

Invasion/ Attack, Defend, Shoot Progression of Skills		
Reception	40-60	Negotiate space successfully when racing, changing direction and changing speed. Show increasing control over an object in pushing, patting, throwing, catching or kicking it.
	ELG	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.
	Exceeded	Demonstrates good control of body when using large or small apparatus.
Year 1 Attack, Defend, Shoot	Wisdom	Recognise rules and apply them in competitive and cooperative games
		Make decisions about how to defend a target
	Perseverance (Skill)	Begin to engage in competitive activities
		Roll, slide or throw a beanbag or ball with accuracy
		Bounce a medium sized ball to self and attempt to bounce to others
	Compassion	Attempt to intercept and catch a thrown ball
		Work in collaboration with others to attack and score points
	Identify the things that they like about exercise both in and outside of school	
In Year 1, learning is not linked to a particular sport. All skills learnt are to build the foundations of sport-specific skills taught in KS2. The basis for this unit is 'Attack, defend, shoot'.		
Year 2	Wisdom	Select and apply a small range of simple tactics
		Begin to look for space to pass into or run to in order to receive
		Select the more appropriate skill to move forwards to shoot

Attack, Defend, Shoot	Perseverance (Skill)	Can send a ball using feet
		Can receive a ball using feet
		Link combinations of skills e.g. dribbling and passing with hands in isolation and combination
		Can send a ball using hands
		Can receive a ball using hands
		Can play in a variety of positions in both defence and attack
	Compassion	Work with a partner and in small groups to develop skills
		Show awareness of teammates and opponents in games
In Year 2, learning is not linked to a particular sport. All skills learnt are to build the foundations of sport-specific skills taught in KS2. The basis for this unit is 'Attack, defend, shoot'.		
Year 3 Tag Rugby Football Netball	Wisdom	Recognise when you need to defend
		Employ tactics to put pressure opponents
		Being aware and able to undertake the demands different positions to support both attack defence
	Perseverance (Skill)	Send and receive a ball with some consistency to keep possession
		Sometimes move into space to receive the ball
		Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football
		Play using basic rules of recognised game e.g. hockey or football
		Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball
	Compassion	Work as part of a team to attack towards a goal

In Year 3, these skills are linked to the delivery of football and netball. These are taught in preparation for internal and external competitions.

Year 4 Tag Rugby Football Netball Hockey	Wisdom	Working with team mates to make it difficult for the opposition
		Use tactics to perform defensively both as a team and as an individual
		Play using recognised marking techniques of specific game e.g. hockey, tag rugby
	Perseverance (Skill)	Send and receive the ball with accuracy, controlling to score points/goals
		Keep possession of the ball as an individual using skills such as dribbling and running with the ball
		Show speed and endurance in a game situation
		Move into space to help others and the ball over longer distances
	Compassion	Work as part of a team to attack and score in defined area. In netball play within positional restrictions
Use and apply the basic rules of the game		

In Year 4, these skills are linked to the delivery of football, hockey and netball. These are taught in preparation for internal and external competitions.

Year 5 Tag Rugby Football Netball Hockey	Wisdom	Play in formations and execute 'set plays' in game situations
		Explain the need for different tactics and attempt these in a game situation
		Know and apply the rules consistently in a game situation
	Perseverance (Skill)	Able to combine basic skills such as dribbling and passing
		Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball
		Move balls over longer distances accurately, demonstrating power
		Play in different positions with some success
		Where appropriate mark goal side
	Compassion	Use appropriate language to explain their attacking and defensive play

		Use specific learned skills to maintain possession during a game
In Year 5, these skills are linked to the delivery of football, hockey and netball. These are taught in preparation for internal and external competitions.		
Year 6 Tag Rugby Football Netball Hockey	Wisdom	Choose and implement a range of strategies to attack & defend such as restricting attackers' space or goal side marking
		Suggest, plan and lead a warmup or drill and use STEP technique to modify
		Make quicker decisions in games (on and off the ball)
	Perseverance (Skill)	Use and apply boundary rules such as corners, self-pass and sideline in relevant game
		Build upon set plays such as in tag rugby, some suggest improvements to play
		Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games
		Play in a variety of positions (attacking and defensive)
		Consistently catch/stop and control a ball
	Compassion	Able to track and control a rebound from shot (penalty or open play)
		Work collaboratively in a team to play and keep possession of the ball
In Year 6, these skills are linked to the delivery of football, hockey and netball. These are taught in preparation for internal and external competitions.		
Suggested sports to be taught in KS2 (Please also refer to your year group skills set): -Football -Netball -Hockey -Tag Rugby		

Characteristics displayed by greater depth children in PE

Assessing children as Greater Depth in P.E is often difficult. Whilst one child may excel in Sports, they may not demonstrate the same ability in Gymnastics. Therefore, when making an overall judgment on Greater Depth it needs to be a best-fit policy across all disciplines. Teachers should consider the following core values and beliefs when assessing whether a pupil is greater depth. Greater depth children will be:

- Children who take part in after-school sports clubs both in school and external clubs.
- Children who have been selected to represent their county, team or higher.
- Children who have been awarded trophies and certificates.
- Children who have the confidence to lead others.
- Children who understand what it means to live a fit and healthy lifestyle – and lead one themselves to some extent.
 - Why do we warm up and cool down?
 - Why does our heart pump faster?
 - What muscles are being used in different skills?
- Children who excel in a variety of sports and show great enthusiasm when taking part in physical activity.
- Enjoys the task of learning new skills and applies them quickly.
- A high natural ability.
- Children who can transfer skills previously taught from one sport-based context to another.
- Children who display a good understanding of the rules.
- Children who can use and change tactics within games.
- Children who are able to set themselves personal challenges (independently) and achieve them (independently or with support).
- Children who work very well as part of a team and show great sportsmanship – being encouraging of others,
- Children who can perform well in a competitive format.

National Curriculum Statements

EYFS outcomes covered in the

The main Early Years Outcomes covered in the Games units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD – M&H ELG)

<p><u>Invasion Games</u> unit are:</p>	<ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60) • Experiments with different ways of moving. (PD M&H 40-60) • They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)
<p>KS1</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns.
<p>KS2</p>	<p>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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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; • 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. . perform dances using a range of movement patterns . take part in outdoor adventurous activity challenges both individually and within a team