

Meriden C of E Primary School - National Curriculum for PE – swimming and Orienteering



<p>Swimming</p>	<p>BEGINNERS To be taught in ANY 1 KS1 year group <i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i> <i>Use strokes effectively (e.g front crawl, back stroke and breast stroke)</i> <i>Perform safe self-rescue in different water- based situations.</i></p> <ul style="list-style-type: none"> • work with confidence in the water • explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water • remember, repeat and link skills • know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction • improve the control and co-ordination of their bodies in water • know that being active is fun and good for them • recognise what their bodies feel like during different activities • watch, copy and describe what they and others have done and use the information to improve their work 			<p>DEVELOPING COMPETANCY To be taught in ANY 1 KS2 year group <i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i> <i>Use strokes effectively (e.g front crawl, back stroke and breast stroke)</i> <i>Perform safe self -rescue in different water- based situations.</i></p> <ul style="list-style-type: none"> • consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills • improve linking movements and actions • choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges • know and describe the short-term effects of exercise on the body and how it reacts to different types of activity • describe and evaluate the quality of swimming and recognise what needs improving 		
<p>Orienteering/ Outdoor Activities</p>			<ul style="list-style-type: none"> • recognise their own space • explore finding different places <p><i>Take part in outdoor and adventurous activity challenges, both individually and as part of a team.</i></p> <ul style="list-style-type: none"> • follow simple routes and trails, orientating themselves successfully • solve simple challenges and problems successfully • recognise and describe how their body feels during exercise • observe what they and others have done and use their observations to improve their performance 	<ul style="list-style-type: none"> • develop the range and consistency of their skills and work with others to solve challenges <p><i>Take part in outdoor and adventurous activity challenges, both individually and as part of a team.</i></p> <ul style="list-style-type: none"> • choose and apply strategies and skills to meet the requirements of a task or challenge • recognise the effect of different activities on the body and to prepare for them physically • work safely • describe and evaluate their own and others' performances, and identify areas that need improving 	<ul style="list-style-type: none"> • decide what approach to use to meet the challenge set <p><i>Take part in outdoor and adventurous activity challenges, both individually and as part of a team.</i></p> <ul style="list-style-type: none"> • understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing • see the importance of a group or team plan, and the value of pooling ideas 	<ul style="list-style-type: none"> • adapt their skills and understanding as they move from familiar to unfamiliar environments <p><i>Take part in outdoor and adventurous activity challenges, both individually and as part of a team.</i></p> <ul style="list-style-type: none"> • understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing • improve their performance by changing or adapting their approaches as needed

PROGRESSION OF KEY SKILLS

Athletics

Reception – through into first PE unit

EY

- > Marching/running for co-ordination
- > Experiment with different ways of throwing under/overarm
- > Experiment with different ways of jumping- measuring with various objects
- > Working with friends in a team – taking turns



Year 1 – through into Ball Skills unit

1

- > Running pumping arms at various speeds
- > Throw a variety of objects with some accuracy
- > Jumping bending knees and pushing off – being competitive to improve distance as a pair
- > Co-operate and compete in a team in various running games turns

Year 2 – through into Ball Skills unit

2

- > Using arms and keeping head still when exploring running patterns
- > Throw in correct stance 'Usain Bolt position'
- > Use arms to improve jumping technique – beating their own score
- > Compete in a team in various running/obstacle games and working together to improve team performance



Year 3

3

- > 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
- > In warm ups develop running for distance
- > Develop relay change over techniques
- > Run and take off over obstacles at some speed



Year 4

4

- > Perform 'FAST' technique confidently when sprinting
- > Throw a javelin/vortex with height and distance
- > Perform a hop, step and jump (standing triple jump)
- > In warm ups develop running for distance increasing each lesson
- > Pass a relay baton with control with a partner in adapted games
- > Run and jump over hurdles with some speed and control

Year 5

5

- > 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

Year 6

6

- > 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
- > Develop long distance running- learning to pace and show good technique
- > Pass a relay baton in competitive situations (timed)



PROGRESSION OF KEY SKILLS

Ball Skills

Reception - (through into first PE unit)

EY

- > Throw to self, catching a soft ball/balloon
- > Experiment with rolling the ball, throw and catch to self and to a partner (hand eye co-ordination)
- > Moving around at speed and changing direction
- > Fun games encouraging throwing and catching different types of balls
- > Passing with a partner and counting to 5 and 10
- > Explore stopping a ball with different parts of the body
- > Experiment kicking the ball with feet to a partner
- > Move a bean bag on the floor using inside of foot
- > Fox and rabbits game. Object of the game is to move away from the rabbit onto a spot (finding a space)
- > Passing with a partner and counting to 5 and 10
- > Follow a partner to steal their bib
- > Move with different objects in their hands
- > Passing an object to another child
- > Moving around in a space in different ways
- > Scoring points with beanbag treasure in a simple hoop invasion game.



Year 1

1

- > Catch a soft ball safely
- > Pass the soft ball from chest - 'W' shape when passing and receiving.
- > Small sided games (super hero ball) 3v3 introducing passing and receiving a ball
- > Play an adapted superhero game and introduces rules
- > Scoring in a variety of ways
- > Stopping a ball with the inside of feet
- > Pass the ball beginning to use inside of feet "toe, toe, toe, no, no, no!"
- > Dribble the ball with the inside of feet
- > Follow my leader - trying to stay near their partner
- > Scoring point in a variety of ways in adapted games
- > Play a simple game of tag
- > Move with control with the ball in their hands at chest height
- > Hand over the Rugby ball sideways
- > Attempt to get past a defender
- > Scoring a try in a modified drill using correct technique- stay on feet using 2 hands



Year 2

2

- > Catch a ball in an adapted game
- > Bounce pass from a short distance to a partner.
- > Small sided games (super hero ball) Small sided games 3v3 encouraging chest passes in game
- > Play an adapted super hero netball game. One team is to attack and attempt to score, the opposing team is to stop (defending) them from scoring.
- > Scoring in a variety of ways and begin to use in a game situation
- > Stopping a ball with the sole and inside of feet
- > Pass the ball to a partner P,P,P, Plant, Pass Point to help with accuracy
- > Dribble the ball with the inside of feet keeping the ball close to their body
- > Tag game- trying to catch their partner
- > Scoring in a variety of ways and begin to use scoring techniques game situations
- > Play a tag game whilst moving at speed
- > Move with the ball holding it with hands - in 'W' shape at chest height
- > Pass the ball sideways- with smile technique
- > Dodge around a defender in small area
- > Scoring a try in a 2v2 game in the end zone



PROGRESSION OF KEY SKILLS

Dance

Reception
> Moving in time to happy and sad music
> Experiment with different ways of moving
> Experiment with actions at different levels
> Moving around as different characters or animals to the music

EY



Year 1
> Listen to the music and begin to move in time to it
> Perform basic dance movements
> Perform dance movements showing some levels
> Perform basic dance travelling movements e.g. stepping, skipping, jumping
> Perform simple dance moves with some control

1

Year 2
> Move in time to the music showing some expression
> Perform dance movements with control
> Perform dance movements showing a variety of levels
> Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing
> Remember simple dance steps perform with control in time to the music

2



Year 3

3

- > Collaborate to make a dance warm up
- > Use a stimulus to create a dance
- > Dance in unison with a partner
- > Perform canon with a group
- > Use some different levels and pathways



Year 4

4

- > Cooperate to make a dance warm up and take on a leadership role
- > Respond imaginatively to a stimulus
- > Dance in unison with a partner/group performing a range of movement patterns
- > Perform canon showing a range of movement patterns
- > Perform a variety of levels and pathways in a dance

Year 5

5

- > Co-operate and collaborate to create a warm up displaying a variety of movement patterns
- > I can 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

Year 6

6

- > Co-operate, communicate and collaborate with group to make up a warm up with good rhythm and timing
- > I can 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



PROGRESSION OF KEY SKILLS

Football

Reception (through multi skills unit)

EY

- > Explore stopping a ball with different parts of the body
- > Experiment kicking the ball with feet to a partner
- > Move a bean bag on the floor using inside of foot
- > Fox and rabbits game. Object of the game is to move away from the rabbit onto a spot (finding a space)
- > Passing with a partner and counting to 5 and 10



Year 1 (through ball skills unit)

1

- > Stopping a ball with the inside of feet
- > Pass the ball beginning to use inside of feet "toe, toe, toe, no, no, no!"
- > Dribble the ball with the inside of feet
- > Follow my leader – trying to stay near their partner
- > Scoring point in a variety of ways in adapted games

Year 2 (through ball skills unit)

2

- > Stopping a ball with the sole and inside of feet
- > Pass the ball to a partner P,P,P, Plant, Pass Point to help with accuracy
- > Dribble the ball with the inside of feet keeping the ball close to their body
- > Tag game– trying to catch their partner
- > Scoring in a variety of ways and begin to use scoring techniques game situations



Year 3

3

- > Control a ball using inside, outside and sole of feet
- > Pass the ball with inside of feet with accuracy
- > Dribble the ball beginning to turn with some control (inside and outside hook)
- > Begin to defend making a standing tackle in a 1v1
- > Kick a ball stationary past a goal keeper
- > Embracing rules and playing fairly



Year 4

4

- > Move body to correct position to stop and control a ball
- > Pass the ball with inside of feet whilst on the move
- > Dribble the ball using inside, outside hook and drag back beginning to accelerate
- > Begin to defend making a standing tackle or intercept a pass
- > Kick a ball whilst moving past a goal keeper with some accuracy
- > Inspire others with fair play and being gracious in victory and defeat

Year 5

5

- > 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 communicate with team to develop tactics for attacking and defending

Year 6

6

- > 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
- > Communicate with team evaluate and recognise success to help improve individual and team performance



PROGRESSION OF KEY SKILLS

Gymnastics

Reception - through into First PE unit

EY

- > Can experiment with different space shapes
- > Experiment with different jumps
- > Experiment with different ways of rolling in small shape (moon roll)
- > Experiment with a rocket roll
- > Moving along the floor in different ways like aliens sliding, rolling, stretching etc
- > Show a start shape, rocket roll and finishing shape (beginning of a sequence)



Year 1

1

- > Can perform shapes
- > Perform basic space jump (rocket jump)
- > Perform a moon rock and a moon roll
- > Perform a rocket roll with pointed toes
- > Perform a bunny hop- hands first then feet
- > Perform a basic sequence (roll and a jump)

Year 2

2

- > Can perform shapes with a strong body and control
- > Perform jumps (rocket, star, moon jump) with control and a strong body
- > Perform a moon rock, moon roll and forward roll
- > Perform a rocket roll and extend to a dish/saucer roll
- > Perform a bunny hop - hands flat with straight arms
- > Perform a sequence - (roll, jump and balance)



Year 3

3

- > Can perform a variety of shapes with good control
- > Perform a rocket jump with a half turn
- > Teddy bear roll
- > Perform matching and mirroring balances
- > Perform a bunny hop across a mat run and onto/across low benches and apparatus
- > Hopscotch on throw down feet
- > Perform a short sequence on mats



Year 4

4

- > Can perform a variety of shapes with good control when performing various skills
- > Perform a rocket jump with a $\frac{1}{2}$ and full turn with pointed toes
- > Teddy bear roll with a partner/group in sequence with pointed toes
- > Perform matching and mirroring balance routines on apparatus
- > Perform a bunny hop onto variety of apparatus with control
- > Hopscotch across the floor to develop hurdle step
- > Run and jump over hurdles with some speed and control

Year 5

5

- > Can perform complex shapes with control and some flexibility
- > Perform more complex jumps, tuck, pike and begin leaps
- > Side star roll and T-roll
- > Perform point and patch balances
- > Perform a 'squat on and squat off' on various apparatus
- > To perform a hurdle step on the floor/springboard
- > Link and sequence actions. Co-operate, communicate and collaborate with others

Year 6

6

- > Can perform complex shapes when performing Sequences and skills with flexibility
- > Perform more complex jumps, tuck, pike and leaps scissor kick and cat leap
- > Side star roll, T-roll (with pointed toes), backwards roll
- > Perform more complex point and patches balances in a sequence on apparatus
- > Perform a 'squat on and squat off' apparatus with a run up (with or without a spring board)
- > Perform a hurdle step on the floor/springboard and onto low apparatus
- > Compete in teams to win points with sequences and a vault competitions



PROGRESSION OF KEY SKILLS

Kwik Cricket - (Striking and Fielding)

Reception (through into First PE unit)

EY

- > Rolling and stopping a ball sitting down and standing up
- > Move with different objects in their hands
- > Passing an object to another child
- > Pushing a ball away from body with hands
- > Push ball with throw down strips to develop hand eye co-ordination



Year 1 (through into Kwik Cricket unit)

1

- > Rolling and stopping a ball with one/two hands
- > Throw and catch a ball with some control
- > Bowl underarm towards a target
- > Hit a ball off a tee using various bats
- > Play a modified game hitting off a tee

Year 2 (through into Kwik Cricket unit)

2

- > Roll and stop a ball with control/accuracy
- > Throw underarm with some accuracy and catch a ball
- > Bowl underarm towards a target with control and accuracy
- > Begin to hold the bat in correct position and hit a ball off a tee
- > Play a modified game encouraging teamwork when fielding



Year 3

3

- > Roll the ball with one hand and stop the ball attempting Long barrier method
- > Throw and catch underarm with both hands (in isolation)
- > Bowl at a wicket underarm and attempt overarm
- > Control with a bat (holding it correctly) hitting a ball off a tee and whilst moving
- > Play a modified game using fielding and batting skills



Year 4

4

- > 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

Year 5

5

- > 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 team to beat an opponent

Year 6

6

- > 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 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
- > In a competitive game begin to tactically hit/place a ball into a space
- > Use a variety of tactics to attack and defend in a game of kwik cricket



PROGRESSION OF KEY SKILLS

Multi-Skills

Reception

EY

- > Experiment with different ways of balancing
- > Experiment with different ways of moving (agility)
- > Experiment with different ways of throwing a moving a ball with different body parts (co-ordination)
- > Working with friends in a team – taking turns



Year 1

1

- > Balance on lines with control and use equipment to balance on various parts of body
- > Changing direction quickly with some control (agility)
- > Co-ordinating body whilst beginning to move with equipment
- > Co-operate, compete and challenge themselves as a team in various games

Year 2

2

- > Balance on low apparatus with good control
- > Changing direction quickly with good balance and control (agility)
- > Co-ordinating body whilst beginning to move at different speeds with various equipment
- > Compete challenges in a team in various running/obstacle games and working together to improve team performance



Year 3

3

- > Balancing on various body parts while moving
- > Agility focus –changing direction at speed
- > Co-ordinate body to perform a combination of movements
- > Complete a variety of fitness test successfully and get a personal best



Year 4

4

- > Balancing confidently using various equipment and body parts
- > Agility focus – changing direction at speed with good technique
- > Co-ordinate body efficiently to perform combination of movements or actions
- > Complete a variety of fitness tests confidently and achieve a number of personal bests

Year 5

5

- > In combination with different skills can balance equipment while moving and co-ordinating another body action
- > Agility focus – change direction quickly and efficiently with equipment
- > Co-ordinate using both sides of the body
- > Test and measure balance agility and co-ordination confidently and accurately. Can compare their performances with previous ones and a strive to achieve a personal best

Year 6

6

- > Balance equipment on various body parts whilst moving or co-ordinating another body actions accurately
- > Agility focus – can change direction at speed with balance and control whilst using various equipment
- > Co-ordinate using both sides of the body with fluency to perform combination of movements or actions
- > Complete each test with fluency and accurately measure and record. Evaluate previous performance levels and demonstrate improvements to achieve their personal best



PROGRESSION OF KEY SKILLS

Netball - Progression of Key Skills (Invasion Games)

Reception – (through intro first PE unit)

1

- > Throw to self, catching a soft ball/balloon
- > Experiment with rolling the ball, throw and catch to self and to a partner (hand eye co-ordination)
- > Moving around at speed and changing direction
- > Fun games encouraging throwing and catching different types of balls
- > Passing with a partner and counting to 5 and 10



Year 1 – (through intro Ball Skills unit)

1

- > Catch a soft ball safely
- > Pass the soft ball from chest – 'W' shape when passing and receiving.
- > Small sided games (super hero ball) 3v3 introducing passing and receiving a ball
- > Play an adapted superhero game and introduces rules
- > Scoring in a variety of ways

Year 2 – (through intro Ball Skills unit)

2

- > Catch a ball in an adapted game
- > Bounce pass from a short distance to a partner
- > Small sided games (super hero ball) Small sided games 3v3 encouraging chest passes in game
- > Play an adapted super hero netball game. One team is to attack and attempt to score, the opposing team is to stop (defending) them from scoring.
- > Scoring in a variety of ways and begin to use in a game situation



Year 3

3

- > Pass and receive a netball safely (chest and bounce pass)
- > Perform a stride stop in netball
- > Perform a 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
- > Introduce high fives game or an adapted game



Year 4

4

- > Pass and receive stepping into the pass (chest, bounce and shoulder pass)
- > Perform a stride stop with a pivot
- > Perform a jump top with a pivoting
- > Perform two different dodges (Drive and the dodge)
- > Marking a player standing side on sticking to player
- > Shooting- bend knees and place hand under the ball to shoot
- > Begin to understand the positions in a high five game

Year 5

5

- > Pass and move (chest, shoulder and bounce)
- > Receive the ball on the move and perform the correct footwork (stride stop,)
- > Receive the ball on the move and perform the correct footwork (jump stop)
- > Perform three different dodges (Drive dodge and double dodge) and receive a ball
- > To defend a player and attempt to intercept a pass
- > Flick my wrist to shoot into a goal
- > Know where the positions are on a netball court

Year 6

6

- > Perform a variety of passes within a game with precision and control
- > Perform correct footwork in a game (stride stop with a pivot)
- > Perform correct footwork in a game (jump stop with a pivot)
- > Perform a variety of dodges to move into a space and receive a ball in a practice and in a game situation
- > To defend a player during a game to intercept the ball
- > Shoot into a goal and attempt to get the rebound if missed
- > Rotate into different positions on the court



PROGRESSION OF KEY SKILLS

Quicksticks Hockey

Year 3

3

- > Dribble the ball holding the stick in correct position
- > Perform a pass at a short distance and receive the ball with some control
- > Pass the ball over a longer distance
- > Begin to tackle a player safely
- > Can occasionally score whilst the ball is stationary
- > Embracing rules and playing fairly



Year 4

4

- > Dribble the ball the ball with control
- > Perform a short pass and begin to move into a space and receive the ball with some control
- > Pass the ball over a longer distance with accuracy and power
- > Tackle a player using correct grip
- > Can occasionally score whilst the ball is moving
- > Inspire others with fair play and being gracious in victory and defeat

Year 5

5

- > Dribbling the ball in different directions keeping head up
- > Perform a pass with control, accuracy and with movement into a space
- > Pass the ball over a variety of distances with some accuracy and power in a game situation
- > I can begin to defend against an opponent in a game situation
- > Can hit a moving ball with some accuracy and control into a goal
- > Begin to communicate with team to develop tactics for attacking and defending

Year 6

6

- > Dribble the ball at various speeds- both in isolation and a game situation
- > Pass and move into a space with accuracy, control and speed (in isolation/game situation)
- > I can start to pass the ball over a variety of distances in attacking or defensive situations
- > Begin to defend as an individual and communicate to defend as a team (marking and tackling)
- > I can hit a moving ball into a goal from different angles and sometimes with different levels of power.
- > Communicate with team evaluate and recognise success to help improve individual and team performance



PROGRESSION OF KEY SKILLS

Rugby - Progression of Key Skills (Invasion Games)

Reception – (through intro First PE unit)

EY

- > Follow a partner to steal their bib
- > Move with different objects in their hands
- > Passing an object to another child
- > Moving around in a space in different ways
- > Scoring points with beanbag treasure in a simple hoop invasion game



Year 1 – (through intro Ball Skills unit)

1

- > Play a simple game of tag
- > Move with control with the ball in their hands at chest height
- > Hand over the Rugby ball sideways
- > Attempt to get past a defender
- > Scoring a try in a modified drill using correct technique- stay on feet using 2 hands

Year 2 – (through intro Ball Skills unit)

2

- > Play a tag game whilst moving at speed
- > Move with the ball holding it with hands - in 'W' shape at chest height
- > Pass the ball sideways- with smile technique
- > Dodge around a defender in small area
- > Scoring a try in a 2v2 game in the end zone



Year 3

3

- > Tag a player in isolation using the tag belts
- > Move with a ball in their hand using correct position 'dirty fingers clean palms'
- > Pass the ball backwards and sideways in isolation
- > In warm ups develop running for distance
- > Move into a space to avoid a defender through dodging techniques
- > Beat a defender to score a try



Year 4

4

- > Tag a player whilst moving using tag belts
- > Move with control in a variety of directions holding the ball in the correct position.
- > Pass the ball backwards/ sideways with control whilst moving
- > In warm ups develop running for distance increasing each lesson
- > Use speed and space to avoid a passive defender
- > Beat a defender at speed to score a try

Year 5

5

- > Tag more than one player using either hand whilst moving with tag belts
- > Choose different pathways to move with a ball in hands against a defender
- > Pass and receive the ball in a game situation
- > Use speed and space to avoid an active defender
- > In a game situation beat defenders to score a try

Year 6

6

- > 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
- > Pass and receive the ball when in a pressurised modified game situation
- > Play modified competitive games avoiding defenders
- > Work as a team in a game situation to score a try



PROGRESSION OF KEY SKILLS

Tennis- Progression of Key Skills (Net/Wall Games)

Reception –(through intro first PE unit)

EY

- > Throw and catch to self with a soft ball and attempt to bounce catch to self
- > Balance an object e.g. beanbag on racket
- > Hand eye co-ordination passing ball to a partner
- > Move on the floor ball with hand in a variety of ways
- > Push the ball with throw down strips to develop hand eye co-ordination



Year 1

1

- > Throwing and catching a small ball with control and bounce catch to self and partner
- > Balance a ball on racket
- > Racket familiarisation- moving ball with racket in forehand position
- > Racket Familiarisation – moving a ball in backhand position
- > Tap up tennis to self keeping control

Year 2

2

- > Throw and catch from one hand to the other and bounce catch into a target with a partner
- > Balance a ball on racket with control
- > Racket familiarisation- moving ball with racket in forehand and backhand position whilst moving
- > Racket Familiarisation – moving a ball in backhand position whilst moving
- > Tap up tennis with a partner to keep control of the ball



Year 3

3

- > Move to catch a ball
- > Control a ball on racket when moving
- > Hit ball across the floor with forehand position
- > Hit the ball across the floor using back hand position
- > Hit a ball into a target (with one bounce)



Year 4

4

- > Move with balance and control to catch a ball
- > Hit/bounce ball on racket when moving
- > Hit ball in forehand position with drop feed
- > Hit a ball in backhand position with a dropfeed
- > Hit a ball into a target from a variety of distances with no bounce

Year 5

5

- > Move to hit a ball with some control
- > Hit/ bounce a ball with control when moving
- > Moving into position to hit a ball with forehand in skills practice and game
- > Moving into position to hit a ball with backhand in skill practice and game
- > Serve diagonally with underarm/overarm throwing into target/game. Begin to use with racket to serve into a target.

Year 6

6

- > Move in a variety of directions when hitting a ball
- > Hit/bounce ball to a partner with control
- > Move to hit a ball in game in forehand position
- > Move into position to hit a ball with backhand. Begin to choose which shot it best in a game.
- > Serve diagonally under/overarm in a game of mini tennis

