**Early Years**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ELG Statements***(Endpoints children will achieve)* | **Substantive Knowledge***(locational knowledge, place knowledge, human and physical geography)* | **Disciplinary Knowledge** | **Vocabulary**  |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will recall and verbalise: |
| **Nursery Ball Skills** | The main Early Years Outcomes covered in the Athletics units are: • Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG) • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, hopping, walking, skipping, jumping, climbing. (PD: Reception) • Develop overall body strength, balance, coordination and agility. (PD: Reception) • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception) | Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet. | Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control. | catch hit kick partner points ready roll run score target throw dribbling bounce ball |
| **Reception Ball Skills** | 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: • 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. | Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet. | Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control. | catch hit kick partner points ready roll run score target throw dribbling bounce ball |

**Key Stage 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **National Curriculum Outcomes** *(Endpoints children will achieve)* | **Substantive Knowledge** | **Disciplinary Knowledge***(geographical skills and frameworks)* | **Vocabulary**  |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will recall and verbalise: |
| **Year 1 Ball Skills** | 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: • 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. | Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet | Sending: **know to face my body towards my target** when rolling and throwing underarm to help me to balance. Catching: know to have hands out ready to catch. **know to watch the ball as it comes towards me.** Tracking: know to watch the ball as it comes towards me and scoop it with two hands.**know to move my feet to get in the line with the ball.** Dribbling: know that moving with a ball is called dribbling | soft swing track underarm control ready position |
| **Year 2 Ball Skills** | 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: • 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. | Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move. | Sending: know to face my body towards my target **know that stepping with opposite foot to throwing arm will help me to balance.** Catching: know to watch the ball as it comes towards me. **know to use wide fingers and pull the ball in to my chest to help to securely catch.** Tracking: know to move my feet to get in the line with the ball. **know that it is easier to move towards a ball to track it than chase it.** Dribbling: know to keep my head up when dribbling to see space/opponents. | release receive prepare touch collect |

**Key Stage 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **National Curriculum Outcomes** *(Endpoints children will achieve)* | **Substantive Knowledge***(locational knowledge, place knowledge, human and physical geography)* | **Disciplinary Knowledge***(* | **Vocabulary**  |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will recall and verbalise: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 3 Ball Skills** | 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: • use running, jumping, throwing and catching in isolation and in combination; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];  | Sending: send a ball with accuracy and increasing consistency to a target. Catching: catch a range of objects with increasing consistency. Tracking: track a ball not sent directly. Dribbling: dribble a ball with hands and feet with control.. | Sending: know that stepping with opposite foot to throwing arm will help me to balance. **know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.** Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. **know to move my feet to the ball.** Tracking: know that it is easier to move towards a ball to track it than chase it. **know that using a ready position will help me to react to the ball.** Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.  | opponent personal best power possession technique block accurate |
| **Year 4 Ball Skills** | 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: • use running, jumping, throwing and catching in isolation and in combination; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; | Sending: accurately use a range of techniques to send a ball to a target. Catching: catch different sized objects with increasing consistency with one and two hands. Tracking: consistently track a ball sent directly and indirectly. Dribbling: dribble a ball with increasing control and co-ordination.. | Sending: **know that I can use a variety of ways to send the ball** and it may depend on the situation e.g. distance, speed, if there is a defender. Catching: know to move my feet to the ball. **know to adjust my hands to the height of the ball.** Tracking: **know that using a ready position will help me to react to the ball.**  know that tracking a ball is an important skill used in games activities and be able to give examples of this. Dribbling: know that dribbling with soft hands/touches will help me to keep control. | decision cushion react pressuremomentum |
| **Year 5 Ball Skills** | 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: • use running, jumping, throwing and catching in isolation and in combination; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];  | Sending: demonstrate clear technique when sending a ball under pressure. Catching: demonstrate good technique under pressure. Tracking: demonstrate a range of techniques when tracking and collecting a ball. Dribbling: dribble with some control under pressure | Sending: know that I can use a variety of ways to send the ball **know that controlling a ball before sending it will allow me to send it accurately.** Catching: know to adjust my hands to the height of the ball. **understand when to use different types of catching.** Tracking: know that using a ready position will help me to react to the ball. **know that tracking a ball will help me to****collect/stop/receive it quickly and successfully.** Dribbling: know that dribbling in different directions will help me to lose a defender in game situations.  |  decision cushion react pressuremomentum |
| **Year 6 Ball Skills** | 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: • use running, jumping, throwing and catching in isolation and in combination; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];  | Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure. Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations. Tracking: demonstrate a wider range of techniques when tracking a ball under pressure Dribbling: dribble consistently using a range of techniques with increasing control under pressure | Sending: **understand and make quick decisions about when, how and who to pass to.** Catching: know to adjust my hands to the height of the ball. **know how to catch a ball for different situations**, considering trajectory, speed, height and size of the ball. Tracking: **know how to track a ball for different situations,** considering trajectory, speed, height and size of the ball. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender |  |