

PE Progression SG Sports Coaching 2022

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Progression of Skills: Invasion games, Gymnastics, Athletics, Striking and fielding, Net and wall games.						
INVASION GAMES Large ball skills Autumn 1 and 2	<p>Movement; Finds clear space avoiding obstacles in lessons and in games. Adjusting speed and direction to avoid obstacles. Experiments with different ways of moving showing confidence. Jogging both forwards and backwards. Walking on the balls on the feet. Lateral walking on the balls of the feet.</p> <p>MANIPULATING EQUIPMENT Shows increasing control over large and small objects with hands and feet to include;</p>	<p>Movement; Travelling and changing direction on command or around obstacles. Travelling with an object in hands and at feet. Recognise and use space in games. Jogging both forwards and backwards. Small skipping and hoping alternating hoping foot. Side stepping and change direction with lateral running.</p> <p>SENDING Roll a ball underarm. Throw a bean bag underarm. Throwing objects overarm.</p>	<p>Movement; Travelling and changing direction showing control. Travelling with equipment including dribbling skills using both hands and feet. Changing speeds and direction by running with a ball both in hands and with feet. Continuation of developing good speed, agility and balance skills.</p> <p>SENDING Rolling a ball accurately and in different directions. Throwing underarm Throwing overarm Kicking a ball with inside of foot or</p>	<p>Movement; Change speed and direction easily. Jog whilst dribbling a ball with hands and feet. Run with the ball in two hands whilst changing direction. Improving spacial awareness whilst running with and without equipment.</p> <p>PASSING & RECEIVING Pass and receive using different techniques with hands, feet. Choose appropriate places to stand when receiving. Throw and shoot a ball at a target with some accuracy. Throw underarm and overarm using different equipment</p>	<p>Movement; Dodge to change direction easily. Travel with a ball by dribbling with both hands and feet. Greater emphasis in the overall quality of movement. Include lateral and turning movements as well as correcting feet, arms, hips and head when running.</p> <p>SEND & RECEIVE Use a range of passes and techniques to send and receive accurately. Pop pass into space multi directional (Tag rugby. Dribble and pass using basic technique – chest, bounce, overhead, shoulder. Shoot a ball into targets (hoop,</p>	<p>Movement; Strong emphasis on changing speeds and direction both with and without a large ball. Observing the quality of movement of the children through correcting feet, arms, hips and head with running.</p> <p>PASSING & RECEIVING Pass and receive with accuracy, confidence and control in isolated situations and games under pressure.</p> <p>ATTACKING SKILLS Make decisions when to pass and when to travel with a ball in games. Use a variety of skills and tactics to keep possession. Shooting when or where in a SSG.</p>	<p>Movement; Have developed multi direction movement, balance and coordination. Improved overall body control and are able to use this to compete and bowl, bat, field and play effectively.</p> <p>PASSING & RECEIVING Pass and receive with consistency, accuracy, confidence and control and a degree of speed in isolated situations and often games.</p> <p>ATTACKING SKILLS Use a variety of skills and tactics to hit or bowl a ball effectively. Use</p>

PE Progression SG Sports Coaching 2022

	<p>patting, pushing and kicking and rolling. Able to manipulate equipment on own and with another. Able to manipulate equipment whilst moving with some control. Able to catch a bean bag /small/large ball when thrown accurately. Able to throw a beanbag/large ball in a given direction. Hold equipment and travel in two hands placing down and collecting.</p>	<p>Kicking a ball. Throwing and kicking at targets using different equipment (bean bag, bag etc.)</p> <p>RECEIVING Trapping a ball with feet and hands. Catching a bean bag /large ball.</p>	<p>laces. Throwing and kicking at targets for accuracy. Understand the importance of aiming.</p> <p>RECEIVING Trapping a ball with feet and hands showing improved control. Catching a ball (medium height) Attempt catching a ball at different heights.</p> <p>BASIC ATTACKING TACTICS Dribble a ball into an attacking area to score or pass the ball forwards. Run with a ball in two hands into space or over try line. Pass your ball into a hoop or small net to score.</p>	<p>in one or two hands. Play a pop pass when running with a ball (tag rugby) play a chest, bounce or overhead pass. Pass a ball using your feet using the instep or laces.</p> <p>ATTACKING SKILLS Keep possession within a team by passing and moving into space Progress towards goal/target on own and with others. Know how to use space effectively in games. Make some good decisions on where to pass to in games. Make things difficult for opponent by directing ball into space when passing. Dribble, pass, shoot and receive the ball in key areas.</p> <p>DEFENDING SKILLS Stay close to an</p>	<p>basket, net, goal accurately. Throw 1 handed and 2 handed in different directions and at different heights with accuracy and some power.</p> <p>Attacking Skills Use different tactics to keep possession and get into positions to shoot. Make good decisions when and where to pass and run. Attempt to outwit an opponent by directing a ball into space/different speeds/heights. Explain how they and others have kept possession successfully. Score try's by finding gaps or making decisions to pass the ball quickly.</p> <p>DEFENDING SKILLS Able to mark a player closely. Able to mark a space with some</p>	<p>Finding the gaps to score a try in Tag rugby.</p> <p>DEFENDING SKILLS Know how to mark and defend their goal. Recognise own and other strengths. Explain why a performance is good Look for specific things in a game and explain how well they are being done.</p>	<p>simple tactics and buzz words to influence game play.</p> <p>DEFENDING SKILLS Recognise and describe the best points in an individual's and team performance. Identify areas for improvement and suggest how you they would improve them. Look for specific things in a game and explain how well they are being done using improved language i.e. marking an opponent. Creating a defensive line in tag rugby minimising gaps in play. Understanding the games are often uneven when defending. Learning to cope with overloads. Understand the basicattacking and</p>
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PE Progression SG Sports Coaching 2022

			<p>BASIC DEFENSIVE TACTICS</p> <p>Begin to show basic marking by staying close to someone. Intercept the ball using your feet or hands. Try and take a tag to stop someone from scoring a try.</p>	<p>opponent making it difficult for them to move into space. Begin to think about marking a player and the space in games. Make some successful interceptions Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find most difficult. Explain some basic tactics that they use in games. Children understand the basic principles or 1 v 1 2 v 2 or overload games.</p>	<p>effect. Intercept/block a ball. Keep and use rules given and make suggestions to improve the game. identify aspects of their game that need improving and say how they will go about improving them. Make a basic defensive line when playing tag rugby. Understand the basic principles of attacking and defending in a SSG in Netball, Basketball, football, rugby 3 v 3 4 v 4 – 5 v 5 and overloads.</p>		<p>defending in a SSG 5 v 5 – 6 v 6 – 7 v 7 and can discuss playing positions and formations. Use simple tactics and buzz words to influence game play.</p>
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PE Progression SG Sports Coaching 2022

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GYMNASTICS Spring 1	<p>TRAVELLING & USING APPARATUS Travels with confidence on, over and through apparatus. Travels on floor and apparatus in different ways to include; sliding, crawling, walking, jumping. Explore's travelling on different body parts to include; feet, and feet, backs, tummy, bottom, side. Using small points of the body and large patches. Reinforce development of the Agility, balance, coordination when moving. Introduce basic animal actions monkey, crab, snake.</p> <p>SHAPES & BALANCES Perform wide, tall, small, tuck, star shapes. Balance on large body and some</p>	<p>TRAVELLING Jogging forwards and backwards, galloping, hopping, and travelling in different directions using small points. Travelling on different body parts in different ways; bunny hop, monkey, bear, caterpillar, crab, duck walks etc. Link 'like' actions together 3 x different travelling actions.</p> <p>SHAPES/BALANCING wide, tall, small, tuck, star shapes. Balance on large and small body parts.</p>	<p>TRAVELLING Copy and repeat jogging, galloping, hopping, skipping, hop scotch with control and accuracy. Remember and repeat travelling patterns in different directions.</p> <p>SHAPES/BALANCING Copy and remember Tuck, straddle, dish, arch, pike. 1, 2, 3, 4 point balances body on large and small body parts inc, front and back support.</p> <p>ROLLING Copy and repeat Sideways rolling inc; log, egg, shoulder, dish-arch. Circle/Teddy roll Rocking forwards and backwards in</p>	<p>TRAVELLING Quality of actions on hands and feet in different directions on floor and apparatus. Play tag games to improve the quality of movement monkey/crab tag.</p> <p>SHAPE/BALANCE Straddle, pike, tuck, front/back support, dish arch on different levels. 1,2,3,4 point balances and moving into and out of balances smoothly. Balancing on floor and apparatus.</p> <p>ROLLING Develop quality in sideways rolling. Circle/teddy roll Forward to feet. Forward roll to stand or come out in</p>	<p>TRAVELLING Take weight on hands and feet safely when squatting onto apparatus. Along a beam with control or performing duckdips. Reinforce animal actions through tag games or combined actions e.g. monkey – crab action showing good control throughout.</p> <p>SHAPE/BALANCE Clarity of all shapes on different levels showing body tension. Take body weight safely on different body parts inc; bottom, head and hands. Perform controlled partner balances taking some body weight. Link different balances on different levels. Link balances with rolls i.e. front support into log</p>	<p>TRAVELLING Movement at the start of lessons must never stop. Reinforcing light running actions and whole body movement. High skips, lunges, squats, triangle hops, flight on the spot. Core conditioning a continuation of gymrun.</p> <p>SHAPE/BALANCE Choose and perform symmetrical and asymmetrical or contrasting shapes and balances using different body parts on floor and apparatus showing control. Choose and perform matched and mirrored shapes and balances on floor and apparatus accurately. Choose and perform counter</p>	<p>TRAVELLING Continuation of reinforcing movement. Due to covid the impact on physical literacy is huge. Movement and conditioning is key for years 5/6 to be able to perform actions. High skips, lunges, squats, triangle hops, flight on the spot. Core conditioning a continuation of gymrun. Children to give ideas of movement actions at the start of the lesson to raise heart rates and lead.</p> <p>SHAPE/BALANCE Move into and out of symmetrical and asymmetrical shapes using different actions on different levels. Synchronise</p>

PE Progression SG Sports Coaching 2022

	<p>small body parts. Balance momentarily on 1 foot.</p> <p>JUMPING & LANDING Jumping and landing on feet. Jumping from low level apparatus and landing of feet. Showing some confidence when jumping from apparatus. Landing in a controlled position on feet.</p> <p>Rocking and Rolling Simple rocks keeping tucked. Tucked side roll, straight side roll. Advanced may attempt forward roll into tuck.</p>	<p>ROLLING sideways rolls; tucked, straight. Rocking forwards and backwards in tuck. Forward rolls into tucked shape or to stand and finish.</p> <p>JUMPING 2 feet to 2 feet 2- 1, 1-2 feet. Landing safely, basic shapes in the air. Straight, star.</p> <p>SEQUENCE BUILDING Create and link simple combinations of 2+ actions – travel & balance. Observe and copy a partner’s sequence accurately. Comment on</p>	<p>tuck to feet. Forward roll to feet.</p> <p>JUMPING Copy and repeat 2-2, 1-2, 2-1, 1-1, 1-1 (other) with control. Jumping for increased height. Jumping with accurate shape and landing on feet. Straight, star, tucked in flight.</p> <p>SEQUENCE BUILDING Create and link combinations of 2 actions i.e. 2 x balance, 2 x travel and remember them Link 3-4 simple actions; Travel – jump – spin – balance and remember them. Copy and remember a partner’s sequence accurately. Adapt sequences to include</p>	<p>different ways straddle etc..</p> <p>JUMPING Jumping for height from 1 and 2 feet and landing on 1-2 feet - all shapes. Jumping from apparatus showing shapes and controlled landings. Land in a fixed and finish shape showing good control from different heights using the 3 basic jumps.</p> <p>SEQUENCE BUILDING Create and remember sequences of 4 more actions i.e. travel – jump – roll – balance – turn on floor. Adapt sequences onto apparatus. Change levels, speed or directions within</p>	<p>roll, arabesque into forward roll. Squat to forward roll, bunny hop to forward roll.</p> <p>ROLLING Improved control and quality when performing all sideways rolls, forward roll, teddy/circle roll. Begin backward roll progressions. Use rolls effectively within sequences to link balances or to change direction. Use decline cheese mats to help aid.</p> <p>JUMPING Vaulting - Squat onto apparatus (hands then feet) shaped jumps from apparatus. Clarity of shape, controlled landings, fix and finish.</p>	<p>balance and counter tension with a partner using different body parts in contact on floor and apparatus with control.</p> <p>ROLLING Use actions/balances to move into and out of rolls smoothly Backward roll. Link a number of rolls smoothly showing control and changes of speed/direction.</p> <p>JUMPING Vaulting – Squat onto apparatus and jump off higher agility tables still landing with control in fixed and finished shapes. Improved clarity of shape and body tension in the air throughout.</p> <p>SEQUENCE BUILDING Repeat accurately a longer more difficult sequence showing</p>	<p>actions with a partner.</p> <p>ROLLING Improved quality of rolls in isolation and as part of a sequence; forward roll, backward roll, teddy roll. Use rolls to smoothly link shapes/balances within longer sequences. Using bars or ropes on cave frame to carry out actions.</p> <p>JUMPING Vaulting – squat onto apparatus and jump off higher agility tables with improved control and quality of shape.</p> <p>SEQUENCE BUILDING Choose appropriate contrasting actions to create longer</p>
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PE Progression SG Sports Coaching 2022

		<p>quality of actions shown.</p>	<p>apparatus or a partner.</p> <p>Describe actions they see Comment on an action and say how they might improve it.</p>	<p>sequence as directed. Work cooperatively with partner to create and perform paired sequence. Use a white board or SG digital plan to help reinforce themes for sequences.</p> <p>Describe the difference between 2 performances. Make simple assessments based on given criteria. Levels 1 - 5</p>	<p>SEQUENCE BUILDING</p> <p>Increase length of sequence to include perform and remember 4+ actions showing clear beginning, middle and end. Include and adapt sequences to include changes of level, speed and direction individually and with a partner on floor and apparatus.</p> <p>Explain the difference between 2 performances. Make assessments from given criteria justifying your choice. Use assessments to modify and refine their own sequences and others. Set challenges.</p>	<p>smooth links, body tension and clarity of shape. Choose appropriate actions to link together smoothly in a contrasting sequence. (different actions/speeds/directions) Introduce music to add to timings and rhythm.</p> <p>Identify which aspects were performed accurately, fluently, clearly etc. Make suitable assessments using criteria and clearly justify your choices using appropriate language.</p>	<p>more challenging sequences remaining controlled on floor and apparatus. Vary the composition of sequences to improve the overall look or fluidity.</p> <p>Explain how a sequence is formed using appropriate terminology to describe technique and composition. Evaluate own and others performances using appropriate terminology to describe technique and composition. Perform to music and create short videos as an example to other year groups.</p>
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PE Progression SG Sports Coaching 2022

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ATHLETICS SPRING 2	<p>MOVEMENT Shows improved control and coordination when walking and running. Walks laterally and backwards keeping good balance throughout. Can avoid obstacles by running and react to colours. Can change speeds from walking to running and stopping (Stops and starts)</p> <p>JUMPING Explores jumping high and landing on feet with some control. Explores jumping far and landing on feet with</p>	<p>MOVEMENT AND RUNNING Shows a change in speed when running from jogging forwards to running fast and slowing down. Can change direction using the body and avoid obstacles. Can run in a straight line on balls of feet and run around a curved line (Oval relay).</p> <p>JUMPING Copy basic jumping patterns and</p>	<p>MOVEMENT AND RUNNING Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some control and consistency. Can take part in a relay activity both in a straight and curved run. Reinforcing both stability by dodging turning, twisting. Locomotion with walking, running, skipping, hopping, galloping.</p> <p>JUMPING</p>	<p>RUNNING Shows greater control when running in different ways and in different directions. Uses body effectively to run for speed i.e.; elbows close to body, thumbs moving from hips to lips, head and eyes forward etc. Can identify some key points to improve technique when running. Able to run for longer periods of time without stopping understanding the importance of pacing. Pass batons/bean bags effectively to team</p>	<p>RUNNING Understands and clearly demonstrates a quality of movement when running. Increases quickness and speed of movement in different events. Is able to explode and respond with control. Understands the difference between running techniques over short and longer distance. Is able to sustain running for 3 minutes.</p> <p>JUMPING Performs a range of jumps for height and distance, showing consistent technique</p>	<p>RUNNING Understands why pacing is important and uses knowledge when taking part in longer runs to judge their speed effectively. Reacts fast and shows speed when running short distance. Can explain what I need to do with my body to generate and maintain speed. Cooperates well with team during relays at speed using efficient baton exchanges. Runs over hurdles at speed and often take off from their preferred leg.</p> <p>JUMPING</p>	<p>RUNNING Chooses the best pace to sustain their running when taking part in longer runs. Accurately mark a sprint start and use it to gain power. React quickly and sprint confidently using effective technique. Gives partner accurate feedback to improve their performance. Consistently pass the baton accurately using the specified method to ensure smooth changeovers. Show good rhythm and speed when</p>

PE Progression SG Sports Coaching 2022

	<p>some control. Jumps on and off lines, in and out of hoops showing some control. Over cones or 15cm hurdles as obstacles when moving.</p> <p>THROWING Shows increasing control and coordination when pushing and throwing equipment to include; bean bags, large balls, small balls, quoits using 1 and 2 hands. Shows increasing accuracy when throwing at targets using bean bags/large balls from close range.</p>	<p>land with control. 2-2, 1-1, 1-2, 2-1. Beginning to use body more effectively to generate height/distance when jumping. Can hop on alternative feet and progress to hop scotch action.</p> <p>THROWING Is able to use throwing implements with some accuracy i.e. underarm, overarm, chest push. Begin to use body to generate power when throwing for distance. Bean bags, small balls, quoits, large balls.</p>	<p>Can use simple jumps to leap over obstacles. Can repeat a short sequence of linked jumps. Such as hop, hop, jump. Use body effectively to jump for height and/or distance.</p> <p>THROWING Can throw a variety of objects, changing their action for accuracy and distance as required. To include; underarm throw, 2 and 1 handed push, 2 and 1 handed pull. Target throwing into hoops or buckets or simply throwing for distance with a tennis ball.</p>	<p>members when travelling at speed.</p> <p>JUMPING Shows improved control when taking off and landing from 1 and 2 feet. Uses upper and lower body effectively to generate power when jumping for height and/or distance. Choose tactics to improve the distances jumped.</p> <p>THROWING Able to throw for distance in different ways showing accuracy and some power. inc; 1 & 2 handed push, 1 & 2 handed pull. Can identify key points to improve throwing technique. Is able to perform both underarm and overarm throwing techniques.</p>	<p>and sometimes using a short run-up. Able to compare and contrast performances using appropriate language. Can combine jumps with running technique with starts and stops.</p> <p>THROWING Know and demonstrate a range of throwing techniques; inc 1 handed pull (javelin) 1 handed push (shot) underarm sling (discus) Throws with improved accuracy and power into a target area.</p> <p>Explain the difference between athletics events using simple rules and tactics.</p>	<p>Jumps are consistently controlled and accurate when jumping for distance and height. Can link combination jumps smoothly together. Can record jumps and measure in cm's to help improve height and distance.</p> <p>THROWING Demonstrates accurate technique when throwing using push, pull and sling techniques along with power to generate good distance. Able to measure accurately.</p> <p>Identify which aspects were performed accurately, fluently, clearly etc. Recognise own and other strengths.</p> <p>Is able to recognise different athletic events in relation to human body types.</p>	<p>hurdlings. Can react swiftly with good vision and fast reaction. Improved visual awareness central/peripheral and depth perception.</p> <p>JUMPING Shows good control, speed and power when jumping. Able to adapt skills and techniques according to the task set. When combination jumping Shows control through each element and uses body effectively to generate height and distance.</p> <p>THROWING Push, pull and sling with improved technique and power. Uses a run up in javelin effectively</p>
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PE Progression SG Sports Coaching 2022

							and a shift in shot put. Identify and explain how to improve performance.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Progression of Skills: PE						
STRIKING AND FIEDLING NET AND WALL SUMMER 1 AND 2	<p>MOVEMENT Finds clear space avoiding obstacles in lessons and in games. Adjusting speed and direction to avoid obstacles. Experiments with different ways of moving showing confidence. Copy simple ways of travelling to include; walking, running, hopping, stopping.</p> <p>MANIPULATING EQUIPMENT Shows increasing control over large and small objects with hands.</p>	<p>MOVEMENT Travelling and changing direction on command or around obstacles. Travelling with an object in hands (bat) Recognise and use space in games.</p> <p>SENDING Roll a ball underarm at a target. Throw a bean bag underarm. Throwing objects overarm. Throwing at targets using different</p>	<p>MOVEMENT Travelling and changing direction showing control. Travelling with equipment including small ball and a bat in one or both hands.</p> <p>SENDING Rolling a ball accurately and in different directions. Throwing underarm Throwing overarm. Bowling underarm at a set of stumps. Striking a ball from a batting tee and hitting a slow moving</p>	<p>MOVEMENT Change speed and direction easily. Is able to move using multi directional explosive speed, agility and quickness.</p> <p>SENDING & RECEIVING Pass and receive using different techniques with hands fingers away from ball. Choose appropriate places to stand when receiving. Throw at a target with some accuracy. Throw underarm and overarm using a small ball. Bowl</p>	<p>MOVEMENT PHYSICAL Dodge to change direction easily. Travel with an object whilst running and throw at a target. Moving and stepping into bowling, batting and throwing actions.</p> <p>SEND & RECEIVE Use a range of techniques to send and receive accurately. Throw with accuracy at speed. Bowl with fluid overarm action at target. Hit a moving ball with a straight drive. Hit a good ball</p>	<p>MOVEMENT PHYSICAL Change speed and direction easily whilst retrieving a ball. Move inline with a ball laterally on balls of feet. Moving and stepping into bowling, batting and throwing actions.</p> <p>PASSING & RECEIVING Pass and receive with accuracy, confidence and control in isolated situations and sometimes games. Have developed visual acuity with tracking and manipulation skills in catching moving objects.</p>	<p>MOVEMENT PHYSICAL Change speed and direction easily whilst dribbling ball with hands, feet, stick keeping ball in close control. Use dribbling to successfully progress a ball forward in games.</p> <p>PASSING & RECEIVING Pass and receive with consistency, accuracy, confidence and control and a degree of speed in isolated situations and often games.</p>

PE Progression SG Sports Coaching 2022

	<p>Able to manipulate equipment whilst moving with some control. Able to catch a bean bag /large ball or small ball when thrown accurately. Able to throw a beanbag/large ball in a given direction. Hold equipment with 1 hand appropriately such as; hoops, bats, rackets, beanbags, balls. Can throw beanbags and small balls at basic targets hoops, cones, lines, stumps.</p>	<p>equipment (bean bag small ball) Targets – hoops, lines, cones, stumps. Striking a small ball from a batting tee forwards into space. RECEIVING Stopping a moving ball using hands or feet. Catching a bean bag /large ball, small ball with two hands.</p>	<p>ball. Understand the importance of aiming or hitting into space. RECEIVING Stopping a ball with feet and hands showing improved composure. Catching a ball (medium height) Attempt catching a ball at different heights. BASIC ATTACKING TACTICS Bowl a ball to get someone out. Get your body inline to catch or stop a moving ball. Strike or hit a ball using bat into space to make a run or hit over boundary areas. BASIC DEFENSIVE TACTICS</p>	<p>overarm using a basic overarm action. Hit a moving ball with bat from an underarm bowl. ATTACKING SKILLS Make things difficult for opponent by directing ball into space when hitting. Choose where to stand as a fielder to make it harder for the batter. Bowl someone out with accuracy or make a decision to stump out quickly and effectively. Hit the ball for distance to make full rounder. DEFENDING SKILLS Identify what they do best and what they find most difficult. Explain some basic tactics that they use in games. Protect your stumps form difficult bowling.</p>	<p>using smaller rounders bat. STRIKING & FIELDING Hit a ball from bowler accurately into space. Stop a moving ball with hands or feet with good receiving shape (long barrier) catch balls in the air with fingers away from the ball and eyes on target. NET/WALL Hit and ball with racket using varying techniques; (forehand, backhand, hard, soft) Attacking Skills Make good decisions when and where to pass a ball or make a run. Attempt to outwit an opponent by directing a ball into space/different speeds/heights. Explain how they and others have been</p>	<p>STRIKING & FIELDING Hit a ball accurately into space and in different parts of the playing area. Gauge when to run after hitting a ball Bowl underarm and overarm Intercept and retrieve a ball quickly when fielding. Throw a ball overall effectively when fielding. Play a combination of basic shots such as straight drive or pull shot. NET/WALL Play shots on both sides of the body and above head with reasonable accuracy. Keep a rally going with a partner. Position themselves well on court. Understand simple scoring and maths on the move. ATTACKING SKILLS Use a variety of skills</p>	<p>SHOOTING Shoot accurately in a range of ways using different equipment. Shoot from close range successfully and sometimes from different angles and distance. STRIKING & FIELDING Hit a ball with purpose. Able to vary the speed, direction and height to avoid fielders. Gauge when to run after hitting a ball. Bowl underarm and overarm with increasing accuracy and speed. Intercept and retrieve a moving ball quickly when fielding. Throw a ball overall effectively when fielding. NET/WALL Play shots on both sides of the body</p>
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PE Progression SG Sports Coaching 2022

			<p>Stop a ball hitting your stumps by defending your wicket. Protect an area or boundary by stopping the ball with basic stance.</p>		<p>successful using simple tactics to outwit opponent. Serve a ball accurately into target area.</p> <p>DEFENDING SKILLS Able to to protect stumps with defensive blocks. Able to mark a space with some effect. Intercept/block a ball Choose effective places to stand as a fielder to make it difficult for a batter. Keep and use rules given and make suggestions to improve the game. identify aspects of their game that need improving and say how they will go about improving them.</p>	<p>and tactics to gain points in scoring.</p> <p>DEFENDING SKILLS Know how to mark and defend their goal. Recognise own and other strengths. Explain why a performance is good Look for specific things in a game and explain how well they are being done i.e. marking an opponent.</p> <p>Understanding simple tactics and rules. Understanding simple cricket language such as boundary, crease, stumps, runs, over, wicket, shot. Tennis – serve, stroke, forehand, backhand, ace, second serve, volley. Rounders ½ rounder, full rounder, no ball, good ball, underarm bowl.</p>	<p>and above head with accuracy. Keep a rally going that is non-cooperative. Hit a ball at the top of a bounce. Move to the centre of the court after each shot.</p> <p>ATTACKING SKILLS Choose when to pass and when to travel with a ball in games to progress the ball forward. Use a variety of skills and tactics to keep possession.</p> <p>DEFENDING SKILLS Use a range of fielding tactics in game play. Describe the best points in an individual's or team performance. Identify areas for improvement and suggest how you they would improve them.</p>
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PE Progression SG Sports Coaching 2022

							<p>Understanding simple tactics and rules.</p> <p>When to bowl fast or slow. Understand how to score a 6 or 4 in cricket.</p> <p>Understand basic fielding positions in cricket e.g wicket keeper, close field, in field, outfield, umpires.</p>
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