



## St. Bede's Catholic Primary School Curriculum Progression for PE

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> <li>ng 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.</li> <li>perform dances using simple movement patterns.</li> <li>swim competently, confidently and proficiently over a distance of at least 25 meters</li> </ul>		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>			
	<ul style="list-style-type: none"> <li><b>ELG:</b> To show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</li> <li>To experiment with different ways of moving.</li> </ul>	<ul style="list-style-type: none"> <li>Practice skills associated with simple games (coordination, throwing and catching)</li> <li>Be aware of different jumps</li> <li>Be aware of safe jumping (bent knee)</li> <li>Perform 5 basic jumps (2-2, 2-1, 1-2, 1-1, same foot, 1-1 landing on the other foot)</li> <li>Throw into</li> </ul>	<ul style="list-style-type: none"> <li>Perform combinations of (2-2, 2-1, 1-2, 1-1, same foot, 1-1 landing on the other foot)</li> <li>Show differences in running at different speed and jogging</li> <li>Can throw a variety of objects, changing their action for accuracy and distance as required</li> </ul>	<ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Apply basic principles of attacking and defending</li> <li>Work well as a team in competitive games</li> <li>Run smoothly at different speeds</li> <li>Carry out stretching and warm up safely</li> </ul>	<ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Apply basic principles of attacking and defending</li> <li>Work well as a team in competitive games</li> <li>Pace and sustain their effort over longer distances</li> <li>Set realistic targets of times to achieve over a short and longer distances</li> </ul>	<ul style="list-style-type: none"> <li>Use the skills e.g of throwing and catching to gain points in competitive games</li> <li>Lead others and act as a respectful team member</li> <li>To be able to change between speeds with ease</li> <li>Perform relay changeovers at speed</li> <li>Performs a range of jumps for height and distance, showing consistent technique and</li> </ul>	<ul style="list-style-type: none"> <li>Use the skills e.g of throwing and catching to gain points in competitive games</li> <li>Lead others and act as a respectful team member</li> <li>Understand why pacing is important</li> <li>Jumps are consistently controlled and accurate when jumping for distance and height. Can link combination</li> </ul>

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	<ul style="list-style-type: none"> <li>To jump off an object and land appropriately.</li> <li>To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>To travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>	<ul style="list-style-type: none"> <li>targets</li> <li>Perform a range of throwing actions e.g overarm</li> <li>and underarm</li> <li>To run with control</li> <li>To copy and remember actions</li> <li>Travel in different ways</li> <li>Create a sequence with a partner</li> <li>Move spontaneously showing some control and co-ordination</li> <li>Move with rhythm in the above actions Demonstrate good balance</li> <li>Move with confidence when walking, hopping,</li> </ul>	<ul style="list-style-type: none"> <li>Use own ideas to create dance Sequence</li> <li>Move with rhythm in the above actions Demonstrate good balance</li> <li>Co-ordinate arm and leg actions (e.g. march and clap)</li> <li>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</li> <li>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</li> <li>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</li> </ul>	<ul style="list-style-type: none"> <li>Choose different styles of jumping</li> <li>Begin to use body more effectively in jumps</li> <li>Copy jumps with greater control and accuracy</li> <li>Throw with greater control</li> <li>Consistently hit a target with a range of implements</li> <li>Able to throw for distance in different ways showing accuracy and some power. inc; 1 &amp; 2 handed push, 1 &amp; 2 handed pull.</li> <li>Move in time with music</li> <li>Perform dance to an audience showing confidence</li> <li>Demonstrate use of space – levels, directions,</li> </ul>	<ul style="list-style-type: none"> <li>Jump from height safely on 2 feet</li> <li>Shows improved control when taking off and landing</li> <li>Show co-ordination, control and strength</li> <li>Show focus, projection and musicality</li> <li>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</li> <li>Demonstrate dynamic qualities – speed, energy and continuity</li> <li>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> <li>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping.</li> <li>Balance on floor and apparatus exploring</li> </ul>	<p>sometimes using a short run-up.</p> <ul style="list-style-type: none"> <li>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action</li> <li>Perform dance to an audience showing confidence and clarity of actions</li> <li>Show co-ordination, control, alignment, flow of energy and strength</li> <li>Show focus, projection, sense of style and musicality</li> <li>Demonstrate use of space – levels, directions, pathways, size and body shape</li> <li>Perform balances with control, showing good body tension</li> <li>Mirror and match partner's balance i.e. making same shape on a</li> </ul>	<p>jumps smoothly together.</p> <ul style="list-style-type: none"> <li>Push, pull and sling with improved technique and power. Uses a run up in javelin effectively and a shift in shot put.</li> <li>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</li> <li>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</li> <li>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</li> <li>Explore and develop control in taking some/all of a partner's weight</li> </ul>
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		<p>jumping, landing</p> <ul style="list-style-type: none"> <li>To jump in a variety of ways and land with some control and balance</li> <li>To explore different ways of moving</li> <li>Stand and sit "like a gymnast"</li> <li>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</li> <li>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</li> </ul>	<ul style="list-style-type: none"> <li>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</li> <li>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</li> <li>Monkey walk (bent legs and extended arms)</li> <li>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</li> <li>Bunny hop (transfer weight to hands)</li> </ul>	<p>pathways and body shape</p> <ul style="list-style-type: none"> <li>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</li> <li>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> <li>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping</li> <li>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet</li> <li>front support (press up position) and back support</li> </ul>	<p>which body parts are the safest to use</p> <ul style="list-style-type: none"> <li>Explore balancing with a partner: facing, beside, behind and on different levels</li> <li>Move in and out of balance fluently</li> <li>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</li> <li>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</li> <li>Add a quarter or half turn into a jump before landing</li> <li>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</li> </ul>	<p>different level or in a different place</p> <ul style="list-style-type: none"> <li>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</li> <li>Explore symmetry and asymmetry throughout the rolling actions</li> </ul>	<p>using counter balance (pushing against) and counter tension (pulling away from)</p> <ul style="list-style-type: none"> <li>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</li> <li>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</li> <li>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor Increase the variety of pathways, levels and speeds at which you travel</li> </ul>
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			<ul style="list-style-type: none"> <li>To explore shapes in the air and show control when jumping and landing e.g star jump</li> <li>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</li> </ul>	<p>(opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <ul style="list-style-type: none"> <li>Use a variety of rolling actions to travel on the floor and along apparatus</li> <li>Travel with a partner; move away from and together on the floor and on apparatus</li> <li>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</li> </ul>			<ul style="list-style-type: none"> <li>Travel in time with a partner, move away from and back to a partner</li> <li>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</li> <li>Explore symmetry and asymmetry throughout the rolling actions</li> </ul>
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## St. Bede's Catholic Primary School Curriculum Progression for PE

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Selecting and Applying Skills, tactics and compositional ideas		<b>National Curriculum.</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul>		<b>National Curriculum</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders' and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul>			
	<ul style="list-style-type: none"> <li><b>ELG:</b> To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how to follow trails and solve problems</li> <li>Select appropriate equipment for the task</li> <li>Begin to work cooperatively with others</li> <li>Plan and share ideas</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how to follow trails and solve problems</li> <li>Select appropriate equipment for the task</li> <li>Work cooperatively in teams</li> <li>Develop tactics</li> <li>Pass to teammates at appropriate times</li> <li>Follow the rules of the game and play fairly</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate equipment/route/people to solve a problem successfully</li> <li>Choose effective strategies and change ideas if not working</li> <li>Create a dance phrase with a partner and in a small group.</li> <li>Link phrases to music</li> <li>Choose different styles of running for different distances</li> <li>Select appropriate equipment/route/people to solve a problem successfully</li> <li>Choose effective strategies and change ideas if not working</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate equipment/route/people to solve a problem successfully</li> <li>Choose effective strategies and change ideas if not working</li> <li>Remember and repeat a dance phrase with improved clarity and accuracy.</li> <li>Link phrases to music</li> <li>To take charge of their own warm up and stretching and explain why it is important</li> <li>Select appropriate equipment/route/people to solve a problem successfully</li> <li>Choose effective strategies and change ideas if not working</li> </ul>	<ul style="list-style-type: none"> <li>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</li> <li>Implement and refine strategies</li> <li>Field, defend and attack tactically by anticipating the direction of play</li> <li>Be able to extend and add to games ideas to increase or decrease the challenge</li> <li>Choose the most appropriate tactics for a game</li> <li>Use simple motifs and movement patterns to structure their own dance phrases on own, with partner and small</li> </ul>	<ul style="list-style-type: none"> <li>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</li> <li>Implement and refine strategies</li> <li>Field, defend and attack tactically by anticipating the direction of play</li> <li>Be able to extend and add to games ideas to increase or decrease the challenge</li> <li>Choose the most appropriate tactics for a game</li> </ul>

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			<ul style="list-style-type: none"> <li>• Use different techniques to meet challenges</li> <li>• Describe different ways of throwing</li> </ul>			<ul style="list-style-type: none"> <li>• Create complex and well executed sequences that include a range of movements:                             <ul style="list-style-type: none"> <li>-travelling</li> <li>-balances</li> <li>-swinging</li> <li>-bending</li> <li>-stretching</li> <li>-twisting</li> <li>-gestures</li> <li>-linking shapes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Remember and repeat a more challenging dance phrase with improved fluency.</li> <li>• Works imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</li> <li>• Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</li> </ul>
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# St. Bede's Catholic Primary School Curriculum Progression for PE



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating and Improving Performance		National Curriculum Pupils should be taught to: • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
		<ul style="list-style-type: none"> <li>• Explain a successful throw</li> <li>• Respond to own work and that of others when exploring ideas, feelings and preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to own work and that of others when exploring ideas, feelings and preferences</li> <li>• Describe different ways of running</li> <li>• Describe different ways of jumping</li> <li>• Explain what is a successful jump</li> <li>• Teach sequence to a partner and perform together</li> </ul>	<ul style="list-style-type: none"> <li>• Co-operate and share roles within a group</li> <li>• Listen to each other's ideas when planning a task and adapt Take responsibility for a role within the group</li> <li>• Compare and comment on their own and other's work – strengths and areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Co-operate and share roles within a group</li> <li>• Listen to each other's ideas when planning a task and adapt</li> <li>• Take responsibility for a role within the group</li> <li>• Watch and describe specific aspects of throwing e.g what arms and legs are doing</li> <li>• Set realistic targets when throwing and understand some implements travel further than others</li> <li>• Compare and comment on their own and other's work -strengths and areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and share roles within the group based on each other's strengths</li> <li>• Understand individuals' roles and responsibilities</li> <li>• Adapt roles or ideas if they are not working</li> <li>• Identify the main strengths of a performance of self and others</li> <li>• Identify self improvement points</li> <li>• Compare and evaluate their own and others work</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and share roles within the group based on each other's strengths</li> <li>• Understand individuals' roles and responsibilities</li> <li>• Adapt roles or ideas if they are not working</li> <li>• Can explain what they need to do to increase/decrease speed</li> <li>• Give a partner accurate feedback to improve running</li> <li>• Identify and explain why certain techniques are more successful and why</li> <li>• Compare and evaluate their own and others work</li> </ul>

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of Fitness and Health		National Curriculum Pupils should be taught to: • perform safe self-rescue in different water-based situations		National Curriculum Pupils should be taught to: • perform safe self-rescue in different water-based situations			
	<ul style="list-style-type: none"> <li>• <b>ELG:</b> To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>• To practice some appropriate safety measures without direct supervision.</li> <li>• To show understanding of the need for safety when tackling new challenges and consider and manage some risks</li> <li>• To show understanding of how to</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the changes in the body when dancing and how this can contribute to keeping healthy</li> <li>• Discuss and apply rules for using outdoor spaces safely</li> <li>• Discuss healthy foods and the importance of a balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the changes in the body when dancing and how this can contribute to keeping healthy</li> <li>• Discuss and apply rules for using outdoor spaces safely</li> <li>• Discuss healthy foods and the importance of a balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe</li> <li>• Understand why safety is important in the studio</li> <li>• Help to assess performance areas to ensure they are safe</li> <li>• Apply applicable safety rules when using outdoor woodland space</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why safety is important in the studio</li> <li>• Help to assess performance areas to ensure they are safe</li> <li>• Apply applicable safety rules when using outdoor woodland space</li> </ul>	<ul style="list-style-type: none"> <li>• All schools must provide swimming instruction either in key stage 1 or key stage 2.</li> <li>• In particular, pupils should be taught to: 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.</li> <li>• Recognise and talk about the dangers of tasks</li> <li>• Recognise how to keep themselves and others safe</li> </ul>	<ul style="list-style-type: none"> <li>• All schools must provide swimming instruction either in key stage 1 or key stage 2.</li> <li>• In particular, pupils should be taught to: 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.</li> <li>• Recognise and talk about the dangers of tasks</li> <li>• Recognise how to keep themselves</li> </ul>



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	transport and store equipment safely.					<ul style="list-style-type: none"><li>• Understand why safety is important in the studio</li></ul>	<p>and others safe</p> <ul style="list-style-type: none"><li>• Understand why safety is important in the studio</li></ul>
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## St. Bede's Catholic Primary School Curriculum Progression for PE



### Area of Study

	Autumn	Spring	Summer
<b><u>EYFS</u></b>	Travelling & balancing & link to learning	Jumping & landing / throwing & rolling	Bouncing & throwing / running & moving
<b><u>Year 1</u></b>	Travelling / throwing & catching	Bouncing & moving / Basic attacking Principles	Throwing, striking & fielding / athletic based movements
<b><u>Year 2</u></b>	Travelling & individual attacking principles / throwing & catching	Bouncing & moving / attacking principles	Throwing, striking & fielding / athletic based movements
<b><u>Year 3</u></b>	Individual attacking principles / travelling whilst bouncing, passing & catching	Throwing & catching linked to attacking principles / throwing, striking & fielding	Striking & fielding / various types of athletics
<b><u>Year 4</u></b>	Attacking as a team & basic defending principles	Throwing & catching through attacking & defending invasion games	Sending & receiving & dribbling / Various types of Athletics
<b><u>Year 5</u></b>	Attacking & defending principles as a team, through invasion games	Attacking & defending principles as a team through invasion games / Sending & receiving	Striking & fielding / mini Olympics
<b><u>Year 6</u></b>	Attacking & defending principles as a team & individuals, through invasion games	Attacking & defending principles as a team & individuals, through invasion games / different ways of sending & receiving	Attacking & defending principles as a team & individuals, through invasion games / mini Olympics