**Progression of Skills –Games Lessons**

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|  | End of **Year 3** | End of **Year 4** | End of **Year 5** | End of **Year 6** |
| **Developing skills** | Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities.  Perform using a number of sending and receiving skills with some accuracy.  Travelling - change direction easily.      Plan routes around obstacles (e.g. players,pitch).  Begin to work cooperatively with others to solve challenges. | Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities.  Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment.      Work cooperatively with others to solve challenges. | Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.    Work cooperatively with a partner and small group. | Continue to develop sport specific skills, applying them with control and precision.  Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.    Accept responsibility when working in a team. |
| **Example of skills** | Examples of developing sport specific skills may include:  o Chest pass, bounce pass, swing pass, catching.  o Dodging and swerving.  o Underarm bowl.  o Throwing overarm.  o Strike a ball with implement.  o Beginning to run at speeds appropriate for the distance.  *e.g. sprinting and cross country*  Can perform a running jump with some accuracy  Performs a variety of throws using a selection of equipment.  Can use equipment safely and with good control. | Examples of developing sport specific skills may include:  o Chest bounce pass, swing pass, catching.  o Bouncing a ball, running with a ball.  o Underarm bowl.  o push/ pull throws  Throwing overarm.  o Strike a ball with implement.  o Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Demonstrates accuracy in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.  Uses running, jumping, throwing and catching in isolation and combination. | Examples of sport specific skills may include:  o Chest bounce, shoulder pass, catching, push pass, kicking, shooting.  o Bowl underarm / overarm.  o Strike a ball (cricket).  o Catch a small ball.  o Uses running, jumping, throwing and catching in isolation and combination.  All athletic disciplines.  Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control. | Examples of developing further sport specific skills may include:  o Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball.  o Bowl, underarm / overarm.  o Further ability and detail of athletic events  Catch a small ball.  Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control. |
| **Application of skills: Attacking & defending strategies** | Develop simple attacking skills in a 3V1 invasion game.  Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. | Develop attacking skills in a 4V2 invasion game.  Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. | Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.  Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities/ athletic events. | Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.  Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities/ athletic field. |
| **Evaluating Success** | Identify what they do best and what they find difficult.  Make simple assessments of performance based on simple criteria given by the teacher. | Describe what is successful in their own performances.  Identify aspects of their game that needs improving and say how they could go about improving them. | Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances. | Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.  Watch performances and games and use criteria to make judgements and suggest improvements. |
| **Character Building** | Honesty, Co-operation, Trust, Communication, Courage and Resilience | Self-discipline, Self-motivation, Determination, Encouragement | Respect, Communication, Evaluation, Encouragement, Cooperation, Decision-making, Responsibility | Resourcefulness, Empathy, Encouragement, Decision-making, Resilience |
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