

Games Knowledge Progression Map

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Health & Fitness</p> <ul style="list-style-type: none"> Recognise how bodies feel when they are active and understand that exercise improves health, makes them feel good and helps the body to work well. <p>Evaluating</p> <ul style="list-style-type: none"> Use appropriate vocabulary to describe what they and others are doing and be able to watch and copy the actions of others Understand and play to the rules of the game 	<p>Health & Fitness</p> <ul style="list-style-type: none"> Recognise and describe what their bodies feel like when doing different types of activity (e.g. changes in heartbeat) <p>Evaluating</p> <ul style="list-style-type: none"> Use appropriate vocabulary to describe what they and others are doing and recognise good quality in performances <p>Understand and play to the rules of the game and choose, use and vary simple tactics</p>	<p>Health & Fitness</p> <ul style="list-style-type: none"> To know the importance of warming up and identify activities they could use <p>Evaluating</p> <ul style="list-style-type: none"> Identify aspects of their own and others' play that need improving using appropriate language Suggest practices to help them play better Understand and use rules and keep games going without dispute 	<p>Health & Fitness</p> <ul style="list-style-type: none"> To recognise which parts of games require stamina and flexibility and can describe how their bodies feel both when they are warming up and playing games. <p>Evaluating</p> <ul style="list-style-type: none"> Describe simple strategies used and explain why they work or do not. Suggest practices to help them play better Recognise common principles across different invasion games so they can adapt a game (e.g. turn a throwing game 	<p>Health & Fitness</p> <ul style="list-style-type: none"> To identify how different activities make the body work in different ways Understand the safety needs of an activity and know what types of fitness are most important for games. To develop speed of reaction <p>Evaluating</p> <ul style="list-style-type: none"> Use attacking and defending skills appropriately in games and be an effective team member Recognise their own and others' strengths and weaknesses in games and suggest ideas that 	<p>Health & Fitness</p> <ul style="list-style-type: none"> Understand the safety needs of an activity and know what types of fitness are most important for games. To understand how preparation improves performance in game situations. To understand why exercise is good for their fitness, health and well-being. <p>Evaluating</p> <ul style="list-style-type: none"> Use attacking and defending skills appropriately in games and be an effective team member Recognise their own and others strengths and weaknesses in

	<p>Games unit 3: Bat & Ball skills and games-skippping Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To steer and send a ball safely in different directions using a bat • To skip with a rope • To change the rules of a game to make it better or more challenging • To understand the importance of rules when playing with a bat. 	<p>Games unit 1: Throwing and catching inventing games Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To throw, catch and bounce in different ways when standing still or on the move • To choose and apply simple skills to make up games • To describe simple strategies for extending their skills 	<p>Games unit 3 Net, Court, Wall Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To improve the quality and consistency of their hitting skills • To develop hand/eye, hand/ball, bat/ball skills • To select and use a range of simple tactics • To adapt, make and keep to the rules for net games 	<p>into a kicking game)</p> <p>Games unit 1: Net, court, wall games Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To consolidate their striking skills and improve the control and quality • To vary the shots and employ them appropriately • To recognise what they do well and what needs improving • To understand and use attacking and defending strategies 	<p>will improve the performance.</p> <p>Games unit 1: Net, court, wall Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To develop the range of striking skills (including forehand, backhand, and overhead. • To improve control with a bouncing return or a volley. • To release the ball from different heights and send it at different angles 	<p>games and suggest ideas that will improve the performance of individuals and the team as a whole.</p> <ul style="list-style-type: none"> • To understand the need to prepare properly for games <p>Games unit 2: Net, Court, wall (Volleyball) Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To play small sided and modified versions of net/wall games • To play a variety of volleyball shots at different heights, speeds and angles • To direct a ball into target area and make it difficult for an opponent to return
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	<p>Games unit 1: Focus on ball skills and games Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To know and show different ways of using a ball • To understand how to use the equipment for its intended purpose. • To observe, copy and play games as individuals and in pairs • To move safely and actively about the space 	<ul style="list-style-type: none"> • To describe their game and teach it to a partner. <p>Games unit 3: Dribbling, Kicking and hitting Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To develop sending skills (kicking, striking, hitting, throwing and rolling as well as travelling by dribbling) • To know and apply tactics and strategies for attacking play • To work co-operatively with another person in a team • To observe and select information to evaluate their own and others' work 	<p>Games unit 1 Ball Skills Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To consolidate and improve the quality of their throwing, bouncing and kicking skills • To begin to pass and receive accurately on the move • To improve their ability to select and apply simple tactics • To work co-operatively in small groups and recognise how a small game activity can be improved 	<p>Games unit 3: Invasion games Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To extend the control, consistency and accuracy of throwing and catching skills • To play in small invasion games using a variety of formations • To understand, use and adapt simple tactics such as intercepting, marking and signalling for the ball • To play to the rules 	<ul style="list-style-type: none"> • To be able to play 1v1 games and in small teams, 2v2 and 3v3 <p>Games unit 3: Invasion games (Implement & Kicking) Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To consolidate existing sending and receiving skills and develop new ones • To select and apply skills including pass and move, feint moves and dodges in different directions and at different speeds • To select basic invasion game principles including keeping possession and progression down the pitch/court • To play small sided games to 	<p>Games unit 1: Hockey & Soccer Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To combine and perform hockey skills more fluently (e.g. marking , intercepting and dodging) • To apply a range of attacking and defending skills • Understand and fulfil roles when playing team games
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	<p>Games 4: Developing partner work Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To play running games and use apparatus safely • To use and develop their sending, receiving and travelling with skills in games with a partner • To change the rules of the game to make it more challenging • To observe and describe another child's activity 	<p>Games Unit 2: Making up games with a partner Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To remember, repeat and link combinations of skills in a game • To improve the co-ordination, control and consistency of their actions • To use and vary simple tactics • To observe, play and improve another person's game. 	<p>Games unit 2 Creative games making Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To make up and play small sided games • To select and use appropriate skills (such as those taught in Games unit 1) • To describe and evaluate the effectiveness of the performance • To work co-operatively with others 	<p>Games unit 2: Problem solving and inventing games Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To consolidate and improve skills in a creative and problem-solving situation • To adapt and transfer principles of play and tactics • To make up rules and be prepared to modify or change them • To co-operate and make collective decisions 	<p>develop team co-operation and attacking and defending strategies.</p> <p>Games unit 2: Invasion and Target (Ball Handling Games) Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To consolidate existing sending and receiving skills and develop new ones • To select and apply skills including pass and move, feint moves and dodges in different directions and at different speeds • To select basic invasion game principles including keeping possession and progression down the pitch/court • To play small sided games to develop team co- 	<p>Games unit 4: Ball handling (Basketball) Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To choose, combine and perform ball handling skills more fluently and effectively in games • To apply a range of attacking and defending skills • To know how and where to pass to retain possession or progress towards an opponent's goal.
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	<p>Games unit 2: Throwing and catching aiming games Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To throw and catch using a range of apparatus • To understand the concept of aiming games • To change the rules to make the game harder • To move safely and actively about the space when using equipment 	<p>Games unit 4: Group games and inventing games Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To develop and extend their sending and receiving skills • To know rules for a game • To develop simple group tactics. Passing in different directions, levels and speeds • To move actively and safely about the space. To make choices and decisions on how to use space and avoid opponents • To work co-operatively in partner games and to progress to small teams 	<p>Games unit 4: Striking & Fielding games Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To consistently strike a ball in a controlled manner • To field and intercept a ball and return it accurately • To select skills and simple tactics appropriately in small games • To recognise a good performance or what needs to be improved. 	<p>Games unit 4: Striking & Fielding Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To consolidate skills in different roles (batter, fielder, bowler) • To receive the ball from one direction field it to another direction • To understand, how to improve their technique. • To develop simple tactics for team play 	<p>operation and attacking and defending strategies.</p> <p>Games unit 4: Striking & Fielding Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To develop their range of bowling, striking and fielding skills • To take on the roles of bowler, wicket keeper/backstop , fielder and batter in small sided games • To improve their throwing for distance, speed and accuracy 	<p>Games unit 3: Striking & Fielding Compete/Perform/Co-operate</p> <ul style="list-style-type: none"> • To play a variety of striking and fielding games and be able to transfer common principles • To select skills appropriately in a game situation e.g. hitting long, or short. Supporting fellow fielders • To bat and bowl with accuracy and consistency
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Healthy hearts and happy minds

At Mount Charles School, we want our children to be happier, healthier and stronger.

Through PE and Sport, we aim to inspire and encourage pupils to see exercise as essential to both their physical and mental health

Purpose of Study

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.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

KS1 Subject content

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 be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

KS2 Subject Content

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:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.