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# Hunton

C of E Primary School

Life in all its fullness - John 10:10

## Progression of Skills 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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## Progression of Skills in Physical Education

Athletics						
Devas	Bannerman		Porteous		Borton	
	<b>Year 1</b> Running: I can explore running at different speeds.  Jumping: I can develop balance whilst jumping and landing.  I can explore hopping, jumping and leaping for distance.  Throwing: I can explore throwing for distance and accuracy.	<b>Year 2</b> Running: I can develop the sprinting action.  I can develop jumping, hopping and skipping actions.  I can explore safely jumping for distance and height.  Throwing: I can develop overarm throwing for distance.	<b>Year 3</b> Running: I can develop the sprinting technique and apply it to relay events.  Jumping: I can develop technique when jumping for distance in a range of approaches and take off positions.  Throwing: I can explore the technique for a pull throw.	<b>Year 4</b> Running: I can develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.  Jumping: I can develop technique when jumping for distance.  Throwing: I can explore power and technique when throwing for distance in a pull and heave throw.	<b>Year 5</b> Running: I can apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.  Jumping: I can explore technique and rhythm in the triple jump.  Throwing: I can develop technique and power in javelin and shot put.	<b>Year 6</b> Running: I can demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.  Jumping: I can develop power, control and technique in the triple jump.  Throwing: I can develop power, control and technique when throwing discus and shot put.
	Control, further, leap, overarm, underarm,	Aim, distance, height, landing, take-off, sprint,	Accuracy, strength, technique, personal best,	Heave, launch, measure, officiate, stride, transfer of weight,	Approach, changeover, momentum, drive, consistent,	Stance, explosive, fling, grip, phase, release, strategy



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<b>Ball Skills</b>						
<b>Devas</b>	<b>Bannerman</b>		<b>Porteous</b>		<b>Borton</b>	
<b>40-60+ months</b> Sending: I can explore sending an object with hands and feet.  Catching: I can explore catching to self and with a partner.  Tracking: I can explore stopping a ball with hands and feet.  Dribbling: I can explore dropping and catching with two hands and moving a ball with feet.  <b>ELG</b> <b>Physical Development; Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing</li> </ul>	<b>Year 1</b> Sending: I can roll and throw with some accuracy towards a target.  Catching: I can begin to catch with two hands. Catch after a bounce.  Tracking: I can track a ball being sent directly.  Dribbling: I can explore dribbling with hands and feet.	<b>Year 2</b> Sending: I can roll, throw and kick a ball to hit a target.  Catching: I can develop catching a range of objects with two hands. Catch with and without a bounce.  Tracking: I can consistently track and collect a ball being sent directly.  Dribbling: I can explore dribbling with hands and feet with increasing control on the move.	<b>Year 3</b> Sending: I can send a ball with accuracy and increasing consistency to a target.  Catching: I can catch a range of objects with increasing consistency.  Tracking: I can track a ball not sent directly.  Dribbling: I can dribble a ball with hands and feet with control.	<b>Year 4</b> Sending: I can accurately use a range of techniques to send a ball to a target.  Catching: I can catch different sized objects with increasing consistency with one and two hands.  Tracking: I can consistently track a ball sent directly and indirectly.  Dribbling: I can dribble a ball with increasing control and co-ordination.	<b>Year 5</b> Sending: I can demonstrate clear technique when sending a ball under pressure.  Catching: I can demonstrate good technique under pressure.  Tracking: I can demonstrate a range of techniques when tracking and collecting a ball.  Dribbling: I can dribble with some control under pressure.	<b>Year 6</b> Sending: I can show good technique when sending a ball with increasing control, accuracy and consistency under pressure.  Catching: I can demonstrate increasing consistency of catching under pressure in a variety of game situations.  Tracking: I can demonstrate a wider range of techniques when tracking a ball under pressure  Dribbling: I can dribble consistently using a range of techniques with increasing control under pressure.
<b>Roll, throw, bounce, catch, dribble, kick, run, hit</b>	<b>Control, ready position, soft, swing, track</b>		<b>Collect, prepare, receive, release, touch</b>		<b>Technique, personal best, react, decision, accuracy</b>	



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## Progression of Skills in Physical Education

Dance						
Devas	Bannerman		Porteous		Borton	
<p><b>40-60+ months</b> Actions: I can explore how my body moves. Copy basic body actions and rhythms.</p> <p>Dynamics: I can explore actions in response to music and an idea.</p> <p>Space: I can begin to explore pathways and the space around me and in relation to others.</p> <p>Performance: I can perform short phrases of movement in front of others.</p> <p><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.</p> <p><b>Physical Development; Gross Motor Skills:</b> - Demonstrate strength, balance and coordination when playing</p>	<p><b>Year 1</b> Actions: I can copy, remember and repeat actions to represent a theme.</p> <p>I can create my own actions in relation to a theme.</p> <p>Dynamics: I can explore varying speeds to represent an idea.</p> <p>Space: I can explore pathways within my performance.</p> <p>Relationships: I can begin to explore actions and pathways with a partner.</p> <p>Performance: I can perform on my own and with others to an audience</p>	<p><b>Year 2</b> Actions: I can accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: I can develop an understanding of dynamics.</p> <p>Space: I can develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: I can explore working with a partner using unison, matching and mirroring.</p> <p>Performance: I can develop the use of facial expressions in my performance</p>	<p><b>Year 3</b> Actions: I can create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: I can use dynamics effectively to express an idea.</p> <p>Space: I can use direction to transition between formations.</p> <p>Relationships: I can develop an understanding of formations.</p> <p>Performance: I can perform short, self-choreographed phrases showing an awareness of timing.</p>	<p><b>Year 4</b> Actions: I can respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Dynamics: I can change dynamics confidently within a performance to express changes in character.</p> <p>Space: I can confidently use changes in level, direction and pathway.</p> <p>Relationships: I can use action and reaction to represent an idea.</p> <p>Performance: I can perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p><b>Year 5</b> Actions: I can choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: I can confidently use dynamics to express different dance styles.</p> <p>Space: I can confidently use direction and patterning to express different dance styles.</p> <p>Relationships: I can confidently use formations, canon and unison to express a dance idea.</p> <p>Performance: I can perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p><b>Year 6</b> Actions: I can show controlled movements which express emotion and feeling.</p> <p>Dynamics: I can explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and relationships: I can use a variety of compositional principles when creating my own dances.</p> <p>Performance: I can demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>

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## Progression of Skills in Physical Education

Shape, counts, travel, direction, shake, bend, twist, move	Balance, beat, pathway, timing, pose	Create, mirroring, dynamics, matching, unison,	Canon, explore, extend, formation	Order, phrase, represent, performance, flow	Transition, quality, collaborative, choreograph	Rehearse, refine, freeze-frame, express
Fitness						
Devas	Bannerman		Porteous		Borton	
	<b>Year 1</b> Agility: I can change direction whilst running.  Balance: I can explore balancing in more challenging activities with some success.  Co-ordination: I can explore co-ordination when using equipment. Speed: explore running at different speeds.  Strength: I can explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel	<b>Year 2</b> Agility: I can demonstrate improved technique when changing direction on the move.  Balance: I can demonstrate increased balance whilst travelling along and over equipment.  Co-ordination: I can perform actions with increased control when co-ordinating my body with and without equipment.  Speed: I can demonstrate running at different speeds.  Strength: I can demonstrate increased control in body weight exercises.	<b>Year 3</b> Agility: I can show balance when changing direction.  Balance: I can explore more complex activities which challenge balance.  Co-ordination: I can co-ordinate my body with increased consistency in a variety of activities.  Speed: I can explore sprinting technique.  Strength: I can explore building strength in different muscle groups.  Stamina: I can explore using my breath to increase my ability to work for longer periods of time.	<b>Year 4</b> Agility: I can show balance when changing direction at speed.  Balance: I can show control whilst completing activities which challenge balance.  Co-ordination: I can explore increased speed when co-ordinating my body.  Speed: I can demonstrate improved sprinting technique.  Strength: I can develop building strength in different muscle groups.  Stamina: I can demonstrate using my breath to maintain my work rate.	<b>Year 5</b> Agility: I can demonstrate improved body posture and speed when changing direction.  Balance: I can change my body position to maintain a controlled centre of gravity.  Co-ordination: I can demonstrate increased speed when co-ordinating my body.  Speed: I can apply the best pace for a set distance or time.  Strength: Demonstrate increased technique in body weight exercises.  Stamina: I can use a steady pace to be able	<b>Year 6</b> Agility: I can change direction with a fluent action and transition smoothly between varying speeds.  Balance: I can show fluency and control when travelling, landing, stopping and changing direction.  Co-ordination: I can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.  Speed: I can adapt running technique to meet the needs of the distance.  Strength: I can complete body weight exercises for increased repetitions with control and fluency.  Stamina: I can use my breath to increase my ability to move for sustained periods of time.



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## Progression of Skills in Physical Education

		Stamina: I can show an ability to work for longer periods of time.			to move for sustained periods of time.	
	direction, balance, co-ordination, opposite	skills, speed, strength, pace, stamina	Agility, control, stamina, strength	Decelerate, dynamic, accelerate, static,	Persevere, power, measure, stable, drive, motivate	Analyse, Engage, Rhythm,
<b>Fundamentals</b>						
<b>Devas</b>	<b>Bannerman</b>		<b>Porteous</b>		<b>Borton</b>	
<b>40-60+ months</b> Running: I can explore running and stopping.  I can explore changing direction safely.  Balancing: I can explore balancing whilst stationary and on the move.  Jumping: I can begin to explore take-off and landing safely.  Hopping: I can explore hopping on both feet. Skipping: explore skipping as a travelling action.  <b>ELG:</b> <b>Physical Development; Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>- Demonstrate strength, balance and coordination when playing</li> </ul>	<b>Year 1</b> Running: I can explore changing direction and dodging.  I can discover how the body moves at different speeds.  Balancing: I can move with some control and balance.  I can explore stability and landing safely.  Jumping: I can demonstrate control in take-off and landing when jumping.  Hopping: I can begin to explore hopping in different directions.  Skipping: I can show co-ordination when turning a rope.	<b>Year 2</b> Running: I can demonstrate balance when changing direction.  I can clearly show different speeds when running.  Balancing: I can demonstrate balance when performing movements.  Jumping: I can demonstrate jumping for distance, height and in different directions.  Hopping: I can demonstrate hopping for distance, height and in different directions.	<b>Year 3</b> Running: I can change direction. Show an increase and decrease in speed.  Balancing: I can demonstrate balance when performing other fundamental skills.  Jumping and hopping: I can link jumping and hopping actions.  Skipping: I can jump and turn a skipping rope.	<b>Year 4</b> Running: I can change direction quickly under pressure.  I can demonstrate when and how to accelerate and decelerate.  Balancing: I can demonstrate good balance and control when performing other fundamental skills.  Jumping and hopping: I can link hopping and jumping actions with other fundamental skills.  Skipping: I can consistently skip in a rope.	<b>Year 5</b> Running: I can demonstrate improved body posture and balance when changing direction.  I can accelerate and decelerate appropriately for the situation.  Balancing: I can consistently demonstrate good balance when performing other fundamental skills.  Jumping and hopping: I can demonstrate good technique and co-ordination when linking jumps.	<b>Year 6</b> Running: I can change direction with a fluent action.  I can transition smoothly between varying speeds.  Balancing: I can show fluency and control when travelling, landing, stopping and changing direction.  Jumping and hopping: I can demonstrate good technique when jumping and hopping for distance and height. I can fluently link jumps together.  Skipping: I can consistently show a range of skills when skipping in a rope.



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## Progression of Skills in Physical Education

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	I can use rhythm to jump continuously in a French rope.	Skipping: I can explore single and double bounce when jumping in a rope.			Skipping: I can show a range of skills when skipping in a rope	
<b>Run, balance, jump, hop, change direction, bend, land, crawl, slide</b>	<b>Dodge, ready position, jog, swing, skip</b>	<b>Hurdle, speed, sprint, take-off</b>	<b>Agility, co-ordination, control, technique</b>	<b>Accelerate, decelerate, momentum</b>	<b>Momentum</b>	<b>Momentum</b>

## Gymnastics

Devas	Bannerman		Porteous		Borton	
<b>40-60+ months</b> Shapes: I can show contrast with my body including wide/narrow, straight/curved.  Balances: I can explore shapes in stillness using different parts of my body.  Rolls: I can explore rocking and rolling.  Jumps: I can explore jumping safely.  <b>ELG</b> <b>Physical Development; Gross Motor Skills</b> - Demonstrate strength, balance and coordination when playing  <b>Expressive Arts and Design; Being Imaginative and Expressive:</b> - Perform songs, rhymes, poems and stories with others, and – when	<b>Year 1</b> Shapes: I can explore basic shapes straight, tuck, straddle, pike.  Balances: I can perform balances making my body tense, stretched and curled.  Rolls: I can explore barrel, straight and forward roll progressions.  Jumps: I can explore shape jumps including jumping off low apparatus.	<b>Year 2</b> Shapes: I can explore using shapes in different gymnastic balances.  Balances: I can remember, repeat and link combinations of gymnastic balances.  Rolls: I can explore barrel, straight and forward roll and put into sequence work.  Jumps: I can explore shape jumps and take off combinations.	<b>Year 3</b> Shapes: I can explore matching and contrasting shapes.  Balances: I can explore point and patch balances and transition smoothly into and out of them.  Rolls: I can develop the straight, barrel, and forward roll.  Jumps: I can develop stepping into shape jumps with control.	<b>Year 4</b> Shapes: I can develop the range of shapes I use in my sequences.  Inverted movements: I can develop strength in bridge and shoulder stand.  Balances: I can develop control and fluency in individual and partner balances.  Rolls: I can develop the straight, barrel, forward and straddle roll and perform them with increased control.	<b>Year 5</b> Shapes: I can perform shapes consistently and fluently linked with other gymnastic actions.  Inverted movements: I can explore progressions of a cartwheel.  Balances: I can explore symmetrical and asymmetrical balances.  Rolls: I can develop control in the straight, barrel, forward, straddle and backward roll.	<b>Year 6</b> Shapes: I can combine and perform gymnastic shapes more fluently and effectively.  Inverted movements: I can develop control in progressions of a cartwheel and a headstand.  Balances: I can explore counter balance and counter tension.  Rolls: I can develop fluency and consistency in the straddle, forward and backward roll.  Jumps: I can combine and perform a range of

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## Progression of Skills in Physical Education

appropriate- try to move in time with music				Jumps: I can develop control in performing and landing rotation jumps.	Jumps: I can select a range of jumps to include in sequence work.	gymnastic jumps more fluently and effectively.
Balance, jump, rock, roll, travel, squeeze, bend, barrel roll, straight roll, forward roll	Speed, level, control, direction	Pike, sequence, straddle, tuck	Body tension, extend, landing position, flow	Bridge, inverted, shoulder stand, wrist grip	Asymmetrical canon, cartwheel, quality, symmetrical synchronisation, transition,	Aesthetics, counter tension, flight formation, structure, vault, handstand, execution,

## Invasion Games

Devas	Bannerman		Porteous		Borton	
<b>40-60 months +</b> Sending & receiving: I can explore s&r with hands and feet using a variety of equipment.  Dribbling: I can explore dropping and catching with two hands and moving a ball with their feet.  Space: I can recognise their own space.  Attacking & defending: I can explore changing direction and tagging games.  <b>ELG</b> <b>Physical Development; Gross Motor Skills:</b>	<b>Year 1</b> Sending & receiving: I can explore s&r with hands and feet to a partner.  Dribbling: I can explore dribbling with hands and feet.  Space: I can recognise good space when playing games.  Attacking: I can explore changing direction to move away from a partner.  Defending: I can explore tracking and moving to stay with a partner.	<b>Year 2</b> Sending & receiving: I can develop s&r with increased control.  Dribbling: I can explore dribbling with hands and feet with increasing control on the move.  Space: I can explore moving into space away from others.  Attacking: I can develop moving into space away from defenders.  Defending: I can explore staying close to other	<b>Year 3</b> Sending & receiving: I can explore s&r abiding by the rules of the game.  Dribbling: I can explore dribbling the ball abiding by the rules of the game under some pressure.  Space: I can develop using space as a team.  Attacking: I can develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.  Defending: I can develop tracking opponents to limit	<b>Year 4</b> Sending & receiving: I can develop passing techniques appropriate to the game with increasing success.  I can catch a ball using one and two hands and receive a ball with feet/object with increasing success.  Dribbling: I can link dribbling the ball with other actions and change direction whilst dribbling with some control.	<b>Year 5</b> Sending & receiving: I can develop control when s&r under pressure.  Dribbling: I can dribble with some control under pressure.  Space: I can explore moving to create space for themselves and others in their team.  Attacking: I can use a variety of techniques to lose an opponent e.g. change of direction or speed.	<b>Year 6</b> Sending & receiving: I can s&r consistently using a range of techniques with increasing control under pressure.  Dribbling: I can dribble consistently using a range of techniques with increasing control under pressure.  Space: I can move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.  Attacking: I can confidently change direction to lose an opponent.



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<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>		players to try and stop them getting the ball.	their scoring opportunities.	<p>Space: I can develop moving into space to help my team.</p> <p>Attacking: I can change direction to lose an opponent with some success.</p> <p>Defending: I can develop defending one on one and begin to intercept.</p>	<p>Defending: I can develop tracking and marking with increased success. I can explore intercepting a ball using one and two hands.</p>	<p>Defending: I can use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>
Run, balance, change direction, throw, catch, run, jog, aim, hit, hop, jump	Mark, track, dodge	Teammate, receive, send, defend, attack, shoot,	Cushion, obstruct, control, invasion, intercept	Gain, accelerate, limit, obstruct, tackle, timing, deny	Rebounds, drive, close down, create, maintain	Transition, turnover, ball slide, dictate
Net & Wall Games						
Devas	Bannerman		Porteous		Borton	



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## Progression of Skills in Physical Education

	<b>Year 1</b> Hitting: I can explore hitting a dropped ball with a racket.  Feeding: I can throw a ball over a net to land into the court area.  Rallying: I can explore sending a ball with hands and a racket.  Footwork: I can use the ready position to move towards a ball.	<b>Year 2</b> Hitting: I can develop hitting a dropped ball over a net.  Feeding: I can accurately underarm throw over a net to a partner.  Rallying: I can explore underarm rallying with a partner catching after one bounce.  Footwork: I can consistently use the ready position to move towards a ball.	<b>Year 3</b> Shots: I can explore returning a ball using shots such as the forehand and backhand.  Rallying: I can explore rallying using a forehand.  Footwork: I can consistently use and return to the ready position in between shots.	<b>Year 4</b> Shots: I can demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.  Rallying: I can develop rallying using both forehand and backhand with increased technique.  Footwork: I can begin to use appropriate footwork patterns to move around the court.	<b>Year 5</b> Shots: I can develop the range of shots used in a variety of games.  Serving: I can develop the range of serving techniques appropriate to the game.  Rallying: I can use a variety of shots to keep a continuous rally.  Footwork: I can demonstrate effective footwork patterns to move around the court.	<b>Year 6</b> Shots: I can demonstrate increased success and technique in a variety of shots.  Serving: I can serve accurately and consistently.  Rallying: I can successfully apply a variety of shots to keep a continuous rally.  Footwork: I can demonstrate a variety of footwork patterns relevant to the game I am playing.
	Underarm, track	Trap, return, receive	Forehand, backhand	Swing, extend, contact, deny, receive	Adjust, cushion, (non) dominant, grip, serve, technique, release, cushion.	Limit, footwork, service, thrust, placement, recover.

## Team Building (KS1) & OAA (KS2)

Devas	Bannerman		Porteous		Borton	
	<b>Year 1</b> Problem solving: I can begin to plan and apply strategies to overcome a challenge.	<b>Year 2</b> Problem solving: I can suggest ideas in response to a task.	<b>Year 3</b> Problem solving: I can discuss how to follow trails and solve problems.	<b>Year 4</b> Problem solving: I can plan independently and in small groups, implementing a strategy with increased success.	<b>Year 5</b> Problem solving: I can explore tactical planning within a team to overcome	<b>Year 6</b> Problem solving: I can pool ideas within a group, selecting and applying the best method to solve a problem.

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## Progression of Skills in Physical Education

	<p>Navigational skills: I can follow and create a simple diagram/map.</p> <p>Communication: I can work co-operatively with a partner and a small group.</p>	<p>Navigational skills: I can follow a path and lead others.</p> <p>Communication: I can communicate simple instructions and listen to others.</p>	<p>I can work with others to select appropriate equipment for the task.</p> <p>Navigational skills: I can identify where I am on a simple map.</p> <p>I can use and begin to create simple maps and diagrams and follow a trail.</p> <p>Communication: I can follow and give instructions and accept other peoples' ideas.</p>	<p>Navigational skills: I can identify key symbols on a map and follow a route.</p> <p>Communication: I can confidently communicate ideas and listen to others.</p>	<p>increasingly challenging tasks.</p> <p>Navigational skills: I can develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: I can communicate effectively, ensuring all others are included.</p>	<p>Navigational skills: I can orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: I can inclusively communicate with others, share job roles and lead when necessary.</p>
	<p><b>Challenge, cooperate, plan, talk, listen, share,</b></p>	<p><b>Communicate, include, support</b></p>	<p><b>Honest, trust, discuss, collaborate, tactics</b></p>	<p><b>Leader, navigate, reflect, orientate,</b></p>	<p><b>Critical thinking, compromise, negotiate, strategy</b></p>	<p><b>Adhere, evaluate, contribute, determine</b></p>
<b>Striking and Fielding</b>						
<b>Devas</b>	<b>Bannerman</b>		<b>Porteous</b>		<b>Borton</b>	



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## Progression of Skills in Physical Education

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Striking: I can explore striking a ball with their hand and equipment.</p> <p>Fielding: I can develop tracking and retrieving a ball.</p> <p>Throwing: I can explore technique when throwing over and underarm.</p> <p>Catching: I can develop co-ordination and technique when catching.</p>	<p>Striking: I can develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: I can develop tracking a ball and decision making with the ball.</p> <p>Throwing: I can develop co-ordination and technique when throwing over and underarm.</p> <p>Catching: I can catch with two hands with some co-ordination and technique.</p>	<p>Striking: I can begin to strike a bowled ball after a bounce with different equipment.</p> <p>Fielding: I can explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p>Throwing: I can use overarm and underarm throwing in game situations.</p> <p>Catching: I can catch with some consistency in game situations.</p>	<p>Striking: I can develop batting technique with a range of equipment.</p> <p>Fielding: I can develop bowling with some consistency, abiding by the rules of the game.</p> <p>Throwing: I can use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching: I can begin to catch with one and two hands with some consistency in game situations.</p>	<p>Striking: I can explore defensive and driving hitting techniques and directional batting.</p> <p>Fielding: I can develop over and underarm bowling technique.</p> <p>I can develop long and short barrier and two-handed pick up.</p> <p>Throwing: I can demonstrate good technique when using a variety of throws under pressure.</p> <p>Catching: I can explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>	<p>Striking: I can strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding: I can use a wider range of fielding skills with increasing control under pressure.</p> <p>Throwing: I can consistently demonstrate good technique in throwing skills under pressure.</p> <p>Catching: I can consistently demonstrate good technique in catching skills under pressure.</p>
	Ready position, fielding, bowling, batting, track	Collect, tactic, fielding	Accuracy, short barrier, technique,	Retrieve, cushion, limit, pressure,	Long barrier, stance, close catch, deep catch	Collaborate, consistently,



# Hunton

C of E Primary School

Life in all its fullness - John 10:10

## Progression of Skills in Physical Education

### Swimming

Swimming						
Devas	Bannerman		Porteous		Borton	
			<b>Year 3</b> Strokes: I can explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.  Breathing: I can begin to explore front crawl breathing technique.  Water safety: I can explore techniques for personal survival to include survival strokes such as sculling and treading water.	<b>Year 4</b> Strokes: I can develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.  Breathing: I can demonstrate improved breathing technique in front crawl.  Water safety: I can be comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.		<b>Year 6</b> Strokes: I can identify my personal best in a range of strokes. I can successfully select and apply my fastest stroke over a distance of 25m.  Breathing: I can demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.  Water safety: I can perform a variety of survival techniques.
			HELP position, treading water, handstand, floating	Sculling, somersault, flutter kick, rotation		Flexed, conserve, propel, streamline, Exhale, inhale,

### Target Games

Devas	Bannerman	Porteous	Borton
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Joy

Compassion

Respect

Perseverance



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## Progression of Skills in Physical Education

<p><b>40-60 months</b></p> <p>Throwing: I can explore throwing using a variety of equipment.</p> <p>Catching: I can explore catching using a variety of equipment</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><b>Personal, Social and Emotional Development; Building Relationships:</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul>	<p><b>Year 1</b></p> <p>Throwing overarm: I can explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: I can explore technique when throwing underarm towards a target.</p>	<p><b>Year 2</b></p> <p>Throwing overarm: I can develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: I can develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: I can develop striking a ball with equipment with some consistency.</p>				
<b>Aim, throw, catch,</b>	<b>Swing, balance,</b>	<b>Accurate, release, strike</b>				