

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

Agility

Balance

Coordination

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

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

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.

Once a child begins to

Movement Skills they

grasp the

Fundamental

Athletics

Creative Movement

Invasion Games

Net/Wall Games

Striking + Fielding

EYFS Curriculum

Areas for Assessment



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
 Moves confidently in a range of ways. Negotiates small and large and spaces successfully and safely. Can move confidentially in time to music. Adjusts speed and direction purposefully. 	A range of equipment is manipulated appropriately and confidently.		 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.
Demonstrates coordination and control in both fine and gross motor activities.			

KS1 Curriculum

Areas for Assessment



Areas for Assessment

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

Locomotion Skills

- 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.

Manipulation Skills

- 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.

Stabilisation Skills

- Copy stretching movements for different parts of the body.
- Balance using hands, feet or seat.
- Create different shapes when balancing.

Holistic Development

- 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.

- Move into a given space to catch a ball.
- Copy short movements to combine simple balances.

LKS2 Curriculum

Areas for Assessment



Areas for Assessment

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

Locomotion Skills

- 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.

Manipulation Skills

- 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.

Stabilisation Skills

- · 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.

Holistic Development

- 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.

- 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.
- Use a range of techniques to help keep possession of the ball in a team game.

UKS2 Curriculum

Areas for Assessment



Areas for Assessment

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

Locomotion Skills

- 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 feet
- · Perform 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 movements
- Create 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.

Manipulation Skills

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

Stabilisation Skills

- Lead others in a stretching routine to prepare for aymnastics.
- 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.

Holistic Development

- 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.

- Use the correct action to throw a javelin with a run up.
- Use toe and heel to spin and throw a discus and shot put
- Dribble a ball in different directions and avoid obstacles
- Perform dance actions with control and expression.
- Select the most appropriate ways to travel from one balance to another
- Use a range of attacking and defending skills when playing a team game.

Athletics



Holistic Development: EYFS – UKS2	Early Years Foundation Stage: Active Start		Key Stage One: Fundamental Movement Skills			Lower Key	「wo: Sport Specific Skills	Upper Key Stage Two: Sport Specific Skills			
Use verbal communication within group activities to help solve problems/complete challenges.		Demonstrates coordination	Standing		Jump: side to side; both feet together; one foot to the	Long Jump	>	Jump; one foot to the other; one foot to two feet	Long Jump	>	Jump: one foot to same foot to two feet
Use non-verbal communication strategies to help solve problems/complete challenges.	Jumping	and control in both fine and gross motor activities.	Long Jumping	Þ	other	Standing Triple Jump	>	Jump; one foot to the other; one foot to two feet	Triple Jump	>	Jump; one foot to same foot to two feet
Follow the instructions of others when working within a team.			Hurdles	>	Link two or more actions together	Hurdles	>	Sprint up to 100m.	Hurdles	>	Use a body shape to decrease air resistance when running.
Evaluate own performance within a group or individual challenge.		Adjusts speed and direction purposefully.	Middle Distance	>	Run 100m.	Middle Distance	>	Run 200m	Middle Distance	>	Run longer distances; knowing when to use a sprint.
Plan ideas of how to solve a problem before attempting it.	Running	Demonstrates coordination and control in both fine and gross motor activities.	Relay	>	Sprint up to 60m.	Relay	>	Sprint up to 100m.	Relay	>	Use a body shape to decrease air resistance when running.
Decide if verbal or non-verbal communication is the most effective choice when solving problems.			Sprint	>	Sprint up to 60m.	Sprint	>	Sprint up to 100m.	Sprint	>	Use a body shape to decrease air resistance when running.
Take the lead within a group challenge and give clear instructions to others.		A range of equipment is manipulated appropriately				Discus	>	Use a push throw to throw a discus and shot put.	Discus	>	Use toe and heel to spin and throw a discus and shot put.
Evaluate own and the team's performance and suggest improvements.	Throwing	and confidently. Demonstrates coordination and control in both fine and	Target Throw	>	Use over arm and underarm throws to throw items in a straight line.	Javelin	>	Use the correct action to throw a javelin without a run up.	Javelin	>	Use the correct action to throw a javelin with a run up.
		gross motor activities.				Shotput	>	Use a push throw to throw a discus and shot put.	Shotput	>	Use toe and heel to spin and throw a discus and shot put.

Basketball

Long Term Development Pathway

Evaluate own and the team's performance and suggest improvements.



Holistic Development: EYFS – UKS2	Early Years Foundation Stage: Active Start		Key Stage One: Fo	undamental Movement Skills	wo: Sport Specific Skills	Upper Key Stage	Stage Two: Sport Specific Skills		
Use verbal communication within group activities to help solve problems/complete challenges.		Decree de des constitues de la constitue de la		Beginning to understand				Use a range of attacking and	
Use non-verbal communication strategies to	Attacking + Defending	Demonstrates coordination and control in both fine and gross motor activities.	Attacking + Defending	where to stand to make a game more difficult for an opponent.	Attacking + Defending	Use a range of techniques to help keep possession of the ball in a team game.	Attacking + Defending	defending skills when playing a team game.to receive the ball.	
help solve problems/complete challenges. Follow the instructions of	Beating A Player	Negotiates small and large and spaces successfully and safely.	Beating A Player	Move into a given space within a game.	Beating A Player	Find space to move into within a game.	Beating A Player	Help other members of team to find space within a team game.	
others when working within a team. Evaluate own performance within a group or individual	Control	Demonstrates coordination and control in both fine and gross motor activities.	Control	Move into a given space to catch a ball.	Control	Move to catch / control a ball within a game, maintaining eye contact with the ball.	Control	Call out for a pass in a game, demonstrating you are in the best place to receive the ball.	
challenge. Plan ideas of how to solve a problem before attempting it.	Dribbling	Negotiates small and large and spaces successfully and safely.	Dribbling >	Move into a given space within a game.	Dribbling	Dribble a ball in a straight line.	Dribbling	Dribble a ball in different directions and avoid obstacles.	
Decide if verbal or non-verbal communication is the most effective choice when solving	Passing	A range of equipment is manipulated appropriately and confidently.	Passing	Throw a ball underarm, overarm and use a bounce pass.	Passing	Pass a ball accurately when moving around during a game.	Passing	Choose the most appropriate pass to use within a game.	
Take the lead within a group challenge and give clear	Possession	Demonstrates coordination and control in both fine and gross motor activities.	Possession	Beginning to understand where to stand to make a game more difficult for an opponent.	Possession	Use a range of techniques to help keep possession of the ball in a team game.	Possession	In a game, select the most appropriate person to pass to and the style of pass to use.	
instructions to others.		Adjusts speed and direction		Move into a given space		Find space to move into		Dribble a ball in different	

Move into a given space within a game.

Turning

Find space to move into

within a game.

Turning

directions and avoid

obstacles.

Adjusts speed and direction

purposefully.

Turning

Turning

Cricket



Holistic Development: EYFS – UKS2	Early Years Foundation Stage: Active Start		Key Stage	Key Stage One: Fundamental Movement Skills Lov		Lower Key	Lower Key Stage Two: Sport Specific Skills			Upper Key Stage Two: Sport Specific Skills			
Use verbal communication within group activities to help solve problems/complete challenges. Use non-verbal communication strategies to	Batting	>	A range of equipment is manipulated appropriately and confidently.	Batting	>	Hit a ball with a range of different bats/racquets.	Batting	>	Hit a ball with a range of different bats/racquets.	Batting	>	Hit a ball into space to help increase score within a game.	
help solve problems/complete challenges. Follow the instructions of others when working within a	Bowling	>	Demonstrates coordination and control in both fine and gross motor activities.	Bowling	>	Use over arm and underarm throws to throw items in a straight line.	Bowling	>	Show control of a range of different throws / passes.	Bowling	>	Choose the most appropriate throw to use within a game.	
team. Evaluate own performance within a group or individual	Catching	>	Demonstrates coordination and control in both fine and gross motor activities.	Catching	>	Move into a given space to catch a ball.	Catching	>	Move to catch / control a ball within a game, maintaining eye contact with the ball.	Catching	>	Call out for a catch in a game showing they know they are in the best place.	
challenge. Plan ideas of how to solve a problem before attempting it.				Fielding	>	Beginning to understand where to stand to make a game more difficult for an opponent.				Fielding	N	Call out for a catch in a game showing they know	
Decide if verbal or non-verbal communication is the most effective choice when solving	Fielding	>	Demonstrates coordination and control in both fine and gross motor activities.	Fielding	>	Move into a given space to catch a ball.	Fielding	>	Pass a ball accurately when moving around during a game.	Fielding	D	In a game, select the most appropriate person to pass	
problems. Take the lead within a group challenge and give clear instructions to others.				Fielding	>	Pass a ball to a partner using hands and feet.						to and the style of pass to use.	
Evaluate own and the team's performance and suggest improvements.	Throwing	Throwing	b	Demonstrates coordination and control in both fine and	Throwing	>	Pass a ball to a partner using hands and feet.	Throwing	>	Pass a ball accurately when moving around during a game.	Throwing	>	Choose the most appropriate
improvements.			gross motor activities.	Throwing	>	Use over arm and underarm throws to throw items in a straight line.	Throwing	>	Show control of a range of different throws / passes.	Thowing		throw to use within a game.	

Football

Long Term Development Pathway

Evaluate own and the team's

performance and suggest improvements.



Dribble a ball in different

directions and avoid

obstacles.

Turning

Holistic Development; EYFS – UKS2	Early Years Foundation Stage: Active Start		Key Stage One: Fo	undamental Movement Skills	Lower Key Stage T	wo: Sport Specific Skills	Upper Key Stage Two: Sport Specific Skills		
Use verbal communication within group activities to help solve problems/complete challenges.	Attacking +	Demonstrates coordination and control in both fine and	Attacking +	Beginning to understand where to stand to make a game more difficult for an	Attacking +	Use a range of techniques to help keep possession of the	Attacking +	Use a range of attacking and defending skills when playing a team game to receive the	
Use non-verbal communication strategies to	Defending	gross motor activities.	Defending	opponent.	Defending	ball in a team game.	Defending	ball.	
help solve problems/complete challenges. Follow the instructions of others when working within a	Beating A Player	Negotiates small and large and spaces successfully and safely.	Beating A Player	Move into a given space within a game.	Beating A Player	Find space to move into within a game.	Beating A Player	Help other members of team to find space within a team game.	
Evaluate own performance within a group or individual	Control	Demonstrates coordination and control in both fine and gross motor activities.	Control	Stop a ball with feet before passing it.	Control	Move to catch / control a ball within a game, maintaining eye contact with the ball.	Control	Call out for a pass in a game, demonstrating you are in the best place to receive the ball.	
challenge. Plan ideas of how to solve a problem before attempting it.	Dribbling	Negotiates small and large and spaces successfully and safely.	Dribbling	Move into a given space within a game.	Dribbling	Dribble a ball in a straight line.	Dribbling	Dribble a ball in different directions and avoid obstacles.	
Decide if verbal or non-verbal communication is the most	Passing	A range of equipment is manipulated appropriately and confidently.	Passing	Pass a ball to a partner using hands and feet.	Passing	Pass a ball accurately when moving around during a game.	Passing	Choose the most appropriate pass to use within a game.	
effective choice when solving problems. Take the lead within a group challenge and give clear	Possession	Demonstrates coordination and control in both fine and gross motor activities.	Possession	Beginning to understand where to stand to make a game more difficult for an opponent.	Possession	Use a range of techniques to help keep possession of the ball in a team game.	Possession	In a game, select the most appropriate person to pass to and the style of pass to use.	
instructions to others.									

Move into a given space within a game.

Find space to move into within a game.

Turning

Adjusts speed and direction

purposefully.

Turning

Turning

Gymnastics



Holistic Development: EYFS – UKS2	Early Years Foundation Stage: Active Start	Key Stage One: Fundamental Movement Skills	Lower Key Stage Two: Sport Specific Skills	Skills Upper Key Stage Two: Sport Specific Skills			
Use verbal communication within group activities to help solve problems/complete challenges.	Demonstrates coordination and control in both fine and	Balance using hands, feet or seat.	Balance on pads and points.	Perform a range of balances with a high level of control			
Use non-verbal communication strategies to help solve problems/complete challenges.	gross motor activities.	Balance Create different shapes when balancing.	Balance Make a range of different shapes when balancing.	and accuracy.			
Follow the instructions of others when working within a team.	Conditioning Demonstrates coordination and control in both fine and gross motor activities.	Conditioning Create different shapes when balancing.	Conditioning Use all parts of body when travelling in different ways.	Conditioning Hold different positions when balancing and use different shapes to express a given theme/mood.			
Evaluate own performance within a group or individual challenge.	Flexibility Moves confidently in a range of ways.	Flexibility Copy stretching movements for different parts of the body.	Flexibility Create own stretching routine to prepare for gymnastics.	Flexibility Lead others in a stretching routine to prepare for gymnostics.			
Plan ideas of how to solve a problem before attempting it.		Floor + Vault Jump: side to side; both feet together; one foot to the other.	Floor+Vault Can jump one foot to two feet.	Jump: one foot to same foot to two feet.			
Decide if verbal or non-verbal communication is the most effective choice when solving problems.	A range of equipment is	Floor+Vault Link two or more actions together.	Floor+Vault Combine shapes and balances in a performance	Floor + Vault foot to two feet. Select the most appropriate ways to travel from one			
Take the lead within a group challenge and give clear instructions to others.	Floor + Vault manipulated appropriately and confidently.	Floor + Vault Travel in different ways.	Floor + Vault Can jump one foot to the other.	balance to another.			
Evaluate own and the team's performance and suggest improvements.		Floor + Vault Perform simple rolls.	Floor + Vault Perform a range of rolls with a good level of accuracy.	Floor + Vault Perform actions in and out of rolls.			
	Demonstrates coordination	Partner Work Copy short motifs.	Perform given routines from	Partner Work Perform longer routines from memory adding expression and extension to movements.			
	Partner Work and control in both fine and gross motor activities.	Partner Work Copy short movements to combine simple balances.	Partner Work memory, performing all the elements in the correct order.	Partner Work Create sequences that have changes of speed and level.			

Hockey

Long Term Development Pathway



Upper Key Stage Two: Sport Specific Skills

Holistic Development: EYFS – UKS2

Early Years Foundation Stage: Active Start

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.

Attacking + Defending	>	Demonstrates coordination and control in both fine and gross motor activities.	Attacking + Defending	>	Beginning to understand where to stand to make a game more difficult for an opponent.	Attacking + Defending	>	Use a range of techniques to help keep possession of the ball in a team game.	Attacking + Defending	>	Use a range of attacking and defending skills when playing a team game, to receive the ball.
Beating A Player	>	Negotiates small and large and spaces successfully and safely.	Beating A Player	>	Move into a given space within a game.	Beating A Player	>	Find space to move into within a game.	Beating A Player	>	Help other members of team to find space within a team game.
Control	>	Demonstrates coordination and control in both fine and gross motor activities.	Control	>	Hit / control a ball using equipment.	Control	>	Move to catch / control a ball within a game, maintaining eye contact with the ball.	Control	>	Call out for a pass in a game, demonstrating you are in the best place to receive the ball.
Dribbling	>	Negotiates small and large and spaces successfully and safely.	Dribbling	>	Move into a given space within a game.	Dribbling	>	Dribble a ball in a straight line.	Dribbling	>	Dribble a ball in different directions and avoid obstacles.
Passing	>	A range of equipment is manipulated appropriately and confidently.	Passing	>	Hit / control a ball using equipment.	Passing	>	Pass a ball accurately when moving around during a game.	Passing	>	Choose the most appropriate pass to use within a game.
Possession	>	Demonstrates coordination and control in both fine and gross motor activities.	Possession	>	Beginning to understand where to stand to make a game more difficult for an opponent.	Possession	>	Use a range of techniques to help keep possession of the ball in a team game.	Possession	>	In a game, select the most appropriate person to pass to and the style of pass to use.
Turning	>	Adjusts speed and direction purposefully.	Turning	>	Move into a given space within a game.	Turning	>	Find space to move into within a game.	Turning	>	Dribble a ball in different directions and avoid obstacles.

Lower Key Stage Two: Sport Specific Skills

Key Stage One: Fundamental Movement Skills

Netball

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.

Upper Key Stage Two: Sport Specific Skills Early Years Foundation Stage: Active Start Key Stage One: Fundamental Movement Skills Lower Key Stage Two: Sport Specific Skills Use a range of attacking and Beginning to understand Attacking Demonstrates coordination Attacking Use a range of techniques to Attacking Attacking where to stand to make a defending skills when playing and control in both fine and help keep possession of the game more difficult for an a team game to receive the gross motor activities. Defending ball in a team game. Defending Defending Defending Negotiates small and large and spaces successfully and safely. Beating A Help other members of team Move into a given space to Beating A Beating A Find space to move into Beating A to find space within a team catch a ball. Player within a game. Player Player Player game. Adjusts speed and direction purposefully. Move to catch / control a Call out for a pass in a game, Demonstrates coordination Move into a given space to ball within a game, demonstrating you are in the and control in both fine and Control Control Control Control catch a ball. maintaining eye contact with best place to receive the ball. gross motor activities. A range of equipment is Throw a ball underarm, Pass a ball accurately when Choose the most appropriate manipulated appropriately overarm and use a bounce Passing Passing Passing moving around during a Passing pass to use within a game. and confidently. Beginning to understand Demonstrates coordination Use a range of techniques to In a game, select the most where to stand to make a and control in both fine and help keep possession of the Possession appropriate person to pass to Possession > Possession > Possession > game more difficult for an gross motor activities. and the style of pass to use. ball in a team game. opponent.

Rounders



Holistic Development: EYFS – UKS2	Early Years Foundation Stage: Active Start		Key Stage	Key Stage One: Fundamental Movement Skills		Lower Key Stage Two: Sport Specific Skills			Upper Key Stage Two: Sport Specific Skills					
Use verbal communication within group activities to help solve problems/complete challenges. Use non-verbal communication strategies to	Batting	>	A range of equipment is manipulated appropriately and confidently.	Batting	>	Hit a ball with a range of different bats/racquets.	Batting	>	Hit a ball with a range of different bats/racquets.	Batting	>	Hit a ball into space to help increase score within a game.		
help solve problems/complete challenges. Follow the instructions of others when working within a	Bowling	>	Demonstrates coordination and control in both fine and gross motor activities.	Bowling	>	Use over arm and underarm throws to throw items in a straight line.	Bowling	>	Show control of a range of different throws / passes.	Bowling	>	Choose the most appropriate throw to use within a game.		
Evaluate own performance within a group or individual	Catching	>	Demonstrates coordination and control in both fine and gross motor activities.	Catching	>	Move into a given space to catch a ball.	Catching	>	Move to catch / control a ball within a game, maintaining eye contact with the ball.	Catching	>	Call out for a catch in a game showing they know they are in the best place.		
challenge. Plan ideas of how to solve a problem before attempting it.				Fielding	>	Beginning to understand where to stand to make a game more difficult for an opponent.				5.15	_	Call out for a catch in a game showing they know		
Decide if verbal or non-verbal communication is the most effective choice when solving	Fielding	>	Þ	>	Demonstrates coordination and control in both fine and gross motor activities.	Fielding	>	Move into a given space to catch a ball.	Fielding	Þ	Pass a ball accurately when moving around during a game.	Fielding Fielding	D	they are in the best place. In a game, select the most appropriate person to pass
problems. Take the lead within a group challenge and give clear				Fielding	>	Pass a ball to a partner using hands and feet.				riciang		to and the style of pass to use.		
Evaluate own and the team's performance and suggest	Throwing	_	Demonstrates coordination	Throwing	>	Pass a ball to a partner using hands and feet.	Throwing	>	Pass a ball accurately when moving around during a game.	71	_	Choose the most appropriate		
improvements.			and control in both fine and gross motor activities.	Throwing	>	Use over arm and underarm throws to throw items in a straight line.	Throwing	>	Show control of a range of different throws / passes.	Throwing	V	throw to use within a game.		

Rugby

Long Term Development Pathway



Upper Key Stage Two: Sport Specific Skills

Holistic Development: EYFS - UKS2

Early Years Foundation Stage: Active Start

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.

Use a range of attacking and Beginning to understand Demonstrates coordination Use a range of techniques to Attacking Attacking Attacking Attacking where to stand to make a defending skills when playing and control in both fine and help keep possession of the game more difficult for an a team game to receive the gross motor activities. Defending Defending ball in a team game. Defending Defending opponent. Negotiates small and large Help other members of team Beating A Beating A Player Move into a given space Find space to move into Beating A Beating A and spaces successfully and to find space within a team within a game. Player within a game. Player Player Player Move to catch / control a Demonstrates coordination Call out for a pass in a game, Move into a given space to ball within a game, and control in both fine and demonstrating you are in the Control Control Control Control catch a ball. maintaining eye contact with aross motor activities. best place to receive the ball. the ball. A range of equipment is Pass a ball accurately when Pass a ball to a partner using Choose the most appropriate manipulated appropriately Passing Passing Passing moving around during a Passing hands and feet. pass to use within a game. and confidently. Beginning to understand Demonstrates coordination In a game, select the most Use a range of techniques to where to stand to make a Possession Possession > appropriate person to pass to Possession > and control in both fine and Possession help keep possession of the game more difficult for an gross motor activities. and the style of pass to use. ball in a team game. opponent. Dribble a ball in different Adjusts speed and direction Move into a given space Find space to move into directions and avoid Turning Turning Turning Turning purposefully. within a game. within a game. obstacles.

Lower Key Stage Two: Sport Specific Skills

Key Stage One: Fundamental Movement Skills

Tennis

Long Term Development Pathway

instructions to others.

Evaluate own and the team's performance and suggest improvements.



Holistic Development: EYFS - UKS2 Early Years Foundation Stage: Active Start Key Stage One: Fundamental Movement Skills Lower Key Stage Two: Sport Specific Skills Upper Key Stage Two: Sport Specific Skills Use verbal communication within group activities to help solve problems/complete challenges. Beginning to understand Backhand where to stand to make a Forehand Smash game more difficult for an Use non-verbal Volley opponent, communication strategies to help solve problems/complete challenges. Backhand Backhand A range of equipment is Hit a ball with a tennis style Find space to move into Forehand Forehand manipulated appropriately bat or racquet. within a game. Smash Smash and confidently. Backhand Backhand Follow the instructions of Volley Volley Hit a ball into space to help Forehand Forehand others when working within a increase score within a Smash Smash team. game. Backhand Backhand Volley Volley Demonstrates coordination Hit a ball with a range of Link two or more actions Forehand Forehand and control in both fine and different bats/racquets. together. Smash Smash gross motor activities. Evaluate own performance Volley Volley within a group or individual challenge. Backhand Forehand Move into a given space Smash within a game. Volley Plan ideas of how to solve a problem before attempting it. A range of equipment is Hit a ball with a tennis style Find space to move into manipulated appropriately Serve Serve bat or racquet. within a game. Decide if verbal or non-verbal and confidently. communication is the most Hit a ball into space to help effective choice when solving increase score within a Serve Serve game. Demonstrates coordination Link two or more actions Hit a ball with a range of and control in both fine and Serve Serve together. different bats/racquets. Take the lead within a group aross motor activities. challenge and give clear