



Compassion, Joy, Perseverance, Respect
'Live 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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Athletics						
Devas	Bannerman		Porteous		Borton	
	<p>Year 1 Running: I can explore running at different speeds.</p> <p>Jumping: I can develop balance whilst jumping and landing.</p> <p>I can explore hopping, jumping and leaping for distance.</p> <p>Throwing: I can explore throwing for distance and accuracy.</p>	<p>Year 2 Running: I can develop the sprinting action.</p> <p>I can develop jumping, hopping and skipping actions.</p> <p>I can explore safely jumping for distance and height.</p> <p>Throwing: I can develop overarm throwing for distance.</p>	<p>Year 3 Running: I can develop the sprinting technique and apply it to relay events.</p> <p>Jumping: I can develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: I can explore the technique for a pull throw.</p>	<p>Year 4 Running: I can develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: I can develop technique when jumping for distance.</p> <p>Throwing: I can explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Year 5 Running: I can apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping: I can explore technique and rhythm in the triple jump.</p> <p>Throwing: I can develop technique and power in javelin and shot put.</p>	<p>Year 6 Running: I can demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: I can develop power, control and technique in the triple jump.</p> <p>Throwing: I can develop power, control and technique when throwing discus and shot put.</p>



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



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Dance						
Devas	Bannerman		Porteous		Borton	
<p>40-60+ months 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>ELG Expressive Arts and Design; Being Imaginative and Expressive: - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</p> <p>Physical Development; Gross Motor Skills: - Demonstrate strength, balance and coordination when playing</p>	<p>Year 1 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>Year 2 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>Year 3 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>Year 4 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>Year 5 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>Year 6 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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Fitness						
Devas	Bannerman		Porteous		Borton	
	<p>Year 1 Agility: I can change direction whilst running.</p> <p>Balance: I can explore balancing in more challenging activities with some success.</p> <p>Co-ordination: I can explore co-ordination when using equipment. Speed: explore running at different speeds.</p> <p>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</p>	<p>Year 2 Agility: I can demonstrate improved technique when changing direction on the move.</p> <p>Balance: I can demonstrate increased balance whilst travelling along and over equipment.</p> <p>Co-ordination: I can perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>Speed: I can demonstrate running at different speeds.</p> <p>Strength: I can demonstrate increased control in body weight exercises.</p> <p>Stamina: I can show an ability to work for longer periods of time.</p>	<p>Year 3 Agility: I can show balance when changing direction.</p> <p>Balance: I can explore more complex activities which challenge balance.</p> <p>Co-ordination: I can co-ordinate my body with increased consistency in a variety of activities.</p> <p>Speed: I can explore sprinting technique.</p> <p>Strength: I can explore building strength in different muscle groups.</p> <p>Stamina: I can explore using my breath to increase my ability to work for longer periods of time.</p>	<p>Year 4 Agility: I can show balance when changing direction at speed.</p> <p>Balance: I can show control whilst completing activities which challenge balance.</p> <p>Co-ordination: I can explore increased speed when co-ordinating my body.</p> <p>Speed: I can demonstrate improved sprinting technique.</p> <p>Strength: I can develop building strength in different muscle groups.</p> <p>Stamina: I can demonstrate using my breath to maintain my work rate.</p>	<p>Year 5 Agility: I can demonstrate improved body posture and speed when changing direction.</p> <p>Balance: I can change my body position to maintain a controlled centre of gravity.</p> <p>Co-ordination: I can demonstrate increased speed when co-ordinating my body.</p> <p>Speed: I can apply the best pace for a set distance or time.</p> <p>Strength: Demonstrate increased technique in body weight exercises.</p> <p>Stamina: I can use a steady pace to be able to move for sustained periods of time.</p>	<p>Year 6 Agility: I can change direction with a fluent action and transition smoothly between varying speeds.</p> <p>Balance: I can show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Co-ordination: I can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>Speed: I can adapt running technique to meet the needs of the distance.</p> <p>Strength: I can complete body weight exercises for increased repetitions with control and fluency.</p> <p>Stamina: I can use my breath to increase my ability to move for sustained periods of time.</p>



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Progression of Skills in Physical Education

Fundamentals						
Devas	Bannerman		Porteous		Borton	
<p>40-60+ months 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.</p> <p>ELG: Physical Development; Gross Motor Skills: - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Year 1 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. I can use rhythm to jump continuously in a French rope.</p>	<p>Year 2 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. Skipping: I can explore single and double bounce when jumping in a rope.</p>	<p>Year 3 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.</p>	<p>Year 4 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.</p>	<p>Year 5 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. Skipping: I can show a range of skills when skipping in a rope</p>	<p>Year 6 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.</p>



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Progression of Skills in Physical Education

Gymnastics

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



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Progression of Skills in Physical Education

Invasion Games						
Devas	Bannerman		Porteous		Borton	
<p>40-60 months + Sending & receiving: I can explore s&r with hands and feet using a variety of equipment.</p> <p>Dribbling: I can explore dropping and catching with two hands and moving a ball with their feet.</p> <p>Space: I can recognise their own space.</p> <p>Attacking & defending: I can explore changing direction and tagging games.</p> <p>ELG Physical Development; Gross Motor Skills: - <i>Negotiate space and obstacles safely, with consideration for themselves and others;</i> - <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p>	<p>Year 1 Sending & receiving: I can explore s&r with hands and feet to a partner.</p> <p>Dribbling: I can explore dribbling with hands and feet.</p> <p>Space: I can recognise good space when playing games.</p> <p>Attacking: I can explore changing direction to move away from a partner.</p> <p>Defending: I can explore tracking and moving to stay with a partner.</p>	<p>Year 2 Sending & receiving: I can develop s&r with increased control.</p> <p>Dribbling: I can explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: I can explore moving into space away from others.</p> <p>Attacking: I can develop moving into space away from defenders.</p> <p>Defending: I can explore staying close to other players to try and stop them getting the ball.</p>	<p>Year 3 Sending & receiving: I can explore s&r abiding by the rules of the game.</p> <p>Dribbling: I can explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: I can develop using space as a team.</p> <p>Attacking: I can develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: I can develop tracking opponents to limit their scoring opportunities.</p>	<p>Year 4 Sending & receiving: I can develop passing techniques appropriate to the game with increasing success.</p> <p>I can catch a ball using one and two hands and receive a ball with increasing success.</p> <p>Dribbling: I can link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <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>Year 5 Sending & receiving: I can develop control when s&r under pressure.</p> <p>Dribbling: I can dribble with some control under pressure.</p> <p>Space: I can explore moving to create space for themselves and others in their team.</p> <p>Attacking: I can use a variety of techniques to lose an opponent e.g. change of direction or speed.</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>Year 6 Sending & receiving: I can s&r consistently using a range of techniques with increasing control under pressure.</p> <p>Dribbling: I can dribble consistently using a range of techniques with increasing control under pressure.</p> <p>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.</p> <p>Attacking: I can confidently change direction to lose an opponent.</p> <p>Defending: I can use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>



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Progression of Skills in Physical Education

Net & Wall Games

Net & Wall Games						
Devas	Bannerman		Porteous		Borton	
	<p>Year 1 Hitting: I can explore hitting a dropped ball with a racket.</p> <p>Feeding: I can throw a ball over a net to land into the court area.</p> <p>Rallying: I can explore sending a ball with hands and a racket.</p> <p>Footwork: I can use the ready position to move towards a ball.</p>	<p>Year 2 Hitting: I can develop hitting a dropped ball over a net.</p> <p>Feeding: I can accurately underarm throw over a net to a partner.</p> <p>Rallying: I can explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: I can consistently use the ready position to move towards a ball.</p>	<p>Year 3 Shots: I can explore returning a ball using shots such as the forehand and backhand.</p> <p>Rallying: I can explore rallying using a forehand.</p> <p>Footwork: I can consistently use and return to the ready position in between shots.</p>	<p>Year 4 Shots: I can demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p>Rallying: I can develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork: I can begin to use appropriate footwork patterns to move around the court.</p>	<p>Year 5 Shots: I can develop the range of shots used in a variety of games.</p> <p>Serving: I can develop the range of serving techniques appropriate to the game.</p> <p>Rallying: I can use a variety of shots to keep a continuous rally.</p> <p>Footwork: I can demonstrate effective footwork patterns to move around the court.</p>	<p>Year 6 Shots: I can demonstrate increased success and technique in a variety of shots.</p> <p>Serving: I can serve accurately and consistently.</p> <p>Rallying: I can successfully apply a variety of shots to keep a continuous rally.</p> <p>Footwork: I can demonstrate a variety of footwork patterns relevant to the game I am playing.</p>



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Progression of Skills in Physical Education

Team Building (KS1) & OAA (KS2)						
Devas	Bannerman		Porteous		Borton	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Problem solving: I can begin to plan and apply strategies to overcome a challenge.</p> <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>Problem solving: I can suggest ideas in response to a task.</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>Problem solving: I can discuss how to follow trails and solve problems.</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>Problem solving: I can plan independently and in small groups, implementing a strategy with increased success.</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>Problem solving: I can explore tactical planning within a team to overcome 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>Problem solving: I can pool ideas within a group, selecting and applying the best method to solve a problem.</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>



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Progression of Skills in Physical Education

Striking and Fielding

Striking and Fielding						
Devas	Bannerman		Porteous		Borton	
	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>



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Progression of Skills in Physical Education

Swimming

Swimming					
Devas	Bannerman		Porteous		Borton
			<p>Year 3 Strokes: I can explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: I can begin to explore front crawl breathing technique.</p> <p>Water safety: I can explore techniques for personal survival to include survival strokes such as sculling and treading water.</p>	<p>Year 4 Strokes: I can develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: I can demonstrate improved breathing technique in front crawl.</p> <p>Water safety: I can be comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p>	<p>Year 6 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.</p> <p>Breathing: I can demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Water safety: I can perform a variety of survival techniques.</p>



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Target Games					
Devas	Bannerman		Porteous		Borton
<p>40-60 months Throwing: I can explore throwing using a variety of equipment.</p> <p>Catching: I can explore catching using a variety of equipment</p> <p>ELG: Physical Development; Gross Motor Skills: - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Personal, Social and Emotional Development; Building Relationships: - Work and play cooperatively and take turns with others</p>	<p>Year 1 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>Year 2 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. Striking: I can develop striking a ball with equipment with some consistency.</p>			