



Community
Sports
Trust



St Mary's Primary School

PE Curriculum Delivery + Philosophy

Our Approach

Long Term Development Pathway

Long Term Development Pathway

Our Long Term Development Pathway is a systematic approach to developing every child's individual potential in sport. It will play an important role in providing children with positive attitudes towards physical activity and fitness training.

This document will highlight the areas for assessment for pupils in each of the four primary level key stages, as well as demonstrating how these will be applied to each sport we teach. This can be used to evidence:

- What is being taught in each lesson
- How those skills link from one unit to the next
- How the PE Curriculum demonstrates progression from EYFS to UKS2
- How we develop the whole child (holistic approach)



Our Approach

Long Term Development Pathway



Key Stage Two: Sport Specific Skills

Early Years Foundation Stage: Active Start

Through play and movement, children are introduced to fundamental movement skills and learn how to link them together.

- Agility
- Balance
- Coordination



Key Stage One: Fundamental Movement Skills

Fundamental Movement Skills are the building blocks for movement. They are the skills which children need to participate successfully in all types of games, physical activities and sports.

- Locomotion
- Manipulation
- Stabilisation



Once a child begins to grasp the Fundamental Movement Skills they need to give them a firm foundation in sport, we begin to move them towards Sport Specific Skills. These are more advanced motor skills that are needed to engage in sporting activities.

- Athletics
- Creative Movement
- Invasion Games
- Net/Wall Games
- Striking + Fielding



Areas for Assessment

By the end of Early Years Foundation Stage we would expect pupils to be competent in the following areas.

Locomotion Skills	Manipulation Skills	Stabilisation Skills	Holistic Development
<ul style="list-style-type: none">• Moves confidently in a range of ways.• Negotiates small and large and spaces successfully and safely.• Can move confidently in time to music.• Adjusts speed and direction purposefully.	<ul style="list-style-type: none">• A range of equipment is manipulated appropriately and confidently.		<ul style="list-style-type: none">• Use verbal communication within group activities to help solve problems/complete challenges.• Use non-verbal communication strategies to help solve problems/complete challenges.• Follow the instructions of others when working within a team.• Evaluate own performance within a group or individual challenge.• Plan ideas of how to solve a problem before attempting it.• Decide if verbal or non-verbal communication is the most effective choice when solving problems.• Take the lead within a group challenge and give clear instructions to others.• Evaluate own and the team's performance and suggest improvements.
<ul style="list-style-type: none">• Demonstrates coordination and control in both fine and gross motor activities.			



Areas for Assessment

By the end of Key Stage 1 we would expect pupils to be competent in the following areas.

Locomotion Skills	Manipulation Skills	Stabilisation Skills	Holistic Development
<ul style="list-style-type: none">• Sprint up to 60m.• Run 100m.• Jump: side to side; both feet together; one foot to the other• Perform the basic dance actions• Copy short motifs• Link two or more actions together.• Move into a given space within a game.• Beginning to understand where to stand to make a game more difficult for an opponent.• Perform simple rolls.• Travel in different ways.	<ul style="list-style-type: none">• Use over arm and underarm throws to throw items in a straight line.• Throw a ball underarm, overarm and use a bounce pass.• Pass a ball to a partner using hands and feet.• Hit a ball with a tennis style bat or racquet.• Stop a ball with feet before passing it.	<ul style="list-style-type: none">• Copy stretching movements for different parts of the body.• Balance using hands, feet or seat.• Create different shapes when balancing.	<ul style="list-style-type: none">• Use verbal communication within group activities to help solve problems/complete challenges.• Use non-verbal communication strategies to help solve problems/complete challenges.• Follow the instructions of others when working within a team.• Evaluate own performance within a group or individual challenge.• Plan ideas of how to solve a problem before attempting it.• Decide if verbal or non-verbal communication is the most effective choice when solving problems.• Take the lead within a group challenge and give clear instructions to others.• Evaluate own and the team's performance and suggest improvements.
<ul style="list-style-type: none">• Move into a given space to catch a ball.			
<ul style="list-style-type: none">• Copy short movements to combine simple balances.			



Areas for Assessment

By the end of Lower Key Stage 2 we would expect pupils to be competent in the following areas.

Locomotion Skills	Manipulation Skills	Stabilisation Skills	Holistic Development
<ul style="list-style-type: none">• Can sprint up to 100m.• Can run 200m.• Can jump one foot to the other.• Can jump one foot to two feet.• Perform basic dance actions with greater control over each element.• Choreograph motifs using repetition, direction, level, speed & space.• Perform given routines from memory, performing all the elements in the correct order.• Choreograph short routines in time with a given piece of music.• Explore different styles of dance and copy steps from them with increasing accuracy.• Find space to move into within a game.• Perform a range of rolls with a good level of accuracy.• Use all parts of body when travelling in different ways.	<ul style="list-style-type: none">• Can use the correct action to throw a javelin without a run up.• Can use a push throw to throw a discus / shotput.• Show control of a range of different throws / passes.• Hit a ball with a range of different bats/racquets.• Dribble a ball in a straight line.	<ul style="list-style-type: none">• Balance on pads and points.• Create own stretching routine to prepare for gymnastics.• Make a range of different shapes when balancing.• Combine shapes and balances in a performance.	<ul style="list-style-type: none">• Use verbal communication within group activities to help solve problems/complete challenges.• Use non-verbal communication strategies to help solve problems/complete challenges.• Follow the instructions of others when working within a team.• Evaluate own performance within a group or individual challenge.• Plan ideas of how to solve a problem before attempting it.• Decide if verbal or non-verbal communication is the most effective choice when solving problems.• Take the lead within a group challenge and give clear instructions to others.• Evaluate own and the team’s performance and suggest improvements.
<ul style="list-style-type: none">• Move to catch / control a ball within a game, maintaining eye contact with the ball.• Pass a ball accurately when moving around during a game.			
<ul style="list-style-type: none">• Use a range of techniques to help keep possession of the ball in a team game.			



Areas for Assessment

By the end of Upper Key Stage 2 we would expect pupils to be competent in the following areas.

Locomotion Skills	Manipulation Skills	Stabilisation Skills	Holistic Development
<ul style="list-style-type: none">Run longer distances; knowing when to use a sprint.Use a body shape to decrease air resistance when running.Help other members of team to find space within a team game.Jump: one foot to same foot to two feetPerform actions in and out of rolls.Choose own dance steps and movements and then develop them into a routine.Perform longer routines from memory adding expression and extension to movementsCreate sequences that have changes of speed and level.Choreograph short routines to portray a particular mood or style.Explore different styles of dance and develop short routines in those styles.	<ul style="list-style-type: none">Choose the most appropriate throw to use within a game.Call out for a catch in a game showing they know they are in the best place.In a game, select the most appropriate person to pass to and the style of pass to useHit a ball into space to help increase score within a game.	<ul style="list-style-type: none">Lead others in a stretching routine to prepare for gymnastics.Perform a range of balances with a high level of control and accuracy.Hold different positions when balancing and use different shapes to express a given theme/mood.	<ul style="list-style-type: none">Use verbal communication within group activities to help solve problems/complete challenges.Use non-verbal communication strategies to help solve problems/complete challenges.Follow the instructions of others when working within a team.Evaluate own performance within a group or individual challenge.Plan ideas of how to solve a problem before attempting it.Decide if verbal or non-verbal communication is the most effective choice when solving problems.Take the lead within a group challenge and give clear instructions to others.Evaluate own and the team's performance and suggest improvements.
<ul style="list-style-type: none">Use the correct action to throw a javelin with a run up.Use toe and heel to spin and throw a discus and shot putDribble a ball in different directions and avoid obstacles			
<ul style="list-style-type: none">Perform dance actions with control and expression.Select the most appropriate ways to travel from one balance to another			
<ul style="list-style-type: none">Use a range of attacking and defending skills when playing a team game.			



Holistic Development: EYFS – UKS2

- Use verbal communication within group activities to help solve problems/complete challenges.
- Use non-verbal communication strategies to help solve problems/complete challenges.
- Follow the instructions of others when working within a team.
- Evaluate own performance within a group or individual challenge.
- Plan ideas of how to solve a problem before attempting it.
- Decide if verbal or non-verbal communication is the most effective choice when solving problems.
- Take the lead within a group challenge and give clear instructions to others.
- Evaluate own and the team's performance and suggest improvements.

Early Years Foundation Stage: Active Start

- Jumping** ▷ Demonstrates coordination and control in both fine and gross motor activities.
- Running** ▷
 - Adjusts speed and direction purposefully.
 - Demonstrates coordination and control in both fine and gross motor activities.
- Throwing** ▷
 - A range of equipment is manipulated appropriately and confidently.
 - Demonstrates coordination and control in both fine and gross motor activities.

Key Stage One: Fundamental Movement Skills

- Standing Long Jumping** ▷ Jump: side to side; both feet together; one foot to the other
- Hurdles** ▷ Link two or more actions together
- Middle Distance** ▷ Run 100m.
- Relay** ▷ Sprint up to 60m.
- Sprint** ▷ Sprint up to 60m.
- Target Throw** ▷ Use over arm and underarm throws to throw items in a straight line.

Lower Key Stage Two: Sport Specific Skills

- Long Jump** ▷ Jump: one foot to the other; one foot to two feet
- Standing Triple Jump** ▷ Jump: one foot to the other; one foot to two feet
- Hurdles** ▷ Sprint up to 100m.
- Middle Distance** ▷ Run 200m
- Relay** ▷ Sprint up to 100m.
- Sprint** ▷ Sprint up to 100m.
- Discus** ▷ Use a push throw to throw a discus and shot put.
- Javelin** ▷ Use the correct action to throw a javelin without a run up.
- Shotput** ▷ Use a push throw to throw a discus and shot put.

Upper Key Stage Two: Sport Specific Skills

- Long Jump** ▷ Jump: one foot to same foot to two feet
- Triple Jump** ▷ Jump: one foot to same foot to two feet
- Hurdles** ▷ Use a body shape to decrease air resistance when running.
- Middle Distance** ▷ Run longer distances; knowing when to use a sprint.
- Relay** ▷ Use a body shape to decrease air resistance when running.
- Sprint** ▷ Use a body shape to decrease air resistance when running.
- Discus** ▷ Use toe and heel to spin and throw a discus and shot put.
- Javelin** ▷ Use the correct action to throw a javelin with a run up.
- Shotput** ▷ Use toe and heel to spin and throw a discus and shot put.

Basketball

Long Term Development Pathway



Holistic Development: EYFS – UKS2

- Use verbal communication within group activities to help solve problems/complete challenges.
- Use non-verbal communication strategies to help solve problems/complete challenges.
- Follow the instructions of others when working within a team.
- Evaluate own performance within a group or individual challenge.
- Plan ideas of how to solve a problem before attempting it.
- Decide if verbal or non-verbal communication is the most effective choice when solving problems.
- Take the lead within a group challenge and give clear instructions to others.
- Evaluate own and the team's performance and suggest improvements.

Early Years Foundation Stage: Active Start

Attacking + Defending	▶	Demonstrates coordination and control in both fine and gross motor activities.
Beating A Player	▶	Negotiates small and large and spaces successfully and safely.
Control	▶	Demonstrates coordination and control in both fine and gross motor activities.
Dribbling	▶	Negotiates small and large and spaces successfully and safely.
Passing	▶	A range of equipment is manipulated appropriately and confidently.
Possession	▶	Demonstrates coordination and control in both fine and gross motor activities.
Turning	▶	Adjusts speed and direction purposefully.

Key Stage One: Fundamental Movement Skills

Attacking + Defending	▶	Beginning to understand where to stand to make a game more difficult for an opponent.
Beating A Player	▶	Move into a given space within a game.
Control	▶	Move into a given space to catch a ball.
Dribbling	▶	Move into a given space within a game.
Passing	▶	Throw a ball underarm, overarm and use a bounce pass.
Possession	▶	Beginning to understand where to stand to make a game more difficult for an opponent.
Turning	▶	Move into a given space within a game.

Lower Key Stage Two: Sport Specific Skills

Attacking + Defending	▶	Use a range of techniques to help keep possession of the ball in a team game.
Beating A Player	▶	Find space to move into within a game.
Control	▶	Move to catch / control a ball within a game, maintaining eye contact with the ball.
Dribbling	▶	Dribble a ball in a straight line.
Passing	▶	Pass a ball accurately when moving around during a game.
Possession	▶	Use a range of techniques to help keep possession of the ball in a team game.
Turning	▶	Find space to move into within a game.

Upper Key Stage Two: Sport Specific Skills

Attacking + Defending	▶	Use a range of attacking and defending skills when playing a team game to receive the ball.
Beating A Player	▶	Help other members of team to find space within a team game.
Control	▶	Call out for a pass in a game, demonstrating you are in the best place to receive the ball.
Dribbling	▶	Dribble a ball in different directions and avoid obstacles.
Passing	▶	Choose the most appropriate pass to use within a game.
Possession	▶	In a game, select the most appropriate person to pass to and the style of pass to use.
Turning	▶	Dribble a ball in different directions and avoid obstacles.



Holistic Development: EYFS – UKS2

- Use verbal communication within group activities to help solve problems/complete challenges.
- Use non-verbal communication strategies to help solve problems/complete challenges.
- Follow the instructions of others when working within a team.
- Evaluate own performance within a group or individual challenge.
- Plan ideas of how to solve a problem before attempting it.
- Decide if verbal or non-verbal communication is the most effective choice when solving problems.
- Take the lead within a group challenge and give clear instructions to others.
- Evaluate own and the team's performance and suggest improvements.

Early Years Foundation Stage: Active Start

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|----------|---|--------------------------------------------------------------------------------|
| Batting | ▶ | A range of equipment is manipulated appropriately and confidently. |
| Bowling | ▶ | Demonstrates coordination and control in both fine and gross motor activities. |
| Catching | ▶ | Demonstrates coordination and control in both fine and gross motor activities. |
| Fielding | ▶ | Demonstrates coordination and control in both fine and gross motor activities. |
| Throwing | ▶ | Demonstrates coordination and control in both fine and gross motor activities. |

Key Stage One: Fundamental Movement Skills

- | | | |
|----------|---|---------------------------------------------------------------------------------------|
| Batting | ▶ | Hit a ball with a range of different bats/racquets. |
| Bowling | ▶ | Use over arm and underarm throws to throw items in a straight line. |
| Catching | ▶ | Move into a given space to catch a ball. |
| Fielding | ▶ | Beginning to understand where to stand to make a game more difficult for an opponent. |
| Fielding | ▶ | Move into a given space to catch a ball. |
| Fielding | ▶ | Pass a ball to a partner using hands and feet. |
| Throwing | ▶ | Pass a ball to a partner using hands and feet. |
| Throwing | ▶ | Use over arm and underarm throws to throw items in a straight line. |

Lower Key Stage Two: Sport Specific Skills

- | | | |
|----------|---|--------------------------------------------------------------------------------------|
| Batting | ▶ | Hit a ball with a range of different bats/racquets. |
| Bowling | ▶ | Show control of a range of different throws / passes. |
| Catching | ▶ | Move to catch / control a ball within a game, maintaining eye contact with the ball. |
| Fielding | ▶ | Pass a ball accurately when moving around during a game. |
| Throwing | ▶ | Pass a ball accurately when moving around during a game. |
| Throwing | ▶ | Show control of a range of different throws / passes. |

Upper Key Stage Two: Sport Specific Skills

- | | | |
|----------|---|----------------------------------------------------------------------------------------|
| Batting | ▶ | Hit a ball into space to help increase score within a game. |
| Bowling | ▶ | Choose the most appropriate throw to use within a game. |
| Catching | ▶ | Call out for a catch in a game showing they know they are in the best place. |
| Fielding | ▶ | Call out for a catch in a game showing they know they are in the best place. |
| Fielding | ▶ | In a game, select the most appropriate person to pass to and the style of pass to use. |
| Throwing | ▶ | Choose the most appropriate throw to use within a game. |

Football

Long Term Development Pathway



Holistic Development: EYFS – UKS2

- Use verbal communication within group activities to help solve problems/complete challenges.
- Use non-verbal communication strategies to help solve problems/complete challenges.
- Follow the instructions of others when working within a team.
- Evaluate own performance within a group or individual challenge.
- Plan ideas of how to solve a problem before attempting it.
- Decide if verbal or non-verbal communication is the most effective choice when solving problems.
- Take the lead within a group challenge and give clear instructions to others.
- Evaluate own and the team's performance and suggest improvements.

Early Years Foundation Stage: Active Start

Attacking + Defending	▶	Demonstrates coordination and control in both fine and gross motor activities.
Beating A Player	▶	Negotiates small and large and spaces successfully and safely.
Control	▶	Demonstrates coordination and control in both fine and gross motor activities.
Dribbling	▶	Negotiates small and large and spaces successfully and safely.
Passing	▶	A range of equipment is manipulated appropriately and confidently.
Possession	▶	Demonstrates coordination and control in both fine and gross motor activities.
Turning	▶	Adjusts speed and direction purposefully.

Key Stage One: Fundamental Movement Skills

Attacking + Defending	▶	Beginning to understand where to stand to make a game more difficult for an opponent.
Beating A Player	▶	Move into a given space within a game.
Control	▶	Stop a ball with feet before passing it.
Dribbling	▶	Move into a given space within a game.
Passing	▶	Pass a ball to a partner using hands and feet.
Possession	▶	Beginning to understand where to stand to make a game more difficult for an opponent.
Turning	▶	Move into a given space within a game.

Lower Key Stage Two: Sport Specific Skills

Attacking + Defending	▶	Use a range of techniques to help keep possession of the ball in a team game.
Beating A Player	▶	Find space to move into within a game.
Control	▶	Move to catch / control a ball within a game, maintaining eye contact with the ball.
Dribbling	▶	Dribble a ball in a straight line.
Passing	▶	Pass a ball accurately when moving around during a game.
Possession	▶	Use a range of techniques to help keep possession of the ball in a team game.
Turning	▶	Find space to move into within a game.

Upper Key Stage Two: Sport Specific Skills

Attacking + Defending	▶	Use a range of attacking and defending skills when playing a team game, to receive the ball.
Beating A Player	▶	Help other members of team to find space within a team game.
Control	▶	Call out for a pass in a game, demonstrating you are in the best place to receive the ball.
Dribbling	▶	Dribble a ball in different directions and avoid obstacles.
Passing	▶	Choose the most appropriate pass to use within a game.
Possession	▶	In a game, select the most appropriate person to pass to and the style of pass to use.
Turning	▶	Dribble a ball in different directions and avoid obstacles.



Holistic Development: EYFS – UKS2

- Use verbal communication within group activities to help solve problems/complete challenges.
- Use non-verbal communication strategies to help solve problems/complete challenges.
- Follow the instructions of others when working within a team.
- Evaluate own performance within a group or individual challenge.
- Plan ideas of how to solve a problem before attempting it.
- Decide if verbal or non-verbal communication is the most effective choice when solving problems.
- Take the lead within a group challenge and give clear instructions to others.
- Evaluate own and the team's performance and suggest improvements.

Early Years Foundation Stage: Active Start

- Balance ▶ Demonstrates coordination and control in both fine and gross motor activities.
- Conditioning ▶ Demonstrates coordination and control in both fine and gross motor activities.
- Flexibility ▶ Moves confidently in a range of ways.
- Floor + Vault ▶ A range of equipment is manipulated appropriately and confidently.
- Partner Work ▶ Demonstrates coordination and control in both fine and gross motor activities.

Key Stage One: Fundamental Movement Skills

- Balance ▶ Balance using hands, feet or seat.
- Balance ▶ Create different shapes when balancing.
- Conditioning ▶ Create different shapes when balancing.
- Flexibility ▶ Copy stretching movements for different parts of the body.
- Floor + Vault ▶ Jump: side to side; both feet together; one foot to the other.
- Floor + Vault ▶ Link two or more actions together.
- Floor + Vault ▶ Travel in different ways.
- Floor + Vault ▶ Perform simple rolls.
- Partner Work ▶ Copy short motifs.
- Partner Work ▶ Copy short movements to combine simple balances.

Lower Key Stage Two: Sport Specific Skills

- Balance ▶ Balance on pads and points.
- Balance ▶ Make a range of different shapes when balancing.
- Conditioning ▶ Use all parts of body when travelling in different ways.
- Flexibility ▶ Create own stretching routine to prepare for gymnastics.
- Floor + Vault ▶ Can jump one foot to two feet.
- Floor + Vault ▶ Combine shapes and balances in a performance.
- Floor + Vault ▶ Can jump one foot to the other.
- Floor + Vault ▶ Perform a range of rolls with a good level of accuracy.
- Partner Work ▶ Perform given routines from memory, performing all the elements in the correct order.

Upper Key Stage Two: Sport Specific Skills

- Balance ▶ Perform a range of balances with a high level of control and accuracy.
- Conditioning ▶ Hold different positions when balancing and use different shapes to express a given theme/ mood.
- Flexibility ▶ Lead others in a stretching routine to prepare for gymnastics.
- Floor + Vault ▶ Jump: one foot to same foot to two feet.
- Floor + Vault ▶ Select the most appropriate ways to travel from one balance to another.
- Floor + Vault ▶ Perform actions in and out of rolls.
- Partner Work ▶ Perform longer routines from memory adding expression and extension to movements.
- Partner Work ▶ Create sequences that have changes of speed and level.



Holistic Development: EYFS – UKS2

- Use verbal communication within group activities to help solve problems/complete challenges.
- Use non-verbal communication strategies to help solve problems/complete challenges.
- Follow the instructions of others when working within a team.
- Evaluate own performance within a group or individual challenge.
- Plan ideas of how to solve a problem before attempting it.
- Decide if verbal or non-verbal communication is the most effective choice when solving problems.
- Take the lead within a group challenge and give clear instructions to others.
- Evaluate own and the team's performance and suggest improvements.

Early Years Foundation Stage: Active Start

- Attacking + Defending** ▶ Demonstrates coordination and control in both fine and gross motor activities.
- Beating A Player** ▶ Negotiates small and large and spaces successfully and safely.
- Control** ▶ Demonstrates coordination and control in both fine and gross motor activities.
- Dribbling** ▶ Negotiates small and large and spaces successfully and safely.
- Passing** ▶ A range of equipment is manipulated appropriately and confidently.
- Possession** ▶ Demonstrates coordination and control in both fine and gross motor activities.
- Turning** ▶ Adjusts speed and direction purposefully.

Key Stage One: Fundamental Movement Skills

- Attacking + Defending** ▶ Beginning to understand where to stand to make a game more difficult for an opponent.
- Beating A Player** ▶ Move into a given space within a game.
- Control** ▶ Hit / control a ball using equipment.
- Dribbling** ▶ Move into a given space within a game.
- Passing** ▶ Hit / control a ball using equipment.
- Possession** ▶ Beginning to understand where to stand to make a game more difficult for an opponent.
- Turning** ▶ Move into a given space within a game.

Lower Key Stage Two: Sport Specific Skills

- Attacking + Defending** ▶ Use a range of techniques to help keep possession of the ball in a team game.
- Beating A Player** ▶ Find space to move into within a game.
- Control** ▶ Move to catch / control a ball within a game, maintaining eye contact with the ball.
- Dribbling** ▶ Dribble a ball in a straight line.
- Passing** ▶ Pass a ball accurately when moving around during a game.
- Possession** ▶ Use a range of techniques to help keep possession of the ball in a team game.
- Turning** ▶ Find space to move into within a game.

Upper Key Stage Two: Sport Specific Skills

- Attacking + Defending** ▶ Use a range of attacking and defending skills when playing a team game to receive the ball.
- Beating A Player** ▶ Help other members of team to find space within a team game.
- Control** ▶ Call out for a pass in a game, demonstrating you are in the best place to receive the ball.
- Dribbling** ▶ Dribble a ball in different directions and avoid obstacles.
- Passing** ▶ Choose the most appropriate pass to use within a game.
- Possession** ▶ In a game, select the most appropriate person to pass to and the style of pass to use.
- Turning** ▶ Dribble a ball in different directions and avoid obstacles.



Holistic Development: EYFS – UKS2

- Use verbal communication within group activities to help solve problems/complete challenges.
- Use non-verbal communication strategies to help solve problems/complete challenges.
- Follow the instructions of others when working within a team.
- Evaluate own performance within a group or individual challenge.
- Plan ideas of how to solve a problem before attempting it.
- Decide if verbal or non-verbal communication is the most effective choice when solving problems.
- Take the lead within a group challenge and give clear instructions to others.
- Evaluate own and the team's performance and suggest improvements.

Early Years Foundation Stage: Active Start

- Attacking + Defending** ▶ Demonstrates coordination and control in both fine and gross motor activities.
- Beating A Player** ▶
 - Negotiates small and large spaces successfully and safely.
 - Adjusts speed and direction purposefully.
- Control** ▶ Demonstrates coordination and control in both fine and gross motor activities.
- Passing** ▶ A range of equipment is manipulated appropriately and confidently.
- Possession** ▶ Demonstrates coordination and control in both fine and gross motor activities.

Key Stage One: Fundamental Movement Skills

- Attacking + Defending** ▶ Beginning to understand where to stand to make a game more difficult for an opponent.
- Beating A Player** ▶ Move into a given space to catch a ball.
- Control** ▶ Move into a given space to catch a ball.
- Passing** ▶ Throw a ball underarm, overarm and use a bounce pass.
- Possession** ▶ Beginning to understand where to stand to make a game more difficult for an opponent.

Lower Key Stage Two: Sport Specific Skills

- Attacking + Defending** ▶ Use a range of techniques to help keep possession of the ball in a team game.
- Beating A Player** ▶ Find space to move into within a game.
- Control** ▶ Move to catch / control a ball within a game, maintaining eye contact with the ball.
- Passing** ▶ Pass a ball accurately when moving around during a game.
- Possession** ▶ Use a range of techniques to help keep possession of the ball in a team game.

Upper Key Stage Two: Sport Specific Skills

- Attacking + Defending** ▶ Use a range of attacking and defending skills when playing a team game to receive the ball.
- Beating A Player** ▶ Help other members of team to find space within a team game.
- Control** ▶ Call out for a pass in a game, demonstrating you are in the best place to receive the ball.
- Passing** ▶ Choose the most appropriate pass to use within a game.
- Possession** ▶ In a game, select the most appropriate person to pass to and the style of pass to use.

Holistic Development: EYFS – UKS2

- Use verbal communication within group activities to help solve problems/complete challenges.
- Use non-verbal communication strategies to help solve problems/complete challenges.
- Follow the instructions of others when working within a team.
- Evaluate own performance within a group or individual challenge.
- Plan ideas of how to solve a problem before attempting it.
- Decide if verbal or non-verbal communication is the most effective choice when solving problems.
- Take the lead within a group challenge and give clear instructions to others.
- Evaluate own and the team's performance and suggest improvements.

Early Years Foundation Stage: Active Start

- | | | |
|----------|---|--------------------------------------------------------------------------------|
| Batting | ▶ | A range of equipment is manipulated appropriately and confidently. |
| Bowling | ▶ | Demonstrates coordination and control in both fine and gross motor activities. |
| Catching | ▶ | Demonstrates coordination and control in both fine and gross motor activities. |
| Fielding | ▶ | Demonstrates coordination and control in both fine and gross motor activities. |
| Throwing | ▶ | Demonstrates coordination and control in both fine and gross motor activities. |

Key Stage One: Fundamental Movement Skills

- | | | |
|----------|---|---------------------------------------------------------------------------------------|
| Batting | ▶ | Hit a ball with a range of different bats/racquets. |
| Bowling | ▶ | Use over arm and underarm throws to throw items in a straight line. |
| Catching | ▶ | Move into a given space to catch a ball. |
| Fielding | ▶ | Beginning to understand where to stand to make a game more difficult for an opponent. |
| Fielding | ▶ | Move into a given space to catch a ball. |
| Fielding | ▶ | Pass a ball to a partner using hands and feet. |
| Throwing | ▶ | Pass a ball to a partner using hands and feet. |
| Throwing | ▶ | Use over arm and underarm throws to throw items in a straight line. |

Lower Key Stage Two: Sport Specific Skills

- | | | |
|----------|---|--------------------------------------------------------------------------------------|
| Batting | ▶ | Hit a ball with a range of different bats/racquets. |
| Bowling | ▶ | Show control of a range of different throws / passes. |
| Catching | ▶ | Move to catch / control a ball within a game, maintaining eye contact with the ball. |
| Fielding | ▶ | Pass a ball accurately when moving around during a game. |
| Throwing | ▶ | Pass a ball accurately when moving around during a game. |
| Throwing | ▶ | Show control of a range of different throws / passes. |

Upper Key Stage Two: Sport Specific Skills

- | | | |
|----------|---|----------------------------------------------------------------------------------------|
| Batting | ▶ | Hit a ball into space to help increase score within a game. |
| Bowling | ▶ | Choose the most appropriate throw to use within a game. |
| Catching | ▶ | Call out for a catch in a game showing they know they are in the best place. |
| Fielding | ▶ | Call out for a catch in a game showing they know they are in the best place. |
| Fielding | ▶ | In a game, select the most appropriate person to pass to and the style of pass to use. |
| Throwing | ▶ | Choose the most appropriate throw to use within a game. |



Holistic Development: EYFS – UKS2

- Use verbal communication within group activities to help solve problems/complete challenges.
- Use non-verbal communication strategies to help solve problems/complete challenges.
- Follow the instructions of others when working within a team.
- Evaluate own performance within a group or individual challenge.
- Plan ideas of how to solve a problem before attempting it.
- Decide if verbal or non-verbal communication is the most effective choice when solving problems.
- Take the lead within a group challenge and give clear instructions to others.
- Evaluate own and the team's performance and suggest improvements.

Early Years Foundation Stage: Active Start

- Attacking + Defending** ▶ Demonstrates coordination and control in both fine and gross motor activities.
- Beating A Player** ▶ Negotiates small and large and spaces successfully and safely.
- Control** ▶ Demonstrates coordination and control in both fine and gross motor activities.
- Passing** ▶ A range of equipment is manipulated appropriately and confidently.
- Possession** ▶ Demonstrates coordination and control in both fine and gross motor activities.
- Turning** ▶ Adjusts speed and direction purposefully.

Key Stage One: Fundamental Movement Skills

- Attacking + Defending** ▶ Beginning to understand where to stand to make a game more difficult for an opponent.
- Beating A Player** ▶ Move into a given space within a game.
- Control** ▶ Move into a given space to catch a ball.
- Passing** ▶ Pass a ball to a partner using hands and feet.
- Possession** ▶ Beginning to understand where to stand to make a game more difficult for an opponent.
- Turning** ▶ Move into a given space within a game.

Lower Key Stage Two: Sport Specific Skills

- Attacking + Defending** ▶ Use a range of techniques to help keep possession of the ball in a team game.
- Beating A Player** ▶ Find space to move into within a game.
- Control** ▶ Move to catch / control a ball within a game, maintaining eye contact with the ball.
- Passing** ▶ Pass a ball accurately when moving around during a game.
- Possession** ▶ Use a range of techniques to help keep possession of the ball in a team game.
- Turning** ▶ Find space to move into within a game.

Upper Key Stage Two: Sport Specific Skills

- Attacking + Defending** ▶ Use a range of attacking and defending skills when playing a team game to receive the ball.
- Beating A Player** ▶ Help other members of team to find space within a team game.
- Control** ▶ Call out for a pass in a game, demonstrating you are in the best place to receive the ball.
- Passing** ▶ Choose the most appropriate pass to use within a game.
- Possession** ▶ In a game, select the most appropriate person to pass to and the style of pass to use.
- Turning** ▶ Dribble a ball in different directions and avoid obstacles.

Tennis

Long Term Development Pathway



Holistic Development: EYFS – UKS2

- Use verbal communication within group activities to help solve problems/complete challenges.
- Use non-verbal communication strategies to help solve problems/complete challenges.
- Follow the instructions of others when working within a team.
- Evaluate own performance within a group or individual challenge.
- Plan ideas of how to solve a problem before attempting it.
- Decide if verbal or non-verbal communication is the most effective choice when solving problems.
- Take the lead within a group challenge and give clear instructions to others.
- Evaluate own and the team's performance and suggest improvements.

Early Years Foundation Stage: Active Start

Backhand
Forehand
Smash
Volley



- A range of equipment is manipulated appropriately and confidently.
- Demonstrates coordination and control in both fine and gross motor activities.

Serve



- A range of equipment is manipulated appropriately and confidently.
- Demonstrates coordination and control in both fine and gross motor activities.

Key Stage One: Fundamental Movement Skills

Backhand
Forehand
Smash
Volley



Beginning to understand where to stand to make a game more difficult for an opponent.

Backhand
Forehand
Smash
Volley



Hit a ball with a tennis style bat or racquet.

Backhand
Forehand
Smash
Volley



Link two or more actions together.

Backhand
Forehand
Smash
Volley



Move into a given space within a game.

Serve



Hit a ball with a tennis style bat or racquet.

Serve



Link two or more actions together.

Lower Key Stage Two: Sport Specific Skills

Backhand
Forehand
Smash
Volley



Find space to move into within a game.

Backhand
Forehand
Smash
Volley



Hit a ball with a range of different bats/racquets.

Serve



Find space to move into within a game.

Serve



Hit a ball with a range of different bats/racquets.

Upper Key Stage Two: Sport Specific Skills

Backhand
Forehand
Smash
Volley



Hit a ball into space to help increase score within a game.

Serve



Hit a ball into space to help increase score within a game.