



ST MARY'S CATHOLIC PRIMARY SCHOOL

PE – Progression of Skills and Knowledge

EARLY YEARS FOUNDATION STAGE

Statutory Educational Programme:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Evaluating and Improving	In all areas children will be taught to give feedback to their peers and how to receive it. (What they liked and didn't like, what can be improved). This will be evident in PE sessions and during continuous provision.	<p>Links to ELG's:</p> <p>Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; <p>Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
Health and Fitness	Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.	
Dance	Move freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving. Complete simple sequences to different stimulus.	
Gymnastics	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel. Experiments with different ways of moving. Jumps off an object and lands appropriately. Stand on one foot to hold a balance. Climbs and moves across equipment safely.	
Games and Multi-skills	Move freely using suitable spaces and speed or direction to avoid obstacles. Catch a large ball. Demonstrate good control and co-ordination in large and small spaces. Pass a ball (two handed throwchest pass) Kick a ball along the floor. Dribble/walk with a ball at feet with some control. Throw under and overarm in a general direction. Catch a variety of different sized balls when bounced or thrown.	

PROGRESSION OF SKILLS KEY STAGE 1 NATIONAL CURRICULUM OBJECTIVES

<p align="center"><u>Dance</u></p> <p><u>YEAR 1:</u> D1: Copies and explores basic movements and body patterns D2: Remembers simple movements and dance steps D3: Links movements to sounds and music D4: Responds to range of stimuli</p> <p><u>YEAR 2:</u> D5: Copies and explores basic movements with clear control D6: Varies levels and speed in sequence D7: Can vary the size of their body shapes D8: Add change of direction to a sequence D9: Uses space well and negotiates space clearly D10: Can describe a short dance using appropriate vocabulary D11: Responds imaginatively to stimuli</p>	<p align="center"><u>Athletics</u></p> <p><u>YEAR 1:</u> A1: Can run at different speeds A2: Can jump from a standing position A3: Performs a variety of throws with basic control</p> <p><u>YEAR 2:</u> A4: Can change speed and direction whilst running A5: Can jump from a standing position with accuracy A6: Performs a variety of throws with control and coordination A7: Can use equipment safely</p>
<p align="center"><u>Gym</u></p> <p><u>YEAR 1</u> G1: Copies and explores basic movements with some control and coordination. Can perform different body shapes G2: Performs at different levels G3: Can perform 2 footed jumps G4: Can use equipment safely G5: Balances with some control G6: Can link 2-3 simple movements</p> <p><u>YEAR 2:</u> G7: Explores and creates different pathways and patterns G8: Uses equipment in a variety of ways to create a sequence G9: Link movements together to create a sequence</p>	<p align="center"><u>Games</u></p> <p><u>YEAR 1:</u> GA1: Can travel in a variety of ways including running and jumping GA2: Beginning to perform a range of throws GA3: Receives a ball with basic control GA4: Beginning to develop hand-eye coordination GA6: Participates in simple games</p> <p><u>YEAR 2:</u> GA7: Confident to send the ball to others in a range of ways. GA8: Beginning to apply and combine a variety of skills (to a game situation) GA9: Develop strong spatial awareness. GA10: Beginning to develop own games with peers. GA11: Understand the importance of rules in games. GA12: Develop simple tactics and use them appropriately. GA13: Beginning to develop an understanding of attacking/ defending</p>
<p align="center"><u>Evaluation:</u></p> <p>E1: Can comment on own and others performance E2: Can give comments on how to improve performance E3: Use appropriate vocabulary when giving feedback</p>	<p align="center"><u>Healthy Lifestyles:</u></p> <p>HL1: Can describe the effect exercise has on the body HL2: Can explain the importance of exercise and a healthy lifestyle</p>

PROGRESSION OF SKILLS LOWER KEY STAGE 2 (YEAR 3 AND 4) NATIONAL CURRICULUM OBJECTIVES

Dance

YEAR 3:

- D1: Beginning to improvise independently to create a simple dance
- D2: Beginning to improvise with a partner to create a simple dance
- D3: Translates ideas from stimuli into movement with support
- D4: Beginning to compare and adapt movements and motifs to create a larger sequence
- D5: Uses simple dance vocabulary to compare and improve work

YEAR 4:

- D6: Confidently improvises with a partner or on their own
- D7: Beginning to create longer dance sequences in a larger group
- D8: Demonstrating precision and some control in response to stimuli
- D9: Beginning to vary dynamics and develop actions and motifs.
- D10: Demonstrates rhythm and spatial awareness
- D11: Modifies parts of a sequence because of self-evaluation
- D12: Uses simple dance vocabulary to compare and improve work

Athletics

YEAR 3:

- A1: Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country
- A2: Can perform a running jump with some accuracy
- A3: Performs a variety of throws using a selection of equipment
- A4: Can use equipment safely and with good control

YEAR 4:

- A5: Beginning to build a variety of running techniques and use with confidence
- A6: Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)
- A7: Demonstrates accuracy in throwing and catching activities
- A8: Describes good athletic performance using correct vocabulary
- A9: Can use equipment safely and with good control

Gym

YEAR 3:

- G1: Applies compositional ideas independently and with others to create a sequence
- G2: Copies, explores, and remembers a variety of movements and uses these to create their own sequence
- G3: Describes their own work using simple gym vocabulary
- G4: Beginning to notice similarities and differences between sequences.
- G5: Uses turns whilst travelling in a variety of ways
- G6: Beginning to show flexibility in movement
- G7: Beginning to develop good technique when travelling, balancing, use equipment etc.

YEAR 4:

- G8: Links skills with control, technique, co-ordination, and fluency
- G9: Understands composition by performing more complex sequences
- G10: Beginning to use gym vocabulary to describe how to improve and refine performances
- G11: Develops strength, technique, and flexibility throughout performances
- G12: Creates sequences using various body shapes and equipment
- G13: Combines equipment with movement to create sequences

Games:

YEAR 3:

- GA1: Understands tactics and composition by starting to vary how they respond
- GA2: Vary skills, actions and ideas and link these in ways that suit the games activity
- GA3: Beginning to communicate with others during game situations.
- GA4: Uses skills with co-ordination and control
- GA5: Develops own rules for new games
- GA6: Makes imaginative pathways using equipment
- GA7: Works well in a group to develop various games
- GA8: Beginning to understand how to compete in a controlled manner
- GA9: Beginning to select resources independently to carry out different skills

YEAR 4:

- GA10: Vary skills, actions and ideas and link these in ways that suit the games activity
- GA11: Shows confidence in using ball skills in various ways and can link these together. GA12: Uses skills with co-ordination, control, and fluency
- GA13: Takes part in competitive games with a strong understanding of tactics and composition
- GA14: Can create their own games using knowledge and skills
- GA15: Works well in a group to develop various games
- GA16: Compares and comments on skills to support creation of new games
- GA17: Can make suggestions as to what resources can be used to differentiate a game
- GA18: Apply basic skills for attacking and defending
- GA19: Uses running, jumping, throwing, and catching in isolation and combination

Outdoor Adventurous Activities:

- OAA1: Develops listening skills
- OAA2: Creates simple body shapes
- OAA3: Listens to instructions from a partner/ adult
- OAA4: Beginning to think activities through and problem solve
- OAA5: Discuss and work with others in a group
- OAA6: Demonstrates an understanding of how to stay safe

Swimming (starts in Y3)

- S1: Swims competently, confidently, and proficiently over a distance of at least 25 metres
- S2: Uses a range of strokes effectively e.g. front crawl, backstroke, and breaststroke
- S3: Performs safe self-rescue in different water-based situations

Evaluation:

E1: Watches and describes performances accurately
 E2: Beginning to think about how they can improve their own work
 E3: Work with a partner or small group to improve their skills
 E4: Make suggestions on how to improve their work, commenting on similarities and differences

Healthy Lifestyles:

HL1: Can describe the effect exercise has on the body
 HL2: Can explain the importance of exercise and a healthy lifestyle
 HL3: Understands the need to warm up and cool down

PROGRESSION OF SKILLS UPPER KEY STAGE 2 (YEAR 5 AND 6 NATIONAL CURRICULUM OBJECTIVES)**Dance****YEAR 5:**

D1: Beginning to exaggerate dance movements and motifs (using expression when moving)
 D2: Demonstrates strong movements throughout a dance sequence
 D3: Combines flexibility, techniques, and movements to create a fluent sequence
 D4: Moves appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs
 D5: Beginning to show a change of pace and timing in their movements
 D6: Uses the space provided to his maximum potential
 D7: Improvises with confidence, still demonstrating fluency across their sequence
 D8: Modifies parts of a sequence because of self and peer evaluation
 D9: Uses more complex dance vocabulary to compare and improve work

YEAR 6:

D10: Exaggerate dance movements and motifs (using expression when moving)
 D11: Performs with confidence, using a range of movement patterns
 D12: Demonstrates a strong imagination when creating own dance sequences and motifs
 D13: Demonstrates strong movements throughout a dance sequence
 D14: Combines flexibility, techniques, and movements to create a fluent sequence
 D15: Moves appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs
 D16: Beginning to show a change of pace and timing in their movements
 D17: Is able to move to the beat accurately in dance sequences
 D18: Improvises with confidence, still demonstrating fluency across their sequence
 D19: Dances with fluency, linking all movements and ensuring they flow
 D20: Demonstrates consistent precision when performing dance sequences
 D21: Modifies parts of a sequence as a result of self and peer evaluation
 D22: Uses more complex dance vocabulary to compare and improve work

Athletics**YEAR 5 AND 6:**

A1: Beginning to build a variety of running techniques and use with confidence
 A2: Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)
 A3: Beginning to record peers' performances and evaluate these
 A4: Demonstrates accuracy and confidence in throwing and catching activities
 A5: Describes good athletic performance using correct vocabulary
 A6: Can use equipment safely and with good control

<p style="text-align: center;"><u>Gym</u></p> <p><u>YEAR 5:</u> G1: Select and combine their skills, techniques, and ideas G2: Apply combined skills accurately and appropriately, consistently showing precision, control, and fluency G3: Draw on what they know about strategy, tactics and composition when performing and evaluating G4: Analyse and comment on skills and techniques and how these are applied in their own and others' work G5: Uses more complex gym vocabulary to describe how to improve and refine performances G6: Develops strength, technique, and flexibility throughout performances G7: Links skills with control, technique, co-ordination, and fluency G8: Understands composition by performing more complex sequences</p> <p><u>YEAR 6:</u> G9: Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels, and directions G10: Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction G11: Adapts sequences to include a partner or a small group G12: Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats, and apparatus, showing consistency, fluency, and clarity of movement G13: Draw on what they know about strategy, tactics and composition when performing and evaluating G14: Analyse and comment on skills and techniques and how these are applied in their own and others' work G15: Uses more complex gym vocabulary to describe how to improve and refine performances G16: Develops strength, technique, and flexibility throughout performances</p>	<p style="text-align: center;"><u>Games</u></p> <p><u>YEAR 5:</u> GA1: Vary skills, actions and ideas and link these in ways that suit the games activity. GA2: Shows confidence in using ball skills in various ways and can link these together. GA3: Uses skills with co-ordination, control, and fluency GA4: Takes part in competitive games with a strong understanding of tactics and composition GA5: Can create their own games using knowledge and skills GA6: Can make suggestions as to what resources can be used to differentiate a game GA7: Apply basic skills for attacking and defending GA8: Uses running, jumping, throwing, and catching in isolation and combination</p> <p><u>YEAR 6:</u> GA9: Vary skills, actions and ideas and link these in ways that suit the games activity GA10: Shows confidence in using ball skills in various ways and can link these together effectively. e.g. dribbling, bouncing, kicking GA11: Keeps possession of balls during games situations GA12: Consistently uses skills with co-ordination, control, and fluency GA13: Takes part in competitive games with a strong understanding of tactics and composition GA14: Can create their own games using knowledge and skills. GA15: Modifies competitive games GA16: Compares and comments on skills to support creation of new games GA17: Can make suggestions as to what resources can be used to differentiate a game GA18: Apply knowledge of skills for attacking and defending GA19: Uses running, jumping, throwing, and catching in isolation and in combination</p>
<p><u>Outdoor Adventurous Activities:</u> OAA1: Develops strong listening skills OAA2: Uses and interprets simple maps OAA3: Think activities through and problem solve using general knowledge OAA4: Choose and apply strategies to solve problems with support OAA5: Discuss and work with others in a group OAA6: Demonstrates an understanding of how to stay safe</p>	<p><u>Swimming (starts in Y3)</u> S1: Swims competently, confidently, and proficiently over a distance of at least 25 metres S2: Uses a range of strokes effectively e.g. front crawl, backstroke, and breaststroke. S3: Performs safe self-rescue in different water-based situations</p>
<p><u>Evaluation:</u> E1: Watches and describes performances accurately E2: Learn from others how they can improve their skills E3: Comment on tactics and techniques to help improve performances E4: Make suggestions on how to improve their work, commenting on similarities and differences</p>	<p><u>Healthy Lifestyles:</u> HL1: Can describe the effect exercise has on the body HL2: Can explain the importance of exercise and a healthy lifestyle HL3: Understands the need to warm up and cool down</p>