



Progression of Skills

Subject: PE

PROGRESSION OF SKILLS - area/context	Year 3	Year 4	Year 5	Year 6
Tennis	<ul style="list-style-type: none">• I am learning the rules of the game and I am beginning to use them to play fairly.• I can provide feedback using key words.• I can return a ball to a partner.• I can use basic racket skills.• I understand the aim of the game.• I understand the benefits of exercise.• I work cooperatively with my group to self-manage games.	<ul style="list-style-type: none">• I understand the rules of the game and I can use them often and honestly.• I can communicate with my teammates to apply simple tactics.• I can explain what happens to my body when I exercise and how this helps to make me healthy.• I can provide feedback using key terminology and understand what I need to do to improve.• I can return to the ready position to defend my own court.• I can sometimes play a continuous game.• I can use a range of basic racket skills.• I share ideas and work with others to manage our game.	<ul style="list-style-type: none">• I am developing a wider range of skills and I am beginning to use these under some pressure.• I can identify how different activities can benefit my physical health.• I can identify when I was successful and what I need to do to improve.• I can use feedback provided to improve my work.• I can work cooperatively with others to manage our game.• I understand the need for tactics and can identify when to use them in different situations.• I understand the rules of the game and I can apply them honestly most of the time.• I understand there are different skills for different situations and I am beginning to apply this.	<ul style="list-style-type: none">• I can select the appropriate action for the situation and make this decision quickly.• I can use a wider range of skills with increasing control under pressure.• I can use feedback provided to improve the quality of my work.• I can use the rules of the game consistently to play honestly and fairly.• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.• I can work in collaboration with others so that games run smoothly.• I recognise my own and others strengths and areas for development and can suggest ways to improve.• I understand that there are different areas of fitness and how this helps me in different activities.



Progression of Skills

Subject: PE

<p>Team building/OAA</p>	<ul style="list-style-type: none"> • I am developing map reading skills. • I can follow and give instructions. • I can listen to and am accepting of others' ideas. • I can plan and attempt to apply strategies to solve problems. • I can reflect on when and why I was successful at solving challenges and am beginning to understand why. • I can work collaboratively with a partner and a small group. 	<ul style="list-style-type: none"> • I can accurately follow and give instructions. • I can confidently communicate ideas and listen to others. • I can identify key symbols on a map and use a key to help navigate around a grid. • I can plan and apply strategies to solve problems. • I can reflect on when and why I was successful at solving challenges. • I can work collaboratively and effectively with a partner and a small group. 	<ul style="list-style-type: none"> • I am inclusive of others and can share job roles. • I can navigate around a course using a map. • I can orientate a map confidently. • I can reflect on when I was successful at solving challenges and alter my methods in order to improve. • I can use critical thinking to approach a task. • I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. 	<ul style="list-style-type: none"> • I am inclusive of others, can share job roles and lead when necessary. • I can orientate a map efficiently to navigate around a course. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can work effectively with a partner and a group to solve challenges. • With increasing accuracy, I can reflect on when and how I was successful at solving challenges and alter my methods in order to improve.
<p>Tag Rugby</p>	<ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them to play honestly. • I can communicate with my team and move into space to help them. • I can defend an opponent and attempt to tag them. • I can move with a ball towards goal with increasing control. • I can pass and receive the ball with some control. 	<ul style="list-style-type: none"> • I understand the rules of the game and I can use them often and honestly. • I can delay an opponent and help prevent the other team from scoring. • I can explain what happens to my body when I exercise and how this helps to make me healthy. 	<ul style="list-style-type: none"> • I can communicate with my team and move into space to keep possession and score. • I can identify when I was successful and what I need to do to improve. • I can pass and receive the ball with some control under pressure. • I can tag opponents and close down space. • I know what position I am playing in and how to 	<ul style="list-style-type: none"> • I can create and use space to help my team. • I can pass and receive the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can tag opponents individually and when working within a unit.



Progression of Skills

Subject: PE

	<ul style="list-style-type: none"> • I can provide feedback using key words. • I understand my role as an attacker and as a defender. • I work cooperatively with my group to self-manage games. 	<ul style="list-style-type: none"> • I can help my team keep possession and score tries when I play in attack. • I can pass and receive the ball with increasing control. • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game. 	<p>contribute when attacking and defending.</p> <ul style="list-style-type: none"> • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve.
Rounders	<ul style="list-style-type: none"> • I am able to bowl a ball towards a target. • I am beginning to strike a bowled ball. • I am developing an understanding of tactics and I am beginning to use them in game situations. • I am learning the rules of the game and I am beginning to use them. • I can provide feedback using key words. • I can use overarm and underarm throwing and catching skills. • I work co-operatively with my group to self-manage games. 	<ul style="list-style-type: none"> • I am able to bowl a ball with some accuracy, and consistency. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can communicate with my teammates to apply simple tactics. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve. 	<ul style="list-style-type: none"> • I am beginning to strike a ball with a rounders bat. • I am developing a wider range of fielding skills and I am beginning to use these under some pressure. • I can identify when I was successful and what I need to do to improve. • I can work co-operatively with others to manage our game. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. 	<ul style="list-style-type: none"> • I can strike a bowled ball with increasing consistency. • I can use a wider range of skills with increasing control under pressure. • I can use the rules of the game consistently to play fairly. • I can work collaboratively with others to get batters out. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve.



Progression of Skills

Subject: PE

		<ul style="list-style-type: none"> • I can strike a bowled ball with adapted equipment (e.g. a tennis racket). • I can use overarm and underarm throwing and catching skills with increasing accuracy. • I share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> • I understand there are different skills for different situations and I am beginning to use this. 	<ul style="list-style-type: none"> • I understand and can apply some tactics in the game as a batter, bowler and fielder.
Netball	<ul style="list-style-type: none"> • I am beginning to use simple tactics. • I am learning the rules of the game and am beginning to use them honestly. • I can communicate with my team and move into space to support them. • I can defend an opponent and try to win the ball. • I can pass, receive and shoot the ball with some control. • I can provide feedback using key words. • I understand my role as an attacker and as a defender. • I work cooperatively with my group to self-manage games. 	<ul style="list-style-type: none"> • I can use simple tactics to help my team score or gain possession. • I understand the rules of the game and I can use them often and honestly. • I can defend one on one and know when to win the ball. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can move to space to help my team to keep possession and score goals. • I can pass, receive and shoot the ball with increasing control. • I can provide feedback using key terminology and understand what I need to do to improve. • I share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> • I can communicate with my team and move into space to keep possession and score. • I can identify when I was successful and what I need to do to improve. • I can pass, receive and shoot the ball with some control under pressure. • I can stay with an opponent and I confident to attempt to intercept. • I know what position I am playing in and how to contribute when attacking and defending. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> • I can create and use space to help my team. • I can pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking, and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve.



Progression of Skills

Subject: PE

<p>Hockey</p>	<ul style="list-style-type: none"> • I am beginning to use simple tactics. • I am learning the rules of the game and am beginning to use them honestly. • I can dribble, pass, receive and shoot the ball with some control. • I can find space away from others and near to my goal. • I can provide feedback using key words. • I can track an opponent to slow them down. • I understand my role as an attacker and as a defender. • I work co-operatively with my group to self-manage games. 	<ul style="list-style-type: none"> • I can delay an opponent and help to prevent the other team from scoring. • I can dribble, pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly. 	<ul style="list-style-type: none"> • I can communicate with my team and move into space to keep possession and score. • I can dribble, pass, receive and shoot the ball with some control under pressure. • I can identify when I was successful and what I need to do to improve. • I can use tracking, tackling and intercepting when playing in defence. • I know what position I am playing in and how to contribute when attacking and defending. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can use them most of the time to play fairly and honestly. • I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> • I can create and use space to help my team. • I can dribble, pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking, tackling and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve.
<p>Gymnastics</p>	<ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus. • I can choose actions that flow well into one another. 	<ul style="list-style-type: none"> • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can identify some muscle groups used in gymnastic activities. 	<ul style="list-style-type: none"> • I can create and perform sequences using apparatus, individually and with a partner. • I can lead a partner through short warm-up routines. • I can use canon and synchronisation, and matching 	<ul style="list-style-type: none"> • I can combine and perform gymnastic actions, shapes and balances with control and fluency. • I can create and perform sequences using



Progression of Skills

Subject: PE

	<ul style="list-style-type: none"> I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved. 	<ul style="list-style-type: none"> I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements. 	<p>and mirroring when performing with a partner and a group and say how it affects the performance.</p> <ul style="list-style-type: none"> I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe. 	<p>compositional devices to improve the quality.</p> <ul style="list-style-type: none"> I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner.
Football	<ul style="list-style-type: none"> I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. 	<ul style="list-style-type: none"> I understand the rules of the game and I can use them often and honestly. I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. 	<ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. 	<ul style="list-style-type: none"> I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence.



Progression of Skills

Subject: PE

	<ul style="list-style-type: none"> • I can track an opponent to slow them down. • I understand my role as an attacker and as a defender. • I work co-operatively with my group to self-manage games. 	<ul style="list-style-type: none"> • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> • I can use tracking and intercepting when playing in defence. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can use them most of the time to play honestly and fairly. • I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I recognise my own and others strengths and areas for development and can suggest ways to improve.
Dance	<ul style="list-style-type: none"> • I am respectful of others when watching them perform. • I can provide feedback using key words. • I can repeat, remember and perform a dance phrase. • I can use counts to keep in time with a partner and group. • I can use dynamic and expressive qualities in relation to an idea. • I can work with a partner and in a small group, sharing ideas. 	<ul style="list-style-type: none"> • I can choose actions and dynamics to convey a character or idea. • I can copy and remember set choreography. • I can provide feedback using appropriate language relating to the lesson. • I can respond imaginatively to a range of stimuli relating to character and narrative. • I can use changes in timing and spacing to develop a dance. 	<ul style="list-style-type: none"> • I can accurately copy and repeat set choreography. • I can choreograph phrases individually and with others considering actions and dynamics. • I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. • I can lead a group through short warm-up routines. • I can refine the way I use actions, dynamics, relationships and space in my 	<ul style="list-style-type: none"> • I can choreograph a dance and work safely using a prop. • I can lead a small group through a short warm-up routine. • I can perform dances confidently and fluently with accuracy and good timing. • I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. • I can use appropriate language to evaluate and refine my own and others' work.



Progression of Skills

Subject: PE

	<ul style="list-style-type: none"> I create short dance phrases that communicate the idea. 	<ul style="list-style-type: none"> I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform. 	<p>dance in response to a stimulus.</p> <ul style="list-style-type: none"> I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work. 	<ul style="list-style-type: none"> I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.
Cricket	<ul style="list-style-type: none"> I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill. I can provide feedback using key words. I can use overarm and underarm throwing, and catching skills. 	<ul style="list-style-type: none"> I am able to bowl a ball with some accuracy and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and 	<ul style="list-style-type: none"> I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. 	<ul style="list-style-type: none"> I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use a wider range of fielding skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.



Progression of Skills

Subject: PE

	<ul style="list-style-type: none"> I work co-operatively with my group to self-manage games. 	<p>catching skills with increasing accuracy.</p> <ul style="list-style-type: none"> I share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> I understand there are different skills for different situations and I am beginning to use this. 	<ul style="list-style-type: none"> I understand and can apply some tactics in the game as a batter, bowler and fielder.
Basketball	<ul style="list-style-type: none"> I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games. 	<ul style="list-style-type: none"> I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. 	<ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use the rules of the game honestly and consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand when to use different styles of defence in game situations.



Progression of Skills

Subject: PE

<p>Athletics</p>	<ul style="list-style-type: none"> • I am developing jumping for distance. • I can identify when I was successful. • I can take part in a relay activity, remembering when to run and what to do. • I can throw a variety of objects, changing my action for accuracy and distance. • I can use different take off and landings when jumping. • I can use key points to help me to improve my sprinting technique. • I can work with a partner and in a small group, sharing ideas. • I show determination to achieve my personal best. 	<ul style="list-style-type: none"> • I can demonstrate the difference in sprinting and jogging techniques. • I can explain what happens in my body when I warm up. • I can identify when I was successful and what I need to do to improve. • I can jump for distance with balance and control. • I can throw with some accuracy and power to a target area. • I show determination to improve my personal best. • I support and encourage others to work to their best. 	<ul style="list-style-type: none"> • I can choose the best pace for a running event. • I can identify good athletic performance and explain why it is good. • I can perform a range of jumps showing some technique. • I can show control at take-off and landing in jumping activities. • I can take on the role of coach, official and timer when working in a group. • I can use feedback to improve my sprinting technique. • I persevere to achieve my personal best. • I show accuracy and power when throwing for distance. 	<ul style="list-style-type: none"> • I can compete within the rules showing fair play and honesty. • I can help others to improve their technique using key teaching points. • I can identify my own and others' strengths and areas for development and can suggest ways to improve. • I can perform jumps for distance using good technique. • I can select and apply the best pace for a running event. • I can show accuracy and good technique when throwing for distance. • I understand that there are different areas of fitness and how this helps me in different activities. • I use different strategies to persevere to achieve my personal best.
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<p>Swimming</p>	<p style="text-align: center;">School will provide swimming instruction at Key Stage 2 (Y4 & 5). In particular, students should be taught to:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations.
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Progression of Skills

Subject: PE

<p>What are the key/essential knowledge and skills for this year group?</p>	<p><u>OAA</u> To begin solving problems with a partner and begin to communicate effectively.</p> <p>To begin to develop the skills to read a map.</p> <p><u>Invasion games</u> To begin to understand and apply the rules of a game.</p> <p>To understand the skills of working as a team and how this benefits a game.</p> <p><u>Dance/Gymnastics</u> To be able to choose, plan and complete appropriate actions in a sequence.</p> <p>To be able to identify how performances could be improved and use key words to provide feedback.</p> <p><u>Athletics</u> To start to develop an understanding of jumping for distance and remember what to do in certain activities.</p>	<p><u>OAA</u> To be able to communicate and work collaboratively to problem solve.</p> <p>To identify key symbols on a map.</p> <p><u>Invasion games</u> To understand the rules of the game and use them honestly and fairly.</p> <p>To be able to work collaboratively as a team and share our ideas.</p> <p><u>Dance/Gymnastics</u> To be able to understand the fundamentals of a sequence, such as actions, timing, patterns and spatial awareness.</p> <p>To be able to provide feedback using appropriate language to suggest possible improvements to others' and my own.</p> <p><u>Athletics</u> To discover the differences between techniques, understand why it was successful and identify areas for improvement.</p>	<p><u>OAA</u> To be able to share job roles and follow a set of instructions.</p> <p>To navigate around a course using a map.</p> <p><u>Invasion games</u> To be able to apply the rules of a game and start to identify tactics.</p> <p>To start to provide feedback and areas to improve as a team.</p> <p><u>Dance/Gymnastics</u> To be able to copy and perform a set of choreography and styles of dance clearly and confidently.</p> <p>To be able to provide and receive feedback using a set criteria to improve a performance.</p> <p><u>Athletics</u> To be able to identify and explain good athletic performance.</p> <p>To use feedback where necessary to improve my technique and strive to achieve my personal best.</p> <p><u>Rounders/Cricket</u></p>	<p><u>OAA</u> To be able to lead job roles clearly and effectively.</p> <p>To effectively navigate around a course using a map to solve problems with a group.</p> <p><u>Swimming</u> To swim 25m competently.</p> <p><u>Invasion games</u> To be able to select and apply tactics for appropriate gaming situations.</p> <p>To work collaboratively with a team and give feedback where necessary.</p> <p><u>Dance/Gymnastics</u> To be able to confidently perform a sequence which involves a variety of actions, shapes and balances, ensuring that it can be adapted to represent a theme, emotions and/or characters.</p> <p>To be able to work collaboratively with others and respond to feedback accordingly to refine and improve your work.</p>
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Progression of Skills

Subject: PE

	<p>To be able to show determination and use teaching points to achieve my personal best. <u>Rounders/Cricket</u> To start to develop key skills used in a gaming situations such as catching, throwing and striking.</p> <p>To begin to understand the rules of the game and work with others to self-manage games.</p> <p><u>Tennis</u> To begin using basic racket skills.</p> <p>To develop an understanding of the game.</p>	<p>To be able to show determination and encouragement in key areas to support yourself and others. <u>Rounders/Cricket</u> To be able to bowl a ball with some consistency and accuracy.</p> <p>To be able to communicate effectively with my team mates to apply simple tactics and provide feedback using key terminology.</p> <p><u>Tennis</u> To use basic rackets in a game and move around the court.</p> <p>To understand the rules of the games and use them honestly.</p>	<p>To develop skills in different roles in the game with greater accuracy and consistency.</p> <p>To understand the rules and tactics of the game and begin to identify when to use them in a given situation.</p> <p><u>Tennis</u> To be able to use a wider range of skills and use under pressure and in different situations.</p> <p>To understand how to use tactics in a game and when to apply them.</p> <p>To reflect and give feedback on other peoples games as well as my own.</p>	<p><u>Athletics</u> To be able to identify my own and others' strengths and use key teaching points to target areas for development.</p> <p>To choose the appropriate technique necessary for a given event.</p> <p><u>Rounders/Cricket</u> To work with others fairly and collaboratively as a team as well as following the rules of the game.</p> <p>To use a wide range of skills within a game and use tactics in different roles on a team.</p> <p><u>Tennis</u> To be able to select the appropriate skill for a given situation and execute effectively.</p> <p>To apply tactics in a game to gain an advantage.</p> <p>To be able to understand strengths and weaknesses of a game and suggest areas for improvement.</p>
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Hampton Junior School

Progression of Skills

Subject: PE