to create 'excellent' movements and balances. Pupils will understanding that 'excellent' refers to when we control our bodies so they are silent, extending our fingers and toes and are able to hold our balances still for at least four seconds. How to peer and self assess, identifying strengths and weaknesses in our own and others' performances.	How to create a 'bridge balance' with a partner using different levels and different connection points. How to reflect and evaluate using their observations to make accurate improvements to our own and others performances. How to create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity. Why it is important to explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.	What 'Counter Balance' and 'Counter Tension' means, understanding the difference between them. How to include a change of speed in our movements. How to create and execute 'Counter Balances' and 'Counter Tension Balances' with a partner using a variety of levels and connection Points. How to create a sequence, by accurately combining movements and balances, with flow and accurate timings within the Counter Balance and Counter Tension theme.	What 'Matching' movements mean; Matching is where pupils perform exactly the same movements at the same time. Why performing at and 'excellent' standard, with accurate timings and fluidity is so important. What 'Mirroring' means; Mirroring is where pupils perform their movements creating a mirror image of each other. How to create a sequence of movements, bringing together a combination of both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.

<b>Skills</b>	<p>Introduction to high, low, over and under</p> <ul style="list-style-type: none"> <li>• Introduction to the apparatus</li> <li>• Applying high and low on apparatus</li> </ul>	<p>Introduction to wide, narrow and curled</p> <ul style="list-style-type: none"> <li>• Exploring the difference between wide, narrow and curled</li> <li>• Transitioning between wide, narrow and curled movements</li> <li>• Linking two movements together</li> </ul>	<p>Developing linking</p> <ul style="list-style-type: none"> <li>• Linking on apparatus</li> <li>• Jump, roll, balance sequences/on apparatus</li> <li>• Creation of sequences</li> <li>• Completion of sequences and performance</li> </ul>	<p>Introduction to symmetry</p> <ul style="list-style-type: none"> <li>• Introduction to asymmetry</li> <li>• Application of learning onto apparatus</li> <li>• Sequence formation</li> <li>• Sequence completion</li> </ul>	<p>Introduction to bridges</p> <ul style="list-style-type: none"> <li>• Application of bridge learning onto apparatus</li> <li>• Develop sequences with bridges</li> <li>• Sequence formation</li> <li>• Sequence completion</li> </ul>	<p>Introduction to Counter Balance</p> <ul style="list-style-type: none"> <li>• Application of Counter Balance learning onto apparatus</li> <li>• Sequence formation</li> <li>• Counter Tension</li> <li>• Sequence completion</li> </ul>	<p>Introduction to matching /mirroring</p> <ul style="list-style-type: none"> <li>• Application of matching mirroring learning onto apparatus</li> <li>• Sequence development</li> </ul>
<b>Vocabulary</b>	<p>Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.</p> <p>Shapes: Another word for balancing. Pupils must hold a shape still.</p> <p>High: This means moving or balancing in ways where the body is high up away from the floor. For example jumping, hopping or skipping.</p> <p>Low: This means moving or balancing in ways where the body is low to the floor. For example sliding, rolling or crawling.</p> <p>Transition: The term transition means to move into and out of basic movements, actions or balances.</p> <p>Apparatus: The term apparatus refers to a piece of equipment that's used in gymnastics. For example a bench, vault or balance beam.</p> <p>Over: This refers to when the body is moving over the top of a piece of apparatus.</p> <p>Under: This refers to when the body is moving underneath a piece of apparatus</p>	<p>Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.</p> <p>Wide: This means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example a star jump is a wide movement.</p> <p>Narrow: This means moving or balancing in ways where the body stretches (arms and legs) vertically away from the centre of the body. For example, a pencil jump is a narrow way of moving.</p> <p>Curled: This means to move or balance rolling our body up tightly. A forward roll is an example of moving in a curled way.</p> <p>Transition: The term transition means to move into and out of basic movements, actions or balances.</p> <p>Interesting: This means pupils are thinking and being creative.</p> <p>Linking: This means successfully adding two movements together so that they flow one after the other.</p>	<p>Champion Gymnastics: Champion refers to pupils being silent, pointing their fingers and toes and are still when they make shapes/balances.</p> <p>Linking: This means successfully adding two movements together so that they flow one after the other.</p> <p>Flow: This is when a gymnast moves from one action to another without stopping.</p> <p>Transition: The term transition means to move into and out of basic movements, actions or balances.</p> <p>Jump: Is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.</p> <p>Roll: Is a method of moving where a gymnast completes rotation of their body on the ground.</p> <p>Sequence: This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.</p>	<p>Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds</p> <p>Linking: This means successfully adding two movements together so that they flow one after the other.</p> <p>Flow: This is when a gymnast moves from one action to another without stopping</p> <p>Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.</p> <p>Extension: This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.</p> <p>Symmetrical: Symmetry occurs when a balance or a movement is identical on either side.</p> <p>Asymmetrical: Asymmetry means when a balance or a movement does not match on either side.</p>	<p>Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.</p> <p>Extension: This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.</p> <p>Control: This refers to pupils being able to move their bodies silently.</p> <p>Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.</p> <p>Bridge: A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies.</p> <p>Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.</p> <p>Flow: This is when a gymnast moves from one action to another without stopping.</p>	<p>Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.</p> <p>Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.</p> <p>Flow: This is when a gymnast moves from one action to another without stopping.</p> <p>Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.</p> <p>Counter Balance: A counter balance is a pushing balance.</p> <p>Counter Tension: A counter tension is a pulling balance.</p> <p>Unison: Unison is where pupils perform the same movement at exactly the same time as each other.</p> <p>Canon: Canon is where pupils perform the same movement one after the other.</p>	<p>Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.</p> <p>Flow: This is when a gymnast moves from one action to another without stopping.</p> <p>Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.</p> <p>Matching: Matching is where pupils perform exactly the same movements at the same time.</p> <p>Mirroring: Mirroring is where pupils perform their movements creating a mirror image of each other.</p> <p>Unison: Unison is where pupils perform the same movement at exactly the same time as each other.</p> <p>Canon: Canon is where pupils perform the same movement one after the other</p>



PE Progression: Dance							
Year group	EYFS Ourselves	Year 1 Growing	Year 2 Water	Year 3 Wild Animals	Year 4 Cats	Year 5 Greeks	Year 6 Carnival
<b>Core Knowledge</b>	<p>How to move our bodies in different ways linked to the theme.</p> <p>How to move our bodies with big clear actions.</p> <p>How to listen to the music and move the body in relation to the music.</p> <p>How to create a variety of 'freeze' positions linked to the theme.</p> <p>Why it is important to move with control.</p> <p>'Control' means moving our bodies in time with the music, beat or sound.</p> <p>Why it is so important to move like a 'Champion Dancer'.</p> <p>Champion dancers can move with control, respond to the rhythm, move in relation to the music.</p>	<p>How to create a variety of 'big' body movements linked to the theme.</p> <p>How to add movements together to create simple movement sequences.</p> <p>How to create a variety of 'small' body movements linked to the theme.</p> <p>How to move in relation to the music and respond with appropriate movements and actions.</p> <p>What we mean by 'expression' and begin to show this in us</p> <p>movements. Expression refers to the actions a dancer uses to make their characters thoughts or feelings known.</p>	<p>How to respond to a variety of stimuli or themes with appropriate movements.</p> <p>How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping.</p> <p>What a 'Motif' is and how to successfully create a mini sequence</p> <p>and repeat it. A Motif is a series of movements that are repeated.</p> <p>How to use movements to tell a story.</p>	<p>How to create and develop a character</p> <p>in order to tell a story through movements.</p> <p>Why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance.</p> <p>How to develop characterisation, exploring characters that are opposites.</p> <p>Why it is so important to perform like an 'excellent dancer' Excellent dancers interpret the</p> <p>music, perform with good timing and musicality, show expression and creativity and are able to choreograph.</p> <p>Introduce these throughout the unit as appropriate.</p> <p>How to peer and self assess, identifying strengths and weaknesses in our own and others' performances.</p>	<p>How to develop sequences with our partner in character that show relationships and interlinking dance moves.</p> <p>How to reflect and evaluate to make accurate improvements to our own and others performances.</p> <p>How to create sequences in pairs, applying flow and challenging their creativity.</p> <p>What we mean by emotion and include this</p> <p>choreographical element in our performances.</p> <p>Emotion refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.</p>	<p>How to perform accurately and convincingly in character with big bold actions.</p> <p>How to include a change of speed in our movements.</p> <p>What canon and unison are and be able to include these choreographical elements in our performances.</p> <p>Canon: Canon is where pupils perform taking it in turns one after the other. Unison: Unison is where pupils perform the same movement at exactly the same time as each other.</p> <p>How to create a sequence, by accurately combining movements with flow and accurate timings.</p>	<p>How to make effective evaluations of an individuals or pairs' strengths and weaknesses.</p> <p>Why performing at and 'excellent' standard, with accurate timings and fluidity is so important.</p> <p>What 'Choreography' means.</p> <p>Choreography: is a set of sequence steps</p> <p>and movements that have been specifically designed for a dancer or group of dancers to performer.</p> <p>How to include a change of speed and dynamic in our movements.</p>
<b>Skills</b>	<p>Moving in sequence</p> <ul style="list-style-type: none"> <li>• Responding in movement to words and music</li> <li>• Moving with props and contrasting tempos</li> <li>• Creating their own movements</li> <li>• Exploring opposites</li> </ul>	<p>Responding to rhythm</p> <ul style="list-style-type: none"> <li>• Developing the growing plant 'dance'</li> <li>• Introduction to motifs</li> <li>• Creating motifs</li> <li>• Creating movement sequences</li> <li>• Relationships and performance</li> </ul>	<p>Responding to stimuli</p> <ul style="list-style-type: none"> <li>• Developing whole group movement</li> <li>• Improvisation and physical descriptions</li> <li>• Creating contrasting movement sequences</li> <li>• Sequences, relationships and performance</li> </ul>	<p>Responding to stimuli</p> <ul style="list-style-type: none"> <li>• Developing character dance into a motif</li> <li>• Develop sequences with a partner in character that show relationships</li> <li>• Extending sequences with a partner in character</li> </ul>	<p>Responding to stimuli working together</p> <ul style="list-style-type: none"> <li>• Extending sequences with a partner in character</li> <li>• Exploring two contrasting Relationships and interlinking dance moves</li> </ul>	<p>Exploring the Greeks using compositional principles</p> <ul style="list-style-type: none"> <li>• Extending sequences with a partner using compositional principles</li> <li>• Creating movement using improvisation where movement is reactive</li> </ul>	<p>Performing with technical control and rhythm in a group</p> <ul style="list-style-type: none"> <li>• Creating rhythmic patterns using the body</li> <li>• Experiencing dance from a different culture</li> <li>• Choreographical elements including still imagery</li> </ul>
<b>Vocabulary</b>	<p>Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.</p>	<p>Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.</p>	<p>Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.</p>	<p>Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.</p>	<p>Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.</p>	<p>Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.</p>	<p>Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.</p>

	<p>Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4). Moving: means using a variety of body parts to move around the space in a creative way. Control: means moving our bodies in time with the music Rhythm: is a repeated pattern of movements or sounds. Timing: In dance, timing refers to moving to the beat of the music. Sequence: This is a combination of controlled movements that have been added together in a particular order. Opposite: refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast.</p>	<p>Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4). Moving: means using a variety of body parts to move around the space in a creative way. Control: means moving our bodies in time with the music Rhythm: is a repeated pattern of movements or sounds. Timing: In dance, timing refers to moving to the beat of the music. Sequence: This is a combination of controlled movements that have been added together in a particular order. Opposite: refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast.</p>	<p>Rhythm: is a repeated pattern of movements or sounds. Control: means moving our bodies in time with the music, beat or sound. Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationship with others. Stimulus: stimulus is something that provokes or causes an action or response. Flow: This is when a dancer moves from one action to another smoothly and without stopping. Timing: In dance, timing refers to moving to the beat of the music.</p>	<p>Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. Creativity: refers to pupils using their imagination or original ideas when performing their dance actions. Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others. Motif: is a series of movements that are repeated. Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer. Character: Character refers to the person, animal or fictional character that the pupil is portraying in their performance.</p>	<p>Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. Creativity: refers to pupils using their imagination or original ideas when performing their dance actions. Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others. Motif: is a series of movements that are repeated. Character: Character refers to the person, animal or fictional character that the pupil is portraying in their performance. Flow: This is when a dancer moves from one action to another smoothly and without stopping.</p>	<p>Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. Creativity: refers to pupils using their imagination or original ideas when performing their dance actions. Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others. Motif: is a series of movements that are repeated. Compositional: means the ability to create a dance performance in relation to a poem or piece of music. Improvisation: means the ability to perform a dance sequence or movement to a particular piece of music or drama, spontaneously or without preparation.</p>	<p>Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. Creativity: refers to pupils using their imagination or original ideas when performing their dance actions. Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others Stimulus: stimulus is something that provokes or causes an action or response. Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer. Rhythm: is a repeated pattern of movements or sounds.</p>
<p align="center"><b>P.E Progression: Athletics</b></p>							
<b>Year group</b>	<b>EYFS Jumping1</b>	<b>Year 1 Running 1</b>	<b>Year 2 Jumping1</b>	<b>Year 3 Athletics</b>	<b>Year 4 Athletics</b>	<b>Year 5 Athletics</b>	<b>Year 6 Athletics</b>
<b>Core Knowledge</b>	<p>How to walk, swinging our arms with opposite arm and leg action. Where to walk by staying in a space and why this is so important in a game scenario. How to jump swinging our arms and bending our knees. Why jumping with the correct technique is so important.</p>	<p>How to run pumping our arms, using the balls of our feet and looking ahead. Where to run by staying in a space and why this is so important in a game scenario. When and why we need to change speed when we are running in a game situation. Why jumping and skipping with the correct technique is so important. How to jump skip with</p>	<p>When and where we dodge, applying this into games. When to use a jumping skill in a game and why. How to link jumps together and execute them in combination. How to dodge. We keep our head up with a low body position, bending our knees, planting one foot on the floor, leaning our body to one side and then moving the other way quickly.</p>	<p>How to run when running for speed, creating a pumping action with our arms and elbows bent, springing off the balls of our feet. Why we have to accelerate at the start of a race. How to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton. How to throw for distance and why the correct technique is essential to send the object further. We</p>	<p>Why we need to pace ourselves when running for distance. How to use our bodies to throw with greater distance. Why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race. How we can use our bodies to jump as far as possible, using a combination of jumps.</p>	<p>Why we need to maintain our speed until we cross the finish line. When and where the changeovers take place on a curved track. How to hurdle safely, applying the correct technique. How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance.</p>	<p>Why we need to apply accurate head, arm and foot technique to make ourselves run quicker. How to transfer their body weight to push (put) the shot put and throw the javelin further Why we need to select certain pupils for certain events in order for our team to be successful.</p>

		a step hop action, swinging our arms.		throw and object sideways on, with our arm up and elbow bent above our shoulder. We release the object when it is just past our head.			
<b>Skills</b>	Explore/develop jumping. Apply jumping into a game. Jumping for distance. Explore jumping high. Explore hopping.	Recap jumping. Develop jumping. Explore how jumping, affects our bodies. Explore skipping. Apply skipping and jumping into a game	Consolidate jumping. Apply jumping into a game. Linking jumping. Explore jumping combinations. Develop jumping combinations.	Explore running for speed Explore acceleration Introduce /develop relay: Running for speed in a team. Throwing: Accuracy vs distance. Standing Long Jump	Develop running at speed <ul style="list-style-type: none"> <li>• Exploring our stride pattern</li> <li>• Exploring running at pace</li> <li>• Understand and apply tactics when running for distance</li> <li>• Javelin</li> <li>• Standing Triple Jump</li> </ul>	Finishing a race <ul style="list-style-type: none"> <li>• Evaluating our performance</li> <li>• Sprinting: My personal best               <ul style="list-style-type: none"> <li>• Relay changeovers</li> <li>• Shot Put</li> </ul> </li> <li>• Introducing the Hurdles</li> </ul>	Running for speed competition <ul style="list-style-type: none"> <li>• Running for distance competition</li> <li>• Throwing competition</li> <li>• Jumping competition</li> </ul>
<b>Vocabulary</b>	Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air. Space: is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils. Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped. Height: is defined as the distance from the bottom to the top of something. This means how high an athlete has jumped. Speed: Is the ability to move all or part of the body as quickly as possible. Landing: Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact. Hopping: is to continuously jump on one foot at the same time.	Defender: We are considered a 'defender' when we are trying to catch an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring. Walking: is a method of moving at a regular pace by lifting and placing down each foot in turn, never having both feet off the ground at once. Marching: is a method of moving in either a rhythmic or a route-step time. Marching is normal associated with the military and requires controlled and disciplined movements. Change of direction: means to change the pathway that we are orienting in. Space: is an open area on the pitch that is unoccupied by another pupil or a defender. Speed: is the ability to move parts of the body as quickly or as slowly as possible.	Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air. Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped. Space: is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils. Landing: Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact. Attacker: We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender. Defender: We are considered a 'defender' Speed: Is the ability to move all or part of the body as quickly as possible.	Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object. Acceleration: is how quickly an athlete can increase their speed over a distance. For example this might mean how quickly an athlete ran over 10m starting from a stationary position. Distance: is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped. Accuracy: is the ability to control where we throw an object Relay: A relay is a running race where members of a team take turns to complete parts of the race.	Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object. Stride Pattern: Is the distance covered when an athlete takes a step. An athletes stride pattern will differ depending on the distance that athlete is running. Distance: is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped. Pace: Pace is used to measure an athletes speed. It is the amount of time it takes an athlete to cover a specific distance. It is important for long distance runners to pace themselves, if they go to fast to early, they will	Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object. Distance: is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped. Evaluation: means for an athlete to review their own or teams performance, making judgements on their own or teams strengths and weaknesses in order to improve their own or teams performances. Change Over: A change over is where two athletes from the same team pass a baton between one another while running as fast as possible. Athletes cannot throw or drop the baton.	Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way. Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object. Distance: is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped. Evaluation: means for an athlete to review their own or teams performance, making judgements on their own or teams strengths and weaknesses in order to improve their own or teams performances. False Start: A false start is where an athlete



				Change Over: A change over is where two athletes from the same team pass a baton between one another while running as fast as possible. Athletes cannot throw or drop the baton.	finish the race slower. Power: is the intensity and speed that an object is thrown towards or how an athlete uses their body to increase the distance they jump.	Personal Best: A personal best is an individual or team's best performance in a given event. Lap: Is one full completed circuit of a track in a running race.	begins a running race before they are permitted to do so. Events: The different track and field activities in athletics are known as events. Track are running events and field are throwing and jumping events.
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**P.E Progression:**  
**Outdoor and Adventure (OAA)**

Year group	EYFS Games for understanding	Year 1 Team building	Year 2 Team building	Year 3 Tactics and Communication	Year 4 Problem Solving	Year 5 Orienteering	Year 6 Leadership
<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>Why we need to play fairly.</li> <li>Why we need to encourage others in our team.</li> <li>Why we need to try our hardest every time.</li> <li>How to use our imagination and try lots of different ways until we find the right solution.</li> <li>Why it is important to include everyone in our team.</li> </ul>	<ul style="list-style-type: none"> <li>What makes an effective team; include everyone, encourage, try our best etc.</li> <li>How to work in pairs and small teams to complete different challenges.</li> <li>What the consequences could be in a game if we do not include all of our team.</li> <li>How to explore simple strategies to complete challenges.</li> <li>Why it is important to continue to try our hardest, even if we find the challenge hard.</li> </ul>	<ul style="list-style-type: none"> <li>Why we have to work together, listening to our team mates (communication) in order to win and complete the challenge.</li> <li>What our role is within our team.</li> <li>How to develop and adapt simple strategies in order to improve as a team.</li> <li>Why it is so important to respect our team and any other teams involved in the challenge.</li> </ul>	<ul style="list-style-type: none"> <li>What makes an effective leader</li> <li>How to create and apply simple tactics for completing challenges quickly.</li> <li>Why our role is important if our team is going to be successful.</li> <li>How to communicate effectively, listening when others are speaking and using a clear voice when communicating our own ideas.</li> <li>How to collaborate with our own team members, applying the rules of the game.</li> <li>How to collaborate with the opposing team(s), applying the rules of the game.</li> </ul>	<ul style="list-style-type: none"> <li>What the attributes of an effective team are. For example integrity, communication, co-operation, and collaboration.</li> <li>Why it is so important to be positive and approach the challenge positively.</li> <li>How and why we need to be able to communicate how we feel when working as part of a team.</li> <li>What verbal and non verbal communication means. Verbal communication is a method of communicating using our voice. When communicating verbally it is important that our message is clear and precise so that our team members can understand. Non-verbal communication is a method of sending messages or signals without speaking. This includes actions such as making eye contact, using hand gestures or changing a body language or posture to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>How to take responsibility for others and lead others in an effective way.</li> <li>Why we have to orientate a map in order to locate points on the map.</li> <li>How to plan a route effectively in order to locate as many points as possible.</li> <li>How to manage time and avoid being late back and understand why this is important.</li> </ul>	<ul style="list-style-type: none"> <li>What makes an effective leader and why this is so important for the success of a team.</li> <li>What the 'STEP' principle is: Space, Task, Equipment. People.</li> <li>How to use the 'STEP' principle when leading an activity.</li> </ul>

<b>Skills</b>	<p>Taking turns/keeping the score</p> <ul style="list-style-type: none"> <li>• Understanding and playing by the rules</li> <li>• Avoiding a defender</li> <li>• Preventing an attacker from scoring</li> </ul>	<p>Introducing teamwork</p> <ul style="list-style-type: none"> <li>• Develop teamwork</li> <li>• Building trust and developing communication</li> <li>• Cooperation and communication</li> <li>• Explore simple strategies</li> <li>• Problem solving: Consolidate teamwork</li> </ul>	<p>Introducing teamwork</p> <ul style="list-style-type: none"> <li>• Develop teamwork</li> <li>• Building trust and developing communication</li> <li>• Cooperation and communication</li> <li>• Explore simple strategies</li> <li>• Problem solving: Consolidate teamwork</li> </ul>	<p>Creating and applying simple tactics</p> <ul style="list-style-type: none"> <li>• Developing leadership</li> <li>• Develop communication as a team</li> <li>• Create defending and attacking tactics as a team</li> </ul>	<ul style="list-style-type: none"> <li>• Benches and mats challenge</li> <li>• Round the clock card challenge</li> <li>• The pen challenge</li> <li>• The river rope challenge</li> <li>• Caving challenges</li> </ul>	<p>Face orienteering</p> <ul style="list-style-type: none"> <li>• Cone orienteering</li> <li>• Point and return</li> <li>• Point to point</li> <li>• Timed course</li> <li>• Orienteering competition</li> </ul>	<p>Understanding what makes an effective leader</p> <ul style="list-style-type: none"> <li>• Communicating as a leader</li> <li>• Introducing the STEP principle: Space , Task, Equipment and People</li> </ul>
<b>Vocabulary</b>	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p>	<p>Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.</p> <p>Inclusion: Inclusion means to include everyone in the activity or within a team no matter their ability. No one should be left out.</p> <p>Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.</p> <p>Cooperation: Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible.</p> <p>Trust: Is the ability to have the confidence to believe in the actions of your partner or team.</p> <p>Team Member: A team member is an individual within a team who has a specific role and responsibility to perform. Team members need to cooperate and work together to enable their team achieve its goal.</p> <p>Fairness: Fairness: is when we make</p>	<p>Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.</p> <p>Inclusion: Inclusion means to included everyone in the activity or within a team no matter their ability. No one should be left out.</p> <p>Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.</p> <p>Cooperation: Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible.</p> <p>Strategy: is a planned set of actions that are used by a team or individual to achieve a longterm goal. We plan a strategy and then use specific tactics to help us achieve our goal.</p> <p>Attacker: We are considered an 'attacker' when we or our team are trying to capture the flag. The aim of the game for the attackers is to capture the flag to score a point.</p> <p>Defender: We are considered a 'defender' when we are trying to tag the other team, trying to prevent them from taking a flag.</p> <p>Tag: is the method applied by the defending team to stop the attackers from capturing the flag.</p>	<p>Communication: is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p> <p>Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.</p> <p>Strategy: is a planned set of actions that are used by a team or individual to achieve a long term goal. We plan a strategy and then use specific tactics to help us achieve our goal.</p> <p>Attacker: We are considered an 'attacker' when we or our team are trying to capture the flag. The aim of the game for the attackers is to capture the flag to score a point.</p> <p>Defender: We are considered a 'defender' when we are trying to tag the other team, trying to prevent them from taking a flag.</p> <p>Tag: is the method applied by the defending team to stop the attackers from capturing the flag.</p>	<p>Strategy: is a planned set of actions that are used by a team or individual to achieve a long term goal. We plan a strategy and then use specific tactics to help us achieve our goal.</p> <p>Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p> <p>Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.</p> <p>Non-verbal communication: is a method of sending messages or signals without speaking. This includes actions such as making eye contact, using hand gestures or changing a body language or posture to communicate.</p> <p>Verbal communication is a method of communicating using our voice. When communicating verbally it is important that our message is clear and precise so that</p>	<p>Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.</p> <p>Strategy: is a planned set of actions that are used by a team or individual to achieve a longterm goal. We plan a strategy and then use specific tactics to help us achieve our goal.</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p> <p>Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.</p> <p>Control Point: A control point is a marked waypoint used in orienteering. Control points are marked both on a map and on the ground.</p> <p>Scale: The scale of a map is the ratio of a distance on the map to the corresponding distance on the ground. The scale of a map allows the reader to calculate the size, height and dimensions of the features shown on</p>	<p>Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.</p> <p>Leadership: Leadership is the ability to guide members of your team towards achieving your goal.</p> <p>Cooperation: Cooperation is another word used to define teamwork, meaning to work together to achieve a goal or complete a task.</p> <p>People: refers to the pupils taking part in a activity or game.</p> <p>Responsibility: is when you take ownership for the things that you are supposed to do and accept the results or consequences of your actions.</p> <p>Space: Is the area in which a game or an activity takes place.</p> <p>Task: Is the type of game or activity that pupils are taking part in.</p> <p>Equipment: are the necessary items that are used to play a game or activity.</p>



		judgements in accordance with the rules and treat everyone equally and fairly.	themselves, their partner or their team towards a goal.		our team members can understand	the map, as well as distances between different points.	
<b>P.E Progression:</b> <b>Games- Net/Wall- Tennis</b>							
<b>Year group</b>	<b>EYFS</b> <b>Rackets, Bats, Balls and Balloons</b>	<b>Year 1</b> <b>Rackets, Bats and Balls</b>	<b>Year 2</b> <b>Rackets, Bats and Balls</b>	<b>Year 3</b> <b>Tennis</b>	<b>Year 4</b> <b>Tennis</b>	<b>Year 5</b> <b>Tennis</b>	<b>Year 6</b> <b>Tennis</b>
<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>How we push/hit a balloon with control.</li> <li>Why we have to focus on the balloon/object to keep control.</li> <li>Why we have to push/hit a balloon with control.</li> <li>How to balance objects on a racket/bat.</li> <li>What we mean by control. Control: means keeping the balloon close to us, preventing it from touching the floor.</li> </ul>	<ul style="list-style-type: none"> <li>Where and why we need to push the ball into space.</li> <li>Why we need to keep the ball close to us and under control.</li> <li>How to use a racket safely.</li> <li>Why we need to aim at a target when sending (hitting or pushing) the ball.</li> <li>Why we need to be accurate when sending (hitting or pushing) a ball using a racket towards a target.</li> </ul>	<ul style="list-style-type: none"> <li>Why we need to vary our power when hitting a ball.</li> <li>The consequences if we do not aim towards a target when sending (hitting) a ball.</li> <li>Where to send (hit) the ball during a game in order to score a point against our opponent.</li> <li>Why we need to vary the power when sending (hitting) the ball into space in order to score a point against our opponent.</li> </ul>	<ul style="list-style-type: none"> <li>Where to throw (hit) the ball on the court.</li> <li>Why we need to throw (hit) the ball into space on the court.</li> <li>Why we need to control the ball when playing a shot.</li> <li>Why we need to return (recover) to the middle of the court (baseline) once we have thrown (hit) the ball.</li> <li>How and why we execute a basic forehand shot in a mini game. A forehand is a shot in which the palm of your hand faces the direction in which we are hitting the ball. We swing the racket low to high.</li> <li>The consequences* of throwing (hitting) the ball out of the court or letting it bounce more than once on our side of the court.</li> <li>*Our opponent wins a point.</li> </ul>	<ul style="list-style-type: none"> <li>What the ready position looks like.</li> <li>How to use their racket to direct the ball towards a space to win a point.</li> <li>How we can outwit our opponent during a mini game.</li> <li>How and why we execute a basic backhand shot in a mini game. A backhand is a shot in which we hit the ball with our arm across our body with the back of our hand facing the ball. We swing the racket low to high.</li> <li>When to apply either a forehand or backhand shot in a game situation.</li> </ul>	<ul style="list-style-type: none"> <li>When and where to play a volley shot in a mini game.</li> <li>When and where we serve in a mini game.</li> <li>Where we stand on the court when applying a volley shot in a mini game.</li> <li>Where to serve to make it harder for our opponent to return the ball. We aim for the outside corner, forcing our opponent wide. This opens up lots of space on the court for our next shot.</li> <li>How to apply our prior learning of how we can win a point whilst playing with a partner (doubles).</li> </ul>	<ul style="list-style-type: none"> <li>How to use the correct scoring system during a mini game.</li> <li>How to organise, umpire and manage round robin games.</li> <li>When, where and why we are selecting to play a shot (forehand, back or volley) to win a point.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Explore pushing/hitting a balloon with control</li> <li>Explore hitting a balloon with power into space</li> <li>Explore hitting/pushing (sending) a balloon with accuracy</li> <li>Explore balancing an object on a racket/bat</li> </ul>	<ul style="list-style-type: none"> <li>Develop pushing (dribbling) a ball with a racket: Introducing control</li> <li>Explore hitting and develop pushing a ball (with a racket) towards a target</li> <li>Explore hitting a ball (with a racket) with accuracy and power</li> </ul>	<ul style="list-style-type: none"> <li>Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent</li> <li>Introduce hitting (sending/striking) a ball into a space: Where and why?</li> <li>Striking the ball (with a bat) into space with intent</li> </ul>	<ul style="list-style-type: none"> <li>Introduction tennis, outwitting an opponent</li> <li>Creating space to win a point</li> <li>Consolidate how to win a game introduce rackets</li> <li>Introduce the forehand</li> </ul>	<ul style="list-style-type: none"> <li>Developing the forehand</li> <li>Creating space to win a point using a racket</li> <li>Introduce the backhand</li> <li>Applying the forehand and backhand in game situations</li> <li>Applying the forehand and backhand creating space to win a point</li> </ul>	<ul style="list-style-type: none"> <li>Introduce/develop the volley</li> <li>Controlling the game from the serve</li> <li>Doubles, understanding and applying tactics to win a point.</li> </ul>	<ul style="list-style-type: none"> <li>Game application</li> <li>Game application, mixed ability doubles, round robin games.</li> </ul>
<b>Vocabulary</b>	Accuracy: is the ability to control where we push/hit (send) our balloon.	Possession is when we have physical control of the ball.	Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the	Outwit: means using your intelligence to trick or out smart your opponent to win a point.	Outwit: means using your intelligence to trick or out smart your opponent to win a point.	Tactics: Tactics are a carefully planned set of actions that are used by a team or an	Tactics: Tactics are a carefully planned set of actions that are used by a team or an

	<p>Control: means keeping the balloon close to us, preventing it from touching the floor.</p> <p>Power: is the intensity and speed that we hit our balloon in the air or towards a target.</p> <p>Aiming: is the ability to use our hands to direct our balloon in the air or towards a target.</p> <p>Pushing: is a method of sending our balloon using our hands. The person pushing the balloon will extend their hands away from their body to direct the balloon in the air, towards a target or towards an open space.</p> <p>Space: is an open area that is unoccupied by another player.</p> <p>Score: is the number of points achieved in a game or by an individual, pair or team.</p> <p>Pushing: is a method of sending our balloon using our hands. The person pushing the balloon will extend their hands away from their body to direct the balloon in the air, towards a target or towards an open space.</p> <p>Hitting: means striking the balloon with our hand with purpose. The person hitting the balloon will strike the balloon with their hands towards a target or towards an open space.</p>	<p>Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Control: means keeping the ball close to us when we are dribbling or pushing with our racket.</p> <p>Dribbling: is a method of moving with the ball.</p> <p>The attacker in possession of the ball uses their racket to push the ball around in order to move around the space.</p> <p>Accuracy: is the ability to control where we are pushing or hitting the ball with our racket.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Hitting: means striking the ball with a racket with the purpose towards a target.</p> <p>Power: is the intensity and speed that we hit a ball with our racket.</p>	<p>game for the batter (attacking team) is to score as many runs as possible.</p> <p>Fielder: A fielder is a defensive position that is occupied while the other team are batting.</p> <p>The aim of the fielding team (defending team) is to keep the batters score as low as possible.</p> <p>Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is the keep or direct the ball away from the defenders.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Opponent: means a player on the other team.</p> <p>Accuracy: is the ability to control where we are pushing or hitting the ball with our racket or bat.</p> <p>Power: is the intensity and speed that we hit a ball with our racket or bat</p>	<p>Return: means successfully hitting a ball back over the net, landing it in, on your opponents side of the court</p> <p>Space: is an open area on the court that is unoccupied by your opponent.</p> <p>This could be at the side, front or back of the court.</p> <p>Recover: means returning to a position on the court, usually in the middle of the court on the baseline, ready to receive a shot from your opponent.</p> <p>Baseline: The baseline runs parallel to the net and defines the back of the court on each side.</p> <p>Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.</p> <p>Rally: A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball.</p> <p>Out: is the term used when the ball is returned over the net and does not bounce on the inside of the court.</p>	<p>Space: is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.</p> <p>Accuracy: is the ability to control where we hit the ball on our opponents side of the court.</p> <p>Power: is the intensity and speed that a ball is hit.</p> <p>Baseline: The baseline runs parallel to the net and defines the back of the court on each side.</p> <p>Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.</p> <p>Rally: A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball.</p> <p>Out: is the term used when the ball is returned over the net and does not bounce on the inside of the court.</p> <p>Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.</p>	<p>individual to attain a certain goal.</p> <p>Outwit: means using your intelligence to trick or out smart your opponent to win a point.</p> <p>Space: is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.</p> <p>Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.</p> <p>Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.</p> <p>Volley: Is a shot hit by a player before the ball bounces on their own side of the court.</p> <p>This shot is usually applied when a player is close to the net.</p> <p>Serve: Is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box.</p> <p>Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.</p> <p>Space: is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.</p> <p>Outwit: means using your intelligence to trick or out smart your opponent to win a point.</p>	<p>individual to attaining a certain goal.</p> <p>Doubles: is a match played by four players, two on either side of the court.</p> <p>Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.</p> <p>Volley: Is a shot hit by a player before the ball bounces on their own side of the court.</p> <p>This shot is usually applied when a player is close to the net.</p> <p>Serve: Is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box.</p> <p>Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.</p> <p>Space: is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.</p> <p>Outwit: means using your intelligence to trick or out smart your opponent to win a point.</p>
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<p><b>P.E Progression: Games- Invasion</b></p> <p><b>We offer Basketball, Netball, Tag Rugby, Football and Dodgeball</b></p> <p><b><u>Basketball</u></b></p>							
Year group	EYFS Ball Skills Hands 1	Year 1 Ball Skills Hands 1	Year 2 Ball Skills Hands 1	Year 3 Basketball	Year 4 Basketball	Year 5 Basketball	Year 6 Basketball

<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>How to push and roll a ball using our hands.</li> <li>How to bounce a ball using our hands.</li> <li>Why it is important to keep the ball close to us when pushing, rolling or bouncing the ball.</li> <li>How to bounce a ball into space using our hands.</li> <li>When, where and why we bounce a ball into space in order to avoid a defender.</li> <li>What controls means. Control means that we keep the ball close to our hands, preventing the defenders from gaining possession.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>How to dribble the ball using both our hands.</li> <li>Why we need to keep our head up when we are dribbling.</li> <li>Why we need to pass a ball using different power and speed.</li> <li>Why we need to be accurate when passing a ball.</li> <li>What the consequences are if we do not dribble our ball into space or pass the ball accurately towards our partners hands (target).</li> <li>How to use our hands to stop and catch the ball.</li> <li>To be ready to catch the ball we need to have our hands out in front of us, creating a target. Our hands should be in the shape of a 'W' with our thumbs touching.</li> </ul>	<ul style="list-style-type: none"> <li>Why we need to communicate when passing.</li> <li>Why we need to look at our partner / team member when passing.</li> <li>Why we need to be ready to receive the ball when it is passed to us.</li> <li>When to dribble or when to pass in order to keep possession of the ball.</li> <li>What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball.</li> </ul>	<ul style="list-style-type: none"> <li>When, where and why we should pass / dribble.</li> <li>How to dribble the ball keeping possession to beat an opponent.</li> <li>How we can combine passing and dribbling to create space.</li> <li>How to change direction keeping control of the ball.</li> <li>How to apply the correct technique when dribbling.</li> <li>We dribble the ball with one hand, using the tips of our fingers. We need to keep our knees bent and head up.</li> <li>How to apply the correct technique (chest pass) when passing.</li> <li>When applying the chest pass we step into the pass, pushing the ball away from our body (chest), with two hands towards our partners / team members hands (target)</li> </ul>	<ul style="list-style-type: none"> <li>How to effectively apply passing and moving skills to keep possession.</li> <li>When to pass, when to dribble or when to shoot and be able to explain why we have chosen to made that decision.</li> <li>What 'triple threat' means and when this is applied during a game.</li> <li>The triple threat involves asking ourselves; can I shoot, if not can I pass, if not can I dribble before making and applying a skill.</li> <li>How to apply the correct technique when shooting.</li> <li>When shooting we need to keep the ball under control, with the palm of one of our hands under the ball with our fingers pointing upwards. Our other hand supports the side of the ball. We need to have a balanced stance, bending our knees and straighten them as we shot.</li> </ul>	<ul style="list-style-type: none"> <li>How 'marking,' is used during a game and when this is applied.</li> <li>How to move the ball up the court, creating an attack that results in a successful shooting opportunity.</li> <li>Who we are marking during a game and why.</li> <li>When, where and why we apply different methods of defending in order to prevent the attackers from scoring. Including: marking, intercepting a pass and applying pressure.</li> <li>What the terms, 'double dribble', and 'travelling' means and the consequences if this happens.</li> <li>Double dribble refers to when an attacker who is in possession of the ball dribbles it with two hands simultaneously or dribbles, stops then re-dribbles. Travelling refers to an attacker who moves with the ball without dribbling.</li> </ul>	<ul style="list-style-type: none"> <li>How we can regain possession if we miss a shot (rebound).</li> <li>How different attacking tactics can be applied during a game to create shooting opportunities.</li> <li>How to regain possession if we lose possession of the ball.</li> <li>How and when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities.</li> <li>How to apply the basic rules of basketball and will be able to take responsibility for officiating and managing our own games.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Explore pushing, rolling and bouncing</li> <li>Explore bouncing into space</li> <li>Combine pushing and rolling</li> </ul>	<ul style="list-style-type: none"> <li>Introduce sending(bouncing) with control</li> <li>Introduce aiming with accuracy</li> <li>Introduce power and speed when sending a ball</li> <li>Introduce/develop stopping, combining sending skills</li> <li>Combine sending and receiving skills</li> </ul>	<ul style="list-style-type: none"> <li>Develop dribbling/passing and receiving</li> <li>Combine dribbling, passing and receiving, keeping possession</li> <li>Develop dribbling/passing and receiving to score a point</li> <li>Combine dribbling, passing and receiving to score a point</li> </ul>	<ul style="list-style-type: none"> <li>Introduce dribbling; keeping control</li> <li>Introduce passing and receiving</li> <li>Combine dribbling and passing to create space</li> <li>Develop passing, receiving and dribbling</li> <li>Introduce shooting</li> </ul>	<ul style="list-style-type: none"> <li>Refine dribbling</li> <li>Refine passing and receiving</li> <li>Refine passing and dribbling creating space</li> <li>Refine passing and dribbling creating shooting opportunities</li> <li>Introduce marking</li> </ul>	<ul style="list-style-type: none"> <li>Recap and refine dribbling and passing to create attacking opportunities</li> <li>Develop marking</li> <li>Refine shooting</li> <li>Refine attacking skills, passing, dribbling and shooting, introduce officiating</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate keeping possession, develop officiating</li> <li>Consolidate defending</li> <li>Create, understand and apply attacking tactics in game situations</li> <li>Create, understand and apply defending tactics in game situations</li> </ul>
<b>Vocabulary</b>	Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession. If the ball is under control by the attacker in possession it should not go out of the playing area.	Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.	Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.	Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score a basket.	Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.	Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Marking: Marking is when the attacking player	Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Counter Attack: A counter attack is a tactic



	<p>Bouncing: means using our hands to push the ball towards the floor. If the attacker in possession of the ball continuously bounces the ball and moves around the space, keeping control this is known as dribbling.</p> <p>Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.</p> <p>Rolling: is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.</p> <p>Pushing: is a method of sending the ball using our hands. The person pushing the ball will extend their hands away from their body to direct the ball towards a target or their partner.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p>	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession.</p> <p>Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.</p> <p>Accuracy: is the ability to control where we roll, bounce or push a ball.</p> <p>Power: is the intensity and speed that a ball is rolled, bounced or pushed.</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the court.</p>	<p>Opponent: means a player on the other team.</p> <p>If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.</p> <p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space.</p> <p>Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.</p> <p>Team: is a group of players from one side who come together to try and achieve a common goal.</p>	<p>Defender: We are considered a 'defender' when we are not in possession of the ball . The aim of the game for the defenders is to prevent the opposition from scoring a basket.</p> <p>Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the court.</p> <p>Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.</p> <p>Triple Threat: The triple threat involves the attacking player in possession of the ball asking themselves; can I shoot, if not can I pass, if not can I dribble before making and applying a skill.</p>	<p>Space: is an open area on the court that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to score.</p> <p>Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.</p> <p>Bounce Pass: A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.</p> <p>Pivot: A pivot is used to allow the attacker in possession of the ball the opportunity to change direction without committing an offence. One foot must remain on the ground known as the pivot foot. The attacker can step with their other foot, using their pivot foot to change direction.</p>	<p>has received the ball and you are making it difficult for them to pass the ball on by restricting their options.</p> <p>Transition: is defined as the process of recognising and responding after losing or regaining possession.</p> <p>Rebound: A rebound occurs when an attacking player has a shot, misses and the ball hits the backboard or hoop. A rebound allows players from the attacking or defending team to make an attempt to regain possession.</p> <p>Travelling: is a violation of a rule that occurs when the attacker in possession of the ball moves both feet without dribbling. Possession changes when an attacker commits a travelling offence.</p> <p>Double dribble: A double dribble occurs when the attacker in possession dribbles the ball with two hands simultaneously or begins to dribble again after stopping. When an attacker commits a double dribble offence possession changes.</p>	<p>employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.</p> <p>Transition: is defined as the process of recognising and responding after losing or regaining possession.</p> <p>High Press: A high press is a tactic applied by the defending team that defends high up the court and inside the opposition's half in an attempt to regain possession quickly.</p> <p>Backcourt Violation: A foul is called when the team in possession of the ball cross into the oppositions half of the court and then, pass or dribble the ball back into their half of the court. When a team commits a backcourt violation possession changes.</p> <p>Man-to-Man Marking: is a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team.</p>
<p><b>P.E Progression: Games- Invasion</b></p> <p><b>We offer Basketball, Netball, Tag Rugby, Football and Dodgeball</b></p> <p><b><u>Netball</u></b></p>							
<b>Year group</b>	<b>EYFS Hands 1</b>	<b>Year 1 Hands 1</b>	<b>Year 2 Hands 1</b>	<b>Year 3 Netball</b>	<b>Year 4 Netball</b>	<b>Year 5 Netball</b>	<b>Year 6 Netball</b>

<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>How to throw a beanbag / ball with control.</li> <li>Why we need to aim when we are throwing.</li> <li>How to throw a when we are throwing.</li> <li>When to shoot, where to shoot from and why.</li> <li>How to throw underarm.</li> <li>Stepping forwards with one foot, releasing the ball from low to high using their opposite hand.</li> <li>How we can use our bodies</li> <li>How to move into a space to throw.</li> <li>Understand why we need to use our hands to catch an object (ball or beanbag).</li> </ul>	<ul style="list-style-type: none"> <li>Why we need to look at the target when throwing.</li> <li>Why we need to throw with accuracy when throwing towards a target.</li> <li>Why we need to be accurate when passing a ball.</li> <li>When, where and why we move into space in order to avoid a defender.</li> <li>What the consequences are if we do not pass the ball accurately towards our partners hands (target).</li> <li>How to use our hands to catch the ball.</li> <li>To be ready to catch the ball we need to have our hands out in front of us, creating a target.</li> </ul>	<ul style="list-style-type: none"> <li>Why we need communicate when passing.</li> <li>Why we need to look at our partner / team member when passing.</li> <li>Why we need to be ready to receive the ball when it is passed to us.</li> <li>When and where to pass in order to keep possession of the ball.</li> <li>What the consequences are in a game if our passes are inaccurate or intercepted by a defender.</li> </ul>	<ul style="list-style-type: none"> <li>When, where and why we should pass.</li> <li>How to pass the ball keeping possession to beat an opponent.</li> <li>How we can combine passing and moving to create space and keep possession.</li> <li>How to combine passing and moving to score points against another team.</li> <li>Why we do not stand directly behind a defender when finding a position to receive the ball.</li> <li>How to apply the correct technique (chest pass) when passing. When applying the chest pass we step into the pass, pushing the ball away from our body (chest), with two hands towards our partners / team members hands (target).</li> </ul>	<ul style="list-style-type: none"> <li>How to effectively apply passing and moving skills to keep possession.</li> <li>When to shoot, where to shoot from and why.</li> <li>What the four positions in 'Flier' netball are (GK, GD, GA, GS) and understand each role.</li> <li>What 'footwork' means and will be able to apply this understanding in a game.</li> <li>A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously.</li> <li>The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction.</li> <li>How to apply the correct technique when shooting.</li> <li>When shooting we need to keep the ball under control, with the palm of one of our hands under the ball with our fingers pointing upwards. Our other hand supports the side of the ball. We need to have a balanced stance, bending our knees and straighten them as we shoot.</li> </ul>	<ul style="list-style-type: none"> <li>How 'marking,' is used during a game and when this is applied.</li> <li>How to move the ball up the court, creating an attack that results in a successful shooting opportunity.</li> <li>Who we are marking during a game and why.</li> <li>When, where and why we use different passes in a game; chest, bounce and shoulder passes, in order to keep possession.</li> <li>What the five positions in 'Stinger' netball are (GK, GD, C, GA, GS) and understand each role.</li> </ul>	<ul style="list-style-type: none"> <li>How to organise our team, selecting who to play in each position and understanding why.</li> <li>How to create and apply attacking tactics during a game to create attacking opportunities.</li> <li>How to regain possession if we lose possession of the ball.</li> <li>How to create and apply defensive tactics during a game to prevent attacking opportunities.</li> <li>How to apply the basic rules of netball and will be able to take responsibility for officiating and managing our own games.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Explore pushing</li> <li>Explore rolling</li> <li>Explore bouncing</li> <li>Explore bouncing into space</li> <li>Combine pushing and rolling</li> <li>Combine rolling, pushing and bouncing</li> </ul>	<ul style="list-style-type: none"> <li>Introduce sending (bouncing) with control</li> <li>Introduce aiming with accuracy</li> <li>Introduce power and speed when sending a ball</li> <li>Introduce/develop stopping, combining sending skills.</li> <li>Combine sending and receiving skills</li> </ul>	<ul style="list-style-type: none"> <li>Develop dribbling/ passing and receiving</li> <li>Combine dribbling, passing and receiving, keeping possession</li> <li>Develop dribbling/passing and receiving to score a point</li> <li>Combine dribbling, passing and receiving to score a point.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce passing, receiving and creating space.</li> <li>Develop/combine passing and moving.</li> <li>Combine/develop passing and shooting.</li> </ul>	<ul style="list-style-type: none"> <li>Refine passing and receiving</li> <li>Develop passing and dribbling creating space</li> <li>Develop passing, moving and shooting</li> <li>Refine passing and shooting</li> <li>Develop footwork</li> </ul>	<ul style="list-style-type: none"> <li>Recap and refine dribbling and passing to create attacking opportunities</li> <li>Develop marking</li> <li>Refine shooting</li> <li>Refine attacking skills, passing, dribbling and shooting introduce officiating</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate keeping possession, develop officiating</li> <li>Consolidate defending</li> <li>Create, understand and apply attacking/ defending tactics in game situations.</li> </ul>

<b>Vocabulary</b>	<p>Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession. If the ball is under control by the attacker in possession it should not go out of the playing area.</p> <p>Bouncing: means using our hands to push the ball towards the floor. If the attacker in possession of the ball continuously bounces the ball and moves around the space, keeping control this is known as dribbling.</p> <p>Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.</p> <p>Rolling: is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.</p> <p>Pushing: is a method of sending the ball using our hands. The person pushing the ball will extend their hands away from their body to direct the ball towards a target or their partner.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p>	<p>Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession.</p> <p>Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.</p> <p>Accuracy: is the ability to control where we roll, bounce or push a ball.</p> <p>Power: is the intensity and speed that a ball is rolled, bounced or pushed.</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the court.</p>	<p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Opponent: means a player on the other team.</p> <p>If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.</p> <p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space.</p> <p>Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.</p> <p>Team: is a group of players from one side who come together to try and achieve a common goal.</p>	<p>Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. A player whose task is to attack the opposition in an attempt to score. Space for one more line!</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. A player whose task it is to prevent the opposition scoring and to regain possession.</p> <p>Possession: Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <p>Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should strive to throw the ball to the receiver's chest level.</p> <p>Footwork: A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction.</p>	<p>Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. A player whose task is to attack the opposition in an attempt to score. Space for one more line!</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. A player whose task it is to prevent the opposition scoring and to regain possession.</p> <p>Possession: Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <p>Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should strive to throw the ball to the receiver's chest level.</p> <p>Footwork: A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction.</p>	<p>Transition: is defined as the process of recognising and responding after losing or regaining possession.</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p> <p>Possession: Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <p>Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.</p> <p>Shoulder Pass: The shoulder pass is used to cover bigger distances on court than the chest pass. The ball is thrown at a greater height so it's another way you can outwit defenders.</p> <p>Bounce Pass: A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.</p>	<p>Transition: is defined as the process of recognising and responding after losing or regaining possession.</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p> <p>Possession: Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <p>Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.</p> <p>Shoulder Pass: The shoulder pass is used to cover bigger distances on court than the chest pass. The ball is thrown at a greater height so it's another way you can outwit defenders.</p> <p>Bounce Pass: A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.</p>
<p align="center"><b>P.E Progression: Games- Invasion</b></p> <p align="center"><b>We offer Basketball, Netball, Tag Rugby, Football and Dodgeball</b></p> <p align="center"><b><u>Tag Rugby</u></b></p>							
<b>Year group</b>	<b>EYFS Walking 1</b>	<b>Year 1 Ball skills hands 1</b>	<b>Year 2 Ball skills hands 1</b>	<b>Year 3 Tag Rugby</b>	<b>Year 4 Tag Rugby</b>	<b>Year 5 Tag Rugby</b>	<b>Year 6 Tag Rugby</b>



<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>Why we need to keep a ball close to us and under control.</li> <li>Why we need to stay in a space when we are moving.</li> <li>Why we need to move in different directions and at different speeds.</li> <li>What the word 'defender' means and what this means when playing a game.</li> <li>We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker.</li> <li>What the word 'attacker' means and what this means when playing a game.</li> <li>We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point.</li> </ul>	<ul style="list-style-type: none"> <li>Why we need to look at the target when throwing.</li> <li>Why we need to throw with accuracy when throwing towards a target.</li> <li>Why we need to be accurate when passing a ball.</li> <li>When, where and why we move into space in order to avoid a defender.</li> <li>What the consequences are if we do not pass the ball accurately towards our partners hands (target).</li> <li>How to use our hands to catch the ball.</li> <li>To be ready to catch the ball we need to have our hands out in front of us, creating a target.</li> </ul>	<ul style="list-style-type: none"> <li>Why we need communicate when passing.</li> <li>Why we need to look at our partner / team member when passing.</li> <li>Why we need to be ready to receive the ball when it is passed to us.</li> <li>When and where to pass in order to keep possession of the ball.</li> <li>What the consequences are in a game if our passes are inaccurate or intercepted by a defender.</li> </ul>	<ul style="list-style-type: none"> <li>How to carry the ball when moving. We hold it in two hands.</li> <li>Where to stand when receiving the ball from a pass from our partner or team mate.</li> <li>How to pass the ball using a 'swing' pass technique. A swing pass is a two-handed pass where our hands follow the direction of the pass.</li> <li>How to score a try.</li> <li>Why the ball carrier needs to move forwards when running with the ball. The ball carrier needs to run forwards in order to create space and attacking opportunities.</li> <li>How to tag correctly. We tag the take from attacker carrying the ball. Stop and stand still. Hold the tag in the air and shout, "tag." We give the tag back to the attacker (in a game situation this happens once the ball has been passed), before returning to the game.</li> </ul>	<ul style="list-style-type: none"> <li>Where to stand after the ball carrier has been tagged so that we are ready to receive a pass.</li> <li>Where to stand when we are defending to prevent the attackers from scoring a try.</li> <li>How and why we need to support the ball carrier when we are attacking. The attackers without the ball need to remain behind the ball carrier.</li> <li>What the consequence in a game are of an inaccurate pass, dropping the ball or running off the pitch.</li> </ul>	<ul style="list-style-type: none"> <li>When, where and why we apply a loop pass in a game situation.</li> <li>When, where and why we apply a miss pass in a game situation.</li> <li>Why we should release the ball quickly once we have been tagged.</li> <li>What offside means and where they need to stand depending on whether they are attacking or defending. The attackers need to remain behind the ball carrier. The defenders must stand at least 1m in front of the ball carrier once they have been tagged.</li> </ul>	<ul style="list-style-type: none"> <li>When and why to apply different attacking tactics in game situations.</li> <li>How to position ourselves as a team defensively to prevent an attack.</li> <li>Why we need to reduce the space when we are defending and to apply pressure to the attackers to prevent them from scoring.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Explore/develop walking</li> <li>Explore walking in different pathways</li> <li>Sustain walking</li> <li>Explore marching</li> <li>Apply walking into a game</li> </ul>	<ul style="list-style-type: none"> <li>Introduce sending (bouncing) with control</li> <li>Introduce aiming with accuracy</li> <li>Introduce power and speed when sending a ball</li> <li>Introduce/develop stopping, combining sending skills. Combine sending and receiving skills</li> </ul>	<ul style="list-style-type: none"> <li>Develop dribbling/ passing and receiving</li> <li>Combine dribbling, passing and receiving, keeping possession</li> <li>Develop dribbling/passing and receiving to score a point</li> <li>Combine dribbling, passing and receiving to score a point.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce moving with the ball, passing and receiving</li> <li>Introduce tagging</li> <li>Create space when attacking</li> <li>Develop passing and moving</li> <li>Combine passing/moving to create attacking opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Develop passing, moving and creating space</li> <li>Apply learning to 3v3 mini games</li> <li>Develop defending in game situations</li> <li>Combine passing and moving to create an attack and score.</li> </ul>	<ul style="list-style-type: none"> <li>Refine passing and moving to create attacking opportunities</li> <li>Explore different passes that can be used to outwit defenders</li> <li>Refine defending as a team</li> <li>Create and apply defending tactics. Develop officiating</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate passing and moving</li> <li>Consolidate defending</li> <li>Create, understand and apply attacking/defending tactics in game situations</li> <li>Consolidate attacking and defending in mini games.</li> </ul>

<b>Vocabulary</b>	<p>Defender: We are considered a 'defender' when we are trying to catch an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p>Walking: is a method of moving at a regular pace by lifting and placing down each foot in turn, never having both feet off the ground at once.</p> <p>Marching: is a method of moving in either a rhythmic or a route-step time. Marching is normal associated with the military and requires controlled and disciplined movements.</p> <p>Change of direction: means to change the pathway that we are orienting in.</p> <p>Space: is an open area on the pitch that is unoccupied by another pupil or a defender.</p> <p>Speed: is the ability to move parts of the body as quickly or as slowly as possible.</p> <p>Tag: is the method applied by the defender to stop an attacker from moving.</p>	<p>Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession.</p> <p>Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.</p> <p>Accuracy: is the ability to control where we roll, bounce or push a ball.</p> <p>Power: is the intensity and speed that a ball is rolled, bounced or pushed.</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the court.</p>	<p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Opponent: means a player on the other team.</p> <p>If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.</p> <p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space.</p> <p>Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.</p> <p>Team: is a group of players from one side who come together to try and achieve a common goal.</p>	<p><b>Attacker:</b> We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aiming of the game for the attackers is to score a try.</p> <p><b>Defender:</b> We are considered a 'defender' when we are not in possession of the ball . The aim of the game for the defenders is to prevent the opposition from scoring a try.</p> <p><b>Possession:</b> is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <p><b>Try:</b> A try is a method of scoring points in rugby. A try is scored when the attacking player holding the ball, places the ball over the oppositions try line using two hands.</p> <p><b>Tagging or Tag:</b> is the method applied by the defender teaming to stop the ball carrier running with the ball.</p> <p><b>Dodge:</b> is a method of moving quickly by an attacker, from to one side to the other to avoid being tagged by a defender.</p> <p><b>Ball Carrier:</b> The ball carrier is defined as the attacker who is in possession of the ball.</p>	<p><b>Space:</b> is an open area on the pitch that is unoccupied by a defender or the defending team. If the ball carrier identifies an open space they can choose to either run into it or pass the ball to a team member to run into in an attempt to score a try.</p> <p><b>Attacker:</b> We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aiming of the game for the attackers is to score a try.</p> <p><b>Defender:</b> We are considered a 'defender' when we are not in possession of the ball . The aim of the game for the defenders is to prevent the opposition from scoring a try.</p> <p><b>Forward Pass:</b> The ball can only be passed sideways or backwards. If the ball is passed forwards to a team member this is an illegal pass. This is known as a forward pass.</p> <p><b>Offside:</b> occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker incepts the first pass, this is known as offside.</p>	<p><b>Tactics:</b> are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p> <p><b>Transition:</b> is defined as the process of recognising and responding after losing or regaining possession.</p> <p><b>Outwit:</b> means using your intelligence to trick or out smart your opponent or the other team.</p> <p><b>Loop Pass:</b> is a pass used in tag rugby where the ball carrier runs in a straight line and after making a normal pass to a supporting player, then runs behind the supporting player to receive a pass from them.</p> <p><b>Miss Pass:</b> is a pass used in tag rugby where the attacker receiving the ball, receives a pass from the ball carrier that has missed out another attacker.</p> <p><b>Offside:</b> occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker incepts the first pass, this is known as offside.</p>	<p><b>Offside:</b> occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker incepts the first pass, this is known as offside.</p> <p><b>Advantage:</b> Advantage: is applied when an infringement occurs. Instead of stopping the game the referee can apply an 'advantage' to the non-offending if they have/gain possession and create an attack.</p> <p><b>Formations:</b> A formation describes how the attackers and defenders position themselves on the pitch.</p> <p><b>Knock On:</b> is an offence committed by the attacking team when the ball carrier or an attacker receiving a pass 'drops' the ball forwards towards their opponents try line.</p> <p><b>Tactics:</b> are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p> <p><b>Transition:</b> is defined as the process of recognising and responding after losing or regaining possession.</p>
<p align="center"><b>P.E Progression: Games- Invasion</b></p> <p align="center"><b>We offer Basketball, Netball, Tag Rugby, Football and Dodgeball</b></p> <p align="center"><b><u>Football</u></b></p>							
<b>Year group</b>	<b>EYFS Feet 1</b>	<b>Year 1 Feet 1</b>	<b>Year 2 Feet 1</b>	<b>Year 3 Football</b>	<b>Year 4 Football</b>	<b>Year 5 Football</b>	<b>Year 6 Football</b>

<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>How to control a ball using our feet.</li> <li>How to dribble the ball using our feet.</li> <li>Why it is important to keep the ball close to us when moving with the ball.</li> <li>How to stop the ball using our feet.</li> <li>What controls means. Control means that we keep the ball close to our feet, preventing the defenders from gaining Possession.</li> <li>When, where and why we dribble a ball into space in order to avoid a defender.</li> </ul>	<ul style="list-style-type: none"> <li>Why we need to keep our head up when we are dribbling.</li> <li>What the consequences are if we do not dribble into space or pass the ball accurately towards our target.</li> <li>How to dribble the ball using the inside and outside of our feet.</li> <li>How we pass the ball using the inside of our foot. We place our non-kicking foot beside the ball, with our toes pointing in the direction of our target. We then swing our kicking foot towards the ball and make contact using the inside of the foot, with our kicking foot following through towards our target.</li> <li>Why we need to be accurate when kicking (passing) a ball.</li> </ul>	<ul style="list-style-type: none"> <li>What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball.</li> <li>When to dribble or when to pass in order to keep possession of the ball.</li> <li>Why we need communicate when passing.</li> <li>How to control a ball that is passed to us using our feet.</li> <li>Why we need to be ready to receive the ball when it is passed to us.</li> </ul>	<ul style="list-style-type: none"> <li>How we can combine passing and dribbling to create space.</li> <li>When, where and why we should pass.</li> <li>How to dribble the ball keeping possession to beat an opponent.</li> <li>How to adopt the correct technique when dribbling. We dribble with the inside and outside of the feet, keeping our head up with the ball close to our feet.</li> <li>How to adopt the correct technique when passing over a short distance. Non-kicking foot beside the ball, kick with the inside of your foot (short passes)</li> <li>How to change direction keeping control of the ball.</li> </ul>	<ul style="list-style-type: none"> <li>When to use a drag back during a game. The Drag Back; is a method of turning where we place our non kicking foot at the side of the ball. Place our kicking foot on top of the ball, with our body slightly over the ball. We then roll the ball backwards with the sole of our the foot, then push the ball away and start dribbling using the kicking foot.</li> <li>When to turn during a game.</li> <li>When to shoot and where to shoot from.</li> <li>The different types of turns that can be used in a game including a Drag Back and Cruyff turn.</li> <li>How to shoot using the correct technique. We place the inside of our non kicking foot next to the ball. Lean over the ball and strike it with the laces our kicking foot.</li> </ul>	<ul style="list-style-type: none"> <li>What the basic rules (laws) governing football are; including what the difference between a free kick and a penalty kick is. A free kick is awarded when a foul is committed by a defender on an attacker outside of the penalty area. A penalty kick is awarded when a foul committed by a defender on an attacker inside of the penalty area.</li> <li>When, where and why we apply different methods of defending in order to prevent the attackers from scoring. Including: tackling, marking, intercepting a pass and tracking back.</li> <li>How "man-to-man marking," is used during a game and when this is applied.</li> <li>How to move the ball up the pitch, creating an attack that results in a successful shooting opportunity.</li> <li>The different methods of defending that we can use during a game.</li> </ul>	<ul style="list-style-type: none"> <li>What the consequences in a game of rushing into a tackle or miss-timing a tackle.</li> <li>How different defending tactics can be applied during a game to prevent attacking opportunities.</li> <li>How different attacking tactics can be applied during a game to create shooting opportunities.</li> <li>How to manage our team selecting players to play in certain positions and understand what skills and attributes are required to be successful in these positions.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Explore moving with a ball using our feet</li> <li>Develop moving with a ball using our feet</li> <li>Understand dribbling</li> <li>Develop dribbling against an opponent</li> </ul>	<ul style="list-style-type: none"> <li>Develop moving the ball using the feet</li> <li>Apply dribbling into games</li> <li>Consolidate dribbling</li> <li>Explore kicking (passing)</li> <li>Apply kicking (passing) to score a point</li> </ul>	<ul style="list-style-type: none"> <li>Develop dribbling/ passing/receiving, keeping possession</li> <li>Combine dribbling, passing and receiving, keeping possession/to score a point</li> <li>Apply dribbling, passing and receiving as a team to score a point</li> </ul>	<ul style="list-style-type: none"> <li>Introduce/develop dribbling keeping control</li> <li>Introduce passing and Receiving</li> <li>Combine dribbling and passing to create space</li> <li>Develop passing, receiving and dribbling</li> </ul>	<ul style="list-style-type: none"> <li>Refine dribbling</li> <li>Turning</li> <li>Refine passing and receiving</li> <li>Develop passing and dribbling creating space</li> <li>Introduce shooting</li> </ul>	<ul style="list-style-type: none"> <li>Refine dribbling and passing to maintain possession</li> <li>Introduce and develop defending</li> <li>Develop shooting</li> <li>Refine attacking skills, passing, dribbling and shooting, introduce officiating</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate keeping possession, develop officiating</li> <li>Consolidate defending</li> <li>Organise formations and mange teams</li> <li>Organise formations decide tactics, manage teams and officiate games</li> </ul>
<b>Vocabulary</b>	<b>Attacker:</b> We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the	<b>Attacker:</b> We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the	<b>Possession:</b> is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can	<b>Attacker:</b> We are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to score, keep possession and score a goal.	<b>Transition:</b> is defined as the process of recognising and responding after losing or regaining possession. <b>Turning:</b> is used to describe the change of direction of the player who is in	<b>Tactics:</b> Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. <b>Pressure:</b> Pressure is the term used to immediately	<b>Transition:</b> is defined as the process of recognising and responding after losing or regaining possession. <b>Tactics:</b> Tactics are a carefully planned set of



	<p>keep the ball away from the defenders.</p> <p><b>Defender:</b> We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p><b>Space:</b> is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into to keep the ball away from the defenders.</p> <p><b>Opponent:</b> means a player on the other team. If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.</p> <p><b>Dribbling:</b> is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.</p> <p><b>Control:</b> means keeping the ball close to us, preventing the defenders from gaining possession.</p>	<p>keep the ball away from the defenders.</p> <p><b>Defender:</b> We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p><b>Space:</b> is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into to keep the ball away from the defenders.</p> <p><b>Passing:</b> is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball.</p> <p><b>Dribbling:</b> is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.</p> <p><b>Control:</b> means keeping the ball close to us, preventing the defenders from gaining possession.</p>	<p>create the opportunity to score.</p> <p><b>Attacker:</b> We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p><b>Defender:</b> We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p><b>Space:</b> is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into to keep the ball away from the defenders.</p> <p><b>Passing:</b> is a method of sending the ball to our partner or another member of our team in order to keep possession of the ball.</p> <p><b>Dribbling:</b> is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.</p>	<p><b>Defender:</b> We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal.</p> <p><b>Space:</b> is an open area on the pitch that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to score a goal.</p> <p><b>Possession:</b> is when we have physical control of the ball. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score a goal.</p> <p><b>Free Kick:</b> A free kick is a method of restarting the game following an offence committed by the opposing side outside of the penalty area.</p> <p><b>Penalty:</b> A penalty kick is a method of restarting the game following an offence committed by the opposing side inside the penalty area.</p>	<p>possession of the ball. A turn is a method used by an attacker to outwit and deceive a defender.</p> <p><b>Attacker:</b> We are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to score, keep possession and score a goal.</p> <p><b>Defender:</b> We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal.</p> <p><b>Drag Back:</b> A drag-back is a turn used in football. The attacker dribbling the ball, places their non kicking foot next to the ball and places their kicking foot on top of the ball, dragging the ball in the opposite direction to where they were going.</p> <p><b>Goalkeeper:</b> The role of the goalkeeper is to stop the ball from entering the goal. The goalkeeper is the only player allowed to use their hands on the pitch, but must do so within their own area.</p>	<p>try to gain possession of the ball back. Rather than leaving the ball alone, teams or an individual can apply pressure in an attempt to regain possession.</p> <p><b>Tackle:</b> Is a method of defending in football. The main objective of tackling is to dispossess an opponent of the ball. A missed timed tackle could result in a foul being awarded.</p> <p><b>Marking:</b> Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.</p> <p><b>Shadowing:</b> Shadowing is when the defending player keeps their eyes on the ball and mirrors the attackers movements. This technique is used to apply pressure to the attacker in an attempt for them to lose possession of the ball.</p> <p><b>Tracking Back:</b> Is a term used when a player loses possession of the ball and then follows back an opponent and tries to tackle them, or to stop them from getting the ball.</p>	<p>actions that are used by a team or an individual to attain a certain goal.</p> <p><b>Counter Attack:</b> A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.</p> <p><b>Referee:</b> is an official who enforces the rules and is responsible for making sure that the game is played fairly. The referee will resolve any disagreements and their decision is final and should be respected.</p> <p><b>Through Ball:</b> Is a pass made to create a shooting opportunity. The attacker in possession of the ball, passes it between opposing defenders, into open space that a team member can run onto.</p> <p><b>Man-to-Man Marking:</b> is a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team.</p>
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P.E Progression: Games- Invasion

We offer Basketball, Netball, Tag Rugby, Football and Dodgeball

**Dodgeball**

Year group	EYFS Games for Understanding	Year 1 Ball skills Hand 2	Year 2 Games for Understanding	Year 3 Dodgeball	Year 4 Dodgeball	Year 5 Dodgeball	Year 6 Dodgeball
<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>Why we need to play fairly.</li> <li>Why we need to encourage others in our team.</li> <li>Why we need to try our hardest every time.</li> </ul>	<ul style="list-style-type: none"> <li>Why we need to throw with accuracy when throwing towards a target.</li> <li>Why we need to look at the target when throwing underarm.</li> <li>How to use our bodies</li> </ul>	<ul style="list-style-type: none"> <li>When, where and why we dodge.</li> <li>How, where and why to dodge in game situations, working as a team.</li> <li>How to dodge using the correct dodging technique. We dodge</li> </ul>	<ul style="list-style-type: none"> <li>When, where and why we need to dodge during a game.</li> <li>Why we need to be on the balls of our feet ready to dodge.</li> <li>What the consequences</li> </ul>	<ul style="list-style-type: none"> <li>When, where and why we would jump to avoid the ball during a game.</li> <li>How and why we need to throw with power when throwing at a target that is further away.</li> </ul>	<ul style="list-style-type: none"> <li>How to block a ball. Holding the ball with two hands, in front of them as a shield, we can block a ball that is thrown towards us.</li> <li>What the consequences*</li> </ul>	<ul style="list-style-type: none"> <li>How to create and apply defensive tactics during a game to prevent our team being hit by the ball.</li> <li>How to create and apply attacking tactics during a</li> </ul>

	<ul style="list-style-type: none"> <li>How to use our imagination and try lots of different ways until we find the right solution.</li> <li>Why it is important to include everyone in our team.</li> </ul>	<p>when aiming; using our non throwing hand, pointing towards a target.</p> <ul style="list-style-type: none"> <li>Where we send a ball and why, so we can score points and beat an opponent.</li> <li>When to use a long barrier to stop the ball. The long barrier is a method of stopping the ball when the ball is travelling towards us on the ground. We will use our hands stop the ball, making a barrier with our legs and body to prevent the ball going past us.</li> </ul>	<p>with our head up with a low body position, bending our knees, planting one foot on the floor, leaning our body to one side and then moving the other way quickly.</p> <ul style="list-style-type: none"> <li>The difference between attacking and defending and when our roles change during a game.</li> </ul>	<p>are of being hit by the ball.</p> <ul style="list-style-type: none"> <li>Why it is important to catch the ball during a game of dodgeball.</li> <li>Why we need to throw with power, aiming low when throwing. We should aim low when throwing to avoid the defender catching the ball.</li> <li>How to apply the correct technique when throwing. When throwing we should throw the ball with our arm high above our shoulder, stepping forwards into the throw.</li> </ul>	<ul style="list-style-type: none"> <li>When, where and why we would duck to avoid the ball during a game.</li> <li>When to catch the ball or when to avoid the ball.</li> <li>Why we need the keep our heads up and focused on the ball to help us dodge, jump or duck the ball when it comes towards us.</li> <li>What the consequences are of dropping the ball or being hit by the ball during a game of dodgeball.</li> </ul>	<p>are if we drop our ball or if it is dislodged when we are a holding it.</p> <p>*We are eliminate.</p> <ul style="list-style-type: none"> <li>Where the best places are to stand on the court when throwing the to increase our chances of hitting our opponent.</li> <li>Why we retreat towards the back of the court once we have thrown our ball.</li> </ul>	<p>game that results in our opposition being eliminated.</p> <ul style="list-style-type: none"> <li>Why we need to quickly transition from attack to defence and defence to attack when playing dodgeball.</li> <li>How to apply the basic rules of dodgeball and will be able to take responsibility for officiating and manging our own games.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Taking turns/keeping the score</li> <li>Understanding and playing by the rules</li> <li>Avoiding a defender</li> <li>Preventing an attacker from scoring</li> </ul>	<ul style="list-style-type: none"> <li>Introduce throwing with accuracy</li> <li>Apply throwing with accuracy in a team</li> <li>Introduce stopping a ball</li> <li>Develop sending (rolling) skills to score a point</li> <li>Consolidate sending and stopping to win a game</li> </ul>	<ul style="list-style-type: none"> <li>Attacking/defending as a team</li> <li>Understanding the transition between defence and attack</li> <li>Create and apply attacking/defensive tactics</li> </ul>	<ul style="list-style-type: none"> <li>Developing changing direction</li> <li>Introduce throwing with Accuracy</li> <li>Introduce catching</li> <li>Develop moving, changing direction at speed</li> </ul>	<ul style="list-style-type: none"> <li>Introduce jumping and ducking</li> <li>Develop throwing with accuracy and power over an increased distance</li> <li>Develop catching</li> <li>Consolidate dodging, jumping and ducking</li> </ul>	<ul style="list-style-type: none"> <li>Introduce blocking</li> <li>Consolidate catching</li> <li>Understand where we throw and why we need to throw with accuracy and power</li> <li>Explore basic attacking and defending tactics</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate/understanding attacking and defending Tactics</li> <li>Transition between attack and defence</li> <li>Applying the rules: Officiating games</li> <li>Managing tactics and officiate games</li> </ul>

<b>Vocabulary</b>	<p><b>Attacker:</b> We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.</p> <p><b>Defender:</b> We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p><b>Space:</b> is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p>	<p>Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball.</p> <p>Our aim is the keep the ball away from the defenders.</p> <p>Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession.</p> <p>Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.</p> <p>Accuracy: is the ability to control where we roll, bounce or push a ball.</p> <p>Power: is the intensity and speed that a ball is rolled, bounced or pushed.</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the court.</p>	<p><b>Team:</b> A team is a group of people who work together with the objective of achieving the same a goal.</p> <p><b>Attacker:</b> We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.</p> <p><b>Defender:</b> We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p><b>Space:</b> is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p> <p><b>Transition:</b> is defined as the process of recognising and responding after losing or regaining possession.</p> <p><b>Tactics:</b> Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p>	<p><b>Attacker:</b> We are considered an 'attacker' when we are in possession of the ball or when we throw the ball. The aim of the game for the attackers is to throw their ball hitting an opponent.</p> <p><b>Defender:</b> We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. The aim of the defenders is to avoid being hit by the ball.</p> <p><b>Possession:</b> Is when we have physical control of the ball. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to throw the ball towards the opposition.</p> <p><b>Catching:</b> means successfully holding a ball with our hands that has been thrown towards us.</p> <p><b>Dodge:</b> is a method of moving quickly from one side to the other to avoid being hit by a ball.</p> <p><b>Throwing:</b> means using your arm/hand to propel a ball with force through the air towards a specific target.</p>	<p><b>Attacker:</b> We are considered an 'attacker' when we are in possession of the ball or when we throw the ball. The aim of the game for the attackers is to throw their ball hitting an opponent.</p> <p><b>Defender:</b> We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. The aim of the defenders is to avoid being hit by the ball.</p> <p><b>Dodge:</b> is a method of moving quickly from one side to the other to avoid being hit by a ball.</p> <p><b>Ducking:</b> Is a method of defending to avoid being hit by a ball. It involves a defender lowering their body towards the floor, allowing the ball to travel over them.</p> <p><b>Jumping:</b> Is a method of defending to avoid being hit by a ball. It involves a defender raining their body towards the air, allowing the ball to travel under them.</p> <p><b>Aiming:</b> is when the attacker in possession of the ball directs their throw towards a specific target.</p>	<p><b>Tactics:</b> Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p> <p><b>Accuracy:</b> is the ability to control where we throw the ball.</p> <p><b>Transition:</b> is defined as the process of recognising and responding after throwing or regaining possession of the ball.</p> <p><b>Dodge:</b> is a method of moving quickly from to one side to the other to avoid being hit by a ball.</p> <p><b>Blocking:</b> When in possession of a ball, a player can hold their ball and use it to deflect a ball that is thrown towards them to avoid being hit.</p> <p><b>Eliminated:</b> Is when a pupil is out of the game and waits on the side to re enter. An elimination generally occurs when a player is hit with the ball, they enter the other team's half of the court or their opponent catches the ball that they have thrown.</p>	<p><b>Referee:</b> is an official who watches the game and enforces the rules. The referee is responsible for making sure that the game is played fairly. The referee will resolve any disagreements and their decision is final and should be respected.</p> <p><b>Tactics:</b> Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p> <p><b>Transition:</b> is defined as the process of recognising and responding after throwing or regaining possession of the ball.</p> <p><b>Back/End Line:</b> Is the boundary line at the back of the court. At the beginning of the game players from both teams start on their back/end line and on the referee's command run to the centre line to collect a ball.</p> <p><b>Centre Line:</b> Is the line marked across the court at exactly halfway between the back lines. Players are eliminated if they cross the centre line.</p> <p><b>Retrievers:</b> Are designated players that are allowed to retrieve balls that go out of play. Active players are not allowed to go out of bounds during a game.</p>
<b>P.E Progression: Games- Strike and Field Rounders</b>							
<b>Year group</b>	<b>EYFS Ball skills Hand 2</b>	<b>Year 1 Ball skills Hand 2</b>	<b>Year 2 Ball skills Hand 2</b>	<b>Year 3 Rounders</b>	<b>Year 4 Rounders</b>	<b>Year 5 Rounders</b>	<b>Year 6 Rounders</b>



<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>Why we need to aim when we are throwing.</li> <li>How we can use our bodies to throw.</li> <li>Why and when we need use our hands to stop a ball.</li> <li>How to use our hands to stop a ball.</li> <li>How to throw underarm. Stepping forwards with one foot, releasing the ball from low to high using their opposite hand.</li> <li>Understand why we need to use our hands to catch an object (ball or beanbag).</li> </ul>	<ul style="list-style-type: none"> <li>Why we need to throw with accuracy when throwing towards a target.</li> <li>Why we need to look at the target when throwing underarm.</li> <li>How to use our bodies when aiming; using our non throwing hand, pointing towards a target.</li> <li>Where we send a ball and why, so we can score points and beat an opponent.</li> <li>When to use a long barrier to stop the ball. The long barrier is a method of stopping the ball when the ball is travelling towards us on the ground. We will use our hands stop the ball, making a barrier with our legs and body to prevent the ball going past us.</li> </ul>	<ul style="list-style-type: none"> <li>Why we make a target with our hands when catching.</li> <li>The consequences of throwing our object away from the target that we are aiming towards.</li> <li>How we can use our bodies to throw overarm for greater distance. Stepping forwards with one foot, releasing the ball high above our head, with the opposite hand, rotating the body as we release the ball.</li> <li>What the differences are between 'batting' and 'fielding'.</li> </ul>	<ul style="list-style-type: none"> <li>The difference between batting and fielding and understand what our roles are when we are playing a small sided game.</li> <li>How, when and why to use overarm and underarm throws.</li> <li>How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball.</li> <li>How to throw a ball overarm using the correct technique. Side on, opposite arm to opposite foot, arm up, elbow bent above the shoulder.</li> <li>How and why to throw a ball overarm with power and distance.</li> </ul>	<ul style="list-style-type: none"> <li>How to bowl underarm, ensuring the bowl is a 'good' bowl.</li> <li>Why we need to return the ball quickly and accurately to the player on base 1.</li> <li>How to outwit the fielding team when batting by varying the direction we strike the ball.</li> <li>What the back stop should do if a batter misses the ball, to try and prevent that batter from scoring.</li> </ul>	<ul style="list-style-type: none"> <li>Where to strike the ball when we are batting depending on where the fielders are standing in order to score rounders.</li> <li>How to create and apply simple fielding and batting tactics in order for our team to be successful.</li> <li>How the fielding team can stop the batter scoring if they hit or miss the ball.</li> <li>Why we need to double up on fielding positions, to maximise our efficiency when we are fielding.</li> </ul>	<ul style="list-style-type: none"> <li>How to create and apply simple fielding and batting tactics in a full game of Rounders, in order for our team to be successful.</li> <li>The difference between racing rounders and the full game, applying this understanding into mini games.</li> <li>How to umpire and score in a game.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Explore throwing overarm</li> <li>Explore throwing underarm</li> <li>Explore rolling</li> <li>Explore stopping a ball</li> <li>Explore catching</li> </ul>	<ul style="list-style-type: none"> <li>Introduce throwing with accuracy</li> <li>Apply throwing with accuracy in a team</li> <li>Introduce stopping a ball</li> <li>Develop sending (rolling) skills to score a point</li> <li>Consolidate sending and stopping to win a Year game</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate pupils application and understanding of underarm throwing</li> <li>Applying the underarm and overarm throw to win a game</li> <li>Applying the underarm throw to beat an opponent.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce to rounders</li> <li>Introduce overarm throwing</li> <li>Apply overarm and underarm throwing</li> <li>Introduce stopping the ball.</li> <li>Application of stopping the ball in a game.</li> </ul>	<ul style="list-style-type: none"> <li>Develop fielding bowling with a backstop</li> <li>Introduce batting; how</li> <li>Develop batting; where and why</li> <li>Introduce and apply basic fielding tactics</li> </ul>	<ul style="list-style-type: none"> <li>Develop fielding tactics maximising players</li> <li>Understand what happens if the batter misses the ball</li> <li>Refine fielding tactics, what players where?</li> <li>Applying tactics in mini games</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to full rounders.</li> <li>Consolidate fielding tactics</li> <li>Refine our understanding of what happens if the batter misses or hits the ball backwards</li> <li>Batting considerations</li> </ul>
<b>Vocabulary</b>	Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession. Accuracy: is the ability to control where we throw or roll and object.	Batter: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible. Fielder: A fielder is a defensive position that is	Attacker: We are considered an 'attacker' when we or our team are in possession or in control of the ball. Defender: We are considered a 'defender' when we are not in possession or in control of the ball.	Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible. Fielder: A fielder is a defensive position that is	Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible. Tactics: Tactics are a carefully planned set of	Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Fielder: A fielder is a defensive position that is occupied while the other team are batting.	Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Fielder: A fielder is a defensive position that is occupied while the other team are batting.

	<p>Distance: is defined as the length of space between two points. This usually means how far an object has been thrown.</p> <p>Power: is the intensity and speed that an object is thrown or rolled.</p> <p>Aiming: is the ability to use our bodies to direct an object towards a target.</p> <p>Throwing: means using your arm/hand to propel a ball with force through the air to a specific target or area.</p> <p>Catching: means holding the object with our hands that is hit or thrown to us usually before it touches the ground.</p> <p>Rolling: is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.</p> <p>Stopping: is a fielding method used by a fielder to prevent the ball going past them.</p>	<p>occupied while the other team are batting.</p> <p>The aim of the fielding team (defending team) is to prevent the batter from scoring.</p> <p>Opponent: means a player on the other team.</p> <p>Aiming: is the ability to use our bodies to direct an object towards a target.</p> <p>Accuracy: is the ability to control where we throw or roll and object.</p> <p>Throwing: means using your arm/hand to propel a ball with force through the air to a specific target or area.</p> <p>Catching: means holding the with our hands that is hit or thrown to us usually before it touches the ground.</p> <p>Rolling: is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.</p>	<p>Space: is an open area on the court that is unoccupied by your opponent or the defending team.</p> <p>Batting: Batting is the skill of hitting a ball with a bat into a space to score runs or rounders.</p> <p>The aim of the game for the batter (attacking team) is to score as many runs or rounders as possible.</p> <p>Fielder: A fielder is a defensive position that is occupied while the other team are batting.</p> <p>The aim of the fielding team (defending team) is to prevent the batter from scoring runs or a rounder.</p> <p>Throwing: means using your arm/hand to propel a ball with force through the air to a specific target or area.</p> <p>Catching: means holding the with our hands that is hit or thrown to us usually before it touches the ground</p>	<p>occupied while the other team are batting.</p> <p>The aim of the fielding team (defending team) is to prevent the batter from scoring a rounder.</p> <p>Throwing: means using your arm/hand to propel a ball with force through the air to a specific target or area.</p> <p>Base/Posts: There are four bases/posts that are used to mark out the pitch. These are positioned on the outside of the bowling square in a diamond shape.</p> <p>Rounder: Is the method of scoring used in rounders. If the batter successfully runs around the outside of the bases and reaches the 4th base before the ball, the batting team scores one rounder.</p> <p>The Long Barrier: is a fielding method used by a fielder to prevent the ball going past them. This involves the fielder stopping the ball with their hands, by positioning their body in line with the ball just in case they miss the ball with their hands.</p>	<p>actions that are used by a team or an individual to attain a certain goal.</p> <p>Bowling: is the action of propelling the ball towards the batter, with the intention of getting the batter out or preventing them from scoring a rounder.</p> <p>Catching: means holding the ball with our hands that is hit or thrown to us. This includes holding a ball struck by a batter before it touches the ground.</p> <p><math>\frac{1}{2}</math> a Rounder: Is the method of scoring used in rounders. If the batter misses the ball and runs around the outside of the bases and reaches the 4th base before the ball, the batting team scores <math>\frac{1}{2}</math> a rounder.</p> <p>Backstop: The backstop is a fielder who stands a safe distance behind the batting square, opposite the bowler ready to catch and stop the ball.</p>	<p>The aim of the fielding team (defending team) is to prevent the batter from scoring a rounder.</p> <p>Bowling: is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs.</p> <p>Batting and Bowling Square: The batting square is a marked out area that the batter stands in when striking the ball. The bowling square is opposite the batting square in the middle of the pitch. This is where the bowler stands when bowling the ball.</p> <p>No ball: A no ball is an unfair delivery bowled by the bowler that is either; dangerous, the ball is bowled above the batters head and below the knee or if the ball bounces before the batter.</p> <p>Out: is a form of dismissal which occurs when the batters period of batting is brought to an end by the opposing team.</p>	<p>The aim of the fielding team (defending team) is to prevent the batter from scoring a rounder.</p> <p>Bowling: is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs.</p> <p>Run Out: A run out occurs when a batter running to a base fails to reach that particular base before the ball and is stumped or a batter overtakes another batter when running around the bases.</p> <p>Outfielder: An outfielder is a player on the fielding team, not on a base or the backstop.</p> <p>An outfielder is responsible for catching and returning the ball to a base to prevent the batter from scoring a rounder.</p> <p>Umpire: is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly.</p>
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**P.E Progression: Games- Strike and Field Cricket**

Year group	EYFS Rackets, Bats, Balls and Balloons	Year 1 Rackets, Bats and Balls	Year 2 Rackets, Bats and Balls	Year 3 Cricket	Year 4 Cricket	Year 5 Cricket	Year 6 Cricket
<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>How we push/hit a balloon with control.</li> <li>Why we have to focus on the balloon/object to keep control.</li> <li>Why we have to push/hit a balloon with control.</li> </ul>	<ul style="list-style-type: none"> <li>Where and why we need to push the ball into space.</li> <li>Why we need to keep the ball close to us and under control.</li> <li>How to use a racket safely.</li> </ul>	<ul style="list-style-type: none"> <li>Why we need to vary our power when hitting a ball.</li> <li>The consequences if we do not aim towards a target when sending (hitting) a ball.</li> </ul>	<ul style="list-style-type: none"> <li>How and why to throw a ball overarm with power and distance.</li> <li>Where to stand when we are fielding and have a clear understanding why we have chosen that particular position.</li> </ul>	<ul style="list-style-type: none"> <li>Why we need to return the ball to the bowler or wicketkeeper quickly and accurately to prevent the batters from scoring runs.</li> <li>How to bowl underarm, varying the speed at</li> </ul>	<ul style="list-style-type: none"> <li>Where and how to bowl in order to prevent the batters from scoring runs. Stepping forwards with one foot, releasing the ball from low to high using their opposite hand</li> </ul>	<ul style="list-style-type: none"> <li>How and when to apply a range of fielding skills into mini games.</li> <li>Why we need to attack the ball when we are fielding and why when need to apply pressure to the batters.</li> </ul>

	<ul style="list-style-type: none"> <li>How to balance objects on a racket/bat.</li> <li>What we mean by control. Control: means keeping the balloon close to us, preventing it from touching the floor.</li> </ul>	<ul style="list-style-type: none"> <li>Why we need to aim at a target when sending (hitting or pushing) the ball.</li> </ul> <p>Why we need to be accurate when sending (hitting or pushing) a ball using a racket towards a target.</p>	<ul style="list-style-type: none"> <li>Where to send (hit) the ball during a game in order to score a point against our opponent.</li> <li>Why we need to vary the power when sending (hitting) the ball into space in order to score a point against our opponent.</li> </ul>	<ul style="list-style-type: none"> <li>How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball.</li> <li>How to outwit the fielding team by varying the speed and direction we strike the ball</li> <li>How to throw a ball overarm using the correct technique. Side on, opposite arm to opposite foot, arm up, elbow bent above the shoulder.</li> </ul>	<p>which we bowl depending on who is batting.</p> <ul style="list-style-type: none"> <li>How to outwit the fielding team when batting by varying the speed and direction we strike the ball.</li> <li>How and when to use different ways of retrieving and returning the ball to prevent the batters from scoring runs.</li> </ul>	<p>towards the wicket (stumps).</p> <ul style="list-style-type: none"> <li>How and why the role as a batter may change depending on the situation of the game.</li> <li>How to create and apply simple fielding and batting tactics in order for their team to be successful.</li> <li>Where to strike the ball when we are batting depending on where the fielders are standing in order to score runs.</li> </ul>	<ul style="list-style-type: none"> <li>How to umpire and score in a mini game of cricket, applying the correct signals when umpiring.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Explore pushing/hitting a balloon with control</li> <li>Explore hitting a balloon with power into space</li> <li>Explore hitting/pushing (sending) a balloon with accuracy</li> <li>Explore balancing an             <ul style="list-style-type: none"> <li>object on a racket/bat</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop pushing (dribbling) a ball with a racket: Introducing control</li> <li>Explore hitting and develop pushing a ball (with a racket) towards a target</li> </ul> <p>Explore hitting a ball (with a racket) with accuracy and power</p>	<ul style="list-style-type: none"> <li>Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent</li> <li>Introduce hitting</li> <li>(sending/striking) a ball into a space: Where and why?</li> </ul> <p>Striking the ball (with a bat) into space with intent</p>	<ul style="list-style-type: none"> <li>Understand the concept of batting and fielding</li> <li>Introduce throwing overarm</li> <li>Introduce throwing underarm</li> <li>Introduce catching</li> <li>Striking with intent</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of batting and fielding</li> <li>Introduce bowling underarm</li> <li>Develop stopping and returning the ball</li> <li>Develop retrieving and returning the ball</li> <li>Striking the ball at different angels and speeds</li> </ul>	<ul style="list-style-type: none"> <li>Refine batting, batting and bowling tactics</li> <li>Refine fielding stopping, catching and throwing</li> <li>Combine bowling and fielding creating and applying tactics</li> <li>Introduce umpiring and scoring</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate batting, fielding and bowling</li> <li>Create, understand and apply attacking and defensive tactics in game</li> </ul>
<b>Vocabulary</b>	<p><b>Accuracy:</b> is the ability to control where we push/hit (send) our balloon.</p> <p><b>Control:</b> means keeping the balloon close to us, preventing it from touching the floor.</p> <p><b>Power:</b> is the intensity and speed that we hit our balloon in the air or towards a target.</p> <p><b>Aiming:</b> is the ability to use our hands to direct our balloon in the air or towards a target.</p> <p><b>Pushing:</b> is a method of sending our balloon using our hands. The person pushing the balloon will extend their hands away from their body to direct the balloon in the air, towards a target or towards an open space.</p> <p><b>Space:</b> is an open area that is unoccupied by another player.</p>	<p><b>Possession:</b> is when we have physical control of the ball.</p> <p><b>Attacker:</b> We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p><b>Control:</b> means keeping the ball close to us when we are dribbling or pushing with our racket.</p> <p>Dribbling: is a method of moving with the ball.</p> <p>The attacker in possession of the ball uses their racket to push the ball around in order to move around the space.</p> <p>Accuracy: is the ability to control where we are pushing or hitting the ball with our racket.</p>	<p>Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many runs as possible.</p> <p>Fielder: A fielder is a defensive position that is occupied while the other team are batting.</p> <p>The aim of the fielding team (defending team) is to keep the batters score as low as possible.</p> <p>Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is the keep or direct the ball away from the defenders.</p> <p>Defender: We are considered a 'defender'</p>	<p><b>Throwing:</b> means using your arm/hand to propel a ball with force through the air to a specific target or area.</p> <p><b>Catching:</b> means receiving and holding the ball with our hands when the ball has been hit or thrown to us. This includes holding onto a ball struck by a batter before it touches the ground.</p> <p><b>Outwit:</b> means using your intelligence to trick or out smart your opponent or the other team.</p> <p><b>Batting:</b> Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many runs as possible.</p> <p><b>Fielder:</b> A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending</p>	<p><b>Retrieving:</b> Retrieving means returning the ball as quickly as possible to a bowler, fielder or wicketkeeper preventing the batters from scoring runs.</p> <p><b>Bowling:</b> is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs.</p> <p><b>Strike:</b> means hitting the ball with a bat away from the fielders at different angles and speeds with the purpose of scoring runs.</p> <p><b>Batting:</b> Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many runs as possible.</p> <p><b>Fielder:</b> A fielder is a defensive position that is</p>	<p><b>Tactics:</b> Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p> <p><b>Wicket-keeper:</b> The wicket-keeper is a fielder who stands behind the stumps opposite the bowler ready to catch and stop the ball.</p> <p><b>Wide:</b> A wide ball is a delivery bowled by the bowler that the batter is unable to reach or hit.</p> <p><b>No ball:</b> A no ball is an unfair delivery bowled by the bowler that is either; dangerous, the ball is bowled above waist height or the ball bounces more than once when it is bowled.</p> <p><b>Bowling:</b> is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or</p>	<p><b>Tactics:</b> Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p> <p><b>Boundary:</b> The boundary is the perimeter of the playing area. The batters score four or six runs if the ball crosses the boundary.</p> <p><b>Umpire:</b> is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly. The umpire will resolve any disagreements and their decision is final and should be respected.</p> <p><b>Four Runs:</b> The batter scores four runs if the ball crosses the boundary having touched the ground within the playing area first.</p> <p><b>Six Runs:</b> The batter scores six runs if the ball</p>



	<p><b>Score:</b> is the number of points achieved in a game or by an individual, pair or team.</p> <p><b>Pushing:</b> is a method of sending our balloon using our hands. The person pushing the balloon will extend their hands away from their body to direct the balloon in the air, towards a target or towards an open space.</p> <p><b>Hitting:</b> means striking the balloon with our hand with purpose. The person hitting the balloon will strike the balloon with their hands towards a target or towards an open space.</p>	<p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Hitting: means striking the ball with a racket with the purpose towards a target.</p> <p>Power: is the intensity and speed that we hit a ball with our racket.</p>	<p>when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Opponent: means a player on the other team.</p> <p>Accuracy: is the ability to control where we are pushing or hitting the ball with our racket or bat.</p> <p>Power: is the intensity and speed that we hit a ball with our racket or bat</p>	<p>team) is to keep the batters score as low as possible.</p> <p><b>Strike:</b> means hitting the ball with a bat with the purpose of scoring runs.</p> <p><b>Out:</b> is a form of dismissal which occurs when the batters period of batting is brought to an end by the opposing team.</p>	<p>occupied while the other team are batting. The aim of the fielding team (defending team) is to keep the batters score as low as possible.</p> <p><b>The Long Barrier:</b> is a fielding method used by a fielder to prevent the ball going past them. This involves the fielder stopping the ball with their hands, but positioning their body in line with the ball just in case they miss the ball with their hands</p>	<p>preventing them from scoring runs.</p> <p><b>Bye:</b> A bye is a run scored by the batting team when the ball is missed by the wicket keeper and has not been hit by the batter.</p> <p><b>Run Out:</b> A run out occurs when a batter attempting a run, has not reached their ground when the stumps are successfully hit with the ball by the fielding team.</p>	<p>crosses the boundary in the air not having touched the ground.</p> <p><b>Over:</b> An over consists of six consecutive legal (wides and no-balls do not count) deliveries bowled from one end by a bowler.</p>
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### P.E Progression: Swimming

We offer Swim England at Catterick Leisure Centre

Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Core Knowledge</b>	See beginners	<ul style="list-style-type: none"> <li>You can swim 5-20 meters using one consistent stroke</li> <li>Swimming aids help to propel themselves over longer distances</li> <li>Submerging is going completely underwater and this grows with confidence</li> <li>How to enter and exit the water independently.</li> </ul>	<ul style="list-style-type: none"> <li>You can swim 5-20 meters using one consistent stroke</li> <li>Swimming aids help to propel themselves over longer distances</li> <li>Submerging is going completely underwater and this grows with confidence</li> <li>How to enter and exit the water independently</li> </ul>	<ul style="list-style-type: none"> <li>When confidence builds, you can swim over greater distances in shallow water (10-20 meters)</li> <li>To understand basic swimming techniques including correct arm and leg action.</li> <li>To understand basic breathing patterns.</li> <li>You can enter and exit the water in a variety of ways.</li> <li>Problem solving activities can occur in the water, such as group floats and team challenges</li> </ul>	<ul style="list-style-type: none"> <li>When confidence builds, you can swim over greater distances in shallow water (10-20 meters)</li> <li>To understand basic swimming techniques including correct arm and leg action.</li> <li>To understand basic breathing patterns.</li> <li>You can enter and exit the water in a variety of ways.</li> <li>Problem solving activities can occur in the water, such as group floats and team challenges</li> </ul>	<ul style="list-style-type: none"> <li>Fluency and control should be seen in at least two recognised strokes</li> <li>Good breathing technique allow for smooth stroke patterns</li> <li>Personal survival techniques can be developed as an individual and as a group</li> <li>Lengths can be linked together with turns and these can be done in isolation and during a stroke.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency and control should be seen in at least two recognised strokes</li> <li>Good breathing technique allow for smooth stroke patterns</li> <li>Personal survival techniques can be developed as an individual and as a group</li> <li>Lengths can be linked together with turns and these can be done in isolation and during a stroke.</li> </ul>
<b>Skills</b>	See beginners	<p>Stage 1</p> <p>By completing this Award, with or without floatation equipment or support, you will be able to:</p> <ul style="list-style-type: none"> <li>Enter the water safely.</li> <li>Move forward for a distance of 5 metres, feet may be on or off the floor.</li> <li>Move backwards for a distance of 5 metres,</li> </ul>	<p>Stage 2</p> <p>By completing this Award, with or without floatation equipment or support, you will be able to:</p> <ul style="list-style-type: none"> <li>Jump in from poolside safely.</li> <li>Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.</li> </ul>	<p>Stage 3</p> <p>By completing this Award, without floatation equipment or support, you will be able to:</p> <ul style="list-style-type: none"> <li>Jump in from poolside and submerge.</li> <li>Sink, push away from wall and maintain a streamlined position.</li> <li>Push and glide on the front with arms</li> </ul>	<p>Stage 4</p> <p>By completing this Award, without floatation equipment or support, you will be able to:</p> <ul style="list-style-type: none"> <li>Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.</li> </ul>	<p>Stage 5</p> <p>By completing this Award you will be able to:</p> <ul style="list-style-type: none"> <li>Perform a flat stationary scull on the back.</li> <li>Perform a feet first sculling action for 5 metres in a flat position on the back.</li> <li>Perform a sculling sequence with a partner</li> </ul>	<p>Stage 6</p> <p>By completing this Award you will be able to:</p> <ul style="list-style-type: none"> <li>Give two examples of how to prepare for exercise and understand why it is important.</li> <li>Sink, push off on side from the wall, glide, kick and rotate into backstroke.</li> </ul>

		<p>feet may be on or off the floor.</p> <ul style="list-style-type: none"> <li>Move sideways for a distance of 5 metres, feet may be on or off the floor.</li> <li>Scoop the water and wash the face.</li> <li>Be comfortable with water showered from overhead.</li> <li>Move from a flat floating position on the back and return to standing.</li> <li>Move from a flat floating position on the front and return to standing.</li> <li>Push and glide in a flat position on the front from a wall.</li> <li>Push and glide in a flat position on the back from a wall.</li> <li>Give examples of two pool rules.</li> <li>Exit the water safely.</li> </ul>	<ul style="list-style-type: none"> <li>Move from a flat floating position on the back and return to standing without support.</li> <li>Move from a flat floating position on the front and return to standing without support.</li> <li>Push from a wall and glide on the back - arms can be by the side or above the head.</li> <li>Push from a wall and glide on the front with arms extended.</li> <li>Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.</li> <li>Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.</li> <li>Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.</li> <li>Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.</li> <li>Perform a log roll from the back to the front.</li> <li>Perform a log roll from the front to the back.</li> <li>Exit the water without support.</li> </ul>	<p>extended and log roll onto the back.</p> <ul style="list-style-type: none"> <li>Push and glide on the back with arms extended and log roll onto the front.</li> <li>Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.</li> <li>Fully submerge to pick up an object.</li> <li>Correctly identify three of the four key water safety messages.*</li> <li>Push and glide and travel 10 metres on the back.</li> <li>Push and glide and travel 10 metres on the front.</li> <li>Perform a tuck float and hold for three seconds.</li> <li>Exit the water without using steps.</li> </ul> <p>*The four key water safety messages include:  1. Stop and Think - Always swim in a safe place.  2. Stay Together - Always swim with an adult.  3. Float - If you fall in, float, breathe and relax.  4. Call 999 - If someone else in trouble, call 999.</p>	<ul style="list-style-type: none"> <li>Push and glide from the wall towards the pool floor.</li> <li>Kick 10 metres backstroke (one item of equipment optional).</li> <li>Kick 10 metres front crawl (one item of equipment optional).</li> <li>Kick 10 metres butterfly on the front or on the back.</li> <li>Kick 10 metres breaststroke on the front (one item of equipment optional).</li> <li>Perform a head first sculling action for 5 metres in a flat position on the back.</li> <li>Travel on back and log roll in one continuous movement onto front.</li> <li>Travel on front and log roll in one continuous movement onto back.</li> <li>Push and glide and swim 10 metres, choice of stroke is optional.</li> </ul>	<p>for 30-45 seconds to include a rotation.</p> <ul style="list-style-type: none"> <li>Tread water for 30 seconds.</li> <li>Perform three different shaped jumps into deep water.</li> <li>Push and glide and swim 10 metres backstroke (performed to Swim England expected standards).</li> <li>Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).</li> <li>Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).</li> <li>Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).</li> <li>Perform a handstand and hold for a minimum of three seconds.</li> <li>Perform a forward somersault.</li> <li>Demonstrate an action for getting help</li> </ul>	<ul style="list-style-type: none"> <li>Sink, push off on side from the wall, glide, kick and rotate into front crawl.</li> <li>Swim 10 metres wearing clothes.</li> <li>Push and glide and swim front crawl to include at least six rhythmical breaths.</li> <li>Push and glide and swim breaststroke to include at least six rhythmical breaths.</li> <li>Push and glide and swim butterfly to include at least three rhythmical breaths.</li> <li>Push and glide and swim backstroke to include at least six regular breaths.</li> <li>Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards).</li> <li>Perform a 'shout and signal' rescue.</li> <li>Perform a surface dive.</li> </ul>
Vocabulary		<p>swim kick front back arms legs lie on front back breath splash sculling</p>	<p>swim kick front back arms legs lie on front back breath splash sculling</p>	<p>breath rotate submerge sink float sculling breaststroke glide surface dive</p>	<p>breath rotate submerge sink float sculling breaststroke glide surface dive</p>	<p>meters distance back crawl front crawl breaststroke compete improve challenge personal survival treading</p>	<p>meters distance back crawl front crawl breaststroke compete improve challenge personal survival treading</p>

		doggy paddle prone supine glide stroke float pace	doggy paddle prone supine glide stroke float pace	jump on top of the water underwater front crawl	jump on top of the water underwater front crawl	crouching	crouching
<b>What will our pupils go on to learn?</b> <b>P.E Progression: Programme of Study KS3 and KS4</b>							
<b>Purpose of study</b> A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. <b>Aims</b> The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"><li>develop competence to excel in a broad range of physical activities</li><li>are physically active for sustained periods of time</li><li>engage in competitive sports and activities</li><li>lead healthy, active lives.</li></ul> <b>Attainment targets</b> By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. <b>Schools are not required by law to teach the example content in [square brackets].</b>							
<b>P.E Progression: Subject Content in KS3 and KS4</b>							
<b>Subject Content Key Stage 3:</b>				<b>Subject Content Key Stage 4:</b>			
Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils should be taught to: <ul style="list-style-type: none"><li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li><li>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li><li>perform dances using advanced dance techniques within a range of dance styles and forms</li><li>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li><li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li><li>take part in competitive sports and activities outside school through community links or sports clubs.</li></ul>				Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Pupils should be taught to: <ul style="list-style-type: none"><li>use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li><li>develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]</li><li>take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li><li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li><li>continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li></ul>			