

# Curriculum Skills and Progression Map

## Physical Education – Net and wall games



Key Concepts:

**Teamwork**

**Determination**

**Self-Belief**

**Passion**

**Honesty**

**Respect**

## Curriculum Skills and Progression Map

Organisation of knowledge	Believing	Living	Expressing
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>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- participate in team games, developing simple tactics for attacking and defending</li> </ul>			
<b>Organisation</b>	<b>Hitting</b>	<b>Feeding</b>	<b>Rallying</b>	<b>Footwork</b>
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>- explore hitting a dropped ball with a racket.</li> <li>- know to use the centre of the racket for control.</li> </ul>	<ul style="list-style-type: none"> <li>- throw a ball over a net to land into the court area.</li> <li>- know to use an underarm throw to feed to a partner.</li> </ul>	<ul style="list-style-type: none"> <li>- explore sending a ball with hands and a racket.</li> <li>- know that throwing/hitting to my partner with not too much power will help them to return the ball.</li> </ul>	<ul style="list-style-type: none"> <li>- use the ready position to move towards a ball.</li> <li>- know that using a ready position will help me to move in any direction.</li> </ul>
<b>Assessment opportunities</b>				

## Curriculum Skills and Progression Map

<b>Net/wall</b>	<p>To defend space, using the ready position.</p> <p>To play against an opponent and keep the score.</p> <p>To develop control when handling a racket.</p> <p>To develop racket and ball skills.</p> <p>To develop sending a ball using a racket.</p> <p>To develop hitting over a net.</p>
<b>Vocabulary</b>	<b>See Appendix 1</b>

<b>Programmes of study Year 2</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- participate in team games, developing simple tactics for attacking and defending</li> </ul>			
<b>Organisation</b>	<b>Hitting</b>	<b>Feeding</b>	<b>Rallying</b>	<b>Footwork</b>
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>- develop hitting a dropped ball over a net</li> <li>- know to watch the ball as it comes towards me to help me to prepare to hit it.</li> </ul>	<ul style="list-style-type: none"> <li>- accurately underarm throw over a net to a partner.</li> <li>- know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it</li> </ul>	<ul style="list-style-type: none"> <li>- explore underarm rallying with a partner catching after one bounce.</li> <li>- know that sending the ball towards my partner will help me to keep a rally going</li> </ul>	<ul style="list-style-type: none"> <li>- consistently use the ready position to move towards a ball.</li> <li>- know that using a ready position helps me to react quickly and return/catch a ball.</li> </ul>
<b>Assessment opportunities</b>				

## Curriculum Skills and Progression Map

<b>Net/wall</b>	<p>To develop racket familiarisation.</p> <p>To develop placing an object.</p> <p>To use the ready position to defend space on court.</p> <p>To develop returning a ball with hands.</p> <p>To develop returning a ball using a racket.</p> <p>To move an opponent to win a point.</p>
<b>Vocabulary</b>	<b>See Appendix 1</b>

<b>Programmes of study</b> <b>Year 3</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 achieve their personal best.</li> </ul>			
<b>Organisation</b>	<b>Shots</b>	<b>Rallying</b>	<b>Footwork</b>	
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>- explore returning a ball using shots such as the forehand and backhand.</li> <li>- know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately</li> </ul>	<ul style="list-style-type: none"> <li>- explore rallying using a forehand.</li> <li>- know that hitting towards my partner will help them to return the ball easier and keep the rally going.</li> </ul>	<ul style="list-style-type: none"> <li>- consistently use and return to the ready position in between shots</li> <li>- know that moving to the middle of my court will enable me to cover the most space.</li> </ul>	
<b>Assessment opportunities</b>	N/A			
<b>Vocabulary</b>	<b>See Appendix 1</b>			

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<b>Programmes of study</b>  <b>Year 4</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 achieve their personal best.</li> </ul>			
<b>Organisation</b>	<b>Shots</b>	<b>Rallying</b>	<b>Footwork</b>	
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>- demonstrate technique when using shots playing co-operatively and beginning to execute this competitively</li> <li>- understand when to play a forehand and a backhand and why</li> </ul>	<ul style="list-style-type: none"> <li>- develop rallying using both forehand and backhand with increased technique.</li> <li>- know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</li> </ul>	<ul style="list-style-type: none"> <li>- begin to use appropriate footwork patterns to move around the court.</li> <li>- know that getting my feet in the right position will help me to balance before playing a shot</li> </ul>	
<b>Assessment opportunities</b>				
<b>Tennis</b>	<p>To develop hitting the ball using a forehand.            To develop returning the ball using a forehand.            To develop the backhand and understand when to use it.            To work co-operatively with a partner to keep a continuous rally going.            To use simple tactics in a game to outwit an opponent.            To demonstrate honesty and fair play when competing against others.</p>			
<b>Vocabulary</b>	<b>See Appendix 1</b>			

<b>Programmes of study</b>  <b>Year 5</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 achieve their personal best.</li> </ul>			
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## Curriculum Skills and Progression Map

Organisation	Shots	Serving	Rallying	Footwork
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>- develop the range of shots used in a variety of games.</li> <li>- know which skill to choose for the situation e.g. a volley if the ball is close to the net</li> </ul>	<ul style="list-style-type: none"> <li>- develop the range of serving techniques appropriate to the game</li> <li>- know that serving is how to start a game or rally and use the rules applied to the activity for serving.</li> </ul>	<ul style="list-style-type: none"> <li>- use a variety of shots to keep a continuous rally.</li> <li>- know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate effective footwork patterns to move around the court.</li> <li>- know that using small, quick steps will allow me to adjust my stance to play a shot.</li> </ul>
<b>Assessment opportunities</b>	N/A			
<b>Vocabulary</b>	See Appendix 1			

<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 achieve their personal best.</li> </ul>			
Organisation	Shots	Serving	Rallying	Footwork
<b>Progression objectives</b>	<ul style="list-style-type: none"> <li>- demonstrate increased success and technique in a variety of shots.</li> <li>- understand the appropriate skill for the situation under pressure</li> </ul>	<ul style="list-style-type: none"> <li>- serve accurately and consistently</li> <li>- begin to apply tactics when serving e.g. aiming to serve short on the first point and</li> </ul>	<ul style="list-style-type: none"> <li>- successfully apply a variety of shots to keep a continuous rally.</li> <li>- understand how to play different shots depending</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate a variety of footwork patterns relevant to the game I am playing.</li> <li>- know that using the appropriate footwork will help me to react to a ball quickly</li> </ul>

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	e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court	then long on the second point.	on if a rally is co-operative or competitive	and give me time to prepare to play a shot
<b>Assessment opportunities</b>				
<b>Tennis</b>	<p>To develop the forehand groundstroke.</p> <p>To be able to return the ball using a backhand groundstroke.</p> <p>To develop the volley and understand when to use it.</p> <p>To develop the volley and use it in a game situation.</p> <p>To develop accuracy of the underarm serve. To learn to use the official scoring system.</p> <p>To work co-operatively with a partner and employ tactics to outwit an opponent.</p>			
<b>Vocabulary</b>	<b>See Appendix 1</b>			

See Appendix 1

