



## Hoyland Springwood Primary – Physical Education Progression Overview Document

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. This progression overview is supported and underpinned by the granular detail document and should be used in conjunction with this.

The national curriculum for physical education aims to ensure that all pupils:

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

Year Group	Term					
	Autumn		Spring		Summer	
<b>EYFS</b>	Multi skills – ABC's Jungle Journey	Multi skills – F/E Co-ordination Jungle Journey	Multi skills – H/E Co-ordination	Gymnastics Introduction of invasion games	Multi skills – H/E Co-ordination Dance	Team relays Athletics
<b>Year 1 /2</b>	Multi skills – ABC's Dance	Multi skills – F/E Co-ordination Invasion games - Football	Multi skills – H/E Co-ordination Invasion games -Hockey	Gymnastics Invasion games - Tag Rugby	Multi skills – H/E Co-ordination Cricket	Team Building Athletics
<b>Year 3/4</b>	Multi skills – ABC's (3) Dance	Multi skills – F/E Co-ordination Invasion games - Football	Handball Invasion games -Hockey	Gymnastics Invasion games - Tag Rugby	Rounders (4) Cricket	Tennis (4) Athletics
<b>Year 4/5</b>	Invasion games -Football (5) Swimming	Tag Rugby (5) Swimming	Handball (4) Gymnastics	Dance Basketball (4)	Rounder's (4) Tennis (4)	Athletics Cricket (5)
<b>Year 5/6</b>	Invasion games -Football (5) Invasion games –Hockey (6)	Tag Rugby (5) Netball	Handball (6) Gymnastics	Basketball (6) Dance	Rounder's (6) Tennis (4)	Athletics Cricket (5)
<b>Provisions</b>	Multi skills – ABC's Swimming	Multi skills F/E Co-ordination leading to football Swimming	Multi skills H/E Co-ordination - Hockey	Basketball	Cricket	Athletics

# Gymnastics

Gymnastics	NC Objectives	KS1: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		KS2: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  KS2: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	Year group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Progression of knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Control, Co-ordination, walking, hopping, jumping, landing, balance, stand, sit, Pencil roll, Egg roll, Dish roll, forward roll	Rhythm, actions, balance, in time, Co-ordinate, travelling, jump roll, straight, tucked, star, straddle, pike, arch, dish, tension, core, crouch extension, support position	Control, focus, travel, turn, body shape, mirroring, unison, canon, sequence, change, balances, travelling, rolling, apparatus, partner, floor, entry and exit points.	Perform, evaluate, mirror, contrast, link, shoulder stand, head stand, safety, gravity, base.	Stag jump, taking off, landing, bench controlling quarter or half turn jump, twisted upper body strength, combinations of 1/2/3/4 "points	Confidence, clarity, alignment, flow of energy, strength, projection, style, musicality, travel, turn, gesture, jump stillness, speed, energy, continuity,	

# Gymnastics

Gymnastics	NC Objectives	KS1: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		KS2: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  KS2: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	Year group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Progression of knowledge	To know how to explore different styles of travelling: under, over and through. Beginning to travel on apparatus.  To know how to jump and land safely, whilst exploring different jumping techniques.	To know how to use apparatus (extended) safely with entrances, exits, balances and including medium level shapes.  To know how to jump and land safely using apparatus, including from a variety of heights, directions and landings.	To know how to perform a wide range of shapes and balances on apparatus.  To know how to perform shapes in flight, on and off a piece of apparatus, including turn, twist and spin.  To know how to perform a range of jumps and leaps from varying heights and on a vault.	To know how to perform a forward roll with appropriate entrances and exits including on, off and over apparatus.  To know how to link movements by performing jumps, turns and pivots.	To know how to perform forwards and backward rolls with a range of entrances and exits. Learning a headstand, transitioning into a forward roll and incorporating as part of a routine.  To know how to vault safely with a range of entrances and exits and then into rolling, building up to various landings on and over a vault.	To know how to perform to roll on, off and over apparatus within routines. Include counterbalances and counter tension balances.  To know how to roll in sequences on, off and over apparatus. Include into partner routines.
		To know how to copy, mirror and create a small routine and matching actions.	To know how to model linking and mirroring of low-level shapes. Including balancing & travel with a partner using mirroring technique.	To know how to perform mirrored and matching travels and balances with a partner	To know how to complete mirroring actions along different pathways and levels, including basic rolls	To know how to plan a sequence of movements on apparatus both individually and as a group, in time with each other to form a routine.	To know how to combine balancing & travelling to produce a floor routine including matching. Incorporate apparatus. Produce mirroring routine with a partner on apparatus.
Vocabulary	Travel, safe, under, over, through, mirror, routine, match.	Link, mirror, balance, travel, partner work, direction, entrance, exit.	Apparatus, flight, twist, turn, spin, vault, springboard.	Forward roll, entrance, exit, pivot, roll, levels	Forwards, backwards, transitioning, landing, muscle tension.	Combine, routine, matching, mirroring, partner work, singular.	

Athletics	NC Objectives	KS1: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		KS2: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. KS2: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	Year group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Progression of knowledge	To know how to run fast from a standing start developing speed and coordination.  To know how to jump and throw, developing coordination, agility and rhythm.	To know how to developing awareness of speed when running a short distance, including control and fluency in movements; understanding how their body reacts when running.  To know how to jump for distance. Developing awareness of space, height and distance.	To know how to run a relay and change over the baton appropriately – including passing a baton from standing start.  To know how to jump for distance including jumping from a standing start. Developing skills to jump further distances.	To know how to communicate as a team to make relay changeovers.  Improving running technique including the sprint finish and maintaining sprint pace  To know how to challenge self to jump for distance including measuring performance. Jumping for height including high over obstacles.	To know how to run relays, running in a given zone, changing baton over with increased skill.  To know how to develop jumping for distance (triple jump); jumping in different ways and competing competitively	To know how to compete in a variety of athletics type races; adjusting running styles from sprinting to long distance.  To know how to use correct techniques for all jumps, challenging self to jump further distances.
		To know how to run and kick for accuracy and speed.	To know how to adjust and make changes to running speed when completing different distances.	To know how to run for speed, including over longer distances.  *Learn basics of hurdling, keeping head same height throughout jumping.	Sprinting, challenge self and recording performance.	Develop running for speed including sprint from a start finish and sprinting further distance over a given time. Developing hurdling skills, including the role of the lead and trail leg; applying skill to competitive situation.	Run with greater fluency & speed, including hurdling; using the correct stride pattern. Can analyse the changes in speeds when sprinting and hurdling.
Vocabulary	Run, speed, jog, sprint, stretch, warm up, heart rate, direction, accurate	Warm up, cool down, stretches, heart rate, breathing rate, running pattern, space, height, technique, control, fluency	Jog, run, sprint, pace, distance, endurance, analyse, stretch, muscle groups, hurdles, leading leg, relay, change over, baton	Adapt, improvements, running style, speeds, body adaptations, SMART targets., obstacle, record, communication	Endurance, relay, team work, strengths, improvements, accuracy, triple jump, trail leg.	Realistic, targets, achievable, distance, warm up, heart rate, breathing rate, fluency, stride, distance.	

Athletics	NC Objectives	KS1: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		KS2: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. KS2: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	Year group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Progression of knowledge	To know how to complete a basic throw, catch and skip developing hand eye coordination and ball handling and throwing skills	To know how to throw and aim with accuracy towards a given target.	To know how to develop throwing skills – further distances and a range of techniques.	To know how to throw for distance challenging self and recording performance. Using overhead heave and fling throw	To know how to develop throwing skills using a variety of techniques. Throwing javelin from a standing start.	To know how to use correct techniques for all throws, measuring accurately, challenging to throw further distances.
		To know how to complete a basic bowl and step throwing with agility and with skill.	To know how to choose the best way to throw different pieces of equipment dependent on size & weight.	To know how to self-correct technique based on observations of throwing.	To know how to support others to begin to develop technique, based on observing partners work.	To know how to complete observation of partner and analyse performance with minimal support.	To know how to develop basic coaching technique to help support others develop technique.
Vocabulary	Target, throw, underarm, success, improve, bowl, co-ordination.	Rolling, underarm, overarm, target, aim, accurate, improvements	Pull, push, sling, control, target, watch, describe	Pull, push, sling, javelin, shot putt, discus, throw, control, consistent, whole body, distance	greater accuracy, control, efficiency, pulling, pushing, action, organise, take turns, throwing, retrieving, safely,	realistic targets, increasing distance, coaching, feedback.	

Dance	NC Objectives		KS1: Perform dances using simple movement patterns.	KS2: Perform dances using a range of movement patterns. These skills are fluid and may commence later or earlier in specific year groups and possibly cross them contingent of outcomes.				
	Year group		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Progression of knowledge	Performance and appreciation	To know how to create a class performance.	To know how to create a class performance and observe others work and give feedback using simple dance vocabulary.	To know how organising sections of dances to create one piece, working in sync with other group members.	To know how to developing dance when creating one piece, performing in unison and sync with other group members in front of the class.	To know how to learn, rehearse and perform choreographed dance phrases of increasing complexity.	To know how to perform choreographed dance narrative, improving movements, developing timing and spacing.
			To know how to make simple suggestions for improvement as part of a class.	To know how to make simple suggestions for improvement as part of a small group.	To know how to assess others' work.	To know how to self- assess and assess peers' work, and give feedback using appropriate dance vocabulary	To know how to self-assess and assess others' work and give critical feedback using appropriate vocabulary	To know how to asses self and others with increasing critical feedback and suggested actions for improvement using apt and precise language.
	Vocabulary		Copy, show, improve, suggestion, perform	High, low, sequence, expression	Duo, solo, speed, motif, connect, beginning, middle, end	Unison, canon, energy, repetition	Travel, turn, gesture, jump, stillness	Challenging dance phrases/dances, ideas/ thoughts/ feelings
	Progression of knowledge	Choreography	To know how to select and use a variety of movements to form a short dance phrase.	To know how to select and explore an air pattern, jump and shape to form a short dance phrase.	To know how to work as a group to select learnt positions and movements to create short dance phrases.	To know how to develop synchronisation when working in a group including to different rhythms.	To know how to create versatile movements within a dance sequence including a range of directions.	To know how to explore and link a number of movements and patters.
			To know how to perform a variety of movements to form a group dance phrase.	To know how to work as a group to recall choreography, rehearse and refine ideas.	To know how to use choreographic devices to enhance dance phrases, including choreographing a solo.	To know how to respond to teacher instruction to create a choreographed dance routine.	To know how to choreograph a sequence of movements that use contact between two or more people.	To know how to use choreographed movements and patterns to tell a narrative; adapt movements in a more creative style.
	Vocabulary		Travel, jump, forwards, backwards, space, partner,	Control, stretch, twist, turn, sideways	Communicate, travel, turn, direction	Gesture, jump, stillness, formation, levels,	Challenging dance phrases/dances, ideas/ thoughts/ feelings	Contrast, heavy/light, flowing/ sudden
	Progression of knowledge	Movement	To know how to explore a range of movements involving different number of contact points.	To know how to perform a variety of movements to form a group dance phrase; exploring turning, rotation, circular shapes/ dynamic through movement.	To know how to select and explore a variety of movements, responding imaginatively to a range of stimuli.  To know how to perform movement actions individually, with partners, a group and whole class.	To know how to develop choreographic skill incorporating more free – creative thinking.  To know how to develop good co-ordination within a sequence of movements.	To know how to use a range of dance techniques to develop their movements.  To know how to develop movements to incorporate at least one lift in a sequence of movements.	To know how to use choreographed movements and patterns to tell a narrative; adapt movements in a more creative style; utilise a floor plan.  To know how to use gymnastic equipment to create improvised movement
			To know how to perform a group of linked movements independently.	To know how to explore movements considering size of movements, tempo, dynamics, floor pattern, air pattern, levels and shape.	To know how to explore, repeat and link a range of actions with coordination and memorise.  To know how to respond to a beat, using music as a stimulus to influence dance.	To know how to use movements articulate the style of dance well.  To know how to use music to influence movement with increasing skill.	To know how to identify floor plans and use within their movements, including starting and finishing area.	To know how to allow different parts of the body to lead and influence the rest of the movement; using a range of levels tempos, and contact work.
Vocabulary		Travel, jump, forwards, backwards, space, partner,	Control, stretch, twist, turn, sideways	Tempo, beat, solo, group	Contemporary, street, Latin	Floor work, movement, context, body response, isolation	Flow, tempo, contact, mirroring, influence, break, slow, speed	

Games	NC Objectives		<b>KS1:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <b>KS1:</b> Participate in team games, developing simple tactics for attacking and defending.		<b>KS2:</b> 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 <b>KS2:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
	Year group		Year 1	Year 2	Year 3	Year 5
	Progression of knowledge	Agility, Balance, Co-ordination Multi Skills	To know how to develop spatial awareness whilst moving in different directions. To know how to show control and balance in basic movements. To know how to carry and balance equipment whilst changing speed and direction To know how to develop control and accuracy when rolling a ball.	To know how to maintain balance whilst reacting quickly to commands. To know how to show rolling and gathering skills with confidence and precision. To know how to demonstrate confidence in ball handling skills.	To know how to pass and catch a netball including via bounce and overhead. To know how to demonstrate correct footwork. To know how to shoot a netball. To know how to demonstrate some understanding of rules.	To know how to pass, Pivot pass, shoot & throw with accuracy, including chest, bounce and overhead. To know how to develop footwork. To know the rules of how to play the game.
			To know how to develop spatial awareness whilst moving in different directions. To know how to show control and balance in basic movements.	To know how to control a moving ball in a variety of ways. To know how to shoot at a target with correct body position.	To know how to effectively dodge and mark. To know how to begin to develop tactics and understanding of game development.	To know how to use tactics for game dominance, building on dodge and marking
	Vocabulary		Directions, control, balance, speed, spatial awareness.	Reaction, rolling, gathering, handling, target, body position	Pass, catch, bounce pass, overhead pass, shoot, footwork, dodge, mark	Pass, pivot, shoot, throw, chest pass, bounce pass, overhead pass, attack, dodge, defend
	Progression of knowledge	Throwing, catching and striking- Cricket	To know how to underarm throw with control and accuracy. To know how to show control and accuracy when throwing and aiming.	To know how to perform underarm and overarm throwing with control. To know how to show progression from rolling into catching and throwing. To know how to throw & catch to pass and receive a ball in a game.	To know how to bat correctly. To know how to catch correctly. To know how to accurately bowl under and overarm using appropriate technique.	To know how to develop over and underarm bowling applied to game. To know how to improve accuracy of batting. To know how to develop deep field catching – catching ball at varying heights.
			To know how to gain rhythm when throwing and striking a ball.	To know how to show rolling and gathering skills with confidence and precision. To know how to demonstrate a range of striking and gathering skills, including into a small game.	To know how to use different batting shots. To know how to field using appropriate techniques.	To know how to develop the lofted drive. To know how to find space to field in correctly.
	Vocabulary		Underarm throw, control, accuracy, aiming, control, strike, rhythm.	Underarm, overarm, rolling, catch, pass, receive, precision, striking	Batting, catching, fielding, bowling, sweep, short, long, drive	Bowling, accuracy, batting, deep field, lofted drive.

Games	NC Objectives		<p><b>KS1:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>KS1:</b> Participate in team games, developing simple tactics for attacking and defending.</p>		<p><b>KS2:</b> 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</p> <p><b>KS2:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
	Year group		Year 1		Year 2	
	Progression of knowledge	Kicking and lower body co-ordination - Football	<p>To know how to attempt to strike and kick a moving ball</p> <p>To know how to demonstrate the dribbling skills</p> <p>To know how to demonstrate the passing skills.</p> <p>To know how to demonstrate the shooting skills.</p> <p>To know how to engage in team games.</p>		<p>To know how to control a moving ball with a degree of control.</p> <p>To know how to perform kicking skills with some control and accuracy.</p> <p>To know how to use space whilst passing and receiving a kicked ball.</p>	
			<p>To know how to strike and kick a moving ball with accuracy and control.</p> <p>To know how to demonstrate the dribbling skills with a good level of accuracy.</p> <p>To know how to demonstrate the passing skills with a good level of accuracy.</p> <p>To know how to demonstrate the shooting skills with a good level of accuracy.</p>		<p>To know how to control a moving ball in a variety of ways.</p> <p>To know how to perform kicking skills with control and accuracy.</p> <p>To know how to find space and direct others into space to support development of the game.</p>	
	Vocabulary		<p>Strike, kick, dribble, pass, shooting, accuracy, control, non-kicking foot, target, body position</p>		<p>Pass, receive, space, move, direct, awareness, team ethos</p>	
	Progression of knowledge	Hockey	<p>To know how to hold a hockey stick the correct way.</p> <p>To know how to attempt to dribble a hockey ball.</p> <p>To know how to attempt to complete a push pass</p> <p>To know how to attempt to receive a pass.</p>		<p>To know how to understand the basics of holding a hockey stick and dribbling a ball.</p> <p>To know how to pass a hockey ball to a partner and group with some control.</p> <p>To know how to demonstrate attacking skills in hockey such as shooting.</p>	
<p>To know how to dribble a hockey ball and keep it relatively close to the stick.</p> <p>To know how to complete a push pass</p> <p>To know how to complete receiving a pass.</p>			<p>To know how to change direction when dribbling with accuracy.</p> <p>To know how to pass a hockey ball to a given target.</p> <p>To know how to shoot at goal and use placement to score a goal.</p>			
Football		Year 3		Year 5		
Progression of knowledge		<p>To know how to control the ball, dribble and turn.</p> <p>To know how to shoot and play the position of a goalkeeper.</p> <p>To know how to apply some learnt skills in a game.</p>		<p>To know how to control the ball, keeping it close.</p> <p>To know how to develop passing skills including developed use of inside of the foot.</p> <p>To know how to be able to perform block tackle and mark effectively.</p> <p>To know how to start to develop understanding of different tactics of defending and attacking.</p>		
Progression of knowledge		<p>To know how to pass the ball accurately and control the ball when receiving a pass including whilst on the move.</p> <p>To know how to apply learnt skills in a game.</p>		<p>To know how to turn and shoot at speed and with accuracy.</p> <p>To know how to apply skills within game.</p> <p>To know how to develop a simple level of coaching for other team members to support them defending and attacking.</p>		
Vocabulary		<p>Turn, dribble, control, shoot, goalkeeper, accuracy, receiving, pass</p>		<p>Close control, inside foot, outside foot, block tackle, marking, defend, attack, man mark.</p>		
Progression of knowledge		<p>To know how to hold the stick and dribble under pressure.</p> <p>To know how to pass and receive the ball with improving accuracy.</p> <p>To know how to tackle correctly.</p> <p>To know how to shoot with accuracy.</p> <p>To know how to play hockey in a game situation.</p>		<p>To know how to use correct technique dribbling.</p> <p>To know how to pass &amp; receive – using space; appropriate skills to keep possession.</p> <p>To know how to shoot with power and developed accuracy.</p> <p>To know how to tackle and mark.</p>		
Progression of knowledge		<p>To know how to begin to use tactics in a game situation to attack and defend with a good level of accuracy.</p>		<p>To know how to begin to coach others and implement tactics within a team.</p>		

	Vocabulary	Hockey stick, hockey ball, push pass, receive	Dribbling, control, direction, accuracy, target, shoot, placement, body position.		Pressure, tackle, accuracy, tactics, attack, defend.	Space, possession, power, tackle, mark, tactics.
	Progression of knowledge Tag Rugby	To know how to familiarise and understand the passing/movements required in rugby. To know how to develop the skill of tagging an opponent in rugby. To know how to engage in team games.	To know how to complete a pass with degree of accuracy To know how to receive a pass with degree of accuracy. To know how to find space to create better game situation.	Tag Rugby	Evade and tag opponents while keeping control of the rugby ball. Pass the ball accurately and receive the ball safely including whilst on the move and in a game situation Apply learnt skills in a game of rugby.	Evade and tag opponents running at speed, changing direction and developing control. Pass & receive at speed in game situation.
		To know how to complete a pass with degree of accuracy To know how to receive a pass with degree of accuracy.	To know how to collect a pass whilst on the move To know how to start to evade tackles and create space to move into.		To know how to create space to widen game.	To know how to refine attacking and defending skills. To know how to develop team tactics
	Vocabulary	Tagging, passing, moving, opponent	Pass, accuracy, receive, space, evade, create, move		Spin pass, lofted pass, thrown in, team work, communication, widening the game.	Speed, pass, receive, direction, refined, tactics, defend and attack.

Games	NC Objectives	<p><b>KS2:</b> 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</p> <p><b>KS2:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
	Year group	Year 4	Year 6	
	Progression of knowledge	Rounders	<p>To know how to strike a stationary ball demonstrating correct grip.</p> <p>To know how to develop fielding techniques.</p> <p>To know how to catch consistently when not under pressure.</p> <p>To know how to throw to others and target when not under pressure.</p>	<p>To know how to throw and catch a ball at varying heights consistently.</p> <p>To know how to stop a moving ball consistently. Use the long barrier technique.</p> <p>To know how to compete in a full rounders game with understanding of rules.</p> <p>To know how to strike a ball with a level of consistency.</p>
			<p>To know how to throw at others and a target under pressure.</p> <p>To know how to catch consistently under pressure.</p>	<p>To know how to strike a bowled ball consistently into different spaces.</p> <p>To know how to apply apt strategies when fielding.</p>
	Vocabulary	Strike, single handed grip, fielding, deep field, post field, two handed catching, single handed catching, bowling, over arm, under arm.	Wide, high, low ball, long barrier, first, second, third post, back stop, left handed batter.	
	Progression of knowledge	Tennis	<p>To know how to demonstrate the ready position and react to ball direction, including correct position to attempt shot.</p> <p>To know how to play a simple forehand and backhand shot.</p> <p>To know how to simulate the throw of a serve.</p> <p>To know how to move and catch the ball correctly applied to the layout of a court.</p>	<p>To know how to show developing control of the ball. Play forehand and backhand shot with increased confidence and accuracy.</p> <p>To know how to serve accurately underarm and overarm. Return serves.</p> <p>To know how to take correct positions on a court.</p>
			<p>To know how to play a simple forehand and backhand shot with accuracy to a person</p> <p>To know how to demonstrate action of a serve.</p>	<p>To know how to play strategically aiming for points.</p> <p>To know how to keep track of score using correct points system.</p>
	Vocabulary	Forehand, backhand, serve, ball toss, quick feet, set position, service box, baseline, side-line.	Underarm, overarm, returning serve, singles, doubles, points system, volley.	
	Progression of knowledge	Handball	<p>To know how to throw and catch using different techniques.</p> <p>To know how to pass and shoot the ball with some accuracy.</p> <p>To know how to dribble with ball and make a pass.</p>	<p>To know how to accurately pass a ball.</p> <p>To know how to defend in game situations.</p> <p>To know how to demonstrate goalkeeper skills.</p>
			<p>To know how to pass and shoot the ball with accuracy and within a competitive situation.</p> <p>To know how to move using space appropriately.</p>	<p>To know how to intercept a pass.</p> <p>To know how to implement tactics and support others to develop understanding and skills, within a coaching role</p>
Vocabulary	Dribble, pass, shoot, accuracy, space.	Dribble, shoot, pass, goalkeeper, interception, tactics, coaching.		

