Progression of Knowledge and Skills through Games

Year Reception:

- I know how to move safely in a space, changing direction with control.
- I can carry and aim equipment safely.
- I know how to roll an object.
- I know how to throw a ball.
- I know how to catch a beanbag or medium sized ball.
- I can kick a ball with increasing control.

Other areas that may apply:

Focus on 5 fundamental movement skills: **Jumping** **Throwing** **Hopping** **Running** **Catching**	**FMS**	• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small indoor and outdoor apparatus – alone and it groups. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.

Gross motor skills	**Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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	Year 1			Year 2		
Aim of Games In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.	Children develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games. They have an opportunity to play one against one, one against two, and one against three.			Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.		
Performance of skills - Progression	▸ Perform fundamental movement skills at a developing level in: ▸ Travelling skills. ▸ Sending skills. ▸ Receiving skills.			▸ Perform fundamental movement skills at a developing level and start to master some basic movements in: ▸ Travelling skills. ▸ Sending skills. ▸ Receiving skills		
Developing Physical Skills – Lancashire Scheme	▸ Side gallop ▸ Underarm throw ▸ Running	Rolling a ball Bounce a ball Catch ball Running	Overarm throw Running	▸ Underarm throw ▸ Catching ▸ Running ▸ Dodging	▸ Throw ▸ Catch ▸ Strike a ball ▸ Side gallop ▸ Running	▸ Strike a ball off a tee ▸ Strike with a drop feed ▸ Catch ▸ Overarm throw
Application of skills – Lancashire Scheme (Core Task)	The 'Ten point hoops' core task involves children scoring points by throwing beanbags to a choice of two targets. Working in pairs, the children set up an area for their game. The pupils stand on either side of the line, one as an attacker and the other as a defender. Knowledge – To use a simple tactic i.e. Pretend to throw one way then throw the other	The aim of the game is to score points by sliding a beanbag or rolling a ball over your opponent's line. Alternatively you can throw a ball over the line for the opposition to catch. The game is played one against one, or two against two. Knowledge – To use a simple tactic i.e. Look one way and roll the ball the other	The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders retrieve the beanbags. Knowledge – To use a simple tactic i.e. Throw away from the cones (fielders)	The 'Piggy in the middle' core task involves children trying to score as many points as possible by throwing and catching a ball between players on their team. The pupils work in groups of four, with three attackers and one defender. Knowledge - To use a simple tactic i.e. move into space to receive a ball. To pass a ball to a player in space.	The aim is to score points by throwing or hitting a ball over a line/net so that it bounces twice, with the first bounce in the court area. Play the game two against two – each pair should have one player with a racket and one without. Knowledge – To throw the ball into space away from the opponent	The aim is for the batter to hit a ball into a field, and then to run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base Knowledge – To use a simple tactic i.e. Strike the ball away from cones/fielders

Progression of Knowledge and Skills through Games

Progression of Knowledge and Skills through Invasion Games

	Year 3	Year 4	Year 5	Year 6
Aim of Invasion Games **In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.**	This unit lays the foundations for future invasion games. Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.	Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. They playing small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. The play uneven-sided games leading to 5V4 or 4V3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.	Children will improve their defending and attacking play. They start to play even-sided mini-versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.
Performance of skills - Progression	▸ Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	▸ Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	▸ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	▸ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Physical Skills – Lancashire Scheme	Invasion Games skills through: ▸ Three touch ball (netball) – running, dodging, Chest pass, Bounce pass, Catching a ball ▸ Three touch ball (rugby) – running, dodging, swing pass, Catching a ball ▸ Three touch ball (handball) – running, dodging, one-handed pass, One handed Bounce pass, Catching a ball	Invasion Games skills through: ▸ On the Attack (basketball) – running, chest pass, bounce pass, dribbling a ball. ▸ On the attack (rugby) – running, dodging, swing pass, Catching a ball ▸ On the attack (handball) – running, dodging, one-handed pass, One handed Bounce pass, Catching a ball, shooting a ball.	Invasion Games skills through ▸ Year 5 core task (netball): - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting, ▸ Year 5 core task (rugby): - – running, dodging, swing pass, Catching a ball, kicking a ball ▸ Year 5 core task (hockey): - running, push pass, dribbling, receiving a pass, shooting.	Invasion Games skills through: ▸ Calling the shots' (netball): - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting, ▸ Calling the shots' (rugby): - – running, dodging, swing pass, Catching a ball, kicking a ball ▸ Calling the shots' (hockey): - running, push pass, dribbling, receiving a pass, shooting.
Application of skills – Lancashire Scheme (Core Task)	Develop simple attacking skills in a 3V1 invasion game. ▪ The 'Three touch ball' core task involves children trying to score as many goals as possible by passing a ball (netball, handball, rugby ball) at least three times before throwing it into a hoop Knowledge - To know to move into space to receive a ball. To pass a ball to a player in space when playing an invasion games.	Develop attacking skills in a 4V2 invasion game. ▪ The "On the attack" core task involves children Working in groups of six, the children create a playing area with two goals at one end and three at the other and play 4V2. Knowledge - To know to move into space to receive a ball. To feint or disguise a pass a ball to outwit a defender.	Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. ▪ The year 5 core task games aim is to beat the opposition by scoring more goals. Play the game initially 5V3 and then 5V4. Knowledge – Attacking tactics – to use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. Defending Tactic – to close down space	Apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. ▪ The 'Calling the shots' core task involves children setting up a 4 v 4 invasion game based on mini-versions of invasion games. Knowledge - Attacking tactics – to use a range of passes. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players Defending Tactic – to close down space. To intercepting a pass.