

Striking & Fielding/ Hit, Catch, Run 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 Hit, Catch, Run	Wisdom	Able to identify when a point has been scored and keep count of score
		Can choose where to send the ball to maximise chance to score
		Can make choices where to stand in the field to restrict runs scored
	Perseverance (Skill)	Catch a medium sized ball thrown over a short distance
		Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency
		Track balls and other equipment sent to them, moving in line with the ball to collect it
		Run between bases to score points
		Retrieve and return a ball to a base
		Use a range of sending skills to put ball into space
		Able to self-feed ball to hit off hand and strike ball off cone
	Compassion	Work collaboratively to score runs showing encouragement and support
		Show awareness of teammates fielding positions to restrict runs in a simple game scenario
	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 'Hit, Catch, Run'.	

<p>Year 2</p> <p>Hit, Catch, Run</p>	<p>Wisdom</p>	Make choices about where to hit the ball
		Make tactical decisions about where to position themselves in the field
	<p>Perseverance (Skill)</p>	Has developed hitting skills with a variety of bats
		Practised bowling/feeding a ball to other players
		Run in a game to score points
		Attempted to play the role of wicket keeper or backstop
	<p>Compassion</p>	Makes attempts to catch balls coming towards player in games
		Can work in small groups to field and bat
		Display sportsmanship when competing against others
<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 'Hit, Catch, Run'.</p>		
<p>Year 3</p> <p>Cricket Rounders</p>	<p>Wisdom</p>	Adhere to some basic rules of recognised games such as rounders or cricket
		Explain how fielders work together to restrict batters runs
		Apply simple tactics to choose where to hit the ball
	<p>Perseverance (Skill)</p>	Strike a ball with some consistency
		Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling
		Play in simplified games
		Bowl accurately
		Show ready position to catch a ball

STOKENCHURCH PE PROGRESSION OF SKILLS – STRIKING AND FIELDING

		Strike a stationary ball (off tee) with some consistency
		Strike a bowled ball with some consistency
	Compassion	Identify how to improve own and others work and be tactful
		Field as a team to return the ball to the bowler/base effectively
In Year 3, these skills are linked to the delivery of cricket and rounders. These are taught in preparation for internal and external competitions.		
Year 4 Cricket Rounders	Wisdom	With increasing consistency, choose where to direct a hit from a bowled ball
		Use and apply the basic rules of the game
	Perseverance (Skill)	Apply speed and decision making to run safely between scoring markers e.g. stumps, posts
		Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper or backstop
		Track and intercept the ball along the ground sometimes collecting with 1 hand
		Bowling a recognised action with some consistency
	Compassion	In their local community can they identify locations in which they could play striking and fielding games
	In Year 4, these skills are linked to the delivery of cricket and rounders. These are taught in preparation for internal and external competitions.	
Year 5 Cricket Rounders	Wisdom	Recognise where increased flexibility and power is an advantage in striking and fielding the ball
		In a game situation play using a range of simple tactics such as getting players out to restrict the attack
		Use and apply the basic rules of the game fairly and consistently
	Perseverance (Skill)	Choose where to hit the ball to maximise likely hood of scoring runs
		Use a variety of shots in isolation and in a game situation
		Throw with accuracy and consistency over short distances
		Tracking flight of the ball to increase catching success
		Begin to employ specific bowling techniques such as overarm in cricket
Compassion	Work collaboratively with others to both score runs and, in the field, to restrict runs	
In Year 5, these skills are linked to the delivery of cricket and rounders. These are taught in preparation for internal and external competitions.		

<p>Year 6</p> <p>Cricket Rounders</p>	<p>Wisdom</p>	Apply with consistency standard rules of (modified) games	
		Use a range of tactics for attacking and defending in the role of bowler, batter and fielder	
		In rounders use correctly the rules for running around bases	
	<p>Perseverance (Skill)</p>	Strike a bowled ball and attempt a small range of shots	
		Attempt to track and catch high balls in isolation and game play	
		Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting.	
		Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas	
	<p>Compassion</p>	Work collaboratively in teams to compete against themselves and others	
	<p>In Year 6, these skills are linked to the delivery of cricket and rounders. 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> <p>-Rounders</p> <p>-Cricket</p>		

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 **Striking and fielding** 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)

<p><u>Striking and Fielding unit are:</u></p>	<ul style="list-style-type: none"> • 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