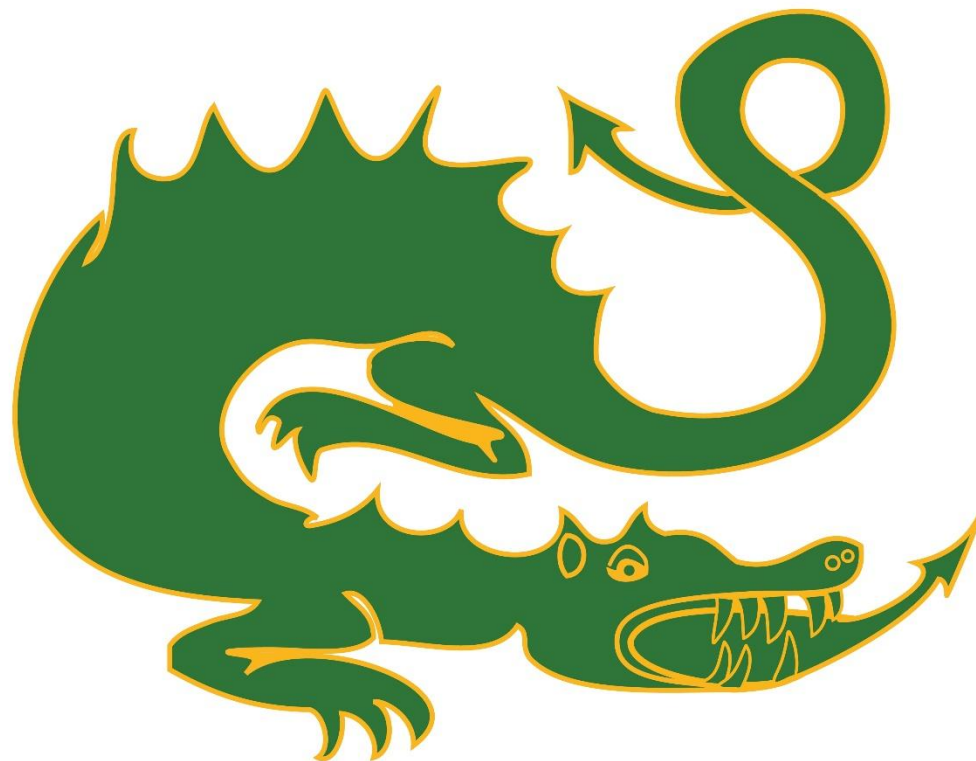


**Leechpool PE
Knowledge and Skills Progression**



Leechpool PE Skills Progression

PE AGE RELATED STATUTORY COVERAGE		
EYFS	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p>PSED - Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, and understanding the importance of healthy food choices.</p> <p>Physical Development - Gross motor skills Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.</p> <p>Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p> <p>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p> <p>Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</p> <p>Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.</p> <p>Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</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>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] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best

Leechpool PE Skills Progression

Skills Map - PE						
Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can enjoy joining in with dancing and ring games.</p> <p>I can begin to move rhythmically.</p> <p>I can begin to build a repertoire of songs and dances.</p> <p>I can use movement to express feelings.</p> <p>I can create movement in response to music.</p> <p>I can capture experiences and responses with dance.</p> <p>I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>I can copy and explore basic movements and body patterns.</p> <p>I can remember simple movements and dance steps.</p> <p>I can link movements to sounds and music.</p> <p>I can respond to a range of stimuli.</p>	<p>I can develop control of movement using:</p> <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression.</p> <p>I can use my own ideas to sequence dance</p> <p>I can sequence and remember a short dance.</p>	<p>I can begin to improvise independently to create a simple dance.</p> <p>I can begin to improvise with a partner to create a simple dance.</p> <p>I can translate ideas from stimuli into movement with support.</p> <p>I can begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>I can develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction and levels</p> <p>Relationships (WHO); whole group/duo/solo, unison/ canon</p> <p>Dynamics (HOW); explore speed, energy</p> <p>Choreographic devices; motif, motif development and repetition.</p> <p>I can use simple dance vocabulary to compare and improve work.</p>	<p>I can create dance phrases/dances to communicate an idea.</p> <p>I can develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction and levels</p> <p>Relationships (WHO); whole group/duo/solo, unison/ canon</p> <p>Dynamics (HOW); explore speed, energy</p> <p>Choreographic devices; motif, motif development and repetition.</p> <p>I can structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</p> <p>I can link phrases to music</p> <p>I can confidently improvise with a partner or on their own.</p> <p>I can begin to create longer dance sequences in a larger group.</p>	<p>I can create longer, more challenging dance phrases/dances.</p> <p>I can select appropriate movement material to express ideas/thoughts/feelings.</p> <p>I can demonstrate strong movements throughout a dance sequence.</p> <p>I can combine flexibility, techniques and movements to create a fluent sequence.</p> <p>I can move appropriately and with the required style in relation to the stimulus.</p> <p>I can develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways -</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/ contrast</p> <p>make actions and sequences of movement.</p> <p>Dynamics (HOW) explore speed, energy</p>	<p>I can perform with confidence, using a range of movement patterns.</p> <p>I can demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>I can demonstrate strong movements throughout a dance sequence.</p> <p>I can combine flexibility, techniques and movements to create a fluent sequence.</p> <p>I can move appropriately and with the required style in relation to the stimulus.</p> <p>I can develop movement using; -</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>-Space (WHERE); formation, direction, level, pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/ contrast</p> <p>-Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) -</p>

Leechpool PE Skills Progression

				<p>I can demonstrate precision and some control in response to stimuli.</p> <p>I can demonstrate rhythm and spatial awareness.</p> <p>I can modify parts of a sequence as a result of self-evaluation.</p> <p>I can use simple dance vocabulary to compare and improve work.</p>	<p>(e.g. heavy/light, flowing/sudden) - Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>I can link phrases to music.</p> <p>I can show an awareness of different dance styles, traditions and aspects of their historical/social context</p> <p>I can understand and use dance vocabulary.</p>	<p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>I can link phrases to music.</p> <p>I can show an awareness of different dance styles, traditions and aspects of their historical/social context.</p> <p>I can understand and use dance vocabulary.</p>
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PE – Dance - VOCABULARY MAP						
EYFS	KEY STAGE ONE		KEY STAGE TWO			
	Rhythm Piece Tune Performance Beat Loud Soft Quiet Notes Explore Respond Pattern	Control Symmetrical Relationships Counts Compose Solo Call and response Melody Harmony Unison	Improvise Motif Sequence Canon Repetition Dynamics Stimulus Space Time Weight Flow Theme	Gesture Formation Precision Spacial awareness Reproduce Structure Choreography Crescendo Tempo Contrast	Direct and indirect (space) Light and strong (weight) Sustained and quick (time) Bound and free (flow) Energy Retrograde Traditions	Syncopation Anticipation Downbeat Upbeat Offbeat

Leechpool PE Skills Progression

Skills Map – PE							
Invasion Games							
Topic/Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion Games (EYFS and KS1)	<p>I can send & receive a ball by rolling from hand & striking with foot</p> <p>I can aim & throw objects underarm</p> <p>I can catch balloon/bean bag/scarf & sometimes a bouncing ball</p> <p>I can move and stop safely in a specific area</p> <p>I can play a passing & target game alone and with a partner</p>	<p>I can throw underarm, bounce & catch ball by myself & with partner</p> <p>I can kick/stop a ball using a foot while static</p> <p>I can run straight and on a curve and sidestep with correct technique</p> <p>I can begin to follow some simple rules</p>	<p>I can perform some dribbling skills with hands and feet using space</p> <p>I can pass a ball accurately (hands & feet) over longer distances to a team mate</p> <p>I can combine stopping, pick up/collect & send a ball accurately to other players</p> <p>I can make simple decisions about when /where to move in game to receive a ball</p>	N/A	N/A	N/A	N/A
Hockey	N/A	N/A	N/A	<p>I can begin to hold a hockey stick and know which side to use.</p> <p>I can use a simple push pass to another teammate.</p> <p>I can dribble the ball keeping it close to me using the correct side of the stick.</p> <p>I can show some signs of approaching a player to tackle and cause pressure.</p>	<p>I can sometimes change direction of travel by rotating and turning the stick to support this.</p> <p>I can use a push pass to make an accurate pass to a teammate.</p> <p>I can begin to use a slap pass (bringing stick back and causing more power).</p> <p>I can use speed to dribble the ball into space.</p>	<p>I can change direction and use the correct side of the stick, sometimes using Indian dribbling (alternating sides of stick while dribbling) to avoid defenders.</p> <p>I can choose between the two passes (push/slap) and explain my choices.</p> <p>I can make a direct pass while dribbling.</p>	<p>I can use speed, changing of direction and Indian dribbling to advance towards team's goal.</p> <p>I can use a range of passes depending on the distance of the pass.</p> <p>I can dribble and change direction by making a square pass (across the pitch) or a straight pass (up/down the pitch).</p>

Leechpool PE Skills Progression

				<p>I can begin to attempt to score a goal from anywhere.</p>	<p>I can maintain defence and keep the pressure until possession is gained.</p> <p>I can attempt to score inside a designated scoring area.</p>	<p>I can begin to use stick to mark a player from the side line causing them difficulty.</p> <p>I can successfully score while in the scoring area.</p>	<p>I know when to defend and what defence skills could be used.</p> <p>I can seize an opportunity to score, sometimes quite quickly.</p>
Football	N/A	N/A	N/A	<p>I can begin to dribble a ball making small touches.</p> <p>I can begin to send a football to someone on the team.</p> <p>I can keep a ball under control.</p> <p>I can be aware of where the space is and try to move into it.</p> <p>I can mark another player and defend when needed.</p>	<p>I can dribble with small touches into space.</p> <p>I can send a football to someone on the team, using different parts of foot.</p> <p>I can keep a ball under control when receiving a range of passes from the team.</p> <p>I can understand where the space is and can move into it.</p> <p>I can mark another player and begin to attempt interceptions.</p>	<p>I can dribble, making small touches into space, with speed.</p> <p>I can send a football to someone on the team, using different parts of foot accurately.</p> <p>I can use a range of ways to keep a ball under control (foot, knee, head, and know which one due to where the ball is coming from).</p> <p>I can see space, and use it effectively.</p> <p>I can lose a defender to receive a pass.</p> <p>I can defend a player and make some successful interceptions for team.</p>	<p>I can dribble making small touches into space with speed, to beat defenders.</p> <p>I can make decisions regarding how and when to send a football to someone in the team.</p> <p>I can use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</p> <p>I know how space changes within a game and when and how to move into changing spaces.</p> <p>I can draw defender away to create space.</p> <p>I can position my body to defend effectively, making</p>

Leechpool PE Skills Progression

							successful interceptions.
Netball	N/A	N/A	N/A	<p>I can make a series of passes to team mates moving towards a scoring area.</p> <p>I can show some signs of using a chest pass and shoulder pass.</p> <p>I can show a target to indicate where I'd like to pass to.</p> <p>I can know where space is and try to move into it.</p> <p>I can mark another player and defend when needed.</p>	<p>I can use a chest pass and shoulder pass to support my team in scoring.</p> <p>I can make decisions regarding which is the best type of pass to use.</p> <p>I can begin to use a bounce pass, which only bounces once.</p> <p>I can identify space to move into and show a clear target to receive a pass.</p> <p>I can mark another player and begin to attempt interceptions.</p> <p>I know where positions are allowed on a court in a small sided game in a third of a court.</p>	<p>I can use all three passes (chest, shoulder & bounce) correctly.</p> <p>I can use a range of speeds within a game to support a team in scoring.</p> <p>I can begin to use square (across the court) & straight (up & down the court) passes to achieve pace.</p> <p>I can lose a defender to receive a pass.</p> <p>I can defend a player and make some successful interceptions (snatch & catch) when playing as a team.</p>	<p>I can know which pass is best to use when in a game.</p> <p>I can use a range of square & straight passes to change direction of the ball.</p> <p>I can use my landing foot to change direction to lose a defender.</p> <p>I can draw a defender away to create space for myself or my team.</p> <p>I can position my body to defend effectively, making successful interceptions</p>
Tag Rugby	N/A	N/A	N/A	<p>I can move around a space holding a rugby ball</p> <p>I know where to score a try and how to position the ball to score a try</p> <p>I can move into spaces to avoid defenders</p>	<p>I can move with speed (and change of speed) with the ball and without</p> <p>I can use speed and space to avoid defenders</p> <p>I can pass backwards and in both directions</p>	<p>I can evade and tag opponents.</p> <p>I can pass and receive a pass at speed.</p> <p>I can pass and receive a pass at speed in a game situation.</p> <p>I can refine attacking and defending skills.</p>	<p>I can evade and tag opponents.</p> <p>I can be running at speed, changing direction at speed.</p> <p>I can play effectively in attack and defence</p> <p>I can score points against opposition</p>

Leechpool PE Skills Progression

				<p>I can make a backward pass to team mates, using the direction most comfortable</p> <p>I know to tag the opposition when to defending</p>	<p>and sometimes on the move</p> <p>I can tag the person who has the ball, but can mark a player who doesn't have the ball</p> <p>I can begin to make a pass in order to avoid a defender</p>	<p>I can develop tactics as a team.</p> <p>I can apply learned skills in a game of tag rugby.</p>	<p>I can support players with the ball</p>
Lacrosse	N/A	N/A	N/A	N/A	N/A	<p>I can begin to hold a lacrosse stick and know how to secure the ball in the stick.</p> <p>I can dribble the ball keeping it secure in the net using the correct twisting technique.</p> <p>I can use an overhand pass to another teammate.</p> <p>I can change my hand position to create more power when shooting.</p> <p>I can occasionally change direction of travel by can keep the ball under control whilst doing so.</p> <p>I can use speed and quick movements to avoid opposing defenders.</p>	<p>I can hold a lacrosse stick correctly and consistently keep the ball in the net whilst moving.</p> <p>I can dribble the ball keeping it secure in the net whilst moving in different directions and speeds.</p> <p>I can use a variety of passes to avoid defenders and I can explain why I have chosen a certain pass.</p> <p>I can shoot with both power and accuracy depending on different game situations.</p> <p>I can begin to link passes and movement to break down a defence and create scoring opportunities.</p>

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						<p>I can show some signs of approaching a player to tackle and cause pressure.</p> <p>I can begin to attempt to score a goal from anywhere.</p>	<p>I know when to defend and what defence skills could be used.</p> <p>I can seize an opportunity to score, sometimes quite quickly.</p>
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PE – Invasion games - VOCABULARY MAP

EYFS	KEY STAGE ONE		KEY STAGE TWO			
Send Receive Pass Catch Roll Ball	Throw Underarm Bounce Kick Stop Straight Curve Side step	Dribbling Control Accurate Decisions Overarm	Square (passing) Deep (passing and moving) Down the line Invasion Off side Positions (winger, GS, Goal keeper) Push pass (hockey) Defend Mark Chest pass Shoulder pass	Near/Far post Rotating Slap pass (hockey) Pressure Interception Bounce pass	One touch Back heel Indian dribbling (hockey) Control Evade Opponent Tactics Special awareness	Ball to hand Advance Directional changes

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Skills Map – PE						
Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can make my body tense, relaxed, curled and stretched.</p> <p>I can balance on small/large body parts & understand stillness</p> <p>I can make large and small body shapes</p> <p>I can perform basic travelling actions on various body parts</p>	<p>I can land and jump safely</p> <p>I can perform a bunny hop</p> <p>I can prepare for a forward roll</p> <p>I can roll safely</p>	<p>I can forward roll to a stand</p> <p>I can forward roll in different ways</p> <p>I can perform a high bunny hop</p> <p>I can prepare for a hand stand</p> <p>I can jump and land off a springboard</p> <p>I can walk forward and backwards, jump and balance on a bench and beam</p>	<p>I can perform a handstand with support</p> <p>I can perform handstands independently</p> <p>I can perform the prerequisite skills for a cartwheel</p>	<p>I can perform a cartwheel side to side or quarter in and out</p> <p>I can perform a cartwheel or a double cartwheel</p> <p>I can perform handstands or handstand forward roll</p> <p>I can perform a backward roll</p>	<p>I can perform a backward roll</p> <p>I can perform a variety of different rolls accurately and safely</p> <p>I can walk backwards, forwards, on tip toes and showing dips on a bench and a beam</p> <p>I can run and jump off a springboard</p> <p>I can springboard onto a vault, land on it and then jump off</p>	<p>I can perform handstands independently and with control</p> <p>I can perform a cartwheel</p> <p>I can run and jump off a springboard to squat on and straddle over a vault</p> <p>I can perform a sequence of moves demonstrating strong body management</p>

PE – Gymnastics - VOCABULARY MAP						
EYFS	KEY STAGE ONE		KEY STAGE TWO			
<p>Tense</p> <p>Relax</p> <p>Curled</p> <p>Stretch</p> <p>Stillness</p> <p>Shape</p> <p>travel</p>	<p>Balance</p> <p>Twist</p> <p>Spin</p> <p>Tension</p> <p>Sequence</p> <p>Straddle</p> <p>Pike</p> <p>tuck</p>	<p>Control</p> <p>Points of contact</p> <p>Apparatus</p> <p>Flight</p> <p>Springboard</p> <p>Bunny hop</p>	<p>Rotate</p> <p>Extend</p> <p>Dynamics</p> <p>Pike</p> <p>Straddle</p> <p>handstand</p>	<p>Mirroring</p> <p>Forward roll</p> <p>Cartwheel</p> <p>Tuck roll</p> <p>Agility</p> <p>Cartwheel</p> <p>Backward roll</p>	<p>Speed</p> <p>Direction</p> <p>Matching</p> <p>Cannon</p> <p>Endurance</p> <p>Resistance</p> <p>Friction</p> <p>Dip</p> <p>vault</p>	<p>Anticipate</p> <p>Simultaneous</p> <p>Transfer</p>

Leechpool PE Skills Progression

Skills Map – PE						
Fundamental Skills and Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can move freely and with pleasure and confidence in a range of ways.</p> <p>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can experiment with different ways of moving.</p>	<p>Coordination: I can stop an object when it's rolled towards me and send the object back to another person.</p> <p>I can take part in sending & receiving with a partner.</p> <p>Balance: I can hold some static balances and send & receive objects whilst holding that balance.</p> <p>I can safely move across a bench without error.</p> <p>Agility: I can find space when asked and stay in a space during activity.</p> <p>I can move in different directions & different ways.</p>	<p>Coordination: I can catch an object when rolled / thrown towards me and send the object back to another person.</p> <p>I can take part in sending & receiving activities with a partner.</p> <p>Balance: I can hold some static balances and send & receive objects whilst holding that balance.</p> <p>I can safely move across a bench / smaller area without error.</p> <p>Agility: I can find space when asked and stay in a space during activity.</p> <p>I can move in different directions & different ways independently whilst avoiding obstacles.</p> <p>I can alter me speed for different tasks when appropriate.</p>				
	<p>I can use varying speeds when running.</p> <p>I can explore footwork patterns.</p>	<p>I can run with agility and confidence.</p> <p>I can learn the best jumping techniques for distance.</p>	<p>I can run in different directions and at different speeds, using a good technique.</p>	<p>I can select and maintain a running pace for different distances.</p>	<p>I can use correct technique to run at speed.</p> <p>I can develop the ability to run for distance.</p>	<p>I can investigate running styles and changes of speed.</p>

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	<p>I can explore arm mobility.</p> <p>I can explore different methods of throwing.</p> <p>I can practise short distance running.</p>	<p>I can throw different objects in a variety of ways.</p> <p>I can hurdle an obstacle and maintain effective running style.</p> <p>I can run for distance.</p> <p>I can complete an obstacle course with control and agility.</p>	<p>I can improve throwing technique.</p> <p>I can reinforce jumping techniques.</p> <p>I can understand the relay and passing the baton.</p> <p>I can choose and understand appropriate running techniques.</p> <p>I can compete in a mini competition, recording scores.</p>	<p>I can practise throwing with power and accuracy.</p> <p>I can throw safely and with understanding.</p> <p>I can demonstrate good running technique in a competitive situation.</p> <p>I can explore different footwork patterns</p> <p>I can understand which technique is most effective when jumping for distance.</p> <p>I can utilise all the skills learned in this unit in a competitive situation.</p>	<p>I can throw with accuracy and power.</p> <p>I can identify and apply techniques of relay running.</p> <p>I can explore different footwork patterns.</p> <p>I can understand which technique is most effective when jumping for distance.</p> <p>I can learn how to use skills to improve the distance of a pull throw.</p> <p>I can demonstrate good techniques in a competitive situation.</p>	<p>I can practise throwing with power and accuracy.</p> <p>I can throw safely and with understanding.</p> <p>I can demonstrate good running technique in a competitive situation.</p> <p>I can explore different footwork patterns.</p> <p>I can understand which technique is most effective when jumping for distance.</p> <p>I can utilise all the skills learned in this unit in a competitive situation.</p>
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PE – Fundamental movement and Athletics- VOCABULARY MAP

EYFS	KEY STAGE ONE		KEY STAGE TWO			
<p>Negotiate space</p> <p>Movement obstacles</p> <p>jumping</p>	<p>Roll</p> <p>Send</p> <p>Receive</p>	<p>Agility</p> <p>Hurdle</p>	<p>Long jump</p> <p>Vortex</p> <p>Sprint</p> <p>jog</p>	<p>Baton</p> <p>Relay</p> <p>distance</p>		

Skills Map - PE							
Striking and Fielding							
Topic/Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tennis	N/A	N/A	N/A	<p>I can tap the ball off the racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)</p> <p>I can tap the ball back and forth to partner</p> <p>I can stand in a ready position holding the racquet correctly</p> <p>I can change from a ready position before tapping the ball to a partner</p> <p>I can begin to know what it means by a forehand and backhand position</p> <p>I can begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed</p>	<p>I can tap the ball back and forth to a partner over a small space</p> <p>I can begin to tap a ball over a net allowing for a bounce, hit technique</p> <p>I can move from a ready position into a forehand position/backhand position quickly</p> <p>I can bring the racquet to meet the ball for a forehand and backhand hit</p> <p>I can know to use two hands for an effective backhand</p> <p>I can move the racquet in a low to high swing for an effective tap</p> <p>I can serve the ball straight from hands to racquet making sure it lands 'in' on the other side</p>	<p>I can tap the ball using either a fore hand or back hand motion</p> <p>I can move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is</p> <p>I can set the racquet back in its ready position quickly upon recovery</p> <p>I can demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit</p> <p>I can serve the ball correctly beginning to purposely aim for space to score</p>	<p>I can turn and run to the ball getting into a forehand or backhand position end route</p> <p>I can use 'move-hit-recover' approach within a game showing facing forward on recovery</p> <p>I can show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).</p> <p>I can use the correct swing technique and control with smooth swings keeping the path of the racquet the same</p> <p>I can serve the ball accurately making team mates have to move to send it back</p>

Leechpool PE Skills Progression

Cricket	N/A	N/A	N/A	<p>I can develop hand-eye coordination skills.</p> <p>I can develop close-catching skills.</p> <p>I can develop underarm bowling skills.</p> <p>I can hold a cricket bat correctly and adjust my stance in front of wickets.</p> <p>I can make contact between the bat and ball and understand the concept of 'runs'.</p> <p>I can play small-sided games developing all of these skills</p>	<p>I can develop close-catching and deep-field skills.</p> <p>I can develop overarm bowling skills</p> <p>I can hit the ball with the middle of the bat.</p> <p>I can decide where is best to aim shots.</p> <p>I understand a variety of fielding techniques.</p> <p>I can play small-sided games developing all of these skills.</p>	<p>I can throw and catch accurately while moving.</p> <p>I can bowl overarm, developing my accuracy.</p> <p>I can begin to use both the forward defensive shot and the forward drive shot in drill and game situations.</p> <p>I can develop batting accuracy and directional batting.</p> <p>I can develop deep-field skills, and catching high balls.</p> <p>I can remember key rules to small-sided games of Kwik Cricket.</p>	<p>I can throw and catch accurately while moving.</p> <p>I can bowl overarm accurately, only allowing the ball to bounce once.</p> <p>I can use both the forward defensive shot and the forward drive shot in drill and game situations.</p> <p>I can review and amend my technique where required.</p> <p>I can bat accurately and with direction.</p> <p>I can show confidence with deep-field catching, and catching high balls.</p> <p>I can remember key rules to small-sided games of Kwik Cricket.</p>
Rounders	N/A	N/A	N/A	<p>I can develop hand-eye coordination skills .</p> <p>I can develop close-catching skills .</p> <p>I can develop underarm throwing skills, which can be applied to underarm</p>	<p>I can develop close-catching and deep-fielding skills</p> <p>I can develop a variety of bowling styles and techniques</p>	<p>I can throw and catch accurately while moving.</p> <p>I can continue to develop a variety of types of bowl with increasing accuracy.</p>	<p>I can bowl overarm accurately, considering my field placement.</p> <p>I can use a variety of shots, adapting these shots to suit a game situation.</p>

Leechpool PE Skills Progression

				<p>bowling in rounders .</p> <p>I can hold the rounders bat correctly and adjust my stance in front of the posts .</p> <p>I can make contact between the bat and ball and understand the concept of scoring runs in rounders</p>	<p>I can hit the ball with the middle of the rounders bat.</p> <p>I can make strategic decisions on where to aim my shots during gameplay.</p> <p>I understand and can execute a variety of fielding techniques .</p>	<p>I can practice using both different types of shots in rounders.</p> <p>I can work on my batting accuracy and directional batting to improve my performance.</p> <p>I can develop deep-field skills, including catching high balls, to enhance my fielding abilities.</p> <p>I can remember the key rules specific to small-sided games of rounders.</p>	<p>I can regularly review and amend my technique where required, ensuring continuous improvement in my skills.</p> <p>I can bat accurately and with direction, aiming to place the ball strategically in rounders.</p> <p>I can show confidence with deep-field catching and catching high balls, enhancing my fielding abilities in rounders.</p>
Tri- Golf	N/A	<p>I can handle Tri Golf equipment safely.</p> <p>I can hold the putter correctly using a basic grip.</p> <p>I can stand in a basic putting stance with balance and alignment.</p> <p>I can execute a basic pendulum motion to putt the ball.</p> <p>I can chip the ball using a basic technique.</p>	N/A	<p>I can refine my putting technique, focusing on control of distance and direction.</p> <p>I can practice pitching with shorter swings, aiming for accuracy.</p> <p>I can understand and adhere to basic rules and etiquette of Tri Golf.</p> <p>I can participate in mini-games to apply my putting and chipping skills.</p>	<p>I can further develop my putting, chipping, and pitching techniques for improved accuracy and consistency.</p> <p>I can use a full swing to hit foam balls at longer distances with control.</p> <p>I can demonstrate proper course management and etiquette specific to Tri Golf.</p> <p>I can carefully select technique depending on my</p>	<p>I can master putting, chipping, pitching, and full swing techniques, refining my control and power.</p> <p>I can execute advanced techniques such as bunker shots, focusing on precise ball placement.</p> <p>I can compete in Tri Golf competitions, applying my technique under pressure while demonstrating sportsmanship.</p>	<p>I can actively participate in Tri Golf competitions and tournaments, aiming for technical excellence.</p> <p>I can provide constructive feedback to peers on their technique, fostering a culture of improvement and teamwork.</p> <p>I can showcase mastery of all Tri Golf techniques, demonstrating precision and consistency in my play.</p>

Leechpool PE Skills Progression

					position around the course.		I can create golf holes that consider encouraging players to use a variety of shots and skills.
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PE – Striking and Fielding- VOCABULARY MAP

EYFS	KEY STAGE ONE		KEY STAGE TWO			
			Rally Footwork Game Set Match Racquet Stump Underarm Bowl 'runs'	Forehand Backhand Serve Fielding Batting Striking	Volley Lob Kwik-cricket Tactics Team work Positions (3rd base, bowler)	Different grips (continental, hammer, grip) Serve accurately Deep field catching

Skills Map – PE

Swimming

Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Enter and exit the water safely Put head under the water Jump safely into the water Float on my front and back with support Breathe calmly whilst in the water 	<ul style="list-style-type: none"> Move 5m forward, backward, and sideways with feet on the floor and moving to feet off the floor Splash water on face Push and glide (using a float where needed) Hold a tuck and star float for at least 5 seconds Begin to coordinate my leg and arm movements. 	<ul style="list-style-type: none"> Swim 10m on back and front (stroke does not need to be defined) Move from flat back and front to standing in the water Tread water for at least 15 seconds Push and glide 10m with arms extended Fully submerge to collect an object Perform a tuck roll to rotate from flat to flat and then to standing 	<ul style="list-style-type: none"> Kick 10m with accurate front crawl, backstroke and breaststroke Swim 25m with accurate front crawl, back stroke and breaststroke Hold an extended tuck float Sink, then push and glide to travel at least 15m Dive into the deep end and swim forwards in a continuous movement Perform a sequence of changing shapes whilst floating on the surface Perform a surface dive 	<ul style="list-style-type: none"> As in Year 5.

Leechpool PE Skills Progression

			<ul style="list-style-type: none"> Swim over 100m with confidence in at least 2 strokes Be competent in water rescue techniques (when wearing clothing) 	
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PE – Swimming - VOCABULARY MAP

EYFS	KEY STAGE ONE		KEY STAGE TWO		
			Splash Jump Push Glide float	Tuck Star Tread water	Submerge Extend Sink continuous Speed Sophistication Rhythmic breathing Surface dive Water rescue

Leechpool PE Skills Progression

Skills Map – PE		
OAA		
KS1	Year 3/4	Year 5/6
<p>To apply team work skills to a variety of activities.</p> <p>To apply team work skills to lead a partner through a blind trail.</p> <p>To experiment with map reading and orienteering finding points around the field.</p>	<p>To listen to instructions from a partner to navigate through a course following different coloured cones. Follow instructions and safely execute this.</p> <p>To Work with a partner to navigate through an obstacle course using directions and height.</p> <p>To Work in groups to follow instructions moving around an area completing different tasks.</p> <p>To understand what orienteering it is and having a go at some basic orienteering.</p> <p>To use an orienteering map to locate different letters to spell out a word.</p> <p>To use a map of the school to work on orienteering skills.</p>	<p>To work in pairs or small groups to relay information and offer instructions to help a team member complete a task.</p> <p>To work in groups to navigate a blind trail offering instructions and commands for your team.</p> <p>To help a partner to complete a blind trail using instructions and key phrases.</p> <p>To begin to understand how orienteering works and the basic skills.</p> <p>To use a map to find different points on the field.</p> <p>To use a map of the school to find different marker points to locate numbers and pictures.</p>

PE – OAA - VOCABULARY MAP		
KEY STAGE ONE	Year 3/4	Year 5/6
<p>Team work</p> <p>Map</p> <p>orienteering</p>	<p>Waypoint</p> <p>Coordinates</p> <p>Navigate</p> <p>Direction</p>	<p>Relay information</p> <p>Command</p>