



PE - Primary PE Planning Progression Map				
Area of Focus: National Curriculum Alignment.	Year 3	Year 4	Year 5	Year 6
Athletics <ul style="list-style-type: none"> 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. Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Begin to perform 'FAST' technique. Throw a javelin/vortex using correct stance, rotating hips forward. Perform a hop, step and jump (standing triple jump) in isolation and in combination. Develop running for distance in warmups. Develop relay change over techniques. Run and take off over obstacles at some speed. 	<ul style="list-style-type: none"> Perform 'FAST' technique confidently when sprinting. Throw a javelin/vortex with height and distance. Perform a hop, step and jump (standing triple jump). Develop running for distance. In warmups, increasing with each lesson. Pass a relay baton with control with a partner in adapted games. Run and jump over hurdles with some speed and control. 	<ul style="list-style-type: none"> React quickly and accelerate over short distances. Throw a javelin/vortex/ tennis ball using correct stance, rotating hips forward with good height and distance. Perform a variety of jumps (Long jump and triple jump) and measure for distance. Develop pace when running longer distance. Pass a relay baton with control and timing in a pairs change over. Run and jump over hurdles with fluency. 	<ul style="list-style-type: none"> Accelerate quickly with speed and control in movement - timed/competitive races. Throw a javelin/vortex /shot put safely, with accuracy and power. Perform a jump for distance, varying techniques to improve performance. Pass a relay baton in competitive situations (timed). Develop long distance running- learning how to pace and show good technique. Run and jump over hurdles with fluency and speed, improving time to achieve a personal best.
Dance <ul style="list-style-type: none"> 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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Cooperate to make a dance arm up and take on a leadership role. Respond imaginatively to a stimulus. Dance in union 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 dance. 	<ul style="list-style-type: none"> Cooperate and collaborate to create a warmup displaying a variety of movements. 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. 	<ul style="list-style-type: none"> Cooperate, communicate and collaborate with a group to make a warmup 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 (dancing in time with the beat).



Edge Hill Academy Progression Map - PE



Dodgeball <ul style="list-style-type: none"> 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. 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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Throw the ball in different ways e.g grip and claw. Catching the ball in a variety of ways and getting into 'Ready Position Aiming at the opposition (below the waist) in a variety of directions, using an underarm throw. Begin to develop different ways to dodge the ball in isolation and replicate in a game situation. Experiment with different ways of blocking Adapted games, begin to apply some basic principles for attacking & defending. 	<ul style="list-style-type: none"> Throw the ball in different ways e.g grip and claw with control. Catching the ball in a variety of ways and at various distances - moving towards the ball. Aiming and improving the accuracy of throwing distance. Begin to develop footwork to dodge and avoid being hit by the ball. Blocking the ball in a variety of ways and beginning to protect other players. Encourage children to talk about tactics when attacking and defending. 	<ul style="list-style-type: none"> Throwing the ball overarm and underarm in a variety of directions with control and some speed. Catching the ball at different levels within a game situation. Aiming at the opposition with some precision and control. Dodging in a variety of ways in a game situation. Duck, jump, moving sideways with control and good reactions. Blocking the ball from a variety of directions and protecting other players in an adapted game. Begin to use techniques learned in a game situation and to have an understanding of key rules. 	<ul style="list-style-type: none"> Throwing the ball in a game with precision, control and speed. Identify catching opportunities to claim a catch in a game. Aiming at the opposition, below the shoulder, using a variety of throwing techniques. Dodging in a game, reacting quickly and communicating tactics to teammates to dodge. Blocking the ball and attempting to get a teammate to catch it in a game situation. To apply defensive techniques e.g blocking and marking in a competitive game situation. Use techniques learned and apply in a game situation. Children to officiate.
Football <ul style="list-style-type: none"> 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. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, 	<ul style="list-style-type: none"> 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 goalkeeper. 	<ul style="list-style-type: none"> 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 goalkeeper) with some accuracy. Encourage children to talk about tactics when attacking and defending: closing 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.



Edge Hill Academy Progression Map - PE



<p>basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Within adapted games, begin to apply some basic principles for attacking & defending (closing down space/staying in position/attacking the space/passing the ball). Play an active role in Small sided games 6v6. 	<p>down space/staying in position/attacking the space/passing the ball.</p> <ul style="list-style-type: none"> Play an active role in Small sided games 7v7. 	<p>game situation both independently and as a team e.g. 3v2 situations.</p> <ul style="list-style-type: none"> In teams, begin to discuss tactics and how to work as a team (communicate and collaborate). 	<ul style="list-style-type: none"> In a team, discuss tactics and how to win as a team (communicate and collaborate). E.g. creating 3v2 or 2v1 situations in favour of attacking/defending team. Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending: closing down space/staying in position/attacking the space/passing the ball.
<p>Gymnastics</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 matched 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. 	<ul style="list-style-type: none"> Can perform complex shapes with control and some flexibility. Perform more complex jumps: tuck, pike and 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. 	<ul style="list-style-type: none"> 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 counterbalance and counter tension. Perform a 'squat on and squat off' apparatus with a run up (with or without a springboard). Complete 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.
<p>Indoor Athletics</p> <ul style="list-style-type: none"> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different 	<ul style="list-style-type: none"> Perform the chest push using correct stance. Score a distance of 1-2m. Able to jump bending knees and use arms for distance. Score a distance of 0.5m. 	<ul style="list-style-type: none"> Perform the chest push with height and distance. Score a distance of 2-3m. Able to jump bending knees and use arms for distance. Measure jumps with some accuracy. Score a distance of 1m. 	<ul style="list-style-type: none"> Perform the chest push bending knees with good height and distance Score a distance of 3-4m. Perform a variety of standing jumps (Long jump and triple jump) 	<ul style="list-style-type: none"> Chest push with accuracy and power, bending knees through to feet, extends arms to increase distance. Score a distance of 5m or above.



<p>ways and to link them to make actions.</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Speed bounce develop control over a mat without hitting yellow prism. Score at least 8 in 20 seconds. • Able to perform 5 strides- coordinating steps with arms. • Able to skip - with control, head up. Score at least 10 in 20 seconds. • Able to complete the vertical jump - standing side on, jumping up to target, bending your knees. Score a height of 4-20cm. • Running individually using FAST technique and developing relay change over techniques. 	<ul style="list-style-type: none"> • Speed bounce- increase speed and coordination over the speed bounce mat without hitting yellow prism. Score at least 9-14 in 20 seconds. • Able to perform 5 strides- coordinating steps, increasing distance using arms. • Skipping - with rhythm and focus. 2 feet to 2 feet and start 2 to one. Score at least 14 in 20 seconds. • Able to complete the vertical jump - lower in to squat position, feet hip width apart. Score a height of 5-25cm. • Run and jump over hurdles with some speed and control. 	<p>and measure for distance. Score a distance of 1.2m.</p> <ul style="list-style-type: none"> • Speed bounce developing good rhythm and control over the speed bounce mat. Score at least 12-16 in 20 seconds. • 5 strides- coordinating steps, bounding creating a longer stride. Run on toes (not flat footed). • Skipping - with rhythm and focus. 2 feet to 2 feet and start 2 to one/one to 2. Score at least 16 in 20 seconds. • Able to complete the vertical jump - lower in to squat position, feet hip width apart. Using arms to propel in air. Score a height of 6-29cm. • Pass a relay baton with control and timing in a pairs change over. 	<ul style="list-style-type: none"> • Perform a Triple jump for distance varying techniques to improve performance. Score a distance of 1.3m or above. • Speed bounce with speed, fluency and rhythm. Score at least 13 or above in 20 seconds. • 5 strides- coordinating steps, bounding creating a longer stride. Run on toes (not flat footed). • Skipping - with rhythm and focus. 2 feet to 2 feet and start 2 to one/one to 2/one to one. Score at least 17 in 20 seconds. • Able to complete the vertical jump - push into ground lift with an explosive movement up focus on landing softly- keep core engaged. Using arms to propel in air. Score a height of 9-30cm. • Pass a relay baton in competitive situations (timed) within the 'change over' zone.
<p>Kwik Cricket</p> <ul style="list-style-type: none"> • 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. • Use running, jumping, throwing and catching in isolation and in combination. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 e.g positioning when fielding and order of batters. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.



Edge Hill Academy

Progression Map - PE



<ul style="list-style-type: none"> 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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Adapted games, with variations of rules, begin to apply some basic principles for striking and fielding. 	<ul style="list-style-type: none"> Within adapted games, children encouraged to think of tactics when striking and fielding e.g. hitting into open space/doubling up in specific fielding spots for larger hitters/when to run between the wickets. 	<ul style="list-style-type: none"> Within adapted games, children encouraged to apply tactics when striking and fielding e.g. hitting into open space/doubling up in specific fielding spots for larger hitters/when to run between the wickets. 	<ul style="list-style-type: none"> In a competitive game begin to tactically hit/place a ball into a space Within adapted games, children encouraged to apply tactics when striking and fielding e.g. hitting into open space/doubling up in specific fielding spots for larger hitters/when to run between the wickets. Tactics may vary depending on context e.g. opponent's ability.
<p>Netball</p> <ul style="list-style-type: none"> 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. 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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Pass and receive a netball safely (chest and bounce pass). Pass the ball in a game within 4 seconds. Perform a stride and jump stop in netball. Perform a dodge in netball to get into a space. Marking a player, keeping on the balls of your feet. Shooting the ball high and bending knees-into hoop/target Within adapted games, begin to apply some basic principles for attacking & defending (closing down space/staying in position/attacking the space/passing the ball). 	<ul style="list-style-type: none"> Pass and receive, stepping into the pass with control (chest, bounce and shoulder pass). Perform a stride and jump stop with a pivot. Perform two different dodges (Drive and the dodge) creating space to receive the ball. Marking a player, standing side on, sticking to player. Shooting- focus on bending the knees and place hand under the ball to shoot. Within adapted games, begin to apply some basic principles for attacking & defending (closing down space/staying in position/attacking the space/passing the ball). 	<ul style="list-style-type: none"> Selecting the correct pass in a game and move into a space. Receive the ball on the move and perform the correct footwork (jump stop, stride stop and pivot). Perform three different dodges (Drive dodge and double dodge) and receive a ball in a space. To defend a player and attempt to intercept a pass. Shooting into netball posts - Stance, bend knees to gain height, flick wrist for accuracy. Begin to understand the positions in a Bee Netball (Stinger) game. Within adapted games, begin to apply some basic principles for attacking & defending. (closing down space/staying in position/attacking the space/passing the ball). 	<ul style="list-style-type: none"> Perform a variety of passes with some precision - quickly move into a space to receive another pass. Perform correct footwork in a game - pivoting to turn the correct way to pass the ball. Perform a variety of dodges to move into a space and receive a ball - in a practice and in a game situation. Defend a player during a game, intercepting the ball. Shoot into a netball post, focus on precision and accuracy and attempt to get the rebound if the shot is missed. Compete in all positions in a Bee Netball (Stinger) game. Within adapted games, begin to apply some basic principles for attacking & defending. (closing down space/staying in position/attacking the space/passing the ball).



Edge Hill Academy Progression Map - PE



<p>Quicksticks (Hockey)</p> <ul style="list-style-type: none"> 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. 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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Dribble the ball holding the stick in the correct position. Pass and receive the 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. Whilst playing adapted games, with variations of rules, begin to apply some basic principles for attacking and defending. 	<ul style="list-style-type: none"> 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 (bent knees, low to the ground). Develop shooting - at targets/goals. Beginning to score whilst the ball is moving. Whilst playing adapted games, begin to think of and apply tactics of attacking and defending. 	<ul style="list-style-type: none"> Dribbles the ball in different directions whilst keeping their head up. Pass the ball over a variety of distances with some accuracy and powers (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 begin to understand some key rules. 	<ul style="list-style-type: none"> Dribble the ball at various speeds (in isolation and in a game situation). Pass the ball over a variety of distances in attacking and defensive situations. Pass and move into a space with accuracy, control and speed (in isolation and in a 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 vary levels of power. Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.
<p>Rounders</p> <ul style="list-style-type: none"> 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. 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, 	<ul style="list-style-type: none"> Throw under/over arm and catch a ball with control and some accuracy. Bowling a ball (between the batter's knee and head) from a short distance. Using various equipment to strike the ball with adapted bats e.g. tennis racket. Stop the ball using two hands and attempt a long barrier. Within adapted games, with variations of rules, begin to apply some basic principles, 	<ul style="list-style-type: none"> 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. Within adapted games, children encouraged to think of tactics when striking and fielding e.g. hitting into open space/which part of the bat to use/doubling up on posts/specific fielding 	<ul style="list-style-type: none"> Throw and catch the ball sometimes making the correct decisions in a game situation. Able to perform 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: hitting into open space/which part of the bat to use/doubling up on posts/specific fielding spots for faster runners or pupils with longer/more accurate throws. 	<ul style="list-style-type: none"> 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: hitting into open space/which part of the bat to use/doubling up on posts/specific fielding spots for



Edge Hill Academy
Progression Map - PE



<p>rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>through striking and fielding e.g. hit into open space.</p>	<p>spots for faster runners or pupils with longer/more accurate throws.</p>	<p>Apply in various game situations and adapt to opponents' strengths/weaknesses.</p>	<p>faster runners or pupils with longer/more accurate throws. Apply in various game situations and adapt to opponents' strengths/weaknesses.</p>
<p>Swimming (Y5 Only)</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations. 	<p>N/A</p>	<p>N/A</p>	<ul style="list-style-type: none"> Swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves. Use one basic method to swim the distance, making sure that they breathe. Using floats, swim over longer distances and periods of time with a more controlled leg kick. Join in all swimming activities confidently. Explore freely how to move in and under water. Recognise how the water affects their temperature. Recognise how their swimming affects their breathing. Identify and describe the differences between different leg and arm actions. 	<ul style="list-style-type: none"> Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds. use three different strokes, swimming on their front and back. Control their breathing. Swim confidently and fluently on the surface and under water. Work well in groups to solve specific problems and challenges, sharing out the work fairly. Recognise how swimming affects their body, and pace their efforts to meet different challenges. Suggest activities and practices to help.
<p>Tag-Rugby</p> <ul style="list-style-type: none"> 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. Use running, jumping, throwing and catching in isolation and in combination. 	<ul style="list-style-type: none"> Tag another player, face on and keeping body position low to the ground. Move with a ball in their hands using the correct position. Pass the ball backwards and sideways in isolation. Move into space to avoid a defender through dodging techniques. Beat a defender to score a try in various scoring zones. 	<ul style="list-style-type: none"> Play a tag game whilst moving at speed, keeping close to an opponent. Move with control in a variety of directions whilst 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 outwit an opponent in a game situation.



Edge Hill Academy Progression Map - PE



<ul style="list-style-type: none"> 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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Within adapted games, with variations of rules, begin to apply some basic principles for attacking and defending. 	<ul style="list-style-type: none"> Within adapted games, children encouraged to think of the tactics when attacking and defending. 	<ul style="list-style-type: none"> Developing tactics for attacking e.g. overloading 3v2 or 4v2. 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. 	<ul style="list-style-type: none"> Working together as a team to score a try in a tag rugby game e.g. supporting diagonal runs. Use techniques learned and apply them in a game situation. Apply basic principles for attacking and defending. In a team, discuss tactics of attacking and defending (communicate and collaborate).
<p>Tennis</p> <ul style="list-style-type: none"> 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. 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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Move body position to catch a ball. Control a ball on racket when moving - varying speed. Hit a ball into a target (with one bounce). Hit ball across the floor with forehand/backhand position. Play a modified game using skills e.g. forehand. Within adapted games, with variations of rules, begin to apply some basic principles e.g. hitting away from opponent. 	<ul style="list-style-type: none"> Move with balance and control to catch a ball. Hit a ball into a target from a variety of distances/ angles with no bounce. Hit/bounce ball on racket when moving. Hit ball in forehand/ backhand position with drop feed. Play a game communicating as a team (where to hit/stand and why). Play adapted games, Children encouraged to think of tactics e.g. moving opponent around the court. 	<ul style="list-style-type: none"> Move to hit a ball with some control. Hit/ bounce a ball with control when moving at different speeds. Serve diagonally with underarm/overarm throwing into target/game. Begin to use with racket to serve into a target. Moving into position to hit a ball with forehand/ backhand in skills practice and game. Communicate and collaborate as a pair to beat opponents. Developing tactics e.g. working as a team, supporting each other, communicating. Using short/long shots to outwit opponent. Using the open space on the court to outwit opponent upon return hits/serve. 	<ul style="list-style-type: none"> Move in a variety of directions (using footwork) when hitting a ball. Hit/bounce ball to a partner with control. Serve diagonally under/overarm in a game of mini tennis. Keep on toes using quick feet to hit a ball in game in forehand/ backhand position. Use techniques learned and apply in a game situation e.g. forehand/backhand hit. Apply learnt tactics within game situations e.g. Using short/long shots to outwit opponent. Using the open space on the court to outwit opponent upon return hits/serve.