

Physical Education Progression at Nansledan School

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Pupils can:</p> <p>Make gymnastic shapes.</p> <p>Travel, stop and link shapes together with some control.</p> <p>Jump safely from the floor and apparatus with neatness and control.</p> <p>Begin to balance on large and small body parts.</p> <p>Begin to recognise good shapes and begin to suggest improvements for others.</p> <p>Begin to roll with control in different ways.</p> <p>Begin to link a jump, roll and balance neatly.</p> <p>Create a sequence using 2-4 different gymnastic actions, linking these together using the floor and apparatus.</p> <p>Make a shape at the beginning and end of movements. Begin to evaluate sequences and practise for performance.</p>	<p>Stretching and Curling</p> <p>Pupils can:</p> <p>Travel and stop in a variety of ways showing movement and shapes that are 'stretched and 'curled'.</p> <p>Recognise the difference between these shapes and perform them with control.</p> <p>Jump safely and with control from the floor and apparatus showing both types of shapes.</p> <p>Confidently name the shapes and include them in a sequence.</p> <p>Balance on different parts of the body with good body tension, showing a variety of shapes.</p> <p>Recognise good shapes and suggest improvements for others.</p> <p>Roll with control in four different ways, linking them together with jumps, rolls and balances.</p> <p>Confidently remember movements to show to others. Describe the differences between own movements and those of others and suggest improvements.</p> <p>Confidently evaluate sequences and practise for performance.</p>	<p>Symmetry/Asymmetry</p> <p>Pupils can:</p> <p>Create symmetrical shapes and balances.</p> <p>Link symmetrical travel movements and balances together with control and good body tension.</p> <p>Perform and name different symmetrical jumps and rolls.</p> <p>Create asymmetrical shapes, travelling movements and balances, linking them together with good body tension.</p> <p>Evaluate own work and that of others and suggest improvements.</p> <p>Move from symmetrical to asymmetrical shapes using good body tension.</p> <p>Create a sequence of 6-8 elements using the floor and apparatus. Name and include both symmetrical and asymmetrical elements and a start/finish position.</p>	<p>Symmetry/Asymmetry</p> <p>Pupils can:</p> <p>Create symmetrical shapes and balances.</p> <p>Link symmetrical travel movements and balances together with control and good body tension.</p> <p>Confidently perform and name different symmetrical jumps and rolls.</p> <p>Create asymmetrical shapes, travelling movements and balances, linking them together with good body tension.</p> <p>Confidently evaluate own work and that of others and suggest improvements.</p> <p>Confidently move from symmetrical to asymmetrical shapes using good body tension.</p> <p>Create a sequence using the floor and apparatus, showing good body tension.</p> <p>Teach the sequence to someone and perform it together.</p> <p>Confidently name and include both symmetrical and asymmetrical elements and a start/finish position.</p>	<p>Partner sequences with meeting and parting</p> <p>Pupils can:</p> <p>Work with a partner to show a variety of balances on the floor and apparatus with good body tension.</p> <p>Include matching, mirroring and contrasting balances.</p> <p>Work with a partner to develop part and full body weight partner balances.</p> <p>Link balances together in a short sequence with a partner.</p> <p>Practice jumping and rolling in unison and canon with good body tension.</p> <p>Evaluate own performance and that of others for improvement.</p> <p>Work with a partner to practice meeting and parting using different gymnastic elements.</p> <p>Show contrasting actions and include different levels within a routine.</p> <p>Create a sequence of 8-10 actions using both the floor and apparatus.</p> <p>Evaluate a sequence for improvement to the next level and practise for performance.</p>	<p>Counterbalances and counter tension</p> <p>Pupils can:</p> <p>Describe and demonstrate what is meant by counterbalance.</p> <p>Work with a partner to show 3 counter balances on the floor, with good body tension.</p> <p>Describe and demonstrate what is meant by counter tension.</p> <p>Work with a partner to show 3 quality balances with counter tension using the floor and apparatus.</p> <p>Work with a partner to link 2 different balances showing counter balance/tension neatly together using the floor and apparatus on different levels.</p> <p>Work with a partner to move in and out of balances fluently.</p> <p>Show 3 different ways to travel in between balances showing a variety of speeds.</p> <p>Create a sequence using challenging balances, good body tension, changes in direction and speed.</p> <p>Evaluate own and work of others, suggest</p>

Physical Education Progression at Nansledan School

						improvements and practise for performance.
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Dance	Create and perform short dances based on ideas Pupils can: Begin to use large body actions and small body actions to create a dance. Begin to develop and remember movement actions. Begin to include a change in levels and speed. Begin to create shapes and link them together. Begin to travel from one move to another. Begin to link moves together fluently and in unison. Begin to develop performance skills. Begin to practice and perform effectively. Begin to describe and comment on others' work, explaining what is liked/disliked and why.	Create and perform short dances based on themes Pupils can: Confidently use large body actions and small body actions to create a dance. Confidently develop and remember movement actions. Include a change in levels and speed independently. Create shapes and link them together. Travel from one move to another. Link moves together fluently and in unison. Develop performance skills. Practice and perform confidently Confidently describe and comment on others' work, explaining what is liked/disliked and why.	Begin to develop movement vocabulary and motifs Pupils can: Begin to develop a movement phrase, which tells a story through dance. Begin to work in groups to create and perform a short dance sequence. Begin to use a change of direction and canon in choreography. Begin to include shapes, travel movements and changes in speed. Begin to move between whole class choreography to paired work. Begin to perform a longer sequence of moves. Begin to describe own and work of others using some dance vocabulary.	Confidently choreograph movement vocabulary and motifs Pupils can: Confidently develop a movement phrase, which tells a story through dance. Work in groups to create and perform a short dance sequence. Confidently use a change of direction and canon in choreography. Include shapes, travel movements and changes in speed. Move confidently between whole class/paired/solo work. Perform a longer sequence of moves with confidence. Describe in detail own and work of others and explain clearly how this can be improved using dance vocabulary.		

Physical Education Progression at Nansledan School

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Swimming			<p>Level 1: Enter the water safely and correctly from either side of the pool or the steps. Move freely around the pool in any direction Half-submerge the face in water and blow bubbles for 3 seconds Push and glide on the front/back from the poolside or pool floor with a float, and alter shape to gain a standing position. To travel a minimum distance of 5m on the front/back with a float. Propel a floating object for 3m by any method. Demonstrate either a horizontal or a vertical floating position for a minimum of 5 seconds. Exit the water correctly from the poolside.</p> <p>Level 2: Enter the water safely and confidently from either side of the pool or the steps. To submerge the face in water and blow bubbles for 3 seconds. To hold a tucked floating position for a minimum of 5 seconds. Either on the front, with the face submerged, on the back with face up, or vertically with head held up. To swim 1 width on the front with a float with both arms outstretched in front. To swim 1 width on the back with a float, using a straight leg action kick. To swim 1 width on the front with a float, using a breaststroke-style leg action. To swim 1 width on either the front or back showing full arm recovery from the water without a float. Demonstrate either a horizontal or a vertical floating position for 10 seconds. Demonstrate a 360 degree turn or roll from either a horizontal or a vertical position without touching the pool floor and without the use of a float. Propel a floating object for a minimum of 5m by any method.</p> <p>Level 3: Fully submerge the face in water and blow bubbles for 3 seconds. Jump into the water, full reach depth in a recognised shape.</p>			



Physical Education Progression at Nansledan School

			<p>Swim 10m without a pause and using any recognised stroke.</p> <p>Retrieve an object from pool bottom using hands and feet.</p> <p>Tread water using arms and legs for at least 30 seconds.</p> <p>Swim 10m on the front/back using reasonable technique and recognised arm recovery.</p> <p>Swim at least 10m using 3 changes of direction without touching the side or pool bottom.</p> <p>Hold a star shape float on the back for a minimum of 5 seconds.</p> <p>Swim through a submerged hoop in the water at least 1m depth.</p> <p>Level 4:</p> <p>Jump into the water at full reach depth and swim a continuous 10m without holding the side or touching the pool bottom.</p> <p>Surface dive in the water showing good technique.</p> <p>Hold a stationary position by treading water with head up for 45 seconds.</p> <p>Swim front/back crawl for 1 width showing a good technique and arm recovery.</p> <p>To scull headfirst for a distance of 5m and return to feet first.</p> <p>Swim a minimum of 5m using dolphin leg kick.</p> <p>Enter the water of full reach depth/tread water for 10 seconds/ followed by a 10m swim.</p> <p>Swim 5m under water.</p> <p>Demonstrate a star float for 30 seconds.</p> <p>Retrieve an object from the pool floor.</p> <p>Hold a tucked mushroom float shape on the back for 30 seconds.</p> <p>Level 5:</p> <p>Tread water for 30 seconds followed by a 25m swim.</p> <p>Push off from side, followed by a surface dive.</p> <p>Perform a surface dive followed by a 5m underwater swim.</p> <p>Scull 10m head-first and return to the side feet first.</p> <p>Swim 25m using inverted breast stroke kick or backstroke.</p> <p>Swim 25m front crawl.</p> <p>Swim 1 length front crawl and follow with a strong push off from the pool side, on the back, using both feet and arms extended.</p> <p>Retrieve an object from the pool bottom using both hands.</p> <p>Jump into the water showing a recognised shape.</p>		
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Physical Education Progression at Nansledan School

			<p>Swim 25m propelling a floating object and maintain control throughout</p> <p>Perform a 360 degree barrel roll from the pool side by pushing off on the front with arms extended and full rotation around to front.</p> <p>Tread water for 1 minute.</p> <p>Level 6:</p> <p>Tread water for 2 minutes.</p> <p>Perform the following skills showing a good technique:</p> <ul style="list-style-type: none"> *Scul headfirst for a minimum of 10m *Scul feel first for a minimum of 10m *360 degree rotation with a vertical or tucked position. *Tucked mushroom float face down. <p>Swim 25m of front crawl/back crawl/breast stroke showing good technique.</p> <p>Attempt 1 width or 10m of butterfly with reasonable arm and leg kick action.</p> <p>Perform 2 shaped jumps into the water – straight/tuck/star/pike/twist</p> <p>Propel a floating object for 25m showing good control and 2 changes of direction of at least 90 degrees.</p> <p>Surface dive into the water and hold a glide for 5m.</p> <p>Retrieve an object using both hands from the pool bottom and push upwards from both feet.</p> <p>Floating balance – sit on a float and attempt to propel forwards in any direction using hand action only and both feet off the pool floor.</p> <p>Swim 10m on the side with 1 arm fully extended and close to ear and second arm extended down alongside the thigh. Use straight leg kick.</p>		
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Net and Wall Games	<p>Pupils can:</p> <p>Be in a ready position to catch a ball.</p> <p>Send and receive a ball in a variety of ways.</p> <p>Hit a ball back to the collector.</p> <p>Use a racket to return a ball to a target with some accuracy.</p> <p>Use skills to return a ball over a central line to a partner.</p>	<p>Pupils can:</p> <p>Be in a ready position, moving from left to right to intercept a ball and return to the centre, prepared for the next ball.</p> <p>Send a ball in a variety of ways and anticipate where it will land and be ready to receive it.</p> <p>Hold a racket/bat correctly and return a ball, using a</p>	<p>Solo skills</p> <p>Pupils can:</p> <p>Drop a ball from level with the chin and usually be able to catch it before it bounces.</p> <p>Roll a ball along the floor to a target area and use an underarm throw to send a beanbag or ball towards a large target. Understand the difference between</p>	<p>Solo skills</p> <p>Pupils can:</p> <p>Drop a ball from level with the chin and usually be able to catch it after one bounce consistently using alternate hands to drop and catch.</p> <p>Use an underarm and over arm throw to send a ball to a target area and use an over arm throw to send a ball or beanbag</p>	<p>Solo skills</p> <p>Pupils can:</p> <p>Drop a ball from level with the chin and consistently be able to catch it after one bounce consistently using alternate hands to drop and catch.</p> <p>Use an underarm and over arm throw to send a ball to a target area and use an over arm throw to send a</p>	<p>Solo skills</p> <p>Pupils can:</p> <p>Drop a ball from level with the chin and consistently be able to catch it after one bounce consistently using alternate hands to drop and catch. Throw ball om the air and clap multiple times before letting it bounce and catching it.</p>



Physical Education Progression at Nansledan School

	<p>Use skills to participate effectively in a competitive game.</p>	<p>smooth action, to a target area. Hit a ball accurately along a line and hit a target.</p> <p>Confidently use skills of forehand, backhand and volley to play a send and return game with a partner (competitive game).</p>	<p>overarm and underarm throw and be able to demonstrate both. Pairs skills Pupils can: Roll a ball along the floor to a partner. Drop a ball from level with the chin for a partner to catch after multiple bounces. Throw and catch rally using a large ball with some degree of control and success. Tennis Pupils can: Serve and return Hold a racket and balance the ball on the strings, using an underarm throw motion to roll the ball over the net to their partner with control. Partner can control the ball after one bounce using their racket/cone to 'sandwich' the ball between racket and cone.</p> <p>Rallying Pupils can: Use an underarm throw to pass the ball to a partner, who can hit the ball back to them after one bounce with control. Players can bounce a ball and hit it over to their partner who will 'sandwich' the ball before sending it back. Points and scoring Pupils can keep count of a cooperative rally and can identify when a point ends due to a mistake.</p>	<p>towards a large target area positioned further away. Pairs skills Pupils can: Players should drop a ball from level with the chin for their partner to catch it after one bounce consistently using alternate hands to drop and catch. Start to complete throw/catch rallies over a net/line using overarm to begin and then underarm throughout. Begin to track the ball through the air and adjust position to catch ball. Throw to spaces with control to challenge partner's ability to move, catch and then recover. Tennis Pupils can: Serve and return Comfortably control serve (when letting it bounce on the ground first). Throw the ball up and hit it over to land inside the court area without first letting it bounce. As a partner, can let the ball bounce once before sending it back over to the server with control. Server can then 'sandwich' ball with racket and hand. Rallying Pupils can: Use the bounce, hit, catch routine with confidence, progressing onto 2 (or more) shot rallies. Focus is on control of shots to ensure they land in the court area. Points and scoring Pupils can: Serve and play a point and explain who won.</p>	<p>ball or beanbag towards a large target area positioned further away. Demonstrate both with control, using a good set up position for the over arm throw. Pairs skills Pupils can: Complete all Y3/4 pairs skills with a good level of competence. Not often dropping the ball and rarely missing their target tracks when using both underarm and over arm throws. Complete throw/catch rallies over a net/line using overarm to begin and then underarm throughout. Track the ball through the air and adjust position to catch ball. Consistently throw to space with control to challenge partner's ability to move, catch and recover to a central location.</p> <p>Tennis Pupils can: Serve and return Pupils can: Comfortably control their serve if they let it bounce on the floor first. Throw the ball up and hit it over to land inside the court area without first letting it bounce. Partners can let the ball bounce once before sending it back over to the server with control. Server can sandwich the ball with racket and hand. Rallying Pupils can:</p>	<p>Use an underarm and over arm throw to send a ball to a target area and use an over arm throw to send a ball or beanbag towards a large target area positioned further away. Demonstrate both with control, using a good set up position for the over arm throw and varying the length of throws to different targets. Pairs skills Pupils can: Confidently and competently complete all Y3/4 pairs skills. They rarely drop the ball or miss target areas when using both underarm and overarm throws. Track the ball through the air and catch the ball comfortably at various heights. Move quickly into position and then gain their balance before throwing the ball back to their partner. Recognise the benefit of why you recover to a central position at the back of the court area between throws and should do this regularly without prompting during the activities. Rallying Pupils can: Rally with a partner using both forehand and backhand shots. Pupils build up a co-operative rally from 4 to 5, 6, 7, 8 shots etc. Build these rallies up without needing to control the ball before sending it back.</p>
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Physical Education Progression at Nansledan School

			<p>They understand the basic ways to win a point: *Opponent hits the ball out of court area/into the net *Opponent does not successfully hit the ball after one bounce (Chn can have an understanding without being able to demonstrate the skills themselves)</p> <p>Begin to understand the idea of tie-break scoring (1, 2, 3, 4, 5)</p>	<p>Identify basic ways to win a point and understand how many serves each player gets on a point (2). Understand that servers take turns and serve diagonally. Know where to stand to serve and return, showing confidence to call out and raise their hand to indicate they have seen an error.</p> <p>Begin to explain how the point ended and keep score of their own match using tie-break scoring.</p>	<p>Use the bounce, hit catch routine with accuracy and confidence, progressing onto 4 (or more) shot rallies. Ensure that their shots land in the court area consistently. Points and scoring Pupils can: Serve, play a point and confidently explain who won. They can identify all the ways to win a point and understand how many serves per point. Understand that servers take turns and serve diagonally. Know where to stand to serve and return, showing confidence and competence to call out and raise their hand to indicate they have seen an error.</p> <p>Confidently explain how the point ended and keep score of their own match using tie-break scoring.</p>	<p>Feed the ball in to their partner and play points, trying to move their partner within the court. Points and scoring Pupils can: Serve using both overarm and underarm action from the back of the court. They understand where the serve should go (diagonal) and they can play out points to their conclusion, identifying when a mistake is made and by whom. Confidently explain who won/lost a point and why they are happy to score their own matches (with the use of cones). Assist with umpiring other pupils' matches.</p>
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Basketball				<p>Avoid a defender when dribbling a basketball. Attack an opponent by knocking the ball from their hand. Apply the chest pass in combination with dribbling. Avoid a defender when dribbling a basketball use the ball with accuracy when passing and shooting in a game of 5v5 basketball.</p>		



Physical Education Progression at Nansledan School

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Tag Rugby			<p>Pupils can:</p> <p>Pass with accuracy at chest height whilst travelling with the ball</p> <p>Accurately pass the ball backwards whilst travelling, passing left and right sided.</p> <p>Travel into a space, using speed and change of direction to avoid being tagged.</p> <p>Put pressure on attackers by tracking and tackling players with the awareness of space needed to be defended.</p> <p>Involve teammates, running into space by change of direction, side step and looking for intercepting opportunities (reading the game).</p>		<p>Pupils can:</p> <p>Involve teammates, running into space by change of direction, side step and looking for intercepting opportunities (be able to read the game). Complete a fake pass (dummy) before releasing the ball accurately to a teammate.</p> <p>Make an outstanding effort to help other team members.</p> <p>Use a side step or dodge to avoid defending players.</p>	

Physical Education Progression at Nansledan School

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Netball			<p>Accurately pass the ball in 3 different ways.</p> <p>Consistently use the footwork rule.</p> <p>Consistently use different techniques to move into a space to receive a ball, evaluate my performance and those of others.</p> <p>Consistently use a good technique to perform a netball shot.</p> <p>Play a game of High 5 and demonstrate understanding of the role of all of the positions.</p> <p>Consistently and accurately apply footwork, shooting, passing and receiving, finding a space and positions skills to play a game of High 5 Netball.</p>			<p>Consistently use the footwork rule when passing the ball.</p> <p>Choose the most appropriate way to pass the ball. I can effectively perform a netball shot.</p> <p>Use several different tactics to gain possession of the ball. I can critically evaluate my performance and those of others.</p> <p>Consistently show effective defending skills.</p> <p>Demonstrate clear understanding of the High 5 positions and roles.</p> <p>Be an effective team player in a game of High 5 Netball by accurately and tactically applying the skills learned.</p>

Physical Education Progression at Nansledan School

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Football				<p>Pupils can:</p> <p>Use both feet to control the ball whilst moving, including changing direction.</p> <p>Pass the ball accurately and receive the ball keeping it under control, using all parts of the foot, whilst on the move.</p> <p>Pass the ball accurately to teammates using different parts of the foot over short and long distances.</p> <p>Receive the ball and control it close to the body.</p> <p>Tackle with speed and precision and make effective decisions whilst in possession of the ball.</p> <p>Show good awareness of space and others around and use the ball wisely in different situations.</p> <p>Vary tactics and adapt in response to the situation in the game.</p>		<p>Pupils can:</p> <p>Decide when it is best to dribble and when it is best to pass.</p> <p>Find effective space to ensure the team stays linked as a unit to keep the ball moving towards a goal.</p> <p>Pass the ball out from a defensive roll to help the team attack.</p> <p>Create scoring opportunities for teammates.</p> <p>Create space and make good decisions when to pass, dribble or shoot to make the most points for the team.</p> <p>Change position within the formation depending on whether the team is attacking or defending.</p>

Physical Education Progression at Nansledan School

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Hockey			<p>Pupils can:</p> <p>Dribble the ball travelling in different directions keeping the ball under control.</p> <p>Accurately pass and receive the ball when travelling.</p> <p>Move into a space with the ball under control looking for teammates who are ready to receive the ball.</p> <p>Put pressure on attackers by tracking and tackling players with the awareness of space needed to be defended.</p> <p>Involve teammates, running into space controlling and passing the ball accurately and looking for intercepting opportunities.</p>		<p>Pupils can:</p> <p>Dribble the ball travelling in different directions keeping the ball under control.</p> <p>Begin to use reverse stick.</p> <p>Accurately pass and receive the ball when travelling to beat an opponent.</p> <p>Move into a space with the ball under control looking for teammates and dodging defenders.</p> <p>Put pressure on attackers by tracking and tackling players with the awareness of space needed to be defended.</p> <p>Involve teammates, running into space controlling and passing the ball accurately and looking for blocking and intercepting opportunities.</p>	

Physical Education Progression at Nansledan School

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Athletics			<p>Pupils can:</p> <p>Improve speed over 40/60m.</p> <p>Run in a straight line and pass the baton successfully.</p> <p>Control a landing without losing balance by bending knees to absorb force of landing.</p> <p>Jump with distance in a variety of jumps.</p> <p>Throw a ball using an over arm action.</p>	<p>Pupils can:</p> <p>Sustain sprint with good arm/leg drive for 60m.</p> <p>Run and pass the baton in the right hand without slowing down take off with one foot and land with either one or two feet with increasing distance.</p> <p>Jump with increasing distance and coordination in a variety of jumps.</p> <p>Throw over arm accurately towards a target.</p>	<p>Pupils can:</p> <p>Pass the baton on successfully and run using a good knee lift.</p> <p>Keep on running even though tiredness may set in.</p> <p>Run and hurdle lifting the trailing leg as it goes over the hurdle.</p> <p>Throw a variety of different implements with increasing distances.</p> <p>Long jump by taking off on one foot and landing with both.</p>	<p>Pupils can:</p> <p>Sprint with a fluid and effective style.</p> <p>Sustain pace and endurance throughout a session.</p> <p>Hurdle efficiently, running at speed and taking off with the same foot.</p> <p>Effectively aim and throw to distance with different types of implement.</p> <p>Jump to height and distance in a long jump after a run up.</p>

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Striking and Fielding (Cricket, Rounders)	<p>Pupils can:</p> <p>Throw and catch a ball from a partner.</p> <p>Find the best way to aim a ball and hit a target.</p> <p>Bowl a ball towards a target.</p> <p>Hit a ball with a bat.</p> <p>Begin to use the skills learned to bowl, roll, throw, catch and hit a ball in a small game situation.</p>	<p>Pupils can:</p> <p>Throw and catch a ball accurately over various distances, catching it most of the time.</p> <p>Aim a ball accurately to hit a target.</p> <p>Vary the way they bowl the ball depending on the target and bowl accurately.</p> <p>Hit a ball with a bat accurately into a space when it is bowled towards them.</p> <p>Confidently apply the skills they have learned to bowl, roll, throw, catch and hit a ball in a small game situation.</p>	<p>Pupils can:</p> <p>Roll a ball at a target and receive a ball with two hands.</p> <p>Hit the ball in a range of directions.</p> <p>Strike a moving ball with intent.</p> <p>Stop a ball coming towards me and return back to the bowler.</p> <p>Hit the ball so that runs are scored.</p>	<p>Pupils can:</p> <p>Accurately throw a ball at a target and receive a ball with one and two hands.</p> <p>Hit the ball accurately in a range of directions and varied distance.</p> <p>Strike a moving ball accurately into open space.</p> <p>Stop a ball in the air or ground consistently and return with speed accurately back to the bowler.</p> <p>Hit the ball accurately into open space to enable maximum runs.</p>	<p>Pupils can:</p> <p>Hit the ball a range of distances.</p> <p>Bowl a ball underarm consistently into a designated area, allowing the ball to bounce once.</p> <p>Stop the ball and throw overarm towards the stumps.</p> <p>Be part of a competitive striking game and throw underarm at chest height.</p> <p>Occasionally hit a moving ball.</p>	<p>Pupils can:</p> <p>Hit the ball from both sides of the body, directing the ball away from the fielders.</p> <p>Bowl a ball overarm accurately towards a target.</p> <p>Adjust fielding positions according to the batter and throw at speed accurately towards the stumps.</p> <p>Play a competitive striking game and throw accurately and consistently at chest height.</p> <p>Hit a moving ball consistently into space.</p>

Physical Education Progression at Nansledan School

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OAA (Outdoor and Adventurous Activities)				<p>Pupils can:</p> <p>Explain accurately what is meant by orienteering and can remember 6 map symbols.</p> <p>Navigate accurately using a simple map and always work collaboratively with my partner.</p> <p>Orientate a simple map to the ground accurately. Recognise how they can improve their work through evaluating what they have done.</p> <p>Work sensibly and cooperatively with a partner to complete challenges.</p> <p>Discuss effective ways to complete the challenge.</p> <p>Use a map to complete an orienteering course.</p> <p>Use my map to set up and find all of the controls.</p> <p>Discuss with a partner the most effective route to use.</p>		<p>Pupils can:</p> <p>Use a map to set up and find all of the controls.</p> <p>Discuss with a partner the most effective route to use.</p> <p>Know the 8 points of the compass and can use this knowledge to follow a trail.</p> <p>Always use a map to complete an orienteering course.</p> <p>Mostly work collaboratively with others to complete problem-solving activities.</p> <p>Discuss effective ways of completing the challenge.</p> <p>Work collaboratively with a partner to use a map to set up and complete an orienteering course.</p> <p>Take part in an orienteering competition using all the skills that have been learned.</p>