

NET, COURT, WALL

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	KS1		KS2			
PROGRESSION 1	Copies, remembers, repeats, simple skills with control and coordination.	Copies, remembers and repeats simple skills with control and coordination.	Hits an object to a partner showing a degree of control.	Takes part in sending and receiving. B - Takes part in sending and receiving games	Holds a racket and stands appropriately showing a good "ready position" in a variety of games. B - Demonstrates forehand and backhand grips	Sends an object with reasonable consistency and accuracy in cooperative rallies. B - Demonstrates sending a shuttlecock with reasonable consistency and accuracy in cooperative rallies
PROGRESSION 2	Throws and catches a ball(solo) with and without a bounce	Moves fluently, changing direction and speed easily avoiding collisions.	Hits a ball/ object with a racket which is fed to them.	Plays games keeping a rally going. B - Demonstrates forehand and backhand grip	Develops, forehand backhand and volley with an increased understanding of when to use the shots B - Develops footwork techniques, chase', split step, lunge and shows a good "ready position"	Plays a variety of shots and understands how to use them. B - Demonstrates footwork appropriate to the play



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PROGRESSION 3	Throws and catches a ball with a partner with some accuracy with and without a bounce	Throws and catches a ball with a partner with some accuracy in a variety of ways	Understands the need for hitting the ball/ object into space and aiming accurately	Varies the pace length and direction of throws and shots. B - Demonstrates a good ready position	Hits the ball into space with increasing control and skill. B - Develops serves i.e. forehand serve, forehand and backhand low serve	Understands how to position their bodies to receive at different heights and angles. B - Uses a variety of strokes i.e. forehand (overhead and lift) backhand (overhead and lift) and understands how to use them
PROGRESSION 4	Uses a racket to control a ball in different ways i.e. push, dribble around cones, carry etc	Uses a racket and a ball together making a simple rally (rolling).	Uses a racket and a ball to play a rolling rally game whilst keeping score B - Plays a throwing net game using an object- fluff ball/ large shuttlecock	Holds a racket and stands appropriately showing a good "ready position" B - Demonstrates footwork techniques, chase' and split step,	Develops, net skills, smash and demonstrates 'smashing' a ball that is fed to them B - Develops a variety of shots i.e. backhand, forehand, overhead clear and dropshot	Demonstrates essential elements of attack in net/ court/ wall games i.e. short shots over the net, long shots when opponent is close etc B - Understands how to position their bodies to receive at different heights and angles



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PROGRESSION 5	Uses a racket and ball together to hit a target.	Uses a racket and a ball to keep a cooperative rally going (rolling rally) whilst keeping score.	Understands the rules of the game being played and can keep score.	Directs the ball reasonably well to their opponents court or target area. B - Develops forehand low serve	Develops the overarm serve and serves accurately into the service box B - Directs shuttlecock with increasing skill and control and uses appropriate shots	Demonstrates consistency & accuracy in technique and skills i.e. forehand, backhand, overhead, volley etc B - Demonstrates essential elements of attack i.e. short shots over the net, long shots when opponent is close
PROGRESSION 6	Uses a racket and a ball to make a rolling rally with a partner showing they can stop the ball effectively	Understands the rules of the game being played and can keep a count of the number of rallies.	Develops footwork patterns (tennis-(split step) badminton (chasse')	Understands where to place the ball and where to return to, receive the ball. B - Develops backhand low serve	Plays a variety of shots in a variety of net/ wall/ court games B - Develops the smash technique and recognises when to use it	Shows good backswing, follow through and feet positioning. B - Demonstrates consistency & accuracy in technique and skills i.e. serving, forehand, backhand and overhead



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PROGRESSION 7	Shows a basic understanding of a rally.	Plays a competitive rolling racket and ball game	Holds a racket and stands appropriately showing a good "ready position"	Understands and demonstrates forehand, backhand and in front and can react to the ball. B - Develops the forehand and backhand, forehand	Hits the ball with purpose, varying speed, height and direction. B - Understands the basic rules of the game and can keep score	Works well with a partner, communicating, collaborating and making tactical decisions to outwit opponents B - Shows an understanding of the rules of the game and can keep score of single/ doubles games
PROGRESSION 8	Plays a simple rolling game with a racquet and ball with a partner following simple rules	Understands the basic rules of the game and can keep score.	Hits an object accurately to a partner over a variety of distances.	Develops the forehand, backhand, volley and underarm serve B - Directs shuttlecock into an opponent's court	Plays a mini tennis game with an increased understanding of tactics and rules	Works well with a partner, communicating, collaborating and making tactical decisions to outwit opponents B - Recognises changes in their heart rate when playing games



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PROGRESSION 9	Throws and catches a small soft ball to a partner aiming to front and both sides.	Understands and can explain the importance of rules.	Develops a range of shots, forehand, backhand, underarm serve and volley(tennis)	Plays shots close to the net-overhead shots and volleys developing skills for the 'smash' B - Understands the basic rules of the game	Combines and performs skills with control, adapting them to meet the needs of the situation.	Shows an understanding of the rules of the game being played and can keep score of single/ doubles games without any disputes.
PROGRESSION 10	Aims a ball/object over a net with a degree of accuracy and control.	Recognises the spaces on their opponents court and uses simple tactics to score a point	Understands the differences between cooperative (playing with a partner) and opposed	Develops an understanding of tactics and when to play long/short shots	Understands the rules and plays a game of doubles, starting each point with an overarm serve	
PROGRESSION 11	Understands the difference between a cooperative rally and scoring points.	Uses appropriate vocabulary to describe the game	Plays mini/ court/ wall game with a basic understanding of the rules and how to score	Serves accurately (underarm)and stands in the correct position to receive a serve	Competes with and against others in mini tennis festivals singles/doubles	



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PROGRESSION 12		Hits an object which is fed to them.		Plays 'mini tennis' with a basic understanding of the rules and how to score	Experiences decision making roles/ responsibilities - umpire/ scorekeeper	
EVALUATING & IMPROVING	Can describe what they have done.	Watches others and learns from them recognising others skills.	Describes skills that are being used and uses some sport specific vocabulary.	Recognises what skilful play looks like and uses good vocabulary to describe actions.	Recognises their own skills and aspects that need improving.	Analyses and comments on skills and technique.
KNOWLEDGE AND UNDERSTANDING OF HEALTH AND FITNESS	Follows warmups and understands reasons why we need to warm up.	Recognises and describes how the body feels during and after any physical activity	Selects appropriate warm up or cool down activities. Understands that playing sport is a factor that contributes to a healthy lifestyle	Describes what happens to the body during exercise and how this varies depending on the intensity of the activity.	Describes basic fitness components such as flexibility, speed, strength and stamina.	Knows how to find and take a pulse
SOCIAL & EMOTIONAL	I can work well and play well with others.	I can play well and acknowledge winning and losing.	I can explain what I am doing and why I am doing it.	I can show support to others in my group.	I can remain focused on a task even when under pressure when element of competition is introduced.	I can act as a coach and umpire and can make sound judgements.



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NATIONAL CURRICULUM	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Develop competence to excel in a broad range of physical activities Are physically active for sustained periods of time Engage in competitive sports and activities Lead healthy, active lives. <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.</p> <p>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 coordination, 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.</p> <p>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. 					



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UNCRC	<p>"Every Child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this."</p> <p>Article 3 - Encourage all children to enact their rights by being involved in physical activities. (especially if they are obese/unfit) Article 6 - Develop children to their full potential - pathways to other things outside of school. Article 12 - Actively encourage children to express themselves in PE lessons. Article 13 - Allow time at the end of the session for children to express their views. Article 15 - Girls and boys can play together. Article 23 - Children with disabilities are included in PE lessons. Article 24 - Educate children and their families. Article 28 - Promote healthy lifestyles and Educate children about health education in a fun way. Article 29 - Provide a high level of learning of all children. Children get the opportunity to lead. Article 31 - Children playing games during PE.</p>					



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SCHOOL GAMES VALUES	<p>Determination Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!</p> <p>Teamwork Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.</p> <p>Self-Belief You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.</p> <p>Honesty Be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!</p> <p>Passion Giving it 100 percent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.</p> <p>Respect Show respect for the referee, for the opposition, for your teammates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone</p>					

