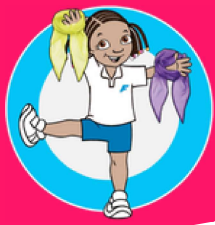


PE Curriculum Map

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
First PE	Winter Dance	Ball Skills	Tag Rugby	Greatest Showman (Yrs 3-4)	Quicksticks	Quicksticks
Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
First PE	Gymnastics	Winter Dance	Y3/4 Gymnastics (2022)	Y3/4 Gymnastics (2022)	Y5/6 Gymnastics (2022)	Swimming
Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
Jungle Dance	Ball Skills	Gymnastics	Swimming	Football	Stomp Dance	Y5/6 Gymnastics (2022)
Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Multi Skills	Multi Skills & FUNS	Multi Skills & FUNS	Egyptian Dance (Yrs 3/4)	Swimming	Kwik Cricket	Dance
Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Enjoy-a-ball (EY)	Ball Games	Football Fundamentals KS1 Y1-2	Kwik Cricket	Rounders	Swimming	Rounders Yr 5/6
Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Gymnastics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
Athletics						



P

ROGRESSION OF KEY SKILLS

Dance

Early Years

- Moving in time to happy and sad music
- Experiment with different ways of moving
- Experiment with actions at different levels
- Moving around as different characters or animals to the music

EY

1 Year 1

- Listen to the music and begin to move in time to it
- Perform basic dance movements
- Perform dance movements showing some levels
- Perform basic dance travelling movements e.g. stepping, skipping, jumping
- Perform simple dance moves with some control

2

Year 2

- Move in time to the music showing some expression
- Perform dance movements with control
- Perform dance movements showing a variety of levels
- Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing
- Remember simple dance steps, perform with control in time to the music

3 Year 3

- Collaborate to make a dance warm up
- Use a stimulus to create a dance
- Dance in unison with a partner
- Perform in canon with a group
- Use some different levels and pathways

4

Year 4

- Cooperate to make a dance warm up and take on a leadership role
- Respond imaginatively to a stimulus
- Dance in unison with a partner/group performing a range of movement patterns
- Perform in canon showing a range of movement patterns
- Perform a variety of levels and pathways in a dancel

5

Year 5

- Co-operate and collaborate to create a warm up displaying a variety of movement patterns
- Translate ideas from a stimulus showing control and fluency
- Dance in unison in a group keeping in time with each other
- Dance in canon showing good timing
- Perform using a variety of levels and using the space

6

Year 6

- Co-operate, communicate and collaborate with a group to make up a warm up with good rhythm and timing
- Translate ideas from a stimulus into movement showing expression, precision, control and fluency
- Dance in unison in a group showing good timing, energy and strength
- Dance in canon in a group showing good timing, energy and strength
- Use levels, travelling and space with timing and musicality





P ROGRESSION OF KEY SKILLS

Multi-Skills

Early Years

EY

- Experiment with different ways of balancing
- Experiment with different ways of moving (agility)
- Experiment with different ways of moving ball with different body parts (co-ordination)
- Working with friends in a team-taking turns

1

Year 1

- Balance on lines with control and use equipment to balance on various parts of the body
- Changing direction with some control (agility)
- Co-ordinating body whilst beginning to move with equipment
- Co-operate, compete and challenge themselves as a team in various games

2

Year 2

- Balance on low equipment with good control
- Changing direction quickly with good balance and control (agility)
- Co-ordinating body whilst beginning to move at different speeds with various equipment
- Complete challenges as a team in various running/obstacle games and working to improve performance

3

Year 3

- Balancing on various body parts while moving
- Agility focus -changing direction at speed
- Co-ordinate body to perform a combination of movements
- Complete a variety of fitness tests successfully and achieve a personal best

4

Year 4

- Balancing confidently using various equipment and body parts
- Agility focus - changing direction at speed with good technique
- Co-ordinate body efficiently to perform a combination of movements or actions
- Complete a variety of fitness tests confidently and achieve a number of personal bests

5

Year 5

- In combination with different skills, can balance equipment while moving and co-ordinating another action
- Agility focus - change direction quickly and efficiently with equipment
- Agility focus - change direction quickly and efficiently with equipment
- Test and measure balance, agility and co-ordination confidently and accurately. Can compare their performances with previous ones and strive to achieve a personal best

6

Year 6

- Balance equipment on various body parts whilst moving or co-ordinating another body actions accurately
- Agility focus - can change direction at speed with balance and control whilst using various equipment
- Co-ordinate using both sides of the body with fluency to perform a combination of movements or actions
- Complete each test with fluency and accurately measure and record. Evaluate previous performance levels and demonstrate improvements to achieve their personal best





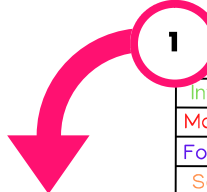
P

ROGRESSION OF KEY SKILLS

Invasion Games

<p>Early Years (progressions through first PE unit/Enjoy-a-ball)</p> <p>Throw to self, catching a soft ball/balloon. Experiment with rolling the ball, throw and catch to self and to a partner (hand-eye co-ordination)</p> <p>Moving around a spot/ area, experimenting with different ways of moving (footwork) e.g. jumping, hopping, skipping</p> <p>Moving around, changing direction and negotiating space</p> <p>Follow a partner to steal their bib</p> <p>Experiment with different ways of shooting/placing an object into/on a target or hoop</p> <p>Introducing fun games e.g. Player in the middle, defending hoops (beginnings of attacking, defending)</p> <p>Introducing basic rules e.g. areas of play, how you become out, how you can score points. This becomes the first initial steps of following rules in games</p>

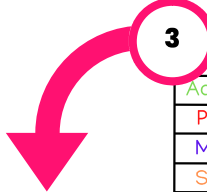
EY



<p>1 Year 1 (progressions through ball skills/ball games/Football FUNS/Rugby FUNS)</p> <p>Catch/receive a ball safely. Pass a ball with some control (using either hands, feet or object)</p> <p>Introducing footwork e.g. stopping and freezing in adapted games, landing on spots with two feet</p> <p>Move into a space in a game, looking to throw/pass the ball to someone in a space</p> <p>Follow an opponent in a game/adapted game</p> <p>Scoring in a variety of ways- into hoops, goals or targets</p> <p>Begin to develop tactics for attacking and defending.</p> <p>Children begin to learn rules of adapted games. They learn that rules are there to keep you safe and encourage fair play.</p>

2

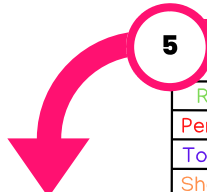
<p>Year 2 (progressions through ball skills/ball games/Football FUNS/ Rugby FUNS)</p> <p>Introduce a various passes (hands/ feet/object) continuing to develop control of pass</p> <p>Adapted games – developing thought process of footwork rule e.g. superhero ball e.g. no running with the ball</p> <p>Move into a space to catch/recvie a ball. Pass the ball to someone in a space</p> <p>Follow/mark an opponent and trying to win (intercept) the ball</p> <p>Scoring in a variety of ways and begin to use in a game situation</p> <p>Develop tactics for attacking and defending</p> <p>Play adapted games-learning different rules. Encourging fair play and respect</p>
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<p>3 Year 3 (progressions through invasion game units)</p> <p>Continue to develop control of passing and receiving the ball – beginning to attempt these in a game situation</p> <p>Adapting footwork to suit game being played e.g netball stride stop and jump stop, handball 3 steps</p> <p>Perform a dodge into get into a space and receive a pass</p> <p>Marking a player, keeping on the balls of your feet</p> <p>Shooting adapting technique to to suit game – e.g into hoop/target or goal</p> <p>Begin to apply some basic principles for attacking & defending – how do they deny space, how can they win back possession</p> <p>Continue to play adapted games and introduce key rules that are sport specific. Apply in a game situation</p>
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4

<p>Year 4 (progressions through invasion game units)</p> <p>Pass and receive mostly control - begin to select and apply the correct pass</p> <p>Footwork-be able to change direction quickly, accelerating in a game situation</p> <p>Attempting various dodges to create space to receive the ball</p> <p>Marking a player, standing side on, sticking to player</p> <p>Shooting- focus on bending the knees and place hand under the ball to shoot</p> <p>Develop tactics – begin to use them in a variety of games- e.g. when and where to move while in, and out of possession</p> <p>Understand rules of a game. Begin to officiate their own game and become familiar with key terms and vocabulary related to RST</p>



<p>5 Year 5 (progressions through invasion game units)</p> <p>Selecting the correct pass in a game and move into a space</p> <p>Receive the ball on the move (on the balls of feet) changing direction quickly</p> <p>Perform different dodges/movements to receive a ball in a space</p> <p>To defend a player and attempt to intercept a pass</p> <p>Shooting -Chosing the correct shot for the game</p> <p>Begin to use attacking and defending, techniques learned in a game situation e.g. positions on the pitch/court e.g formations to either keep possession or win back possession of the ball</p> <p>In teams, begin to discuss tactics and how to work as a team (communicate and collaborate)</p> <p>Understand how to apply rules in various invasion games and be able attempt officiating</p>

6

<p>Year 6 (progressions through invasion game units)</p> <p>Perform a variety of passes with some precision – quickly move into a space to receive another pass</p> <p>Perform correct footwork in a game – quick feet to turn the correct way to pass the ball</p> <p>Perform a variety of dodges to move into a space and receive a ball – in a practice and in a game situation</p> <p>Defend a player during a game, intercepting the ball</p> <p>Shooting- focus on precision and accuracy and attempt to get the rebound if the shot is missed</p> <p>In a team, discuss tactics and how to win as a team (communicate and collaborate)</p> <p>In teams discuss tactics and how to work as a team finding strategies to beat their opponents</p> <p>Understand and apply rules consistently in various invasion games- officiate with confidnce using key vocab and rules</p>
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PROGRESSION OF KEY SKILLS

Gymnastics

Early Years

EY

- Can experiment with different shapes
- Experiment with different jumps
- Experiment with different ways of rolling in small shape
- Experiment with balancing on different body parts
- Moving along the floor in different ways like aliens sliding, rolling, stretching etc
- Show a start shape, middle and finishing shape (beginning of a sequence)
- Moving on and off apparatus safely



1

Year 1

- Can perform various shapes
- Perform basic jump (straight jump, Star jump)
- Perform a tuck rock and a tuck roll and rocket roll with pointed toes
- Perform a simple balance holding for 3 seconds
- Perform a bunny hop- hands first then feet
- Perform a basic sequence (roll, jump and roll)
- Moving on and off apparatus with control

2

Year 2

- Can perform shapes with a strong body and control
- Perform jumps (straight, star, tuck jump) with control and a strong body
- Perform a tuck rock, tuck roll, forward roll and dish/arch roll
- Perform a balance on one or more parts of body
- Perform a bunny hop - hands flat with straight arms
- Perform a sequence on apparatus- (roll, jump and balance)
- Moving on and off apparatus with strong body and control



3

Year 3

- Can perform a variety of shapes with good control
- Perform a straight jump with a half turn
- Perform a Teddy bear roll
- Perform Point and Patch balances
- Perform a bunny hop across a mat run and onto/across low benches and apparatus
- Perform a short sequence on mats (using levels directions control)
- Hopscotch on throw down feet- introduction to hurdle step onto apparatus

4

Year 4

- Can perform a variety of shapes with good control when performing various skills
- Perform various jumps and develop travelling across the mat
- Teddy bear roll with a partner/group in sequence with pointed toes
- Perform matching and mirroring balance routines on apparatus
- Perform a bunny hop onto a variety of apparatus with control
- Perform a short sequence on mats and apparatus showing levels, unison, and pointed toes
- Hopscotch across the floor to develop hurdle step onto low apparatus



5

Year 5

- Can perform complex shapes with control and some flexibility
- Perform more complex jumps, tuck, pike and a scissor kick
- Perform a T-roll
- Perform symmetrical and asymmetrical balances
- Perform a 'squat on and squat off' on various apparatus
- Link skills to create a sequence with Fluency. Co-operate, communicate and collaborate with others
- To perform a hurdle step on the floor/springboard
- Cartwheel on the floor using various apparatus

6

Year 6

- Can perform complex shapes when performing Sequences and skills with flexibility
- Perform more complex jumps and travelling on and off apparatus, tuck, pike and leaps scissor kick and cat leap
- Side star roll, T-roll (with pointed toes), backwards roll
- Perform various balances counter balance and counter tension
- Perform a 'squat on and squat off' apparatus with a run up (with or without a spring board)
- Compete in teams to win points with sequences and a vault competition
- Perform a hurdle step on the floor/springboard and onto apparatus
- Inverted skills shoulder stand, cartwheel, teddy bear roll, head stand, handstand





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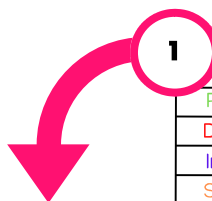
ROGRESSION OF KEY SKILLS

Football

Early Years

EY

- Explore stopping a ball with different parts of the body
- Experiment kicking the ball with feet to a partner
- Move a bean bag/ball on the floor using inside of foot
- Fox and rabbits game. Object of the game is to move away from the rabbit onto a spot (finding a space)
- Shooting into a target on the floor
- Introducing fun games e.g. Player in the middle, defending hoops (beginnings of attacking, defending)



1

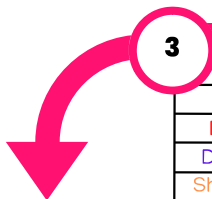
Year 1

- Stopping a ball with the inside of feet
- Pass the ball, beginning to use inside of feet "toe, toe, toe, no, no, no!"
- Dribble the ball with the inside of feet - finding a space
- Introduce getting the ball off a player - tackling
- Scoring in a variety of ways - into goals and at targets
- Begin to understand tactics for attacking and defending
- Small sided games 4v4

2

Year 2

- Stopping a ball with the sole and inside of feet
- Pass the ball to a partner P,P,P, Plant, Pass Point to help with accuracy
- Dribble the ball with the inside of feet, keeping the ball close to their body - dribble into a space
- Improve tackling by using adapted games - introduce intercepting play
- Scoring in a variety of ways and begin to use in a game situation
- Begin to include some basic tactics for attacking and defending in conditioned games
- Play an adapted and conditioned games 5v5.



3

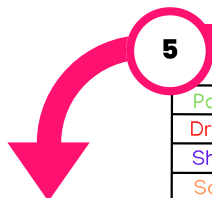
Year 3

- Control a ball using inside, outside and sole of feet
- Pass the ball with inside of feet with accuracy. Pass the ball to someone in a space
- Dribble the ball, beginning to turn with some control (inside and outside hook)
- Defend making a tackle in isolation (a conditioned game)
- Shooting - Kick a stationary ball past a goal keeper
- Adapted games, begin to apply some basic principles for attacking & defending in small sided games
- Small sided games 6v6

4

Year 4

- Move body to correct position to stop and control a ball
- Pass the ball with inside of feet, whist on the move
- Dribble the ball using inside, outside hook and drag back, beginning to accelerate
- Defend - moving forward to close down space to tackle in a conditioned game. Intercept a pass
- Shooting - Strike a moving ball (past a goal keeper) with some accuracy
- Encourage children to talk about tactics when attacking and defending
- Small sided games - up to 7v7



5

Year 5

- Control the ball using either foot when moving
- Pass the ball with inside, front or laces on the foot
- Dribble the ball using inside, outside hook and drag back beginning to accelerate
- Show good body position to defend and press in a 2v2 game
- Scoring using top of foot (laces) - aiming for corners of the goal
- Begin to use attacking and defending, techniques learned in a game situation
- In teams, begin to discuss tactics and how to work as a team (communicate and collaborate)

6

Year 6

- Move into space to receive the ball and control with either foot in a game
- Select the correct pass for various distances in a game situation
- Dribble the ball in a game situation around a defender
- Communicate with team when defending in a game - making interceptions, cover space
- To work as a team to score, shooting from various angles
- In a team, discuss tactics and how to win as a team (communicate and collaborate)
- Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending
- Understanding the positions and rules of the game





P

ROGRESSION OF KEY SKILLS

Tag Rugby

Early Years	EY
Follow a partner to steal their bib - introducing tag games	
Move with different objects in their hands	
Passing an object to another child	
Trying to get around a static player in a coned area	
Scoring points with beanbag treasure in a simple hoop invasion game	
Fun game getting past the fish (defender) in a small area. Fish (defender) trying to get the tails	

1	Year 1
	Play a simple game of tag and begin to call 'tag' when taking a bib or belt
	Hold the ball with two hands
	Hand over the Rugby ball sideways
	Attempt to get past a defender 1v1
	Scoring a try in a modified drill using correct technique- using 2 hands to place ball down
	Small-sided adapted games. Begin to develop tactics for attacking and defending

Year 2	2
Tag a player when facing your partner - raise hand and call "Tag"	
Move with the ball, holding it with hands- chest height	
Pass the ball sideways- with smile technique	
Dodge around a defender in a small area	
Scoring a try in an adapted game- focus placing ball down with 2 hands and staying on feet	
Small-sided games using various types of equipment. Develop tactics for attacking and defending	

3	Year 3
	Tag another player, face on and keeping body position low to the ground
	Move with a ball in their hands using correct position
	Pass the ball backwards and sideways in isolation
	Move into a space to avoid a defender, through dodging techniques
	Beat a defender to score a try in various scoring zones
	Adapted games, with variations of rules, begin to apply some basic principles for attacking & defending

Year 4	4
Play a tag game whilst moving at speed, keeping close to an opponent	
Move with control in a variety of directions holding the ball in the correct position	
Pass the ball backwards/ sideways with control whilst moving	
Use speed and space to avoid a passive defender	
Beat a defender at speed to score a try in an isolated game situation	
Play adapted games, Children encouraged to think of tactics when attacking and defending	

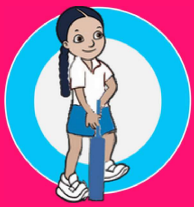
5	Year 5
	Tag more than one player using either hand whilst moving
	Choose different pathways to move with a ball in hands against an opponent
	Pass the ball and move (loop around a teammate)
	Introduce looping around your teammate- to try and trick an opponent
	Working as a team to score a try- supporting runs in practice
	Developing tactics for attacking e.g working as a team, supporting each other
	In teams discuss tactics of attacking e.g diagonal line when attacking
	In a team, discuss tactics of defending e.g make a wall or flat line as a team when defending

Year 6	6
Tag a player using either hand when moving at full speed in a game situation	
Dodge around a defender at speed with a ball in hands avoiding being tagged	
Bring in pass and loop into a game situation	
Looping around your teammate- to try and trick an opponent in game situation	
Working together as a team to score a try in a tag rugby game, e.g supporting diagonal runs	
Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending	
In a team, discuss tactics of attacking and defending (communicate and collaborate)	



Swimming- Progression of Key Skills

Beginner (KS1/KS2)	Intermediate (KS1/KS2)	Advanced (KS2)	End of KS2 expectation
<p>Enter and exit the pool in correct and safe manner by the poolside steps</p> <p>Gain confidence in water walking unaided in pool</p> <p>Breathing technique – blowing bubbles, face in water and begin to develop technique with float</p> <p>Developing whole strokes including “doggy paddle” swim on back through kicking and sculling</p> <p>Be able to swim 5-10metres</p> <p>Gain knowledge of water safety and attempt self rescue using skills e.g. pyjama rescue in shallow water</p>	<p>Enter the pool safely by jumping in or sliding in on front. Exit the pool by the poolside steps or climbing out.</p> <p>Be confident to be able to swim across the pool without stopping</p> <p>Begin to show breathing technique when performing various strokes with and without a float</p> <p>Swim competently and confidently across the pool using various strokes front crawl, breaststroke and backstroke</p> <p>Be able to swim at least 25 metres</p> <p>Perform safe self rescue in water base situations e.g. pyjama rescue, float aids in deep water etc</p>	<p>Enter the pool by jumping and diving (at the deep end) safely. Exit the pool by climbing out.</p> <p>Swim confidently using various strokes on the surface and under the water</p> <p>Use advance breathing techniques in all strokes</p> <p>Swim competently and confidently using correct stroke techniques e.g. front crawl, breast stroke, backstroke and butterfly.</p> <p>Be able to swim over 25m</p> <p>Confidently perform safe self rescue skills in deep water</p>	<p>All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2.</p> <p>Each pupil is required to be able to do the following:</p> <p>Perform safe self-rescue in different water based situations</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>



P

ROGRESSION OF KEY SKILLS

Kwik Cricket

Early Years

EY

Rolling and stopping a ball, sitting down and standing up
Experiment with throwing and catching to self and to a partner (hand-eye co-ordination)
Passing underarm an object to another child
Pushing a ball away from body with hands
Push ball with throw down strips to develop hand eye co-ordination



1

Year 1

Rolling and stopping a ball with one/two hands
Throw and catch a ball with some control
Bowl underarm towards a target
Hit a ball off a tee using various bats
Play a modified game hitting off a tee
Small-sided adapted games. Begin to develop tactics for striking and fielding

2

Year 2

Roll and stop a ball with control/accuracy
Throw underarm with some accuracy and catch a ball
Bowl underarm towards a target with control and accuracy
Begin to hold the bat in correct position and hit a ball off a tee
Play a modified game encouraging teamwork when fielding
Small-sided games using various types of equipment. Develop tactics for striking and fielding



3

Year 3

Roll the ball with one hand and stop the ball attempting Long barrier method
Throw and catch underarm with both hands (in isolation)
Bowl underarm at a wicket and attempt overarm
Control with a bat (holding it correctly) hitting a ball off a tee and moving
Play a modified game using fielding and batting skills
Adapted games, with variations of rules, begin to apply some basic principles for striking and fielding

4

Year 4

Roll the ball with one hand and stop the ball from different directions using barrier method
Throw and catch under pressure in modified games
Bowl at a wicket underarm/overarm with accuracy and control
Hit a drop fed ball and/or moving ball with a bat
Play a game communicating as a team
Play adapted games, Children encouraged to think of tactics when striking and fielding



5

Year 5

Begin to use fielding techniques with throwing and stopping and scooping up the ball
Throwing over/underarm and catching over various distances
Bowl, attempting to hit the wicket using under/overarm
Hit a moving ball with control and some distance
Communicate and collaborate as a team to beat an opponent
Developing tactics for striking and fielding e.g working as a team, supporting each other

6

Year 6

Positioning in a modified game to field a ball (both throwing and stopping it)
Making correct decisions with the type of throw to use in a modified game. Move body into a position to catch the ball
Bowl (over/underarm) at a wicket in a game against a batter with some speed and control to hit the wicket
In a competitive game begin to tactically hit/place a ball into a space
Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending
In a team, discuss tactics of attacking and defending (communicate and collaborate)





P

ROGRESSION OF KEY SKILLS Hockey (Quicksticks)

Early Years (progressions through first PE unit/Enjoy-a-ball)	EY
Ball Awareness—moving the ball along the floor using hands	
Pushing/Patting the ball to a partner using one hand	
Move around safely in a variety of ways and negotiating space	
Trying to get the magic ball from another player—holding a throw down strip (magic wand) in hand	
Scoring into a target in a variety of ways	
Play adapted games— beginning to score into a goal	

1	Year 1 (progressions through Ball Games, tennis)
	Ball Awareness—moving a ball along the floor using a tennis racket
	Pushing a ball to a partner using a hand paddle/tennis racket
	Begin to move into a space in a 'Hand hockey' game holding throw down strips (in hand)
	Hand hockey—beginning to tackle, holding a throw down strip as extension to hand
	Introduce scoring into a goal, using various types of equipment
	Small-sided adapted games 3v3. Begin to develop tactics for attacking and defending.

2	Year 2 (progressions through Ball games, tennis)
	Ball Awareness—moving a ball along the floor with control, using a tennis racket
	Pushing a ball to a partner when using a tennis racket, developing control
	Pass and begin to move forward into a space in a 'Hand hockey' game, holding a throw down strip (in hand)
	Hand Hockey—beginning to anticipate when to tackle, using throw down strips (as hand extension)
	Scoring into goals/targets using various types of equipment e.g. tennis racket to hit a ball through cones
	Small-sided games using various types of equipment. Develop tactics for attacking and defending

3	Year 3
	Dribble the ball holding the stick in correct position
	Pass and receive a ball with some control
	Perform a pass and look for a space in an adapted game to receive the ball
	Begin to tackle a player safely— when stationary and moving
	Score whilst the ball is stationary. Adapted games to focus on accuracy
	Adapted games, with variations of rules, begin to apply some basic principles for attacking & defending

4	Year 4
	Dribble and stop the ball with control
	Pass the ball over a longer distance with accuracy and power
	Perform a short pass and begin to move into a space and receive the ball with some control
	Tackle a player beginning to use the correct grip and positioning –bend knees, low to the ground.
	Develop shooting – at targets/goals. Beginning to score whilst the ball is moving
	Play adapted games, Children encouraged to think of tactics when attacking and defending

5	Year 5
	Dribbling the ball in different directions, keeping head up
	Pass the ball over a variety of distances with some accuracy and power, in a game situation
	Perform a pass with some control, accuracy and with movement into a space
	Begin to defend against an opponent in a game situation – tackling and marking
	Hit a moving ball with some accuracy and control into a goal
	Begin to use techniques learned in a game situation and to have an understanding of key rules

6	Year 6
	Dribble the ball at various speeds— both in isolation and a game situation
	Pass the ball over a variety of distances in attacking or defensive situations
	Pass and move into a space with accuracy, control and speed (in isolation/game situation)
	Begin to defend as an individual and communicate to defend as a team (marking and tackling)
	Hit a moving ball into a goal from different angles and sometimes with different levels of power
	Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending





P

PROGRESSION OF KEY SKILLS

Rounders

EY

Early Years (progressions through first PE unit/Enjoy-a-ball)
Experiment with different ways of throwing a beanbag, tennis ball over a short distance
Experiment with throwing underarm at targets
Hand eye co-ordination developed through hitting a tennis ball, using throw down strips, hitting a balloon in the air
Rolling the ball to a partner and stopping the ball



1

Year 1 (progressions through kwik cricket and tennis)
Throw underarm and introduce overarm. Throw and catch various size balls
Bowling at various sized targets
Hand eye co-ordination – hitting a ball with a tennis racket along the floor and in the air
Rolling the ball to a partner, stopping it with hands, bending knees and moving to the ball
Begin to develop tactics for adapted striking and fielding games

2

Year 2 (progressions through kwik cricket and tennis)
Throw underarm and begin to improve distance thrown with overarm, and catch a ball with control
Underarm bowl at a various sized targets with control
Hitting the ball with a feed and self feed – to develop hand eye co-ordination
Stopping the ball using one or two hands
Develop tactics for adapted striking and fielding games



3

Year 3
Throw under/over arm and catch a ball with control and some accuracy
Bowling a ball (between the batters knee and head) from a short distance
Using various equipment to strike the ball with adapted bats e.g tennis racket, rounders bat
Stop the ball using two hands and attempt a long barrier
Adapted games, with variations of rules, begin to apply some basic principles, through striking and fielding



4

Year 4
Throw under/over arm over varying distances and catch a ball with control and accuracy
Beginning to bowl from the correct bowling distance 7.5 metres
Stepping into the hit when striking the ball with a rounders bat
Long barrier moving into position to scoop up the ball
Play adapted games, Children encouraged to think of tactics when striking and fielding



5

Year 5
Throw and catch the ball sometimes making the correct decisions in a game situation
Introduce a donkey drop bowl
Begin to hit the ball in different directions
Field the ball using long barrier and attempting the run and scoop
In a team, discuss tactics of striking and fielding



6

Year 6
Throw and catch, making correct tactical decisions having an impact in a game situation
Use a variety of bowling techniques, beginning to add speed to the underarm bowl
Hit it in a variety of directions and look for space in a game situation
Use the run and scoop and throw to another player on my team
Use techniques learned and apply in a game situation. Apply basic principles for striking and fielding

