



EVERSHOLT LOWER SCHOOL

Physical Education Skills Progression

Multi Skills & Athletics

Dance

Gymnastics

Invasion Games

Net/Wall Games

Striking and Fielding

OAA

Swimming

Eversholt Lower School Physical Education Skills Progression
Early years Foundation Stage to Year 4
Believe, Achieve, Succeed



MULTI SKILLS AND ATHLETICS					
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
MULTI SKILLS AND ATHLETICS: SKILLS	<p>Travelling skills Running fast Hopping on both feet</p> <p>Sending skills Roll a ball underarm Underarm throw Overarm throw Bounce a ball</p> <p>Receiving skills Catch a large ball</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or</p>	<p>Describe some basic rules, simple tactics and the way to score. Show good awareness of space and the actions of others. Compete in small sided games. Know playing games is good for them and describe what it feels like.</p> <p>Track and Field (Athletics) Improve running technique and run for longer distances. Run and jump sequence. Develop an under and over arm throwing action.</p> <p>Take part in a variety of team races using a variety of equipment.</p> <p>Throwing: One and two handed throws with variety of equipment – wellies, quoits, bean bags, balls</p> <p>Throwing from different position (sitting, kneeling, lying)</p> <p>Throwing at targets of different distances</p> <p>Jumping: Use of arms</p> <p>Hopping on different feet</p>	<p>Use a variety of simple tactics in a small sided game. Show an awareness of opponents and team mates during games. Describe the differences in the way their body works and feels when playing different games.</p> <p>Track and Field (Athletics) Run with a good technique at different speeds. Perform a two footed jump. Show a good throwing technique and extend accuracy and distance.</p> <p>Compete in a range of team events.</p> <p>Describe the differences in the way their body works and feels when trying athletic activities.</p> <p>Begin to watch others and focus on specific actions to improve own skills.</p> <p>Throwing: One and two handed throws with variety of equipment – wellies, quoits, bean bags, balls</p> <p>Throwing from different position (sitting, kneeling, lying)</p>	<p>Track and Field (Athletics) Select running speed for appropriate activity. Make up and repeat a short sequence of linked jumps. Throw a variety of objects, changing their action for accuracy and distance.</p> <p>Take part in relay activities remembering when to run and what to do.</p> <p>Recognise when their body is warmer or cooler and when their heart beats faster and slower.</p> <p>Recognise good performances in themselves and others to improve their own.</p> <p>Throwing: Overarm with balls</p> <p>Throw a range of equipment using: slinging (quoits/discus), pushing(basketballs, shots) and pulling actions (shuttle cocks and foam javelins).</p> <p>Measure using different ways</p> <p>Jumping:</p>	<p>Track and Field (Athletics) Show some control when using a range of basic running, jumping and throwing actions. Perform a range of jumps showing contrasting techniques and sometimes using a short run up. Throw with some accuracy and power into a target area.</p> <p>Work in cooperative groups to use different techniques, speeds and effort to meet challenges.</p> <p>Relate different athletic activities to changes in heart rate, breathing and temperature.</p> <p>Identify and describe different aspects of athletic styles and use to improve own performance.</p> <p>Throwing: Overarm with balls</p> <p>Throw a range of equipment using: slinging (quoits/discus),</p>

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	<p>changing direction to avoid obstacles.</p>	<p>Skipping with or without rope</p> <p>Jumping over different obstacles</p> <p>Jumping for height/distance</p> <p>Linking different jumps</p>	<p>Throwing at targets of different distances</p> <p>Jumping:</p> <p>Use of arms</p> <p>Hopping on different feet</p> <p>Skipping with or without rope</p> <p>Jumping over different obstacles</p> <p>Jumping for height/distance</p> <p>Linking different jumps</p>	<p>5 basic jumps, 1 to same foot (hop), 1 foot to other (step), 1 foot to 2 feet, 2 feet to 2 feet, 2 feet to 1 foot. Then combine.</p> <p>Jump using arms for distance/height</p>	<p>pushing(basketballs, shots) and</p> <p>pulling actions (shuttle cocks and foam javelins).</p> <p>Measure using different ways</p> <p>Jumping:</p> <p>5 basic jumps, 1 to same foot (hop), 1 foot to other (step), 1 foot to 2 feet, 2 feet to 2 feet, 2 feet to 1 foot. Then combine.</p> <p>Jump using arms for distance/height</p>
<p>MULTI SKILLS AND ATHLETICS: CORE TASKS</p>		<p>Core Task 1: Running</p> <p>Use different ways of travelling to see how fast or far the children can go in challenges e.g. running, walking, hopping, skipping and following different pathways or courses.</p> <p>Core Task 2: Throwing</p> <p>Use different ways of throwing to see how far, high or accurately the children can throw in challenges, e.g. underarm, overarm, pushing and rolling. Utilise different types of equipment.</p> <p>Core task 3: Jumping</p> <p>Use different ways of jumping to see how far, high or long the children can jump in challenges, e.g. two feet to two feet, two feet to one foot, one foot to same foot, one foot to opposite foot.</p>	<p>Core task 1:</p> <p>In small groups, investigate and compare the effectiveness of different styles of:</p> <p>Running e.g. short steps, long strides, straight arms, bent arms</p> <p>Jumping e.g. off one foot, two feet</p> <p>Throwing e.g. underarm, over arm, pushing, pulling, slinging</p> <p>Core task 2:</p> <p>In teams of four, find out ways of running: The fastest time as a relay team over a shared distance of 60m. The longest distance as a relay team over times of 1 minute, <i>eg 1 minute 30 seconds, 2 minutes, 3 minutes</i></p>		

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DANCE					
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
DANCE: SKILLS	<ul style="list-style-type: none"> • Perform a star shapes and marches. • Link some actions together to form a short sequence. • Fluently move from one movement to another. • Remember and perform a short dance phrase. • Step and move with a simple beat. • Take off and land safely when jumping with control and balance. • Hold positions with control and stillness. • Show softness and gentleness in their movements when required. • Adjust the speed of their travel and carry out movements with control. 	<ul style="list-style-type: none"> • Come up with and demonstrate ways of using their body to represent animal movements. • Link ideas to create shorts movement phrase. • Describe some movements, body parts and actions used. • Know that their breathing rate increases during exercise. • Perform actions and movements in time with the beat. • Describe what a level is and give examples from a routine. • Describe the different speeds, actions and movements that can be used in dance. • Describe how dance makes them feel. • Perform a short routine in small groups. 	<ul style="list-style-type: none"> • Use a range of stimuli to create a range of actions • Use appropriate language to describe actions created • Identify movements which are performed slowly and quickly. • Begin to link movements together to create a fluent dance phrase • Watch others perform and describe what they see (what they like / don't like). • Compare feelings and emotions different movements and speeds are creating. • Know what heart rate, breathing rate and body temperature mean. 	<ul style="list-style-type: none"> • Describe what unison is and give examples. • Explain what canon is and give examples. • Perform different movements at different speeds according to the idea they are trying to communicate. • Describe how different speeds improve the performance. • Describe and give examples of 'push and pull' and 'over and under' movements. 	<ul style="list-style-type: none"> • Describe the benefits of a cool down, including the importance of stretching, relaxing and breathing. • Give a brief description of the history and origin of the different dance styles studied. • Describe shapes and movements created and the speed at which they are performed for each dance style. • Identify the location of the main joints. • Make simple suggestions to improve their own and others' work. • Perform movements with accuracy and timing. • Know the location of key muscles within the body. • Know what the heart rate is and why it needs to increase during exercise.
DANCE: CORE TASKS	Autumn Term: Christmas Spring Term: - IDEAS- Twinkle, Twinkle Little Star (1 week) - Hickory Dickory Dock (1 week) - The Grand of Duke of York (1 week) - We're going on a bear hunt (3 weeks)	Autumn Term: Christmas Spring Term: Alternate animal/ seasons theme	Autumn Term: Christmas Spring Term: - African (2 weeks) - Bollywood (2 weeks) - Haka (2 weeks- create new school haka)		

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GYMNASTICS					
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GYMNASTICS: SKILLS	<p>Jumps: Straight Jump Star Jump Tuck Jump</p> <p>Rolls: Rocking in tuck shape Rock backwards and forwards to squat Rock backwards and forwards to stand Log roll Egg roll</p> <p>Balances: Stork Arabesque (aeroplane) Side scale Tuck V-sit Arch (superman)</p> <p>Bunny Hops: Static Bunny Hops Bunny hops through hoops Bunny hoops with out hoops</p> <p>Travel: Giraffe / Elephants / Lions / Crabs Crocodiles / Snakes (sliding along floor) Hippo's / Zebra's (galloping) Kangaroos (jumping) Spiders (crawling wide) / Parrots (running slowly on toes)</p>	<p>Jumps: Straight Jump Star Jump Tuck Jump</p> <p>Rolls: Rocking in tuck shape Rock backwards and forwards to squat Rock backwards and forwards to stand Log roll Egg roll Dish/Arch roll</p> <p>Forward rolls - Star shape to sit, Star shape, feet together</p> <p>Balances: Stork Arch Tuck</p> <p>Bunny Hops: Static Bunny Hops Bunny hops through hoops Bunny hoops with out hoops</p>	<p>Jumps: Straight Jump Star Jump Tuck Jump Straight Jump with ¼, ½ turn Scissor Kick</p> <p>Rolls: Log roll Egg roll Dish/Arch roll Forward roll - Feet together</p> <p>Balances: Stork Arch Tuck Arabesque V-sit</p> <p>Bunny Hops: Bunny hops through hoops Bunny hoops with out hoops Bunny hops across bench Bunny hops over bench</p>	<p>Jumps: Straight Jump Star Jump Tuck Jump Straight Jump with ¼ ½ ,¾ and full turn Scissor Kick</p> <p>Rolls: Log roll Egg roll Dish/Arch roll Forward Rolls - Star shape Forward roll - Feet together</p> <p>Balances: Stork Arch Tuck Arabesque V-sit Shoulder stand</p> <p>Bunny Hops: Bunny hops through hoops Bunny hoops without hoops Bunny hops over bench Bunny hops over bench - part 2 (cartwheel preparations)</p> <p>Vault: From platform rebound jump onto springboard onto mat Squat onto low box Straddle onto low box</p>	<p>Jumps: Straight Jump / Star Jump Tuck Jump / Pike Jump Straight Jump with ¼ ½ ,¾ and full turn Scissor Kick Cat Leap</p> <p>Rolls: Dish/Arch roll Shoulder Roll Teddy Bear Roll Forward Rolls - Star shape Forward roll - Feet together Forward roll – Straight legs</p> <p>Balances: Arabesque / Stork V-sit Shoulder stand Side Scale / Y-Balance Headstand Mirrored balances</p> <p>Bunny Hops: Bunny hops through hoops Bunny hops without hoops Cat springs Bunny hops over bench Bunny hops over bench - part 2 (cartwheel preparations)</p> <p>Vault: Rebound jumps from platform onto springboard onto mat Squat onto low box</p>

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					Squat through Straddle onto low box Straddle over
GYMNASTICS: CORE TASKS	<p>Core Tasks:</p> <p>CT1: Learn and understand how to work safely in a gymnastics lesson. Building a knowledge of basic skills in a safe and controlled environment</p> <p>CT2: Teach the children how to link gymnastics skills. Building a short sequence of 2 similar gymnastics skills.</p>	<p>Core Task:</p> <p>CT1: Choose 2 ways of travelling and link these to make a short movement phase. Remember and perform the sequence on the floor, show clear start and finishing positions. Encourage good posture in movements. Use gymnastics skills taught in sessions.</p> <p>CT2: Choose 3 like actions: I.e. - gymnastics agilities: Rolls, Jumps and balances. Link the skills together to make a linked routine. Try to get the children to remember the routine and repeat it. Show good gymnastics skills with good start, middles and finishing phases.</p>	<p>Core Task:</p> <p>CT1: Create and perform a simple sequence, using floor and mats. Include 4 elements. Make sure you show good gymnastics skills with clear starts and finish's. Moving smoothly between the linked skills.</p> <p>CT2: Transfer your sequence onto a combination of equipment. Try to make it flow between different types of equipment i.e. floor, mat and box top. Combine the routine with a partner, adapting to each others' ability. Lastly ask the partners to make up a new routine</p>	<p>Core Task:</p> <p>CT1: Using floor & apparatus, create & perform a sequence of contrasting actions, showing contrasting shapes e.g. <i>three jumps and two balances</i>. Make sure you show: Extension when balancing, flow when transferring your weight, so that the end of one action is the beginning of another.</p> <p>CT2: Using floor & mats, create & perform a sequence that involves a clear change of speed, linking 3 balances with 3 different ways of travelling: e.g. <i>balance, travel, balance, travel, travel, balance</i>.</p>	<p>Core Task:</p> <p>CT1: Using floor & mats, create a sequence that has up to 6 elements: e.g. <i>four twisted shapes and two ways of turning while travelling</i>. Teach your sequence to a partner, Then perform it so that both of you start, perform and finish at the same time.</p> <p>CT2: Using floor and apparatus, work with a partner to create & perform a sequence. The sequence must involve both of you moving together from a starting point, and then moving apart to finish. The sequence should: Include at least 4</p>

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INVASION GAMES					
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
INVASION GAMES: SKILLS	<p>Movement: Running and changing direction, hopping, jumping and stopping.</p> <p>Throwing & catching: Throw bean bags to space/lge targets Roll and stop large size balls Bounce and catch a ball to themselves Run & collect bean bags, large balls. Move with balls in hands Bouncing/ guide balls on spot Bouncing/guide balls on move</p> <p>Kicking: Kicking a ball with their feet. Stop a ball with feet</p> <p>Game skills Work with a partner Follow simple rules Copy what they see</p>	<p>Movement: Running and changing direction, hopping, jumping and stopping.</p> <p>Throwing & catching: Throw bean bags to space/targets Roll and stop large size balls Bounce and catch a ball to themselves/partner Move with balls in hands in control Bouncing/ guide balls on spot Bouncing/guide balls on move with bat/sticks</p> <p>Kicking: Kicking a ball with their feet. Stop a ball with feet Dribble the ball with feet</p> <p>Game skills Work with a partner Follow simple rules Describe what they have done or seen others doing Copy a partner or picture</p> <p>Fitness Describe what it feels like when they breathe faster during exercise Explain why running and playing games is good for them</p>	<p>Movement: Running and changing direction, hopping, jumping and stopping, find ways of moving quickly into space.</p> <p>Throwing & catching: Roll and stop different size balls Bounce and catch a ball to themselves Throw ball to partner Catch a ball from a partner Run & collect bean bags, large balls. Move with balls in hands Bouncing/guide balls on move with bat/sticks with control</p> <p>Kicking: Kicking a ball with their feet to partner Stop a ball with feet in control Dribble the ball with feet</p> <p>Game skills Work with a partner to adapt a game Follow simple rules in small games Describe what they have done or seen others doing Suggest an improvement to a skill</p>	<p>Movement Sprint Changing direction quickly (dodge) Jump and land on 1/2 feet balanced Sidestep Marking a player with ball Marking a player without the ball</p> <p>Throwing and catching Catching different sized balls with two hands still and moving Throwing different sized balls with one and two hands to a partner Keeping possession and finding space Dribbling ball with dominant hand</p> <p>Kicking /Striking Passing short distance Passing long distance Finding space Dribbling the ball</p> <p>Gameplay Understanding and following simplerules Explain how to keep possession and describe how</p>	<p>Movement Sprint Changing direction quickly (dodge) Jump and land on 1/2 feet balanced Sidestep Marking a player with ball Marking a player without the ball</p> <p>Throwing and catching Catching different sized balls with two hands still and moving Throwing different sized balls with one and two hands to a partner Keeping possession and finding space Dribbling ball with dominant hand with control</p> <p>Kicking/Striking Passing short distance Passing long distance Finding space Dribbling the ball at speed</p> <p>Gameplay know and explain the tactics and skills that they are confident with and use well in games</p>

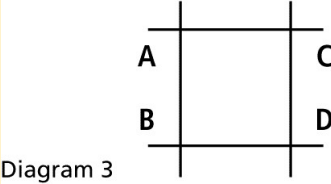
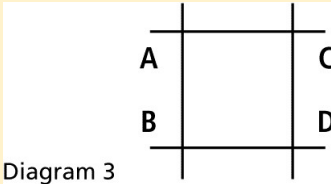
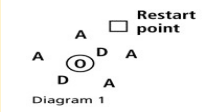
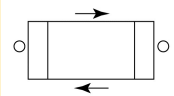
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			<p>Fitness Describe what it feels like when they breathe faster during exercise Be able to identify basic risk factors when they are exercising</p>	<p>they and others have achieved it Keeping score Identify what they do best and what they find most difficult Recognise players who play well in games and give some reasons why</p> <p>Fitness Recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel Identify which games and activities have the biggest impact when trying to improve stamina Describe how some games use short bursts of speed</p>	<p>choose different ways of practising these tactics and skills describe the help they need to improve their play</p> <p>Fitness use the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playing to recognise which activities help their speed, strength and stamina to recognise when speed, strength and stamina are important in games</p>
<p>INVASION GAMES: CORE TASKS</p>	<p>Core task: The aim of the game is to score points by sliding a beanbag or rolling a ball over your opponent's line. The game is played one against one, or two against two.</p> <p>Set up two parallel lines, 3m to 5m apart (make sure there are sides to the court). The children should position themselves on either side of the lines, but may put their</p>	<p>Core task: The aim of the game is to score points by rolling a ball over your opponent's line. The game is played one against one, or two against two.</p> <p>Set up two parallel lines, 3m to 5m apart (make sure there are sides to the court). The children should position themselves on either side of the lines, but may put their hands into the space between them.</p>	<p>Core Task 1 Invasion The aim is to score as many points as possible before the defender touches the ball. Pitch 4-8 cones in a 5m² and 10m² area. 3 v 1. The three attackers must use throwing and catching skills, and cannot move with the ball. Their aim is to score points by touching the cones with the ball as many times as they can. They</p>	<p>Core Task The aim of the game is to score points by bouncing the ball in a target hoop, or by knocking over a target skittle. Place a hoop or skittle in a target circle about 2 m to 3 m across. The playing space extends all around this circle, but players are not allowed to enter the circle. Play the game four against two, and later, four against three. Both teams score by hitting the target hoop or skittle. After a</p>	<p>Core Task The aim of the game is to pass the ball to a nominated player in the end zone of a pitch. Play the game four against two and then four against three. Play on a pitch that is about 10m x 20m – the end zones should be about 1m wide, running the width of the pitch. Use netball, basketball, football or hockey equipment and techniques.</p>

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	<p>hands into the space between them. The opponents try to intercept the ball or beanbag and then try to score themselves.</p>  <p>Diagram 3</p>	<p>The opponents try to intercept the ball and then try to score themselves</p>  <p>Diagram 3</p>	<p>can touch the cones in any order, but must not touch the same cone twice in a row.</p>	<p>'goal', the larger team takes a free pass from a specific starting point away from the circle. Both teams can travel with the ball by bouncing it. There is no physical contact.</p>  <p>Diagram 1</p>	<p>To score points, the ball has to be passed to, and stopped by, a player who has been nominated to receive the ball in the end zone. This player can move anywhere on the pitch, but must be in the end zone to receive the ball, and then shoot to score a 'goal'. The goals can be hoops, nets, posts, etc. After every goal, the team that did not score takes a free pass from its back line. If the ball goes out, the opposition throws in from where the ball went out.</p>  <p>Diagram 1</p>
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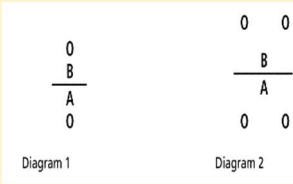


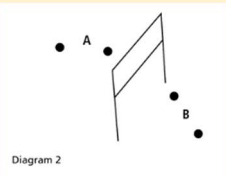
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NET/ WALL GAMES					
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NET/ WALL GAMES: SKILLS	<p><u>Hitting/racket prep.</u></p> <p>Move with bean bag on hand</p> <p>Hit bean bag off palm of hand into air (keep it up)</p> <p>Slide beanbag with hand</p> <p><u>Aiming</u></p> <p>Roll a ball to target</p> <p>Throw and catch beanbag to self</p> <p>Throw bean bag to target</p> <p>Stop a ball moving along floor</p> <p><u>Games Preparation</u></p> <p>Game using bean bags</p> <p>Follow instructions to play a game</p> <p>Take it in turns to play</p> <p>Move to track a bean bag</p> <p><u>Movement skills</u></p> <p>Move into space</p> <p>Jogging</p> <p>Sidestepping, move up & down</p>	<p><u>Hitting/racket prep.</u></p> <p>Move with ball in hand</p> <p>Hit ball off palm of hand into air (keep it up)</p> <p>Hit ball with hand</p> <p><u>Aiming</u></p> <p>Roll a ball to target</p> <p>Throw and catch ball to self</p> <p>Throw ball to target</p> <p>Stop a ball moving along floor</p> <p><u>Games Preparation</u></p> <p>Follow instructions to play a game</p> <p>Take it in turns to play</p> <p>Move to track a bean bag/ball</p> <p>Bounce and catch ball</p> <p><u>Movement skills</u></p> <p>Move into space</p> <p>Jogging</p> <p>Sidestepping, move up & down</p>	<p><u>Hitting/racket</u></p> <p>Hand hit ball off tee/floor</p> <p>Hit ball off tee into space</p> <p>Hit ball with racket</p> <p><u>Aiming</u></p> <p>Bounce ball underarm to a partner</p> <p>Bounce ball to target</p> <p>Catch with 2 hands</p> <p>Feed ball to partner</p> <p><u>Games Preparation</u></p> <p>To use simple scoring system</p> <p>Work as a team to score points</p> <p>Move to track a ball</p> <p><u>Movement skills</u></p> <p>Move into space</p> <p>Jogging</p> <p>Sidestepping, lunge</p> <p>Ready position</p>	<p><u>Racket skills</u></p> <p>Hit ball with a hand /racket off a Tee</p> <p>Hit ball with hand/ racket from a feed</p> <p>Hit ball with hand/ racket from partner</p> <p><u>Throwing/ Aiming</u></p> <p>Stop ball with two hands</p> <p>Throw underarm to a partner</p> <p>Catch with 2 hands</p> <p><u>Games Preparation</u></p> <p>To play a game using a simple scoring system</p> <p>Work with a partner to identify strengths and weaknesses</p> <p><u>Movement skills</u></p> <p>Sidestepping</p> <p>Ready position</p> <p>Lunge</p> <p>sprint</p>	<p><u>Racket</u></p> <p>Hit ball with racket from feed</p> <p>Hit ball with racket to target</p> <p>Hit ball with racket into space</p> <p><u>Throwing/aiming</u></p> <p>Throw underarm to a partner/target</p> <p>Throw overarm to partner/target</p> <p>Catch with 2 hands</p> <p>Feed ball to partner</p> <p><u>Games Preparation</u></p> <p>To use simple scoring system</p> <p>Work with a partner to adapt a game</p> <p><u>Movement Skills</u></p> <p>Sprinting</p> <p>Side stepping</p> <p>Stopping</p>

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	stopping	Stopping			Ready position
INVASION GAMES: CORE TASKS	<p>Core Task :</p> <p>The aim of the game is to throw beanbags into your opponent's hoop to score points. The game is played one against one.</p> <p>Set up a 'court', with a line dividing two players. Position a hoop on either side of the line, 1m to 2m from the line (see diagram 1). Each player tries to throw three beanbags into the hoop on the opposite side of the line, while their opponent tries to stop them without actually touching the hoop. After one player has thrown three beanbags, the other player has a go.</p> 	<p>Core Task :</p> <p>The aim of the game is to throw beanbags into your opponent's hoop to score points. The game is played one against one. Set up a 'court', with a line dividing two players. Position a hoop on either side of the line, 1m to 2m from the line (see diagram 1). Each player tries to throw three beanbags into the hoop on the opposite side of the line, while their opponent tries to stop them without actually touching the hoop. After one player has thrown three beanbags, the other player has a go.</p> 	<p>Core Task:</p> <p>The aim is to score points by throwing or hitting a ball over a net so that it bounces twice, with the first bounce in the court area. Play the game on a marked court with about 2–3m² on each side of a low net. Play the game two against two – each pair should have one player with a racket and one without. Players who do not have a racket 'feed' a ball to their partners, who then try to hit it over the net into their opponents' court. When the ball goes over the net, the player without the racket on the other side tries to intercept or catch the ball before it bounces twice, before feeding it to their own partner. When their hitting skills improve, players can catch the ball themselves before hitting it back, and go on to a continuous rally.</p> 	<p>Core task:</p> <p>The aim of the game is to score points by throwing a ball into the opponent's court area and making it bounce twice. Play the game one against one. Use a low net (bench to short tennis height), on a court that is relatively long and narrow. Put a gym mat on either side of the net, and make the court a little larger than this. Use throwing and catching skills. Move on to introduce hitting the ball with a racket after it has bounced. A partner playing with the hitter should feed the ball. Try adapting the rules so that the partner has to catch the ball before feeding it to be hit. More able players will be able to rally without a partner feeding the ball. They may need more than one bounce.</p> 	<p>Core task:</p> <p>The aim of the game is to score points by getting a small soft ball to land in one of two targets.</p> <p>Play the game one against one. Use a high net on a long narrow court (about 3 to 5m long on each side of the net, and 1 to 2m wide). Position a target near the front of the court on either side of the net, and another towards the back of the court. Encourage the children to use short, low throws to try to hit the target at the front, and long, high throws to try to hit the target at the back. Their opponent's aim is to intercept the ball or beanbag before it bounces. Later, a racket can be used to hit a ball or shuttlecock.</p> 

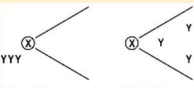

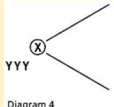
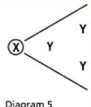
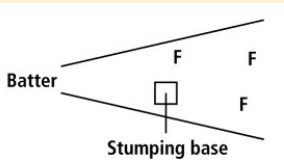
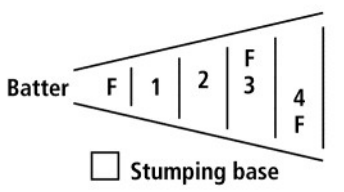
Eversholt Lower School Physical Education Skills Progression
Early years Foundation Stage to Year 4
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STRIKING AND FIELDING					
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
STRIKING AND FIELDING: SKILLS	<p><u>Batting</u> Strike a ball along the floor using hand</p> <p>Strike a ball with hand at a target</p> <p><u>Fielding</u> Retrieve an object</p> <p>Throw and catch beanbag to self</p> <p>Roll ball towards a target</p> <p>Stop a ball moving along floor</p> <p><u>Games Preparation</u> Game using rolling</p> <p>Follow instructions to play a game</p> <p><u>Movement skills</u> Move into space</p> <p>Jogging</p> <p>Sidestepping</p> <p>stopping</p>	<p><u>Batting</u> Hit/strike a stationary ball with a hand</p> <p>Describe batting action</p> <p>Hit a stationary ball using a bat/racket</p> <p><u>Fielding</u> Roll a ball</p> <p>Stop a ball using short barrier</p> <p>Throw a ball underarm</p> <p>Catch with 2 hands</p> <p>Throw underarm at a target</p> <p><u>Games Preparation</u> To use simple scoring system</p> <p>Work cooperatively with a partner</p> <p><u>Movement skills</u> Move into space</p> <p>Jogging</p> <p>Sidestepping</p> <p>stopping</p>	<p><u>Batting</u> Run between 2 bases</p> <p>Run at speed around bases</p> <p>Hit ball of Tee with hand/bat</p> <p>Hit ball off tee into space</p> <p><u>Fielding</u> Send and receive a ball by rolling</p> <p>Stop a ball using short barrier</p> <p>Throw ball underarm to a partner</p> <p>Catch with 2 hands</p> <p>Experiment with a variety of throwing techniques</p> <p><u>Games Preparation</u> To use simple scoring system</p> <p>Work as a team to score points</p> <p><u>Movement skills</u> Move into space</p> <p>Jogging</p> <p>Sidestepping</p> <p>stopping</p>	<p><u>Batting</u> Hit ball with a bat off a Tee</p> <p>Hit ball and run to base</p> <p>Hit ball into space</p> <p>Run round bases</p> <p><u>Fielding</u> Stop ball using Long barrier</p> <p>Roll ball to partner</p> <p>Throw underarm to a partner</p> <p>Throw Overarm</p> <p>Bowl underarm through a hoop</p> <p>Catch with 2 hands</p> <p><u>Games Preparation</u> To use simple scoring system</p> <p>Work as a team when fielding</p> <p><u>Movement skills</u> Sprinting</p> <p>Sidestepping</p> <p>stopping</p>	<p><u>Batting</u> Hit ball with a cricket bat</p> <p>Hit ball and run to wicket</p> <p>Hit ball into space using cricket bat</p> <p>Run between wickets</p> <p><u>Fielding</u> Stop ball using Long barrier and throw to wicket</p> <p>Throw underarm to a partner</p> <p>Throw Overarm</p> <p>Catch with 2 hands</p> <p>Feed ball to batter</p> <p><u>Games Preparation</u> To use simple scoring system</p> <p>Work as a team when fielding</p> <p>Understand term innings</p> <p>Basic positions for effective fielding</p> <p><u>Movement Skills</u> Sprinting</p> <p>Side stepping</p> <p>Stopping</p>

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<p>STRIKING AND FIELDING: CORE TASKS</p>	<p>Core Task :</p> <p>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. The game is played one against one, one against two, or one against three. One player stands in a hoop and throws beanbags down a marked channel. The other players stand behind the thrower and run to retrieve the beanbags after they have been thrown (see diagram 4). There should be one beanbag for each fielder to retrieve. Players take it in turns to throw. Once the children know how to play the game successfully, the fielders should stand in the throwing channel to try to intercept the beanbags (see diagram 5).</p>  	<p>Core Task :</p> <p>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. The game is played one against one, one against two, or one against three. One player stands in a hoop and throws beanbags down a marked channel. The other players stand behind the thrower and run to retrieve the beanbags after they have been thrown (see diagram 4). There should be one beanbag for each fielder to retrieve. Players take it in turns to throw. Once the children know how to play the game successfully, the fielders should stand in the throwing channel to try to intercept the beanbags (see diagram 5).</p>  	<p>Core Task:</p> <p>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. Play the game with one batter, one feeder and three fielders. The feeder throws the ball to the batter, who then hits it into an arc with an angle of 60° to 90°. The batter scores by carrying a beanbag to one of four bases placed in a semi-circle, running around these in an anti-clockwise direction. The first base is worth one point, the second two points, and so on. The batter can only run until the fielding team returns the ball to the fielding base. The batter has four consecutive goes and adds up the points from each hit. Everyone takes turn to bat, field and feed.</p>	<p>Core Task:</p> <p>The aim of the game is for the batter to hit the ball into an arc, and to score points by jumping in and out of a hoop, or by bouncing a ball, as many times as possible before the fielding team have returned the ball to base. Play the game three against one or four against one. The batter hits the ball off a low tee into the arc (see diagram 1 below). The players field the ball and then pass it to each other. When all the fielders have touched the ball, the batter stops scoring. Change around after four or five strikes. Encourage the children to keep their own scores and to try to beat their last score the next time they bat.</p> 	<p>Core Task:</p> <p>The aim of this game is to hit the ball into an arc, and to score points by running to one of four zones before the fielding team gets the ball back to the stumping base (see diagram 2 opposite). Play the game three against one or four against one. The batter hits the ball off a low tee into the arc and runs into one of the four zones. The fielders retrieve the ball and try to get it back to the stumping base as quickly as possible. Each player should have four or five goes at hitting before the next one has a turn. Add up the scores for each hit to make an innings score.</p> 
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OAA				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4
OAA: SKILLS	<p>Follow a map in a familiar context.</p> <p>Move from one location to another following a map.</p> <p>Use clues to follow a route.</p> <p>Follow a route safely.</p>	<p>Follow a map in a familiar context.</p> <p>Move from one location to another following a map.</p> <p>Use clues to follow a route.</p> <p>Follow a route accurately, safely and within a time limit.</p>	<p>Follow a map in a larger location (i.e the rec).</p> <p>Use clues to navigate a route.</p> <p>Change my route if there is a problem.</p> <p>Change my plan if I get new information.</p>	<p>Plan a route and series of clues for someone else.</p> <p>Plan with others taking account of safety and danger.</p>

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Swim England: Learn To Swim Stages 1- 2		
Complete with or without floatation equipment or support, you will be able to:	Stage 1	Stage 2
	<ol style="list-style-type: none"> 1. Enter the water safely. 2. Move forward for a distance of 5 metres, feet may be on or off the floor. 3. Move backwards for a distance of 5 metres, feet may be on or off the floor. 4. Move sideways for a distance of 5 metres, feet may be on or off the floor. 5. Scoop the water and wash the face. 6. Be comfortable with water showered from overhead. 7. Move from a flat floating position on the back and return to standing. 8. Move from a flat floating position on the front and return to standing. 9. Push and glide in a flat position on the front from a wall. 10. Push and glide in a flat position on the back from a wall. 11. Give examples of two pool rules. 12. Exit the water safely. 	<ol style="list-style-type: none"> 1. Jump in from poolside safely. 2. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. 3. Move from a flat floating position on the back and return to standing without support. 4. Move from a flat floating position on the front and return to standing without support. 5. Push from a wall and glide on the back – arms can be by the side or above the head. 6. Push from a wall and glide on the front with arms extended. 7. Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment. 8. Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment. 9. Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing. 10. Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing. 11. Perform a log roll from the back to the front. 12. Perform a log roll from the front to the back. 13. Exit the water without support.

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Swim England: Learn To Swim Stages 3-4		
Complete without floatation equipment or support, you will be able to:	Stage 3	Stage 4
	<ol style="list-style-type: none"> 1. Jump in from poolside and submerge. 2. Sink, push away from wall and maintain a streamlined position. 3. Push and glide on the front with arms extended and log roll onto the back. 4. Push and glide on the back with arms extended and log roll onto the front. 5. Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back. 6. Fully submerge to pick up an object. 7. Correctly identify three of the four key water safety messages.* 8. Push and glide and travel 10 metres on the back. 9. Push and glide and travel 10 metres on the front. 10. Perform a tuck float and hold for three seconds. 11. Exit the water without using steps. 	<ol style="list-style-type: none"> 1. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating. 2. Push and glide from the wall towards the pool floor. 3. Kick 10 metres backstroke (one item of equipment optional). 4. Kick 10 metres front crawl (one item of equipment optional). 5. Kick 10 metres butterfly on the front or on the back. 6. Kick 10 metres breaststroke on the front (one item of equipment optional). 7. Perform a head first sculling action for 5 metres in a flat position on the back. 8. Travel on back and log roll in one continuous movement onto front. 9. Travel on front and log roll in one continuous movement onto back. 10. Push and glide and swim 10 metres, choice of stroke is optional.

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Swim England: Learn To Swim Stages 5-7		
Stage 5	Stage 6	Stage 7
<ol style="list-style-type: none"> 1. Perform a flat stationary scull on the back. 2. Perform a feet first sculling action for 5 metres in a flat position on the back. 3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation. 4. Tread water for 30 seconds. 5. Perform three different shaped jumps into deep water. 6. Push and glide and swim 10 metres backstroke (performed to Swim England expected standards). 7. Push and glide and swim 10 metres front crawl (performed to Swim England expected standards). 8. Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards). 9. Push and glide and swim 10 metres butterfly (performed to Swim England expected standards). 	<ol style="list-style-type: none"> 1. Give two examples of how to prepare for exercise and understand why it is important. 2. Sink, push off on side from the wall, glide, kick and rotate into backstroke. 3. Sink, push off on side from the wall, glide, kick and rotate into front crawl. 4. Swim 10 metres wearing clothes. 5. Push and glide and swim front crawl to include at least six rhythmical breaths. 6. Push and glide and swim breaststroke to include at least six rhythmical breaths. 7. Push and glide and swim butterfly to include at least three rhythmical breaths. 8. Push and glide and swim backstroke to include at least six regular breaths. 9. Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards). 10. Perform a 'shout and signal' rescue. 11. Perform a surface dive. 	<ol style="list-style-type: none"> 1. Push and glide and swim 25 metres backstroke (performed to Swim England expected standards). 2. Push and glide and swim 25 metres front crawl (performed to Swim England expected standards). 3. Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards). 4. Push and glide and swim 25 metres butterfly (performed to Swim England expected standards). 5. Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: <i>Sculling:</i> head first, feet first <i>Rotation:</i> forward or backward somersault, log roll <i>Floating:</i> star on the front or on the back, tuck float, create own <i>Eggbeater:</i> Moving, lifting one or both arms out of the water 6. Perform a sitting dive or dive. 7. Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards).

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<p>10. Perform a handstand and hold for a minimum of three seconds.</p> <p>11. Perform a forward somersault.</p> <p>12. Demonstrate an action for getting help.</p>		<p>8. Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards).</p> <p>9. Tread water using eggbeater action for 30 seconds.</p> <p>10. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.</p>
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