



Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>All</b>	<p><b>Health and Fitness</b></p> <p><i>Describe how the body feels when still and when exercising.</i></p> <p><b>Evaluating &amp; Improving</b> <i>Can they share skills and talk about one another's views and opinions using some visual cues?</i></p>	<p><b>Health and Fitness</b></p> <p><i>Describe how the body feels before, during and after exercise.</i></p> <p><i>Carry and place equipment safely.</i></p> <p><b>Evaluating &amp; Improving</b> <i>Comment on others' actions Suggest simple improvements</i></p>	<p><b>Health and Fitness</b></p> <p><i>Recognise and describe how the body feels during and after different physical activities.</i></p> <p><i>Explain what they need to stay healthy.</i></p> <p><b>Evaluating &amp; Improving</b> <i>Talk about what they are doing and describe the work of others</i></p> <p><i>Suggest ways to improve own and others work</i></p> <p><i>See how their work is similar to and different from other children</i></p>	<p><b>Health and Fitness</b></p> <p><i>Recognise and describe the effects of exercise on the body.</i></p> <p><i>Know the importance of strength and flexibility for physical activity.</i></p> <p><i>Explain why it is important to warm up and cool down.</i></p> <p><b>Evaluating &amp; Improving</b> <i>Talk about differences between their own and others' actions</i></p> <p><i>Comment on the skills and techniques used in their own and others' work</i></p> <p><i>Refine movement after evaluation from others</i></p> <p><i>Understand the importance of practice</i></p>	<p><b>Health and Fitness</b></p> <p><i>Describe how the body reacts at different times and how this affects performance.</i></p> <p><i>Explain why exercise is good for your health.</i></p> <p><i>Know some reasons for warming up and cooling down.</i></p> <p><b>Evaluating &amp; Improving</b> <i>Analyse and comment on skills and techniques</i></p> <p><i>Understand how performances can be improved, through practice and reflection</i></p> <p><i>Understand the importance of practice</i></p>	<p><b>Health and Fitness</b></p> <p><i>Know and understand the reasons for warming up and cooling down.</i></p> <p><i>Explain some safety principles when preparing for and during exercise</i></p> <p><b>Evaluating &amp; Improving</b> <i>Modify and refine skills and techniques to improve any performance</i></p> <p><i>Show a willingness to practise to develop and improve</i></p> <p><i>Conserve energy over longer distances</i></p> <p><i>Independently prepare for exercise, and use cooling down techniques</i></p>	<p><b>Health and Fitness</b></p> <p><i>Understand the importance of warming up and cooling down.</i></p> <p><i>Carry out warm-ups and cool-downs safely and effectively.</i></p> <p><i>Understand why exercise is good for health, fitness and wellbeing.</i></p> <p><i>Know ways they can become healthier.</i></p> <p><b>Evaluating &amp; Improving</b> <i>Use a range of criteria to judge own and others' work</i></p> <p><i>Monitor their own heart rate and breathing</i></p> <p><i>Understand how heart rate and breathing slows after exercise</i></p> <p><i>Know and use the relationship between power and stamina</i></p>
<b>1</b>	<p><b>Me and Myself</b></p> <p><i>Undress and dress themselves independently. Develop fundamental gross movement.</i></p>	<p><b>Invasion games</b> <i>Basketball</i></p> <p><i>Move a ball using simple throwing techniques</i></p> <p><i>Explore different ways of moving a ball</i></p> <p><i>Sometimes catch a ball</i></p> <p><i>Stop a ball moving in other ways</i></p> <p><i>Play simple ball games involving, catching or throwing</i></p>	<p><b>Invasion games</b> <i>Hockey</i></p> <p><i>Develop control and accuracy when moving with a ball in a variety of different games.</i></p> <p><i>Pass and receive a ball with more control and accuracy.</i></p> <p><i>Recognise the best ways to score points and stop points being scored.</i></p> <p><i>Recognise how they work best with their partner.</i></p> <p><i>Use different rules and tactics for invasion games.</i></p> <p><i>Make it difficult for</i></p>	<p><b>Invasion games</b> <i>Basketball</i></p> <p><i>Practise passing to a partner using a number of sending and receiving techniques.</i></p> <p><i>Improve accuracy of passes and use space to keep possession better.</i></p> <p><i>Remain in control of the ball while travelling.</i></p> <p><i>Use communication skills to help others know where they are going.</i></p> <p><i>Look when travelling and what happens after they have passed the ball.</i></p> <p><i>Play games that involve</i></p>	<p><b>Invasion games</b> <i>Hockey</i></p> <p><i>Play 3vs1 and 4vs1 and how to use the space and help each other.</i></p> <p><i>Score more regularly without making mistakes.</i></p> <p><i>Choose and adapt their techniques to keep possession and give their team a chance to shoot.</i></p> <p><i>Plan ideas and tactics similar across invasion games.</i></p> <p><i>Know what rules are needed to make games fair.</i></p> <p><i>Understand simple patterns of</i></p>	<p><b>Invasion games</b> <i>Basketball</i></p> <p><i>Show ways to keep the ball away from defenders.</i></p> <p><i>How to shield the ball.</i></p> <p><i>Change speed, direction with the ball to get away from the defender.</i></p> <p><i>Shoot accurately in a variety of ways.</i></p> <p><i>Mark an opponent.</i></p> <p><i>Watch and evaluate the success of the games they play in.</i></p> <p><i>Identify parts of the game that</i></p>	<p><b>Invasion games</b> <i>Hockey</i></p> <p><i>Understand that when a team has the ball they are attacking and when they haven't they are defending.</i></p> <p><i>Understand different ways of attacking and encourage them to use positions for their team carefully.</i></p> <p><i>Understand different ways to attack and defend.</i></p> <p><i>Choose right formations and tactics for attack and defence.</i></p> <p><i>Know how they support other players in attack and defence.</i></p>



			<p>opponents.</p> <p>Keep the ball and find the best places to score.</p> <p>Watch others accurately.</p> <p>Describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Participate in team games.</p> <p>Understand and develop tactics for attacking and defending.</p>	<p>keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.</p> <p>Know which passes are best, tactics to keep possession.</p> <p>Find space to receive and support.</p> <p>Know what to think about when the team has and hasn't got the ball.</p> <p>How to organise themselves differently to play each of the games successfully.</p> <p>Understand patterns of play- if the ball is in a certain position where players should be.</p> <p><b>Swimming</b></p>	<p>play.</p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p><b>Swimming</b></p>	<p>are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p> <p>Suggest what they need to practise to enjoy the game more.</p> <p><b>Swimming</b></p>	<p><b>Swimming</b></p> <p><b>Sports Leadership</b></p>
2	Gymnastics	<p><b>Gymnastics</b> Respond to instructions and commands.</p> <p>Move between mats and small apparatus and change the speed of movement.</p> <p>Learn a variety of basic gym actions.</p> <p>Be still in different body shapes and balances and combine different ways of travelling.</p> <p>Handle apparatus safely.</p> <p>Recognise how it feels when the body is tense.</p> <p>Discuss how the body changes during exercise.</p> <p>Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p> <p><b>Invasion games</b> Tag Rugby</p> <p>Same skills as above but ensure they have developed the relevant skills for the specific sport.</p>	<p><b>Gymnastics</b> Develop short sequences on their own.</p> <p>Use imagination to find different ways of using apparatus.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear start, middle and end.</p> <p>Have a clear focus when watching others perform. Say when a movement or skill is performed well.</p> <p>Describe what they have done and what they have seen. (Make it easier or harder. Use advice to improve.)</p> <p>Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, direction.</p> <p><b>Invasion games</b> Netball</p> <p>Same skills as above but ensure they have developed</p>	<p><b>Gymnastics</b> Develop and perform actions. Practice and concentrate on quality of movement.</p> <p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of the body to another.</p> <p>Use actions on floor and over, through, across and along apparatus.</p> <p>Vary and apply actions on floor and apparatus.</p> <p>Copy a partner's sequence on floor and apparatus.</p> <p>Perform easy combinations of contrasting actions.</p> <p>Choose combinations that work in their sequences.</p> <p>How they devise sequences.</p> <p><b>Invasion games</b> Tag Rugby</p> <p>Same skills as above but ensure they have developed the relevant skills for the</p>	<p><b>Gymnastics</b> Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help them change sequences.</p> <p>Include changes of dynamics. Work with a partner.</p> <p>Adapt their sequences to include apparatus and to suit a partner or small group.</p> <p>Ask which parts of the task they have completed and the ones they still need to practise.</p> <p>Compare and contrast similar performances.</p> <p>Suggest ways to improve the quality of sequence.</p> <p><b>Invasion games</b> Netball</p> <p>Same skills as above but ensure they have developed the relevant skills for the specific sport.</p>	<p><b>Gymnastics</b> Explore a range of symmetric and asymmetric actions, shapes and balances.</p> <p>Control actions and combine them fluently.</p> <p>Be aware of extension, body tension and control.</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Combine movements with others in a group (matching and mirroring).</p> <p>Watch a performance and evaluate its success.</p> <p>Identify what was performed well and what needs improving.</p> <p>Choose a focus for improvement.</p> <p>Identify one or two aspects of their performance to practice and improve.</p> <p><b>Invasion games</b> Tag Rugby</p> <p>Same skills as above but</p>	<p><b>Gymnastics</b> Make up a sequence and adapt it to different apparatus layouts.</p> <p>Use combinations of dynamics (pathways) to use space effectively.</p> <p>Make up your own rule for longer, more complex sequences.</p> <p>Plan a sequence and adapt it to limited equipment.</p> <p>Work as a group and share roles fairly.</p> <p>Investigate different ways of working with a partner or small group.</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions).</p> <p>Know how gymnastics promotes strength, power and suppleness.</p> <p>Understand the importance of warming up.</p> <p>Devise effective warm up for gymnastics.</p>



			<i>the relevant skills for the specific sport.</i>	<i>specific sport.</i>		<i>ensure they have developed the relevant skills for the specific sport.</i>	<i>Set out and do risk assessments on apparatus.</i>  <b>Invasion games</b> <i>Netball</i>  <i>Same skills as above but ensure they have developed the relevant skills for the specific sport.</i>
<b>3</b>	<b>Movement and Development</b>	<p><b>Dance</b> <i>Learn basic movements relating to feelings.</i></p> <p><i>Show that they have a clear starting and finishing position.</i></p> <p><i>Respond to different music showing a range of emotions.</i></p> <p><i>Perform dance movements and simple routines using simple movement patterns.</i></p> <p><b>Net and wall games</b> <i>Tennis</i></p> <p><i>Focus on throwing and catching.</i></p> <p><i>Play games based on net games (like tennis).</i></p> <p><i>Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3.</i></p> <p><i>Play running and avoid games.</i></p> <p><i>Explain how practising skills can help you feel warmer and why it is good to play and get out of breath.</i></p> <p><i>Participate in team games.</i></p> <p><i>Pass and receive a ball in different ways with control and increased accuracy.</i></p> <p><i>Perform fielding techniques with increased control and coordination.</i></p>	<p><b>Dance</b> <i>Explore, copy, and repeat simple skills and actions.</i></p> <p><i>Remember and repeat simple sequences in dance.</i></p> <p><i>Copy and remember actions in a sequence.</i></p> <p><i>Begin to move with increasing control and care</i> <i>Make a short dance sequence by putting some movements together.</i></p> <p><i>Begin to use rhythm in dance.</i></p> <p><i>Make simple moves with increasing control and coordination.</i></p> <p><b>Net and wall games</b> <i>Badminton</i></p> <p><i>Use their skills to play end to end games, games over a barrier and fielding games.</i></p> <p><i>Use their ability to solve problems and make decisions.</i></p> <p><i>Watch others and describe what is happening.</i></p> <p><i>Talk about what they have done and how they did it.</i> <i>Participate in team games.</i> <i>Pass and receive a ball (shuttlecock) in different ways with control and increased accuracy.</i></p> <p><i>Perform fielding techniques with increased control and coordination.</i></p>	<p><b>Dance</b> <i>Evaluate and improve a dance performance by recording and viewing their rehearsals.</i></p> <p><i>Use a range of vocabulary to describe moods and how dances make them feel.</i></p> <p><i>Remember and repeat simple dance phrases.</i></p> <p><i>Perform dances using simple movement patterns.</i></p> <p><i>Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.</i></p> <p><b>Net and wall games</b> <i>Tennis</i></p> <p><i>Practise throwing and catching with a variety of different balls and using different types of throwing.</i></p> <p><i>Hit the ball with a racket.</i></p> <p><i>Use different shots.</i></p> <p><i>Play games using throwing and catching skills.</i></p> <p><i>Vary strength, length and direction of throw.</i></p> <p><i>Know how they can make it difficult for the opponent to receive the ball.</i></p> <p><i>Stand when receiving.</i> <i>Understand attack and defence tactics.</i></p> <p><i>Understand rules about the games.</i></p>	<p><b>Dance</b> <i>Explore and create characters and narratives in response to a range of stimuli.</i></p> <p><i>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</i></p> <p><b>Net and wall games</b> <i>Badminton</i></p> <p><i>Play games using throwing and catching skills.</i></p> <p><i>Vary strength, length and direction of throw.</i></p> <p><i>Understand how they can make it difficult for the opponent to receive the ball.</i></p> <p><i>Understand where to stand when receiving.</i></p> <p><i>Understand attack and defence tactics.</i></p> <p><i>Understand rules about the games.</i></p> <p><i>Describe what they do and what they find hard.</i></p> <p><i>Talk about how to change the court to make it easier/harder.</i></p> <p><i>Say what they do well in a game and what they need help with and what they need to practise.</i></p>	<p><b>Dance</b> <i>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</i></p> <p><i>Organise their own warm up and cool down activities to suit the dance.</i></p> <p><b>Net and wall games</b> <i>Tennis</i></p> <p><i>Hold and swing racket and where to stand on the court when hitting, catching and receiving.</i></p> <p><i>Hit the ball on both sides of the body and above head.</i></p> <p><i>Use different types of shots during a game.</i></p> <p><i>Improve accuracy.</i></p> <p><i>Explain why they or others are playing well in the games. Know what they need to get better at and what to practise.</i></p> <p><i>Know how to change the court to make it easier.</i></p> <p><i>Understand practices to help with precision and consistency and speed about the court.</i></p>	<p><b>Dance</b> <i>Explore, improvise and combine movement ideas fluently and effectively.</i></p> <p><i>Understand how a dance is formed and performed.</i></p> <p><i>To evaluate, refine and develop their own and others' work.</i></p> <p><b>Net and wall games</b> <i>Badminton</i></p> <p><i>Devise a scoring system.</i></p> <p><i>Hit the ball in the court away from the opponent, how to outwit them using speed, height and direction of the ball.</i></p> <p><i>Know where to stand when attacking and defending.</i></p> <p><i>Explain why they or others are playing well in the games.</i></p> <p><i>Know what they need to get better at and what to practise.</i></p> <p><i>Understand how to change the court to make it easier.</i></p> <p><i>Understand practices to help with precision and consistency and speed about the court.</i></p>



## Hagbourne CE Primary School Skills Progression

### Physical Education

<p><b>4</b></p>	<p><b>Fitness</b> Develop jumping technique, agility, improve speed, balance &amp; coordination. Improve fitness. <b>Link to health section of skills progression.</b></p>	<p><b>Orienteering</b> Use simple compass directions (North, South, East and West)  Use directional language (near and far; left and right)  Describe the location of features and routes on a map  Recognise landmarks and human and physical features  Devise a simple map and use basic symbols in a key  <b>Fitness</b> Improve speed, stamina and agility.  Begin to take control of balance and coordination.  Develop turn taking skills.  Improve teamwork skills through relays. <b>Link to health section of skills progression.</b></p>	<p><b>Orienteering</b> Use simple compass directions (North, South, East and West)  Use directional language (near and far; left and right)  Describe the location of features and routes on a map  Recognise landmarks and human and physical features  Devise a simple map and use basic symbols in a key  <b>Fitness</b> Improve speed, stamina and agility.  Take control of balance and coordination.  Established understanding of turn taking.  Work in a team. <b>Link to health section of skills progression.</b></p>	<p><b>Orienteering</b> Demonstrate understanding of the concept of a basic map Navigate your way around a simple orienteering course  Understand the term 'orientate' or 'setting' a map Complete a simple 'star' orienteering activity in pairs / groups Record information accurately and neatly Follow rules when completing a star orienteering activity  <b>Fitness</b> Develop all body strength. Improve fitness levels. Improve balance &amp; coordination when in combination.  Understand aerobic exercise.  Understand and develop core strength. <b>Link to health section of skills progression.</b></p>	<p><b>Orienteering</b> To complete a trail within the school grounds.  To increase confidence in decision making.  To complete a Photo Trail within the school grounds.  To know how to use a control card.  <b>Fitness</b> Develop all body strength. Improve fitness levels. Improve balance &amp; coordination when in combination.  Develop stamina in aerobic exercise.  Understand and develop core strength. <b>Link to health section of skills progression.</b></p>	<p><b>Orienteering</b> To know that a map is a bird's eye view plan of the ground.  To know how to keep the map "set" or "orientated" when they move.  To know some of the symbols on an orienteering map  To know how to keep the map "set" or "orientated" when they move around a simple course.  To run safely with a map around a simple orienteering course.  To know the 8 points of a compass.  <b>Fitness</b> Develop all body strength whilst linking movements. Improve fitness levels.  Improve balance &amp; coordination when in combination.  Learn functional movements. Develop stamina in aerobic exercise at speed.  Understand and develop core strength. <b>Link to health section of skills progression.</b></p>	<p><b>Orienteering</b> To navigate to a control marker on a simple course  To record information accurately at the control marker.  To navigate to a control marker on a score event course.  To plan effectively to visit as many control markers in the time allowed.  To understand how OAA can help their fitness and health.  To navigate to a control marker on a score event course.  <b>Fitness</b> Develop all body strength whilst linking movements. Improve fitness levels.  Improve balance &amp; coordination when in combination.  Develop functional movements and combine.  Develop stamina in aerobic exercise at speed.  Develop core strength. <b>Link to health section of skills progression.</b></p>
<p><b>5</b></p>	<p><b>Games</b> Ball skills  Begin to enjoy participation Identify a target and begin to throw effectively  <b>Swimming</b></p>	<p><b>Striking and fielding games</b> Cricket  Be confident and safe in the spaces used to play games.  Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.  Understand that being active is good for them and fun.  Participate in team games. Pass and receive a ball in different ways with control</p>	<p><b>Striking and fielding games</b> Rounders  Choose, use and vary simple tactics. Recognise good quality in performance.  Participate in team games.  Pass and receive a ball in different ways with control and increased accuracy.  Perform fielding techniques with increased control and</p>	<p><b>Striking and fielding games</b> Cricket and rounders  Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of wicket keeper  Play in a tournament and work as a team, using tactics in order to beat another team.  Play in a tournament and work as team, using tactics in order to beat another team</p>	<p><b>Striking and fielding games</b> Rounders and cricket  Develop the range of rounders skills that can apply in a competitive context. Choose and use a range of simple tactics in isolation and in a game context. Identify different positions in rounders and the roles of those positions</p>	<p><b>Striking and fielding games</b> Cricket and rounders  To link together a range of skills and use in combination To collaborate as a team to choose, use and adapt rules in games To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance Play small sided competitive games.  To use a range of tactics for attacking and defending in role of bowler, batter and</p>	<p><b>Striking and fielding games</b> Rounders and cricket  Link together a range of skills and use in combination. Collaborate as a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of backstop. Play in a</p>



		<p>and increased accuracy.</p> <p>Perform fielding techniques with increased control and coordination.</p> <p><b>Swimming</b></p>	<p>coordination.</p> <p><b>Swimming</b></p>	<p>Know when to use an underarm or overarm throw.</p>		<p>fielder</p>	<p>tournament and work as a team, using tactics in order to beat another team.</p> <p>Play in a tournament and work as team, using tactics conditioned games</p> <p>Play small sided games using standard rounders pitch layout.</p> <p>Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>
<p><b>6</b></p>	<p><b>Athletics</b></p> <p>Run in different ways for a variety of purposes.</p> <p>Jump in a range of ways, landing safely.</p> <p>Roll equipment in different ways. Throw underarm.</p> <p>Throw an object at a target.</p> <p>Control their body when performing a sequence of movements</p> <p>Participate in simple games</p> <p>Talk about what they have done. Talk about what others have done</p> <p>Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.</p> <p><b>Swimming</b></p>	<p><b>Athletics</b></p> <p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance. Jog in a straight line.</p> <p>Change direction when jogging. Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence. Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p> <p>Throw underarm and overarm.</p> <p>Throw a ball towards a target</p>	<p><b>Athletics</b></p> <p>Designed to develop the fundamental movement skills of balance, coordination and agility.</p> <p>Activities include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.</p> <p>Develop balance, agility and coordination.</p> <p>Explore movement techniques with increased control.</p> <p>How to run, throw and jump and perform these with increased control and coordination.</p> <p><b>Swimming</b></p>	<p><b>Athletics</b></p> <p>Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p> <p><b>Swimming</b></p>	<p><b>Athletics</b></p> <p>Run for short distances and times, and for longer distances and times.</p> <p>Keep a steady pace. Practise 5 basic jumps e.g hop, step, jump.</p> <p>Combine basic actions and form simple jump combinations.</p> <p>Throw into a target using slinging, pushing and pulling actions.</p> <p><b>Swimming</b></p>	<p><b>Athletics</b></p> <p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance. Throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Learn how to use skills to improve the distance of a pull throw.</p> <p>Demonstrate good techniques in a competitive situation.</p> <p><b>Swimming</b></p>	<p><b>Athletics</b></p> <p>Investigate running styles and changes of speed.</p> <p>Practise throwing with power and accuracy. Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p> <p><b>Swimming</b></p>



## Physical Education

## Hagbourne CE Primary School Skills Progression

		<p><i>with increasing accuracy.</i></p> <p><i>Improve the distance they can throw by using more power.</i></p> <p><i>Begin to perform learnt skills with some control.</i></p> <p><i>Engage in competitive activities and team games.</i></p> <p><i>Watch and describe performances. Begin to say how they could improve.</i></p> <p><b>Swimming</b></p>					
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