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Compassion

Respect

Perseverance



**Hunton**  
C of E Primary School  
Life in all its fullness - John 10:10

## Progression of Knowledge in Physical Education

Topics with PE focus						
Devas	Bannerman		Porteous		Borton	
Introduction to PE	Cycle A		Cycle A		Cycle A	
BEAM	Gymnastics	Team Building	Swimming	Hockey	Netball	Fitness
Fundamentals	Dance	Fundamentals	Swimming	Gymnastics	Hockey	Gymnastics
Dance	Sending & Retrieving	Fitness	Dance	Dodgeball	Dance	Dodgeball
Ball Skills	Striking & Fielding	Invasion	Netball	Tennis	Basketball	Cricket
Games	Athletics	Target Games	Athletics	Tag Rugby	Tennis	Athletics
Gymnastics	Net and Wall	Ball Skills	Rounders	Golf	Rounders	Golf
	Cycle B		Cycle B		Cycle B	
	Gymnastics	Team Building	Swimming	Ball Skills	Cricket	Handball
	Dance	Fundamentals	Swimming	Gymnastics	Hockey	Gymnastics
	Sending & Retrieving	Fitness	OAA	Dance	Dance	Football
	Striking & Fielding	Invasion	Fitness	Fundamentals	Tag Rugby	OAA
	Athletics	Target Games	Athletics	Handball	Athletics	Volleyball
	Net and Wall	Ball Skills	Basketball	Cricket	Tennis	Rounders

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Athletics						
Devas	Bannerman		Porteous		Borton	
	<p><b>Year 1</b> Running: I know and understand that if I swing my arms it will help me to run faster.</p> <p>Jumping: I know that landing on the balls of my feet helps me to land with control.</p> <p>I know that if I bend my knees it will help me to jump further.</p> <p>Throwing: I know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Rules: I know that rules help us to play fairly.</p>	<p><b>Year 2</b> Running: I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Jumping: I know that swinging my arms forwards will help me to jump further.</p> <p>Throwing: I know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>Rules: I know how to follow simple rules when working with others. .</p>	<p><b>Year 3</b> Running: I know that leaning slightly forwards helps to increase speed.</p> <p>I know leaning my body in the opposite direction to travel helps to slow down.</p> <p>Jumping: I know that if I jump and land in quick succession, the momentum will help me to jump further.</p> <p>Throwing: I know that the speed of the movement helps to create power.</p> <p>Rules: I know the rules of the event and begin to apply them</p>	<p><b>Year 4</b> Running: I know that I need to pace myself when running further or for a long period of time.</p> <p>I know that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Jumping: I know that transferring weight will help me to jump further.</p> <p>Throwing: I know that transferring weight will help me to throw further.</p> <p>Rules: I know the rules to be able to manage our own events.</p>	<p><b>Year 5</b> Running: I know that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>I know that keeping a steady breath will help me when running longer distances.</p> <p>Jumping: I know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>Throwing: I know how to transfer my weight in different throws to increase the distance.</p> <p>Rules: I know and apply rules in a variety of events using official equipment.</p>	<p><b>Year 6</b> Running: I know that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: I know that a run up builds speed and power and enables me to jump further.</p> <p>Throwing: I know that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>Rules: I know and apply rules in events that pose an increased risk.</p>

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	Running, jumping, control, throwing, opposite, rules, fair/fairly	Balls of your feet, bent elbows, faster, swinging, further, straight line, target.	Baton, javelin, relay	Baton, discus, javelin, relay	Discus, hammer, track, field	Discus, hammer, track, field, maximum
Ball Skills						
Devas	Bannerman		Porteous		Borton	
<b>40-60+ months</b> Sending: I know to look at the target when sending a ball.  Catching: I know to have hands out ready to catch.  Tracking: I know to watch the ball as it comes towards me and scoop it with two hands.  Dribbling: I know that keeping the ball close will help with control.  <b>ELG</b> <b>Physical Development; Gross Motor Skills</b> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing	<b>Year 1</b> Sending: I know to face my body towards my target when rolling and throwing underarm to help me to balance.  Catching: I know to watch the ball as it comes towards me.  Tracking: I know to move my feet to get in the line with the ball.  Dribbling: I know that moving with a ball is called dribbling.	<b>Year 2</b> Sending: I know that stepping with opposite foot to throwing arm will help me to balance.  Catching: I know to use wide fingers and pull the ball in to my chest to help to securely catch.  Tracking: I know that it is easier to move towards a ball to track it than chase it.  Dribbling: I know to keep my head up when dribbling to see space/opponents.	<b>Year 3</b> Sending: I know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.  Catching: I know to move my feet to the ball. Tracking: know that using a ready position will help me to react to the ball.  Dribbling: I know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.	<b>Year 4</b> Sending: I know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.  Catching: I know to adjust my hands to the height of the ball.  Tracking: I know that tracking a ball is an important skill used in games activities and be able to give examples of this.  Dribbling: I know that dribbling with soft hands/touches will help me to keep control.	<b>Year 5</b> Sending: I know that controlling a ball before sending it will allow me to send it accurately.  Catching: I know when to use different types of catching.  Tracking: I know that tracking a ball will help me to collect/stop/receive it quickly and successfully.  Dribbling: I know that dribbling in different directions will help me to lose a defender in game situations.	<b>Year 6</b> Sending: I know and understand and make quick decisions about when, how and who to pass to.  Catching: I know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.  Tracking: I know how to track a ball for different situations, considering trajectory, speed, height and size of the ball.  Dribbling: I know to choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender

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## Progression of Knowledge in Physical Education

Points, score, space, target, safely, partner	Sending, rolling, underarm, target, towards, catching, tracking, in line, dribbling	Opposite, balance, wide fingers, chest, securely, space, opponents	Opponent, space,	Opponent, technique	Pressure, momentum	Momentum, pressure
<b>Dance</b>						
<b>Devas</b>	<b>Bannerman</b>		<b>Porteous</b>		<b>Borton</b>	
<b>40-60+ months</b> Actions: I know and understand that I can move my body in different ways to create interesting actions.  Dynamics: I know and understand that I can change my action to show an idea.  Space: I know that if I move into space it will help to keep me and others safe.  Performance: I know that when watching others I sit quietly and clap at the end.  Strategy: I know that if I use lots of space, it helps to make my dance look interesting.  <b>ELG</b> <b>Expressive Arts and Design; Being Imaginative and Expressive:</b> - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.  <b>Physical Development; Gross Motor Skills:</b> - Demonstrate strength, balance and coordination when playing	<b>Year 1</b> Actions: I know that actions can be sequenced to create a dance.  Dynamics: I know that I can create fast and slow actions to show an idea.  Space: I know that there are different directions and pathways within space.  Relationships: I know that when dancing with a partner it is important to be aware of each other and keep in time.  Performance: I know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.  Strategy: I know that if I use exaggerated actions it	<b>Year 2</b> Actions: I know that sequencing actions in a particular order will help me to tell the story of my dance.  Dynamics: I know that I can change the way I perform actions to show an idea.  Space: I know that I can use different directions, pathways and levels in my dance.  Relationships: I know that using counts of 8 will help me to stay in time with my partner and the music.  Performance: I know that using facial expressions helps to show the mood of my dance.	<b>Year 3</b> Actions: I know and understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.  Dynamics: I know and understand that all actions can be performed differently to help to show effect.  Space: I know that I can use space to help my dance to flow.  Relationships: I know that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.  Performance: I know that I can use timing techniques such as canon and unison to create effect.	<b>Year 4</b> Actions: I know that some actions are better suited to a certain character, mood or idea than others.  Dynamics: I know that some dynamics are better suited to a certain character, mood or idea than others.  Space: I know that space can be used to express a certain character, mood or idea.  Relationships: I know that some relationships are better suited to a certain character, mood or idea than others.  Performance: I know that being aware of other performers in my group will help us to move in time.	<b>Year 5</b> Actions: I know that different dance styles utilise selected actions to develop sequences in a specific style.  Dynamics: I know that different dance styles utilise selected dynamics to express mood.  Space: I know that space relates to where my body moves both on the floor and in the air.  Relationships: I know that different dance styles utilise selected relationships to express mood.  Performance: I know what makes a performance effective and know how to apply these principles to my own and others' work.	<b>Year 6</b> Actions: I know that actions can be improved with consideration to extension, shape and recognition of intent.  Dynamics: I know that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.  Space and relationships: I know that combining space and relationships with a prop can help me to express my dance idea.  Performance: I know how a leader can ensure our dance group performs together.  Strategy: I know that if I keep in character throughout, it will help

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	helps the audience to see them clearly.	Strategy: I know that if I practice my dance my performance will improve.	Strategy: I know that if I show sensitivity to the music, my performance will look more complete.	Strategy: I know that I can select from a range of dance techniques to translate my idea.	Strategy: I know that if I use dance principles it will help me to express an atmosphere or mood.	me to express an atmosphere or mood that can be interpreted by the audience.
<b>Move, actions, direction, high, low, space, beat, dynamics</b>	<b>Action, sequence, dynamics, direction, pathways, aware, audience, exaggerated</b>	<b>Sequencing actions, perform, pathways, levels, counts of 8, in time, facial expression, improve</b>	<b>Feedback, interact,</b>	<b>Relationship, rhythm, action and reaction, structure,</b>	<b>Choreograph, collaborative, motif, posture, genre</b>	<b>Aesthetic, inspiration, mood, stimulus,</b>

## Fitness

Devas	Bannerman		Porteous		Borton	
	<b>Year 1</b> Agility: I know that bending my knees will help me to change direction.  Balance: I know that looking ahead will help me to balance.  Co-ordination: I know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.  Speed: I know that if I swing my arms it will help me to run faster.  Strength: I know that exercise helps me to become stronger.	<b>Year 2</b> Agility: I know using small quick steps helps me to change direction.  Balance: I know that I can squeeze my muscles to help me to balance.  Co-ordination: I know that some skills require me to move body parts at different times such as skipping.  Speed: I know that I take shorter steps to jog and bigger steps to run.  Strength: I know that strength helps us with everyday tasks such as carrying our school bag.	<b>Year 3</b> Agility: I know how agility helps us with everyday tasks.  Balance: I know how balance helps us with everyday tasks.  Co-ordination: I know how co-ordination helps us with everyday tasks.  Speed: I know that leaning slightly forwards helps to increase speed.  I know leaning my body in the opposite direction to travel helps to slow down.  Strength: I know that when completing strength activities they	<b>Year 4</b> Agility: I know that keeping my elbows bent when changing direction will help me to stay balanced.  Balance: I know I need to squeeze different muscles to help me to stay balanced in different activities.  Co-ordination: I know that if I begin in a ready position I can react quicker.  Speed: I know that a high knee drive, pumping my arms and running on the balls of my feet gives me power.	<b>Year 5</b> Agility: I know that to change direction I push off my outside foot and turn my hips.  Balance: I know that dynamic balances are harder than static balances as my centre of gravity changes.  Co-ordination: I know that people will have varying levels of co-ordination and that I can get better with practice.  Speed: I know that taking big consistent strides will help to create a rhythm that allows me to run faster.	<b>Year 6</b> Agility: I know that agility requires speed, strength, good balance and co-ordination.  Balance: I know where and when to apply force to maintain control and balance.  Co-ordination: I know that co-ordination also requires good balance and know how to achieve this.  Speed: I know that speed can be improved by training and know which speed to select for the distance.  Strength: I know that I can build up my strength

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	Stamina: I know that when I move for a long time it can make me feel hot and I breathe fast.	Stamina: I know that I need to run slower if running for a long period of time.	need to be performed slowly and with control to help me to stay safe.  Stamina: I know how stamina helps us in other life activities.	Strength: I know that strength comes from different muscles and know how I can improve my strength.  Stamina: I know that I need to pace myself when running further or for a long period of time.	Strength: I know the muscles I am using by name.  Stamina: I know that keeping a steady breath will help me to move for longer periods of time.	by practicing in my own time.  Stamina: I know which exercises can develop stamina and understand that it can be improved by training over time.
	<b>Fitness, , exercise, heart rate, breathing</b>	<b>Muscles, squeeze,</b>	<b>Technique, progress, co-ordination,</b>	<b>React, record</b>	<b>Consistent</b>	<b>Abdominals, calves, quadriceps,</b>

## Fundamentals

Devas	Bannerman		Porteous		Borton	
<b>40-60+ months</b> Running: I know that I use big steps to run and small steps to stop.  I know that moving into space away from others helps to keep me safe.  Balancing: I know that I can hold my arms out to help me to balance.  Jumping: I know that bending my knees will help me to land safely.  Hopping: I know that I use one foot to hop.  Skipping: I know that if I hop then step that will help me to skip.  <b>ELG</b>	<b>Year 1</b> Running: I know that bending my knees will help me to change direction.  I know that if I swing my arms it will help me to run faster.  Balancing: I know that looking ahead will help me to balance.  I know that landing on my feet helps me to balance.	<b>Year 2</b> Running: I know that putting weight into the front of my feet helps me to stop in a balanced position.  I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.  Balancing: I know that squeezing my muscles helps me to balance.  Jumping: I know that swinging my arms	<b>Year 3</b> Running: I know that leaning slightly forwards helps to increase speed (acceleration).  I know leaning my body in the opposite direction to travel helps to slow down (deceleration).  Balancing: I know how balance helps us with everyday tasks.  Jumping and hopping: I know that if I jump and land in quick succession,	<b>Year 4</b> Running: I know that a change of direction and speed can help to get past or away from an opponent.  Balancing: I know that I need to squeeze different muscles to help me to stay balanced in different activities.  Jumping and hopping: I know that swinging my non-hopping foot helps to create momentum.	<b>Year 5</b> Running: I know that to change direction, I push off my outside foot and turn my hips.  Balancing: I know that balance is a skill used in many different activities and everyday life.  Jumping and hopping: I know that there are different techniques for different situations.  Skipping: I know that people will have varying levels of skipping ability	<b>Year 6</b> Running: I know that running develops stamina and speed and both can be improved by training over time.  Balancing: I know that balance underpins many skills in PE and everyday life and this feels different in different situations.  Jumping and hopping: I know when to jump for height or jump for distance in different

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## Progression of Knowledge in Physical Education

<b>Physical Development; Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>- Demonstrate strength, balance and coordination when playing</li> <li>- Negotiate space and obstacles safely, with consideration for themselves and others</li> </ul>	<p>Jumping: I know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: I know that I should hop with a soft bent knee.</p> <p>Skipping: I know that I should use the opposite arm to leg when I skip.</p> <p>I know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>forwards will help me to jump further.</p> <p>Hopping: I know that if I look straight ahead it will stop me falling over when I land.</p> <p>Skipping: I know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>momentum will help me to jump further.</p> <p>Skipping: I know that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	<p>Skipping: I know that keeping my chest up helps me to stay balanced.</p>	<p>and that I can get better with practice.</p>	<p>activities and what to do to achieve this.</p> <p>Skipping: I know that skipping helps to develop co-ordination, stamina and balance</p>
<b>Safe, stop, space, travel, rules</b>	<b>Balance, hopping, skipping, jumping, land/landing bend, soft knee</b>	<b>Weight forward, straight ahead, faster, further, balanced position</b>	<b>Rhythm, technique,</b>	<b>Momentum, stability,</b>	<b>Momentum,</b>	<b>Momentum</b>

## Gymnastics

Devas	Bannerman		Porteous		Borton	
<b>40-60+ months</b> Shapes: I know that I can make different shapes with my body.  Balances: I know that I should be still when holding a balance.  Rolls: I know that I can change my body shape to help me to roll.	<b>Year 1</b> Shapes: I know that I can improve my shapes by extending parts of my body.  Balances: I know that balances should be held for 5 seconds.	<b>Year 2</b> Shapes: I know that some shapes link well together.  Balances: I know that squeezing my muscles helps me to balance.  Rolls: I know that there are different teaching points for different rolls.	<b>Year 3</b> Shapes: I know how to use body tension to make my shapes look better.  Balances: I know that I can make my balances look interesting by using different levels.  Rolls: I know the safety considerations when	<b>Year 4</b> Shapes: I know how shapes can be used to improve my sequence.  Inverted movements: I know that inverted movements are actions in which my hips go above my head.	<b>Year 5</b> Shapes: I know that shapes underpin all other skills.  Inverted movements: I know that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.	<b>Year 6</b> Shapes: I know which shapes to use for each skill.  Inverted movements: I know that spreading my weight across a base of support will help me to balance.

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<p>Jumps: I know that bending my knees will help me to land safely.</p> <p>Strategy: I know that if I hold a shape and count to five people will see it clearly.</p> <p><b>ELG</b> <b>Physical Development; Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing</li> </ul> <p><b>Expressive Arts and Design; Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</li> </ul>	<p>Rolls: I know that I can use different shapes to roll.</p> <p>Jumps: I know that landing on the balls of my feet helps me to land with control.</p> <p>Strategy: I know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p>Jumps: I know that looking forward will help me to land with control.</p> <p>Strategy: I know that if I use shapes that link well together it will help my sequence to flow.</p>	<p>performing more difficult rolls.</p> <p>Jumps: I know that I can change the take off and shape of my jumps to make them look interesting.</p> <p>Strategy: I know that if I use different levels it will help to make my sequence look interesting.</p>	<p>Balances: I know how to keep myself and others safe when performing partner balances.</p> <p>Rolls: I know that I can keep the shape of my roll using body tension.</p> <p>Jumps: I know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p>Strategy: I know that if I use different directions it will help to make my sequence look interesting.</p>	<p>Balances: I know how to use contrasting balances to make my sequences look interesting.</p> <p>Rolls: I know that I need to work within my own capabilities and this may be different to others.</p> <p>Jumps: I know that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p> <p>Strategy: I know that if I use different pathways it will help to make my sequence look interesting.</p>	<p>Balances: I know where and when to apply force to maintain control and balance.</p> <p>Rolls: I know that I can use momentum to help me to roll and know where that momentum from.</p> <p>Jumps: I know that taking off from two feet will give me more height and therefore more time in the air.</p> <p>Strategy: I know that if I use changes in formation it will help to make my sequence look interesting.</p>
<b>Land, copy, hold, shape, around, through</b>	<b>Level, action,</b>	<b>Link, pathway</b>	<b>Contrast, point, landing-position</b>	<b>Fluidly, Momentum, rotation, perform, stability,</b>	<b>Mirroring, stable, transition, observe performance, symmetrical, synchronisation,</b>	<b>Flight formation, synchronisation, symmetrical, progression refine, counter balance, contrasting</b>

## Invasion Games

Devas	Bannerman		Porteous		Borton	
<b>40-60 months +</b> Sending & receiving: I know to look at the target when sending a ball and watch the ball to receive it.	<b>Year 1</b> Sending & receiving: I know to look at my partner before sending the ball.	<b>Year 2</b> Sending & receiving: I know to control the ball before sending it.	<b>Year 3</b> Sending & receiving: I know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.	<b>Year 4</b> Sending & receiving: I know that cushioning a ball will help me to control it when receiving it.	<b>Year 5</b> Sending & receiving: I know that not having a defender between myself and a ball carrier enables me to s&r with better control.	<b>Year 6</b> Sending & receiving: I understand and make quick decisions about when, how and who to pass to.



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## Progression of Knowledge in Physical Education

<p>Dribbling: I know that keeping the ball close will help with control.</p> <p>Space: I know that being in a space gives me room to play.</p> <p>Attacking &amp; defending: I know that there are different roles in games.</p> <p>Tactics: I know how to make simple decisions in response to a task.</p> <p>Rules: I know that rules help us to stay safe.</p> <p><b>ELG</b> <b>Physical Development; Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Dribbling: I know that moving with a ball is called dribbling.</p> <p>Space: I know that being in a good space helps us to pass the ball.</p> <p>Attacking: I know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: I know that staying with a partner makes it more difficult for them to receive the ball.</p> <p>Tactics: I know that tactics can help us when playing games.</p> <p>Rules: I know that rules help us to play fairly</p>	<p>Dribbling: I know keeping my head up will help me to know where defenders are.</p> <p>Space: I know moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: I know when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: I know when my team is not in possession of the ball, I am a defender and we need to try to get the ball.</p> <p>I know standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Tactics: I know and apply simple tactics for attack and defence.</p> <p>Rules: I know how to score points and follow simple rules.</p>	<p>Dribbling: I know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: I know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: I know my role as an attacker and defender.</p> <p>Tactics: I know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: I know the rules of the game and begin to apply them</p>	<p>Dribbling: I know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: I know moving into space will help my team keep possession and score goals.</p> <p>Attacking: I know when to pass and when to shoot.</p> <p>Defending: I know when to mark and when to attempt to win the ball.</p> <p>Tactics: I know applying attacking tactics will help to maintain possession and score goals.</p> <p>I know applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: I know and understand the rules to be able to manage our own game.</p>	<p>Dribbling: I know that dribbling in different directions will help to lose a defender.</p> <p>Space: I know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Tactics: I know that the need for tactics and identify when to use them in different situations.</p> <p>Rules: I know and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>Dribbling: I know how to choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p> <p>Space: I know that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p> <p>Tactics: I know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: I know, understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>
<b>Safely, stop, team, score, rules, space, turn, caught</b>	<b>Attacker, defender, goal</b>	<b>Tactic, goalkeeper, possession,</b>	<b>Communicate, receiver, technique, opposition, referee, tournament,</b>	<b>Offside, onside, option,</b>	<b>Angle, stance, sportsmanship, sporting behaviour, dominant, ball carrier</b>	<b>Abide, consecutive, contest, react, extend</b>
<b>Net &amp; Wall Games</b>						
<b>Devas</b>	<b>Bannerman</b>	<b>Porteous</b>		<b>Borton</b>		

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## Progression of Knowledge in Physical Education

	<b>Year 1</b> Hitting: I know to use the centre of the racket for control.  Feeding: I know to use an underarm throw to feed to a partner.  Rallying: I know that throwing/hitting to my partner with not too much power will help them to return the ball.  Footwork: I know that using a ready position will help me to move in any direction.  Tactics: I know that tactics can help us to be successful when playing games.  Rules: I know that rules help us to play fairly	<b>Year 2</b> Hitting: I know to watch the ball as it comes towards me to help me to prepare to hit it.  Feeding: I know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.  Rallying: I know that sending the ball towards my partner will help me to keep a rally going.  Footwork: I know that using a ready position helps me to react quickly and return/catch a ball.  Tactics: I know that applying simple tactics makes it difficult for my opponent.  Rules: I know how to score points and follow simple rules.	<b>Year 3</b> Shots: I know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.  Rallying: I know that hitting towards my partner will help them to return the ball easier and keep the rally going.  Footwork: I know that moving to the middle of my court will enable me to cover the most space.  Tactics: I know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.  Rules: I know the rules of the game and begin to apply them.	<b>Year 4</b> Shots: I know when to play a forehand and a backhand and why.  Rallying: I know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.  Footwork: I know that getting my feet in the right position will help me to balance before playing a shot.  Tactics: I know that applying attacking tactics will help me to score points and create space.  I know that applying defending tactics will help me to deny space, return a ball and limit points.  Rules: I know and understand the rules to be able to manage our own game.	<b>Year 5</b> Shots: I know which skill to choose for the situation e.g. a volley if the ball is close to the net.  Serving: I know that serving is how to start a game or rally and use the rules applied to the activity for serving.  Rallying: I know that playing the appropriate shot will help to keep the rally going.  I know that control is more important than power to keep a rally going.  Footwork: I know that using small, quick steps will allow me to adjust my stance to play a shot.  Tactics: I know the need for tactics and identify when to use them in different situations.  Rules: I know, understand and apply rules in a variety of net and wall games whilst playing and officiating.	<b>Year 6</b> Shots: I know the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court.  Serving: I know to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.  Rallying: I know how to play different shots depending on if a rally is co-operative or competitive.  Footwork: I know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.  Tactics: I know when to apply some tactics for attacking and/or defending.  Rules: I know, understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.
	<b>Ready position, racket, net</b>	<b>Defend, quickly,</b>	<b>Court, forehand, opposition, rally, backhand, tactic</b>	<b>Alternate, compete, co-operative, continuous</b>	<b>Groundstroke, consecutive, baseline, technique</b>	<b>Stance, prepare, footwork, direct, doubles,</b>

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## Progression of Knowledge in Physical Education

Team Building (KS1) & OAA (KS2)						
Devas	Bannerman		Porteous		Borton	
	<p><b>Year 1</b> Problem solving: I know that working collaboratively with others will help to solve challenges.</p> <p>Navigational skills: I know that deciding which way to go before starting will help me.</p> <p>Communication: I know that using short instructions will help my partner e.g. start/stop.</p> <p>Reflection: I know how to identify when I am successful and make basic observations about how to improve.</p> <p>Rules: I know that rules help us to play fairly.</p>	<p><b>Year 2</b> Problem solving: I know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>Navigational skills: I know that the map tells us what to do.</p> <p>Communication: I know to use encouraging words when speaking to a partner or group to help them to trust me.</p> <p>Reflection: I know to verbalise when I am successful and areas that I could improve.</p> <p>Rules: I know how to follow and apply simple rules.</p>	<p><b>Year 3</b> Problem solving: I know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Navigational skills: I know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p>Communication: I know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: I know to reflect on when and why I am successful at solving challenges.</p> <p>Rules: I know that using the rules honestly will help to keep myself and others safe.</p>	<p><b>Year 4</b> Problem solving: I know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational skills: I know how to use a key and use the cardinal points on a map to orientate it.</p> <p>Communication: I know that there are different types of communication and that I can communicate without talking.</p> <p>Reflection: I know with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Rules: I know the importance of working with integrity.</p>	<p><b>Year 5</b> Problem solving: I know that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p>Navigational skills: I know how to use a key to identify objects and locations.</p> <p>Communication: I know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: I know to reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: I know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	<p><b>Year 6</b> Problem solving: I know that being able to solve problems is an important life skill.</p> <p>Navigational skills: I know why having good navigational skills are important.</p> <p>Communication: I know that good communication skills are key to solving problems and working effectively as a team.</p> <p>Reflection: I know with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: I know and understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>

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### Progression of Knowledge in Physical Education

	Instructions, challenge.	Map, solve, successful,	Route, symbol, course, compass	Role, key, leader,	Cardinal points, landmark, concise,	Inclusive, location, approach
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### Striking and Fielding

Devas	Bannerman		Porteous		Borton	
	<b>Year 1</b> Striking: I know that the harder I strike, the further the ball will travel.  Fielding: I know that throwing the ball back is quicker than running with it.  Throwing: I know which type of throw to use to throw over long distances.  Catching: I know to watch the ball as it comes towards me.  Tactics: I know that tactics can help us when playing games.  Rules: I know that rules help us to play fairly.	<b>Year 2</b> Striking: I know the role of a batter.  I know that striking quickly will increase the power.  Fielding: I know that there are different roles within a fielding team.  I know to move towards the ball to collect it to limit a batter's points.  Throwing: I know that stepping with opposite foot to throwing arm will help me to balance.  Catching: I know to use wide fingers and pull the ball in to my chest to help me to securely catch.  Tactics: I know, understand and apply simple tactics for attack (batting) and defence (fielding).	<b>Year 3</b> Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them	<b>Year 4</b> Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game.	<b>Year 5</b> Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.  Throwing: understand where to throw the ball in relation to where a batter is. Catching: understand when to use a close catch technique or deep catch technique.  Tactics: understand the need for tactics and identify when to use them in different situations.  Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating	<b>Year 6</b> Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply for the situation.  Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.  Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.  Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating

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## Progression of Knowledge in Physical Education

		Rules: know how to score points and follow simple rules.				
	Batter, bowler, hit, overarm, underarm, bowling, batting, fielder	Stumps, backstop, wicket keeper, team mate, runs	Grip, run out, strike, umpire, tournament, wicket, no ball,	Decision, momentum,	Backing-up, close catch, deep catch	Consecutive, appropriate, catch

## Swimming

Devas	Bannerman		Porteous		Borton	
			<b>Year 3</b> Strokes: I know that lifting my hips will help me to stay afloat whilst swimming.  Breathing: I know that turning my head to the side to breathe will allow me to swim with good technique.  Water safety: I know that treading water enables me to keep upright and in the same space.  Rules: I know that the water should be clear of swimmers before entering	<b>Year 4</b> Strokes: I know that keeping my legs together for crawl helps me to stay straight in the water.  Breathing: I know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.  Water safety: I know what to do if I fall in the water.  Rules: I know and understand the water safety rules.		<b>Year 6</b> Strokes: I know that making my body streamlined helps me to glide through the water.  Breathing: I know that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.  Water safety: I know which survival technique to use for the situation.  Rules: I know that different environments have different rules to keep us safe around water.

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## Progression of Knowledge in Physical Education

			Front crawl, back stroke, breast stroke, water safety, surface, dive, side stroke,	Personal best, endurance, submerge,		Afloat, buoyant, synchronised,
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## Target Games

Devas	Bannerman		Porteous		Borton	
<b>40-60 months</b> Throwing: I know how to throw using a variety of equipment.  Catching: I know how to catch using a variety of equipment.  <b>ELG</b> <b>Physical Development; Gross Motor Skills:</b> - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  <b>Personal, Social and Emotional Development; Building Relationships:</b> - Work and play cooperatively and take turns with others -	<b>Year 1</b> Throwing overarm: I know how to throw using a technique when throwing overarm towards a target.  Throwing underarm: I know how to throw using a technique when throwing underarm towards a target.	<b>Year 2</b> Throwing overarm: I know how to develop co-ordination and technique when throwing overarm towards a target.  Throwing underarm: I know how to develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.				
Safely, stop, team, score, rules, space, turn, caught,	Underarm, overarm, further, balance,	Teammate, opponent				