

Net & Wall/ Send & return 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.
	Exceeding	Demonstrates good control of body when using large or small apparatus.
Year 1 Send & Return	Wisdom	Identify space to send a ball into
		Can describe how they worked with their partner to send and receive
	Perseverance (Skill)	Able to send an object with increased confidence using hand or bat
		Move towards a moving ball to return with hand or bat
		Score points against opposition over a line/net
		Select and apply skills to win points
		Chase, stop and control balls and other objects such as beanbags and hoops
		Track balls and other equipment sent to them, moving in line with the ball to collect or return
	Compassion	Work with a partner to send and return an object and play in a simple rally
		Play cooperatively in a game situation
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 'Send and Return'.		

STOKENCHURCH PE PROGRESSION OF SKILLS – NET AND WALL

<p>Year 2</p> <p>Send & Return</p>	<p>Wisdom</p>	Decide on and play with dominant hand
		Develop tactics to outwit your opponent so they cannot return the ball
	<p>Perseverance (Skill)</p>	Demonstrate basic sending skills in isolation and small games
		Show agility to track the path of ball over a line/net and move towards it
		Hit a ball using both hand and racquet with some consistency
		Return a ball coming towards them using hand or racquet
		Start a game using basic serving skills
	Play in a modified game send and returning the ball over a line/net	
<p>Compassion</p>	Has developed hitting skills with a variety of bats	
<p>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 'Send and return'.</p>		
<p>Year 3</p> <p>Handball Tennis</p>	<p>Wisdom</p>	Keep count/score of a game
		Can discuss the different type of shots that may be used in a variety of situations
	<p>Perseverance (Skill)</p>	Serve to begin a game
		Play a continuous game using throwing and catching or some simple hitting
		Can play within boundaries
		Use a small range of basic racquet skills
		Move towards a ball/shuttle to return over a line/net
	Play over a net	
<p>Compassion</p>	Work with a partner to play in a doubles game	

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

Year 4 Handball Tennis	Wisdom	Choose ways to send the ball to make it difficult for opponent to return
		Play the role of umpire to keep score
	Perseverance (Skill)	Explore shots on both sides of the body and attempt with confidence
		Use a small range of racquet/hand skills
	Compassion	Use basic defensive tactics to defend the court i.e. moving to different positions on the court
		Work with a partner / small groups to return a served ball/shuttle
		Play competitively with others and against others in modified games

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

Year 5 Handball Tennis	Wisdom	Cooperate and collaborate with others to play in a sportsman like way	
		Recognise where they should stand on the court when playing on their own and with others	
	Perseverance (Skill)	Play a range of basic shots on both sides of the body, move feet to hit ball at the appropriate point	
		Can apply with some success, a range of techniques to win points	
		Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment	
		Demonstrate a variety of service shots in isolation and some game play	
			Apply some control when returning the ball/shuttle including foot placement, shot selection and aim
	Compassion		Play with others with some flow to the game, keeping track of their own scores
		Suggest and lead warmups that prepare the body appropriately for net/wall activities	

In Year 5, these skills are linked to the delivery of handball and tennis. These are taught in preparation for internal and external competitions.

<p>Year 6</p> <p>Handball</p> <p>Tennis</p>	<p>Wisdom</p>	<p>Make appropriate choices in games about the best shot to use</p>
		<p>Apply tactics in games effectively</p>
	<p>Perseverance (Skill)</p>	<p>Use forehand, backhand and overhead shots in isolation</p>
		<p>Use forehand, backhand and overhead shots with more confidence in games</p>
		<p>Start games with the appropriate serve</p>
		<p>Begin to use full scoring systems</p>
	<p>Compassion</p>	<p>Develop doubles play further implement basic positioning tactics (team play for volleyball)</p>
		<p>Use speaking and listening skills to umpire and play with peers without dispute</p>
<p>In Year 6, these skills are linked to the delivery of handball and tennis. These are taught in preparation for internal and external competitions.</p>		
<p>Suggested sports to be taught in KS2 (Please also refer to your year group skills set):</p> <ul style="list-style-type: none"> -Handball -Tennis 		

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 Net and Wall unit are:

The main Early Years Outcomes covered in the **Net and wall** 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)
- 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)

	<ul style="list-style-type: none"> • They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)
KS1	<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.
KS2	<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