



St Mary's and St Cuthbert's Primary School: Progression within Physical Education (P.E.)



Intent: At our schools, Physical Education (P.E.) ensures that our children have the knowledge to begin and maintain a healthy lifestyle. Through competitive sports, which promote individual and co-operative skills, children are taught to become physically active for sustained periods of time. The main aim of our P.E. Curriculum is to inspire children to be physically confident in their abilities in order to then challenge themselves to beat others in competitions and out-do their personal bests. We want P.E. to build character and lead active, healthy lives.

		Year 1	Year 2
Skills	Health & Fitness	Describe how my body feels before, during and after an activity.	- Show how to exercise safely. - Describe how my body feels during different activities. - Explain what my body needs to keep healthy.
	Ball skills	- Roll a ball with two hands, showing control. - Throw a ball, underarm, a short distance, showing some control. - Catch a ball with both hands/receive a ball. - Kick in different ways, with control.	- Roll a ball with one hand, showing control. - Throw a ball longer distances, showing some control. Catch/receive a ball. - Kick and move with control. - Stay in a 'zone' during a game. - Decide where the best place to be is during a game. - Use one tactic in a game. - Follow rules.
	Fundamental Movement	- Run at different speeds. - Take small, medium and large steps. - Run and jump with some balance and control. - Move with some awareness of space.	- Hurdle a small obstacle and maintain effective running. - Move in different ways, creating space.
	Gymnastics	- Make body tense, relaxed, curled and stretched. - Copy sequences and repeat them. - Roll in different ways. - Travel in different ways. - Balance in different ways. - Stretch in different ways. - Curl in different ways. - Show contrast (i.e. small and tall). - Climb safely on low level apparatus Make a two-part sequence. - Jump on two feet and land with some control and balance.	- Plan and perform a sequence of movements. - Use contrast in sequences. - Movements are controlled. - Improve sequence based on feedback. - Think of more than one way to create a sequence which follows a set of 'rules'. - Work on my own and with a partner to create a sequence. - Copy and remember actions, making a three-part sequence. - Roll forwards, backwards and sideways. - Hold a position whilst balancing. - Climb safely on larger equipment. - Jump in a variety of ways and land with control and balance.
	Dance	- Move to music. - Copy dance moves. - Perform some dance moves. - Move around the space safely. - Make a two-part sequence to music	- Change rhythm, speed, level and direction in my dance. - Dance with control and co-ordination. - Copy and remember actions, making a three-part sequence with some good timings to the music and linking sections. - Can choose some appropriate movements to show basic mood, feelings or ideas.
	Sportsmanship	Encourage classmates to do well	Understand the positive effect/impact of cheering for others and the negative effect/impact of booing.
	Evaluating	- Talk about what I have done. - Describe what other people did. - Say what was good and bad about a game or performance	- Evaluate classmates' performances with basic justifications. - Talk about what is different between what I did and what someone else did. - Say how I could improve.

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		Year 3	Year 4	Year 5	Year 6
Content Knowledge: Sports		Striking and fielding: Cricket Net and wall: Tennis Invasion: Basketball / Gaelic Football	Striking and fielding: Rounders Net and wall: Volleyball Invasion: Hockey / Gaelic Football	Striking and fielding: Cricket Net and wall: Tennis Invasion: Tag Rugby / Gaelic Football	Striking and fielding: Rounders Net and wall: Mini competitions Invasion: Football / Netball / Lacrosse
	Health & Fitness	Explain why it is important to warm-up and cool-down.	- Identify some muscle groups used in activities. - Explain why warming up is important.	- Explain why keeping fit is good for my health. - Explain what effect exercise has on my body. - Explain some important safety principles when preparing for exercise. - Explain why exercise is important.	- Choose appropriate warm ups and cool downs. - Explain how the body reacts to different kinds of exercise. - Explain why we need regular and safe exercise.
	Striking and fielding	- Develop a fixed position and stance when fielding. - Understand the importance of spacing out when fielding. - Use fielding techniques to stop the ball.	- Develop a flexible position and stance when fielding. - Begin to respond to events on the pitch. - Use fielding techniques to stop the ball effectively.	- Throw and catch under pressure. - Use fielding techniques to stop the ball in the quickest, most appropriate way (i.e. long barrier, wide open palms).	Use fielding techniques to stop the ball tactically and know where the ball needs to go next.
	Net and wall	To hit objects in different ways (i.e. high, low, fast, slow).	Send an object to its required target accurately.	- Use control and accuracy to send an object to its required target, applying understanding of distance. - Apply basic tactics to games. - Use forehand and backhand with a racquet.	- Use any piece of equipment to outwit an opponent and gain advantage in a game situation. - Apply tactics to games.
	Invasion	- Use hand-eye co-ordination to control a ball with more Accuracy. - To pass balls in different ways (i.e. high, low, fast, slow). - Maintain possession of a ball. - Show an awareness of others and space in a game situation. - Understand how to intercept. - Understand the concept of attack and defence. - Throw and catch with control when under limited pressure. - Know and use rules fairly to keep games going.	- Master passing and receiving techniques to maintain control of the ball, including some dribbling. - Intercept with growing accuracy being aware of position and timing. - Develop skills with a range of shooting techniques (both long and short distances). - Catch with one hand. - Throw and catch accurately. - Move to find a space when they are not in possession during a game. - Hit a ball accurately and with control. - Keep possession of the ball. - Vary tactics and adapt skills according to what is happening in the game.	- Dribble with accuracy. - Develop skills with a range of passes (i.e. chest, bounce, overhead) Intercept with precision. - Demonstrate the best time to keep possession or shoot compared to knowing when to set a teammate up, applying understanding of distance. - Apply basic tactics to games (i.e. anticipate the direction of an opponent; make space by moving away, coming back and dodging; understand how to mark an opponent). - Gain possession by working as a team. - Choose the best tactics for attacking and defending.	- When under pressure, apply the required pass, dribble, shot and interception based on the distance and power needed. - Apply tactics to games. - Play to agreed rules. - Explain complicated rules. - Umpire. - Make a team plan and communicate it to others. - Lead others in a game situation.
	Athletics	- Understand the technique to run fast (hands up, knees up, opposites, head focused). - Sprint over a short distance, up to 60m. - Understand the technique for the required throw (shotput, javelin, discus). - Jump growing distances from a standing position. - Improve personal best. - Run at fast, medium and slow speeds; changing speed and direction. - Make up and repeat a short sequence of linked jumps. - Take part in a relay, remembering when to run and what to do.	- Begin to apply the technique to run fast (hands up, knees up, opposites, head focused). - Sprint over a short distance, up to 100m. - Begin to apply the technique for the required throw (shotput, javelin, discus). - Gain distance in jumps from a standing position. - Run over a long distance. - Throw in different ways. - Hit a target. - Jump in different ways.	- Apply the technique to run fast (hands up, knees up, opposites, head focused). - Run over longer distances, conserving energy to sustain performance. - Choose the correct technique to run at speed or length. - Apply the technique for the required throw (shotput, javelin, discus). - Use a run up and arm mobility to jump at length. - Combine running and jumping. - Controlled when taking off and landing in a jump. - Throw with accuracy. - Follow specific rules.	- Investigate running styles and changes in speed. - Apply the technique for the required throw with power and accuracy (shotput, javelin, discus). - Show control in take-off and landing when jumping. - Identify and refine running, jumping and throwing performances by analysing technique and body shape. - Throw a variety of objects, changing my action for accuracy and distance. - Link running and jumping activities with some fluency, control and consistency. - Demonstrate stamina. - Use skills in different situations.
	Gymnastics	- Refine movements into more fluid sequences. - Create interesting body shapes. - Change direction and speed during performance. - Use a greater number of my own ideas for movement in response to a task. - Explain how strength and suppleness affect performances. - Compare and contrast gymnastic sequences, commenting on similarities and differences. - Adapt sequences to suit different types of apparatus, criteria and their partner's ability.	- Plan a sequence, rehearse and perform it. - Movements are clear, fluent and expressive. - Combine and move in a variety of ways (shapes, jump, roll, speed, level). - Change direction, speed and level during performance. - Work in a controlled way. - Work with a partner to create, repeat and improve a sequence with at least three phases. - Follow a set of 'rules' to produce a sequence.	- Create complex, linked and well-executed sequences that include a range of movements (travel, balance, swing, bend, stretch, twist). - Hold a body posture. - Demonstrate kinaesthetic awareness. - Perform consistently to different audiences. - Movements are accurate, clear and consistent.	- Create complex, linked and well-executed sequences that include a range of movements (spring, flight, vaults, inversions, rotations). - Vary speed, direction and level to achieve the desired effect. - Combine my own work with that of others. - Link my sequences to specific timings.

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	Dance	● Refine movements into more fluid sequences. ● Move with growing control and co-ordination. ● Change direction and speed during performance based on the rhythm of the music. ● Begin to show expression. ● Improvise freely, translating ideas from a stimulus into movement. ● Share and create phrases with a partner and in small groups. ● Repeat, remember and perform these phrases in a dance.	● Plan a sequence, rehearse and perform it from a given stimulus/scaffold (i.e. photo, advert, piece of music). ● Movements are clear, fluent and expressive. ● Dance conveys a clear idea. ● Take the lead when working with a partner or group.	● Create complex, linked and well-executed sequences that show some individuality and imagination. ● Demonstrate expressive, kinaesthetic awareness. ● Improvise, demonstrating an awareness of the mood, feelings and ideas of the music. ● Work on my movements and refine them. ● Movements are controlled. ● Dance shows clarity, fluency, accuracy and consistency.	● Perform expressively. ● Perform with appropriate themes such as high energy or slow grace; maintain throughout the performance. ● Combine strength and stamina gained through Gymnastics. ● Movements are controlled. ● Develop imaginative dance sequences in a specific style. ● Choose my own music, style and dance.
	Swimming	● Use front crawl. ● Understand basic water safety. ● Swim 15m.	● Master front crawl. ● Use back stroke. ● Tread water for at least 30 seconds. ● Recognise and explain potential dangers when swimming. ● Swim 20m.	● Master back stroke. ● Use breast stroke. ● Tread water for at least 60 seconds. ● Perform the safe self-rescue technique of treading water. in clothes for 60 seconds, ● Swim 25m.	● Master breast stroke. ● Use butterfly stroke. ● Tread water for at least 90 seconds. ● Perform a range of safe self-rescue techniques. ● Swim at least 25m. ● Use all 3 strokes with control. ● Breathe so that the pattern of my swimming is not interrupted. ● Know what the different tasks demand of my body and pace my efforts well to meet challenges. ● Describe good swimming technique and show and explain it to others.
	Sportsmanship	● Know how to manage getting annoyed or frustrated in sports. ● Follow rules and play fairly.	● Show respect before, during and after game situations (i.e. wishing others good luck, clapping, shaking hands).	● Be a consistently good role model to others.	● Uphold the spirit of fair play and respect in all competitive situations. ● Recognise when this does not happen (i.e. from TV sporting events) and explain the consequences.
	Outdoor & Adventurous	● Follow a map in a familiar context. ● Move from one location to another following a map. ● Use clues to follow a route. ● Follow a route safely.	● Follow a map in a (more demanding) familiar context. ● Move from one location to another following a map. ● Use clues to follow a route. ● Follow a route accurately, safely and within a time limit.	● Follow a map in an unknown location. ● Use clues and compass directions to navigate a route. ● Change my route if there is a problem. ● Change my plan if I get new information.	● Plan a route and series of clues for someone else. ● Plan with others, taking account of safety and danger.
	Evaluating	● Recognise how performances could be improved. ● Evaluate classmates' performances with clear justifications, understanding that opinions might differ.	● Explain how my work is similar and different from that of others. ● Use my comparison to improve my work. ● Evaluate classmates' performances with clear justifications, based on one part of the game (i.e. performance, application of skills, speed, teamwork, sportsmanship).	● Explain how my work is similar and different from that of others. ● Use my observations to improve my work. ● Evaluate classmates' performances with clear justifications, based on multiple parts of the game (i.e. performance, application of skills, speed, teamwork, sportsmanship).	● Compare and comment on skills, techniques and ideas that I and others have used. ● Modify use of skills or techniques to improve my work. ● Analyse and explain why I have used specific skills or techniques. ● Create my own success criteria for evaluating. ● Evaluate classmates' performances focusing on all KS2 sports elements ● Clear justifications based on if the game/performance was successful or not, and why?

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EYFS PHYSICAL DEVELOPMENT: ☐ Gross Motor Skills / NATIONAL CURRICULUM KS1: ☐ Physical Education			
EYFS Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.			
Birth to Three	Three & Four Year Olds	Reception	KS1
▪ Clap and stamp to music. ▪ Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. ▪ Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. ▪ Begin to walk independently – choosing appropriate props to support at first. ▪ Walk, run, jump and climb – and start to use the stairs independently. ▪ Spin, roll and independently use ropes and swings (for example, tyre swings). ▪ Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Observation Checkpoints: Around their third birthday: ☐ Can the child climb confidently, catch a large ball and pedal a tricycle?	▪ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ▪ Go up steps and stairs, or climb up apparatus, using alternate feet. ▪ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ▪ Use large-muscle movements to wave flags and streamers, paint and make marks. ▪ Start taking part in some group activities which they make up for themselves, or in teams. ▪ Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ▪ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. ▪ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ▪ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Observation Checkpoint: Look out for children who appear to be overweight. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.	▪ Revise and refine the fundamental movement skills they have already acquired: o rolling - crawling - walking - jumping - running - hopping - skipping - climbing ▪ Progress towards a more fluent style of moving, with developing control and grace. ▪ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ▪ Combine different movements with ease and fluency. ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ▪ Develop overall body-strength, balance, co-ordination and agility. ▪ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ▪ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ▪ Further develop the skills they need to manage the school day successfully: ☐ lining up and queuing ☐ mealtimes ☐ personal hygiene Early Learning Goal: Children at the expected level of development will: ☐ Negotiate space and obstacles safely, with consideration for themselves and others ☐ Demonstrate strength, balance and coordination when playing ☐ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ▪ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ▪ Participate in team games, developing simple tactics for attacking and defending ▪ Perform dances using simple movement patterns.

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