

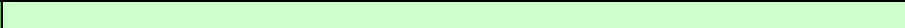
## GAMES in EYFS and KEY STAGE 1 – development of skills linked to the core assessment tasks

National Curriculum Statements of Attainment	Core Assessment Tasks:
<b>Pupils should:</b> <ul style="list-style-type: none"> <li>develop fundamental movement skills including running, jumping, throwing and catching</li> <li>become increasingly competent and confident to extend their agility, balance and co-ordination</li> <li>engage in co-operative and competitive activities against self and others</li> <li>participate in team games, developing simple tactics for attack and defence</li> </ul>	<p><b>Pre Level 1/Level 1</b> – Ten Point Hoops, Rolla Ball, Beanbag Throw</p> <p><b>Level 1/2</b> – Piggy in The Middle, Mini Tennis 1, Kick Rounders</p> <p><b>Level 2/3</b> – Three Touch Ball, Arc Rounders, Run the Loop, Boundary Line, Skittles, Target Baggers</p>

4-7 yrs	EYFS	Key Stage 1
<b>Physical skills</b>	<ul style="list-style-type: none"> <li>Play on their own and with others, keeping themselves safe by finding free space</li> <li>Become a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with increasing control</li> <li>Control balls of various sizes &amp; shapes; carry and release into a target, roll, throw underarm into a target, bounce &amp; catch on the spot and on the move, throw a ball in the air and catch, strike the ball with a foot, hit a ball with a bat into a target</li> <li>Move into a space or jump to stop a ball</li> <li>Begin to join actions together e.g. throw then move</li> </ul>	<ul style="list-style-type: none"> <li>Play co-operatively and competitively with a partner/team of 3</li> <li>Use space well e.g. move into a space or jump to stop catch or strike a ball</li> <li>Be a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with control</li> <li>Control and make decisions when playing with balls of various sizes &amp; shapes; roll &amp; throw underarm/overarm to a partner, receive balls of various sizes and shapes from a partner, bounce &amp; catch on the spot and on the move, strike &amp; receive the ball with a foot &amp; hit a ball with a bat when playing with a partner</li> </ul>
<b>Thinking skills</b>	<ul style="list-style-type: none"> <li>Watch and copy others who are doing well</li> <li>Choose the best equipment to enable them to play or move well</li> <li>Make simple decisions of where and when to move to receive or defend a ball</li> <li>Choose how to make it difficult for others to beat them</li> <li>Understand that practise is needed in order to improve</li> </ul>	<ul style="list-style-type: none"> <li>Adapt activities using their own ideas of how to make the game easier /harder/more enjoyable by using STEP i.e. changing the space/task/equipment/people</li> <li>Make up simple rules with others to make the game enjoyable and challenging</li> <li>Understand simple tactics to outwit a partner/small team when attacking or defending i.e. selecting an appropriate pass, looking one way passing the other, keeping on the move to mark a goal/target, moving into the pathway of a ball to intercept</li> <li>Change their intended action in response to their opponent</li> <li>Have the determination to practise to improve own skills</li> </ul>
<b>Team skills</b>	<ul style="list-style-type: none"> <li>Join in games with others</li> <li>Take turns</li> <li>Stay within boundaries of games</li> <li>Understand that if they don't play fairly others won't enjoy the activity</li> <li>Understand that joining in activities gives them a good feeling</li> </ul>	<ul style="list-style-type: none"> <li>Include others in their games</li> <li>Begin to recognise what they and others can do well</li> <li>Keep to rules so that they and others enjoy an activity</li> <li>Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose</li> </ul>

<b>National Curriculum Statements of Attainment</b>	<b>Core Assessment Tasks:</b>
<p><b>Pupils should:</b></p> <ul style="list-style-type: none"> <li>learn to use a broader range of skills in isolation and combination, linking actions together e.g. run, jump, catch</li> <li>enjoy communicating, collaborating and competing against each other</li> <li>play competitive games, modified where appropriate</li> <li>develop an understanding of how to improve having compared their performance with previous ones to achieve their personal best</li> <li>learn how to evaluate and recognise their own success</li> </ul>	<p><b>Level 2/3</b> – Three Touch Ball, Arc Rounders, Run the Loop, Boundary Line , Skittles, Target Baggers, Mini Tennis 2, Zone Cricket</p> <p><b>Level 3</b> – On the Attack, End Zone, Calling the Shots</p> <p><b>Level 3/4</b> – Long &amp;Thin, Short &amp; Fat, Fives &amp; Threes, Grid Rugby, Runners, What a Racket!, Zone Rounders, Pairs Cricket</p> <p><b>Level 4/5</b> – Calling the Shots, Wide Attack, Pairs Play, On Target, Tag Rugby</p>

7 -11yrs	Lower Key Stage 2	Upper Key Stage 2
<b>Physical skills</b>	<ul style="list-style-type: none"> <li>Keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot</li> <li>Send and receive a ball with hands, feet, racquet and bat with increasing accuracy to a target, space or team mate</li> <li>Use space well by finding and moving into a free space/passing to team mates when they are in a good space</li> <li>Develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games e.g. those described in core tasks and TOPs activities <u>to prepare them to play</u> mini versions of traditional NGB's mini versions as described in Upper Key Stage 2</li> <li>Have the confidence to try out new skills and recognise which skills they need to practise</li> </ul>	<ul style="list-style-type: none"> <li>Pass, control, dribble and shoot with accuracy and fluency while on the move</li> <li>Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate in traditional NGB's mini versions of invasion, net/wall, striking/fielding games e.g. Tag Rugby, High 5 Netball, Football, Basketball, Qwik Cricket, Mini Tennis, Rounders</li> <li>Demonstrate the confidence and competence to successfully take part in the range of games as described above</li> <li>Demonstrate the perseverance to improve</li> </ul>
<b>Thinking skills</b>	<ul style="list-style-type: none"> <li>with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack</li> <li>understand own and others' strengths and weaknesses and have the confidence to practise to improve</li> <li>understand how to take responsibility for their own and others' safety when playing games</li> <li>adapt and make up rules to suit the equipment/space/targets used</li> </ul>	<ul style="list-style-type: none"> <li>understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team</li> <li>make decisions quickly in a game</li> <li>change tactics/roles as necessary for the success of the whole team</li> <li>understand the transference of skills from one type of game to another and apply appropriately</li> <li>reflect on own and others' performance to help improve personal and team skills and performance</li> </ul>
<b>Team skills</b>	<ul style="list-style-type: none"> <li>keep possession of the ball</li> <li>select different positions in the team based on strengths of players</li> <li>agree on their own rules to suit the equipment</li> <li>keep to the rules so that they and others enjoy and are challenged</li> <li>encourage team mates to do well</li> <li>accept winning and losing as part of games</li> </ul>	<ul style="list-style-type: none"> <li>understand and keep to the rules of the games described above to enable the game to flow and keep players safe</li> <li>select different positions in the team based on strengths of players</li> <li>challenge and encourage each other to perform to the best of their ability</li> <li>control the feelings experienced e.g. nervousness /excitement /</li> </ul>



disappointment to help themselves and others enjoy the games