



PE Progression at St Mark's

Here is an overview of PE progression at St Mark's. We follow the Getset4PE scheme of work.

If you wish to see a more detailed view of our PE progression journey we are more than happy to show you in person. We are unable to share the full documents on our website due to copywrite.

Social, Emotional and Thinking Skills

Year Group	Social	Emotional	Thinking
EYFS	Take turns and share equipment.	Try new challenges.	Make simple decisions.
Year 1	Work with a partner and small group.	Persevere when challenged.	Explore skills independently.
Year 2	Share ideas and listen to others.	Recognise personal success.	Provide simple feedback.
Year 3	Work towards shared goals.	Understand what personal best looks like.	Select appropriate skills for tasks.
Year 4	Encourage and motivate others.	Show determination to improve.	Make quicker decisions and apply skills.
Year 5	Lead others and include everyone.	Use strategies to persevere and improve.	Reflect on performance and suggest improvements.
Year 6	Communicate effectively and lead teams.	Work outside comfort zones and show resilience.	Explain decision-making, evaluate strengths and identify improvements.

Athletics

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
EYFS	Explore running, stopping, jumping, hopping and throwing safely. Begin to travel at different speeds and develop control when moving in space.	Know that moving safely requires awareness of others and space. Understand that bending knees helps with safe jumping and landing.	run, jump, hop, throw, stop, space, safe, target, fast, slow, walk, balance
Year 1	Explore running at different speeds. Develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Develop overarm throwing for distance.	Understand that swinging arms helps running speed. Know that landing on the balls of the feet improves control and that bending knees helps jump further.	jog, leap, underarm, overarm, direction, land, further, control
Year 2	Develop sprinting actions. Develop jumping, hopping and skipping. Explore jumping for height and distance and improve throwing technique.	Know that running on the balls of the feet, taking bigger steps and bending elbows helps running speed. Understand that arm swing supports jumping further.	sprint, height, aim, take-off, landing, speed, technique
Year 3	Develop sprinting technique and apply it to relay events. Develop jumping for distance and height using a range of take-offs. Explore pull throws.	Understand that leaning forwards increases speed. Know that if you jump and land quickly it can improve jump distance. Understand that movement speed influences power.	relay, baton, power, accuracy, event, pace
Year 4	Develop understanding of pace in relation to distance running. Improve jumping and throwing techniques and apply them across athletic events.	Understand that transferring weight helps improve jumping and throwing distance. Know that pacing is important when running over longer distances.	stride, measure, transfer of weight, force, heave
Year 5	Apply fluent relay changeovers. Explore rhythm and technique in triple jump. Develop technique and power in javelin and shot put.	Understand how consistent strides create rhythm and speed. Know that a run-up builds power in jumping events.	changeover, track, drive, javelin, momentum, rhythm, approach
Year 6	Demonstrate a clear understanding of pace and sprinting technique. Develop advanced	Understand how power, force, momentum and technique influence athletic	discus, shot put, release, launch, explosive, officiate,

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
	techniques in triple jump, discus and shot put. Evaluate and improve performances independently.	performance. Apply official rules and officiate events accurately.	official, record, personal best, maximum, stamina

Body Management

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
EYFS	Create shapes showing stillness using different body parts. Explore balancing whilst stationary and moving. Explore taking weight on different body parts and stretching the body into different shapes. Begin to link simple actions together.	Know that different body parts can support body weight. Understand that balancing requires stillness and control. Recognise how stretching can change body shape and movement.	shape, still, stretch, balance, hold, travel, space, bend, squeeze, safely
Year 1	Perform balances making the body tense, stretched and curled. Copy and link simple actions together. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge flexibility.	Know that looking ahead helps maintain balance. Understand that body tension helps create strong shapes. Recognise that stretching improves flexibility and movement quality.	tense, curled, stretched, balance, control, pose, strength, flexibility, link, sequence
Year 2	Perform balances on different body parts with increasing control and balance. Copy, remember and repeat simple sequences. Take body weight on different body parts with and without apparatus. Show increased awareness of extension in actions.	Understand that balance improves when muscles are engaged. Know that flexibility allows the body to move through a greater range of motion. Recognise how control improves performance quality.	extension, sequence, repeat, apparatus, control, balance, flexibility, posture, movement
Year 3	Complete balances with increasing stability, control and technique. Demonstrate strength and control when taking weight on different body parts	Understand that body tension supports balance and stability. Know that flexibility can improve the quality of movement links	stability, body tension, transition, extension,

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
	for longer periods. Choose actions that flow well into one another both on and off apparatus. Demonstrate increased flexibility and extension in actions.	and transitions. Recognise the importance of technique when performing balances.	technique, posture, flow, apparatus, sequence
Year 4	Show increasing control and balance when moving from one balance to another. Use flexibility to improve the quality of actions performed and how they are linked together. Plan and perform sequences showing control and technique with and without a partner.	Understand that strength, balance and flexibility work together to improve performance. Know that smooth transitions improve the fluency of a sequence. Recognise how planning helps achieve effective movement sequences.	strength, flexibility, control, transition, maintain, extension, technique, fluency, partner
Year 5	Demonstrate increasing strength, control and technique when taking own and others' weight. Use strength to improve the quality and range of actions available. Create and perform more complex sequences with a partner and independently. Demonstrate increased flexibility and extension in more challenging actions.	Understand how strength contributes to advanced balances and partner work. Know that flexibility and extension improve aesthetic quality and performance. Recognise the importance of control when supporting others.	partner balance, counterbalance, posture, stable, quality, technique, control, extension, fluency
Year 6	Combine and perform complex balances with precision, control, technique and fluency. Confidently transition from one action to another showing appropriate extension and control. Plan and perform sequences including a wide range of skills with and without a partner. Demonstrate strength, flexibility and balance consistently.	Understand how precision, strength, flexibility and balance contribute to high-quality performance. Know how to evaluate and refine movement to improve execution. Recognise how body awareness supports performance across physical activities.	precision, execution, refine, analyse, performance, maintain, engage, quality, extension, fluency

Dance

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
EYFS	Explore how the body moves. Copy simple actions, movements and rhythms. Travel in different pathways and perform short movement phrases to music.	Understand that movement can express an idea or feeling. Know how to move safely in space and around others.	action, move, travel, pathway, copy, shape, high, low, space, fast, slow
Year 1	Copy, remember and repeat actions to represent a theme. Create simple movement sequences and perform independently and with others. Explore pathways and movement with a partner.	Understand that actions can be linked together to create a dance. Know that different directions and pathways can be used in performance.	start position, finish position, pose, beat, direction, pathway, shape, travel, timing
Year 2	Remember, repeat and link actions with increasing accuracy. Use pathways, levels and simple dynamics. Explore matching and mirroring with a partner.	Understand that counts help dancers keep time with music. Know that changing the way actions are performed can communicate ideas.	counts, level, timing, balance, dynamics, expression, matching, mirroring, speed
Year 3	Create dance phrases individually and with others. Use formations and travelling patterns. Perform with increasing confidence using facial expression and timing.	Know that facial expressions communicate mood and character. Understand how directions, pathways and levels can improve a performance.	perform, create, unison, formation, canon, rhythm, feedback, explore, extend
Year 4	Choreograph and perform dances using a range of actions, formations and dynamics. Use transitions effectively and perform with greater accuracy.	Understand how dynamics, space and relationships create different effects. Know that timing techniques such as canon and unison enhance performances.	phrase, performance, relationship, represent, structure, flow, canon, formation, choreography
Year 5	Create dances that communicate narrative, character and emotion. Use action and reaction, formations and expressive movement. Work collaboratively to choreograph longer sequences.	Understand that different dance styles use specific actions, dynamics and relationships. Know how dance principles help express atmosphere and mood.	choreograph, choreography, collaboratively, genre, motif, posture, transition, quality, style

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
Year 6	Perform fluently and accurately using a wide range of choreography devices including canon, unison, formations and narrative. Evaluate, refine and improve performances.	Understand how actions, dynamics, space and relationships combine to create an effective performance. Know how to adapt dance to communicate meaning to an audience.	aesthetic, stimulus, inspiration, mood, refine, rehearse, express, freeze frame, style, performance

Fitness

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
EYFS	Explore changing direction safely. Balance whilst stationary and on the move. Move different body parts together. Explore taking weight on different body parts and moving for extended periods of time.	Know that moving into space away from others helps keep us safe. Understand that holding weight on different body parts develops strength and that moving for a long time can make us feel tired.	active, balance, bend, run, jump, hop, stop, travel, space, safely, exercise, healthy
Year 1	Change direction whilst running. Explore balancing in more challenging activities. Coordinate movements using equipment. Explore running at different speeds and body-weight exercises.	Understand that bending knees helps change direction. Know that looking ahead improves balance. Understand that exercise helps the body become stronger and healthier.	balance, coordination, control, quick, strong, speed, muscles, heart, breathing, tired
Year 2	Demonstrate balance when changing direction and performing movements. Jump, run and travel with increasing control. Explore moving for longer periods of time.	Know that small quick steps help change direction. Understand that squeezing muscles improves balance. Know that strength and stamina help us perform physical activities.	agility, balance, coordination, control, steady, stamina, strength, speed, healthy
Year 3	Demonstrate improved technique when changing direction on the move. Perform	Understand that leaning forwards can increase speed and leaning backwards can	technique, control, agility, stamina, strength, progress,

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
	actions with increased control when coordinating the body with and without equipment. Show an ability to work for longer periods of time.	slow movement down. Know how agility, balance and coordination support success in sport and physical activity.	speed, react, dynamic, static
Year 4	Show balance when changing direction. Coordinate the body with increasing consistency in a variety of activities. Explore sprinting technique and build strength in different muscle groups. Explore using breathing to sustain activity.	Understand that dynamic balances are more challenging because the centre of gravity changes. Know that sprinting requires rhythm, technique and body control. Understand that breathing helps maintain activity levels.	rhythm, technique, coordination, accelerate, decelerate, stability, stamina, strength, power
Year 5	Change direction with a fluent action and transition smoothly between varying speeds. Complete body-weight exercises with increasing repetitions and control. Use breathing effectively to sustain performance.	Understand that agility requires speed, balance, strength and coordination. Know that strength comes from different muscle groups and that pacing is important for endurance activities.	accelerate, decelerate, consistent, power, stable, motivate, persevere, agility, stamina, strength
Year 6	Demonstrate advanced agility, balance, coordination, speed, strength and stamina across a range of fitness activities. Apply appropriate pacing and evaluate performance to improve outcomes.	Understand how training improves speed, stamina and strength. Know how to select the appropriate pace and technique for different activities. Understand the impact of fitness on sporting performance and healthy lifestyles.	analyse, maximum, personal best, power, technique, stamina, strength, quadriceps, calves, abdominals, record

Fundamental Skills

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
EYFS	Explore running and stopping safely. Balance whilst stationary and on the move. Begin to explore jumping, hopping and skipping as travelling actions. Move different body parts together with increasing coordination.	Know that big steps help us run and small steps help us stop. Understand that moving into space away from others helps keep us safe. Know that one foot is used to hop and that bending knees helps us land safely.	run, jump, hop, stop, travel, balance, space, safely, bend, crawl, direction
Year 1	Explore changing direction and dodging. Move with increased control and balance. Demonstrate control in take-off and landing when jumping. Begin hopping in different directions and skip with rhythm.	Understand that bending knees helps with changing direction. Know that looking ahead helps balance. Understand that swinging arms helps running speed and that hopping should be performed with a soft bent knee.	jog, skip, swing, ready position, balance, control, landing, direction, speed
Year 2	Demonstrate balance when changing direction and running at different speeds. Jump and hop for distance, height and in different directions. Explore single and double bounce when skipping with a rope.	Know that running on the balls of the feet, taking larger steps and bending elbows improves running. Understand that arm swing improves jumping distance and that rhythm supports successful skipping.	take-off, weight, coordination, landing, rhythm, speed, technique, control
Year 3	Link running, hopping and jumping actions with greater control and coordination. Demonstrate balance whilst performing movements. Jump and hop for distance and height with increasing technique.	Understand that leaning forwards helps increase	

Gymnastics

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
EYFS	Explore basic shapes including straight, tuck, star and wide shapes. Explore balances using different body parts. Begin rocking and rolling actions and explore jumping safely from the floor and low apparatus.	Understand that different shapes can be made with the body. Know that balances should be held still and that bending knees helps with safe landings.	shape, balance, hold, still, rock, roll, jump, land, bend, squeeze, safely
Year 1	Perform balances making the body tense, stretched and curled. Explore barrel, straight and forward rolls. Explore shape jumps and take-off combinations. Begin linking movements together.	Know that balances should be held for five seconds. Understand that body tension helps improve shapes and balances. Know that starting and finishing positions help demonstrate the beginning and end of a sequence.	tense, stretched, curled, balance, roll, sequence, shape, start position, finish position, control
Year 2	Remember, repeat and link combinations of balances. Explore balances using different levels. Develop barrel, straight and forward rolls within sequences. Perform shape jumps with increasing control.	Know that squeezing muscles helps maintain balance. Understand that different shapes can be used during rolls. Know that looking forwards helps maintain control when landing.	level, sequence, body tension, pathway, tuck, straddle, pike, control, landing
Year 3	Explore matching and contrasting shapes. Perform point and patch balances and transition smoothly between them. Develop straight, barrel and forward rolls. Perform shape jumps with increasing control.	Understand that different levels make sequences more interesting. Know that shape and body tension improve performance quality. Understand the importance of controlled transitions between movements.	point balance, patch balance, contrast, transition, flow, extend, sequence, stability
Year 4	Develop a wider range of shapes within sequences. Develop strength in bridge and	Understand how shapes improve sequences. Know that inverted	bridge, shoulder stand, inverted, extension, partner

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
	shoulder stand progressions. Improve individual and partner balances. Perform straight, barrel, forward and straddle rolls with increased control.	movements occur when hips move above the head. Understand how body tension supports rolling and balancing actions.	balance, perform, technique, momentum
Year 5	Perform shapes consistently and fluently linked with other actions. Explore cartwheel progressions. Perform symmetrical and asymmetrical balances. Develop straight, barrel, forward, straddle and backward rolls. Select a range of jumps within sequences.	Understand how contrasting balances make sequences more effective. Know how to keep yourself and others safe during partner balances. Understand that different pathways can make sequences more interesting.	symmetrical, asymmetrical, cartwheel, pathway, fluency, rotation, performance, quality, transition
Year 6	Combine and perform gymnastic shapes fluently and effectively. Develop progressions towards cartwheel, bridge and shoulder stand. Explore counterbalance and counter tension. Perform advanced rolls and jumps with precision and consistency. Create complex sequences with high levels of technique and control.	Understand how momentum can support rolling actions. Know where and when to apply force to maintain control and balance. Understand how formations, pathways and advanced balances improve overall performance quality.	counterbalance, counter tension, handstand, vault, execution, formation, refine, precision, aesthetics, competent

Invasion Games

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
EYFS	Explore sending and receiving with hands and feet using a variety of equipment. Explore dribbling with hands and feet. Recognise personal space and begin changing direction through tagging and chasing games.	Know that rules help us stay safe. Understand that being in a space gives us room to play. Begin making simple decisions in response to a task.	pass, throw, catch, run, stop, space, team, partner, score, rules, safely, kick

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
Year 1	Send and receive with increasing control. Explore dribbling whilst moving. Develop movement into space away from defenders. Begin tracking and marking opponents.	Know that moving away from a partner helps receive the ball. Understand that attackers and defenders have different roles. Know that tactics can help us be successful in games.	attacker, defender, dribble, dodge, goal, mark, score, possession, team, tactic
Year 2	Dribble with increasing control using hands and feet. Pass and receive accurately in simple game situations. Develop defending one-to-one and begin intercepting.	Understand that dribbling is an attacking skill. Know that moving into space creates passing opportunities. Understand simple attacking and defending tactics.	possession, defend, receive, send, shoot, teammate, intercept, control, attack
Year 3	Develop passing techniques appropriate to different games. Use dribbling to change direction. Move into space to support teammates. Change direction to lose an opponent and begin intercepting successfully.	Know that controlling the ball before passing improves accuracy. Understand that moving into space helps maintain possession. Recognise when to pass and when to shoot.	opposition, intercept, teammate, communicate, tackle, support, track, receiver
Year 4	Pass, receive and dribble effectively under pressure. Create and use space with increasing success. Use a variety of techniques to lose an opponent. Apply defending and intercepting skills consistently.	Understand the need for tactics and identify when to use them. Know that creating space for others improves team performance. Understand attacking and defending principles.	tactic, opposition, referee, court, pitch, invasion, pressure, teamwork, gain possession
Year 5	Consistently use a range of passing and dribbling techniques under pressure. Create and exploit space during transitions between attack and defence. Apply a variety of defending skills including tracking and interception.	Understand how attacking tactics help maintain possession and score goals. Know that defending tactics help deny space and regain possession. Understand how to manage and officiate games.	protect, deny, delay, pressure, transition, maintain, support, sportsmanship, offside
Year 6	Apply a wide range of passing, receiving, dribbling and defending skills confidently under pressure. Create and use space	Understand how to select appropriate skills and tactics depending on the game situation. Know that quick transitions	turnover, dictate, assess, contest, attack, accelerate, ball carrier, transition,

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
	effectively for self and others. Adapt tactics during gameplay and evaluate effectiveness.	improve team performance. Evaluate decisions and apply advanced tactical awareness.	appropriate, sporting behaviour

Net and Wall Games

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
EYFS	Explore hitting a ball with hands and simple equipment. Explore sending and receiving with a partner. Develop tracking skills and movement towards a ball.	Know how to move safely in space. Understand that watching the ball helps successful sending and receiving. Know that rules help us stay safe.	hit, catch, throw, space, partner, target, score, stop, run, rules, safely
Year 1	Explore hitting a ball with hands and a racket. Send and track a ball with a partner. Develop ready position and movement skills.	Know that using a ready position helps react quickly. Understand that looking at the target improves accuracy. Know that tactics can help us be successful.	racket, ready position, receive, return, underarm, net, direction, rally, control
Year 2	Develop hitting a dropped ball over a net. Accurately feed a ball to a partner. Explore cooperative rallies involving a bounce.	Know that feeding a ball with appropriate power helps keep a rally going. Understand that moving towards the ball improves success. Know how to score points and follow simple rules.	forehand, rally, track, court, cooperation, opponent, points, react
Year 3	Explore forehand shots and develop rallying skills. Consistently use and return to a ready position between shots.	Understand that getting feet into the correct position improves balance and accuracy. Know that moving to the ball helps create successful shots.	forehand, backhand, court, ready position, balance, technique, rally, control

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
Year 4	Develop forehand and backhand shots with increasing consistency. Rally using a range of shots and begin applying skills competitively. Use appropriate footwork patterns.	Know that simple tactics can help create space and score points. Understand that returning to the centre of the court improves court coverage.	tactic, opposition, footwork, serve, rally, competition, placement, recovery
Year 5	Develop a range of shots and serving techniques. Sustain rallies using forehand and backhand shots. Apply skills in competitive situations.	Understand when to choose different shots depending on the situation. Know that attacking tactics create opportunities while defending tactics limit opponents' success.	serve, grip, placement, sportsmanship, pressure, dominant, non-dominant, create
Year 6	Demonstrate increasing success and technique using a range of shots. Serve accurately and consistently. Sustain competitive rallies and apply advanced footwork patterns. Adapt tactics during gameplay.	Understand how to select the most effective shot for different situations. Know how serving tactics can influence play and how footwork provides time to prepare for shots. Evaluate and refine performance independently.	doubles, groundstroke, service, stance, appropriate, assess, continuous, recover, reflect, sportsmanship

OAA

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
EYFS	Explore activities where decisions are made independently. Follow simple pathways and work alongside others to solve simple challenges.	Know that talking with a partner helps solve challenges. Understand that rules help keep us safe and that leaving space between others supports safe movement.	forwards, backwards, sideways, path, partner, team, space, rules, safely, stop
Year 1	Follow instructions, suggest ideas and work co-operatively with a partner. Follow	Understand that working collaboratively helps solve challenges. Know that short, clear	share, instructions, listen, talk, challenge, solve, support, co-operate

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
	a path and begin identifying personal success.	instructions help others complete tasks successfully.	
Year 2	Follow and create simple maps and diagrams. Work within small groups and begin planning solutions together.	Know that listening to others' ideas can improve outcomes. Understand the importance of taking turns and following rules fairly.	plan, lead, communicate, include, successful, map, team, route
Year 3	Plan and apply strategies to solve challenges. Follow routes using maps and identify key symbols. Communicate ideas confidently.	Recognise that there can be more than one solution to a problem. Understand that trial and error often supports effective problem solving.	key, symbol, compass, discuss, teamwork, tactics, reflect, role
Year 4	Orientate and follow maps accurately. Work collaboratively to solve increasingly difficult challenges. Evaluate successes and areas for improvement.	Understand how map keys and cardinal points support navigation. Recognise that communication can be verbal and non-verbal.	cardinal points, orientate, navigate, course, leader, trust, compromise, concise
Year 5	Plan independently and within groups to solve complex challenges. Apply navigational skills and adapt strategies when required.	Understand the importance of critical thinking and evaluating multiple solutions. Recognise how effective communication improves teamwork.	landmark, negotiate, strategy, verbal, visual, contribute, evaluate, location
Year 6	Pool ideas, assign roles and lead effectively when appropriate. Navigate confidently using maps and solve complex team challenges under pressure.	Understand that problem-solving, navigation and teamwork are important life skills. Reflect critically on performance and adapt strategies accordingly.	collaborate, determine, inclusive, critical thinking, effectively, adhere, approach, communicate

Striking and Fielding

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
EYFS	Explore striking a ball with hands and simple equipment. Explore tracking and stopping a rolling ball. Develop rolling, throwing and catching using a variety of equipment.	Know that pointing hands towards a target improves accuracy. Understand that rules help keep us safe and that watching the ball helps when catching.	hit, throw, catch, run, stop, target, aim, team, partner, score, rules, safely
Year 1	Develop striking a ball with hands and equipment with some consistency. Develop tracking and retrieving a ball. Develop overarm and underarm throwing and catching with increasing coordination.	Understand the role of a batter and fielder. Know that stepping with the opposite foot helps balance when throwing. Understand that striking harder can make the ball travel further.	batter, batting, fielding, bowler, bowl, overarm, underarm, out, collect, ready position
Year 2	Catch with two hands with increasing coordination and technique. Develop striking with a range of equipment. Improve throwing and catching in game situations.	Know that moving towards the ball improves fielding success. Understand that wide fingers and pulling the ball into the chest support successful catching.	strike, fielder, runs, teammate, track, stump, catch, throw, control, technique
Year 3	Begin striking a bowled ball after a bounce. Explore bowling to a target. Develop fielding skills including a two-handed pick-up. Use overarm and underarm throwing in game situations.	Understand there are different roles within a fielding team. Know that communication with teammates supports success. Understand simple attacking (batting) and defending (fielding) tactics.	wicket, batting, bowling, fielding, strike, tactics, caught out, run out, grip, technique
Year 4	Develop batting technique using a range of equipment. Bowl with increasing consistency. Use overarm and underarm throwing with greater success. Catch with one and two hands in game situations.	Know that striking into space helps score points. Understand that body position affects throwing accuracy. Know that moving feet towards the ball improves catching success.	wicket, stump, bowler, fielder, tournament, umpire, momentum, pressure, retrieve, compete
Year 5	Strike a bowled ball with increasing accuracy and consistency. Use a wider range of fielding skills under pressure. Demonstrate good throwing and catching technique consistently.	Understand when to use close catches and deep catches. Know that backing up teammates improves fielding effectiveness. Understand how attacking and defending tactics influence outcomes.	deep catch, close catch, long barrier, short barrier, backing up, stance, pressure, consistency

Year Group	Skills Progression	Knowledge Progression	Key Vocabulary
Year 6	Apply advanced striking, fielding, throwing and catching skills under pressure. Select and apply appropriate techniques confidently during competitive games. Evaluate and improve performance independently.	Understand how momentum and power contribute to successful striking. Know how to select the most effective fielding action	