

# Curriculum Skills and Progression Map

## Physical Education – Target Games



Key Concepts:

**Teamwork**

**Determination**

**Self-Belief**

**Passion**

**Honesty**

**Respect**

## Curriculum Skills and Progression Map

Organisation of knowledge	Throwing	Catching
Relevant ELG	<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing</li> </ul> <p>ELG: Fine motor skills</p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery</li> </ul> <p>ELG: Self-regulation</p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <p>ELG: Managing self</p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <p>ELG: Building relationships</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul>	
Vocabulary	See appendix 1	
KS1 readiness objectives	<ul style="list-style-type: none"> <li>• To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</li> <li>• To use their core muscle strength to achieve a good posture.</li> <li>• To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• To negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	

<b>Programmes of study Year 1</b>	<b>Pupils should be taught to:</b> master basic movements including running, jumping, <b>throwing</b> and <b>catching</b> , as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	
<b>Organisation</b>	<b>Throwing overarm</b>	<b>Throwing underarm</b>
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>• Explore technique when throwing overarm towards a target.</li> <li>• Know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore technique when throwing underarm towards a target.</li> <li>• Know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</li> </ul>
<b>Assessment opportunities</b>		
	<p>To develop underarm throwing towards a target.</p> <p>To develop throwing for accuracy</p> <p>To develop underarm and overarm throwing for accuracy.</p> <p>To develop throwing for accuracy and distance using underarm and overarm.</p> <p>To select the correct technique for the situation.</p>	

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	To develop throwing for accuracy and distance.
<b>Vocabulary</b>	See Appendix 1

<b>Programmes of study Year 2</b>	<b>Pupils should be taught to:</b> 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		
<b>Organisation</b>	<b>Throwing overarm</b>	<b>Throwing underarm</b>	<b>Striking</b>
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>Develop co-ordination and technique when throwing overarm towards a target.</li> <li>know that stepping with opposite foot to throwing arm will help you to balance.</li> <li>Know that moving my arm quicker will give me more power.</li> </ul>	<ul style="list-style-type: none"> <li>Develop co-ordination and technique when throwing underarm towards a target.</li> <li>know that stepping with opposite foot to throwing arm will help you to balance.</li> <li>Know that moving my arm quicker will give me more power.</li> </ul>	<ul style="list-style-type: none"> <li>Develop striking a ball with equipment with some consistency.</li> <li>know to finish with my object/hand/foot pointing at my target.</li> </ul>
<b>Assessment opportunities</b>			
	To develop an understanding of target games and consider how much power to apply when aiming at a target To understand how to score in different target games using overarm throwing. To develop understanding of different target games using the skill of kicking. To develop striking to a target. To develop hitting a moving target. To select an appropriate skill to play a game.		
<b>Vocabulary</b>	See Appendix 1		

<b>Programmes of study Year 3</b>	<b>Pupils should be taught to:</b>		
	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to</li> <li>achieve their personal best.</li> </ul>		
<b>Organisation</b>	<b>Throwing</b>	<b>Catching</b>	<b>Striking</b>

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<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>Explore throwing at a moving target.</li> <li>Know to throw slightly ahead of a moving target.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to catch whilst on the move.</li> <li>know that beginning in a ready position will help me to react to the ball.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to strike a ball with accuracy and balance.</li> <li>know that using a bigger swing will give me more power.</li> </ul>
<b>Assessment opportunities</b>			
<b>Golf</b>	<p>To explore hitting technique and aiming towards a target.</p> <p>To explore shot accuracy.</p> <p>To explore the technique for putting.</p> <p>To explore the technique for chipping</p> <p>To explore the techniques used for a short game</p> <p>To explore the technique for a long game.</p>		
<b>Vocabulary</b>	See Appendix 1		

<b>Programmes of study Year 4</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to</li> <li>achieve their personal best.</li> </ul>		
<b>Organisation</b>	<b>Throwing</b>	<b>Catching</b>	<b>Striking</b>
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>Throw with increasing accuracy at a target.</li> <li>know that one handed throws are used for speed and accuracy.</li> <li>Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.</li> </ul>	<ul style="list-style-type: none"> <li>Catch with increasing consistency.</li> <li>know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Strike a ball with increasing consistency.</li> <li>know that using a smooth action will help to increase accuracy</li> </ul>
<b>Assessment opportunities</b>	N/A		
<b>Vocabulary</b>	See Appendix 1		

<b>Programmes of study</b>	<b>Pupils should be taught to:</b>
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## Curriculum Skills and Progression Map

<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• 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.</li> <li>• Compare their performances with previous ones and demonstrate improvement to</li> <li>• achieve their personal best.</li> </ul>		
<b>Organisation</b>	<b>Throwing</b>	<b>Catching</b>	<b>Striking</b>
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>• <b>Demonstrate clear technique and accuracy when throwing at a target.</b></li> <li>• <b>know to aim low to make it difficult for an opponent to catch.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate good technique and consistency in catching skills.</b></li> <li>• <b>know to stay towards the back of the court area to give me more time to catch.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop a wider range of striking techniques and begin to use them under pressure.</b></li> <li>• <b>know that aligning my body and equipment before striking will help me to be balanced.</b></li> </ul>
<b>Assessment opportunities</b>			
<b>Golf</b>	To develop putting technique and accuracy. To develop the technique for chipping. To develop technique for a short game. To develop the technique for a long game. To select the appropriate shot for the situation To design a course and select the appropriate shot for the situation.		
<b>Vocabulary</b>	<b>See Appendix 1</b>		

<b>Programmes of study Year 6</b>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• 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.</li> <li>• Compare their performances with previous ones and demonstrate improvement to</li> <li>• achieve their personal best.</li> </ul>		
<b>Organisation</b>	<b>Throwing</b>	<b>Catching</b>	<b>Striking</b>
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>• <b>Throw with increasing control under pressure</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Catch with increasing control under pressure.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use a variety of striking techniques with control and under pressure.</b></li> </ul>

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	<ul style="list-style-type: none"><li>• Know who to throw at and when to throw in order to get opponents out</li></ul>	<ul style="list-style-type: none"><li>• know that I need to make quick decisions on if to catch or if to dodge the ball</li></ul>	<ul style="list-style-type: none"><li>• know which skill to select for the situation</li></ul>
Assessment opportunities	N/A		
Vocabulary	See Appendix 1		

Appendix 1:

