

St Bede's Catholic Primary School – PE Progression



Year R

Rules, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"> • to work towards simple goals • follow instructions involving several ideas or actions safely • respond appropriately even when engaged in activity • explain the reasons for rules for simple games • play cooperatively and take turns with others • demonstrate creativity when responding to a stimuli • know how to play fairly • recognise the value of team effort and friendliness when working with others • to show understanding of how to transport and store equipment safely. 	<ul style="list-style-type: none"> • regulate their behaviour, e.g., be able to wait for what they want and control impulses • be confident when trying new activities • show resilience, independence and perseverance in the face of challenge • show respect for others • recognise a link between physical activity and healthy lifestyles • to develop a love for physical activity and have fun • to know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. 	<ul style="list-style-type: none"> • move energetically such as running, jumping, dancing, hopping, skipping and climbing • demonstrate strength, balance and coordination when playing • try to move in time with music • negotiate space and obstacles safely • use small equipment in physical play such as hoops, scarves, skipping ropes and bean bags • move, manipulate and use a range of large physical resources safely (with some adult support) e.g., tyres, crates, planks • to ride balance bikes and scooters • practice sending and receiving skills with a range of apparatus • to jump off an object and land appropriately. • to travel with confidence and skill around, under, over and through balancing and climbing equipment.

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Year 1

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"> • develop effective teamwork within activities, taking turns to ensure fairness • develop the ability to link and remember movements together • understand the basic principles of attack and defence and begin to apply • begin to respond creatively to a range of stimuli using appropriate movements • Move with rhythm in above action demonstrating good balance. • work effectively with a partner to plan and solve problems • Identify what a good one looks like and give feedback to help my partner improve respectfully. 	<ul style="list-style-type: none"> • be curious to try new activities and show resilience in the face of a challenge • understand the importance of healthy food choices and hydration • understand why appropriate clothing and footwear for PE is necessary • develop and perform a simple sequence with confidence • try a range of activities and notice how they affect our bodies and how they can help us to regulate • be able to make safe and responsible decisions in PE, for example on choice of and around apparatus 	<ul style="list-style-type: none"> • develop fundamental movement skills such as running, jumping, throwing (to targets), balance, agility and coordination • develop sense of space when moving and balancing using points of the body – varying size of movements (wide/narrow, curled, big, small) • develop sending and receiving with some control and begin to apply with hands and feet • introduce travelling with an object • perform balances with body weight on different body parts • explore a range of pathways, levels, directions, speed and timing • to use props to create shapes, movements and actions.



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Year 2

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"> • participate in small team games, developing simple tactics for attacking and defending • engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations • create, complete and perform a series of pathway sequences • select appropriate equipment for a task. • develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet • respond creatively to a range of stimuli using appropriate movements • link a range of different movements on the floor and apparatus and perform with confidence and control • develop and perform a simple sequence with confidence • work and communicate effectively as a small team to solve problems • to suggest simple ways to improve • improve work by acting upon feedback. • work together with a partner or a small team to create basic sequences 	<ul style="list-style-type: none"> • be curious when trying a wide range of new activities and show independence and resilience in the face of increasingly challenging situations • Understand why safety is important, e. g., appropriate clothing and footwear for PE is necessary and make appropriate choices • respectfully watch and respond to a performance, exploring ideas, feelings and preferences. • explain how a range of activities affect our bodies and how that can help us to support our mental health • assess risks and make responsible choices linked to personal safety • show respect and love for each other when things go wrong • show encouragement for others and celebrate individual achievements • follow rules of a game and play fairly • discuss healthy foods and the importance of a balanced diet. 	<ul style="list-style-type: none"> • master basic movements including running, jumping (different patterns), throwing and catching – for distance and accuracy - as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns • use pathways, levels, directions, speed and timing when travelling • develop passing, receiving and dribbling • begin to control a ball with hands or feet, including stopping it • pass a ball with balance and control • hit a target with some accuracy

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Year 3

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"> • provide feedback and recognise how performances could be improved • Make informed decisions to solve problems in a range of activities. • compare and contrast the effectiveness of performances using basic language • begin to understand the role as an attacker and a defender • communicate and work fairly within a small-sided team • begin to use and identify when simple tactics have been successful • create a sequence that has a clear beginning, middle and end • link different actions and balances smoothly • respond creatively to stimuli developing character dance into a motif • develop and perform sequences with a partner or small group showing love and respect to each other. 	<ul style="list-style-type: none"> • understand the benefits of exercise and the importance of a warm up • show respect to others when they perform • show creativity and resilience when a challenge is hard • show fairness and integrity for the rules of the game to be a responsible learner • Show confidence when competing against yourself or others. • identify risks independently and understand how to work safely when learning a new skill • Apply applicable safety rules when using outdoor woodland space 	<ul style="list-style-type: none"> • take part in outdoor and adventurous challenges (such as orienteering), both individually and within a team • safely perform balances individually and with a partner showing an awareness of space • perform some gymnastic actions and movements with increasing balance and control using a start and finish; • apply balanced actions when playing simple games • link a variety of jumps, sometimes over obstacles, and apply within small games with some control • be able to repeat a sequence of movements accurately • begin to apply dribbling, passing and receiving in a game and perform with some control • run with changes of speed and direction considering space within simple games • throw and strike a ball into a target area

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Year 4

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"> • evaluate their own, and others' performances, and be respectful when suggesting improvements using some simple, appropriate language • understand the rules of the game and use them consistently and fairly • understand the role as an attacker and a defender and apply the basic tactics of these to small sided games • use a greater range of skills and simple tactics, varying them to suit the situation in a game • be creative in planning and applying strategies to solve problems • Co-operate and share roles within a group • link together individual and partner balances as part of a sequence • creatively respond to stimuli as part of a small group; understand the impact of dynamics on an action and use them when creating a phrase • Remember and repeat a dance phrase with improved clarity and accuracy. • choreograph small group performances with use different levels and directions 	<ul style="list-style-type: none"> • understand the importance of activity to their fitness, health and physical and mental well-being. • understand how strength, stamina and speed can be improved by playing games • confidently communicate ideas and listen to others • work positively towards a team goal showing love and respect when things don't go as planned • Compete against themselves and others in a controlled and fair manner. • Assess performance areas to ensure they are safe. • Apply applicable safety rules when using outdoor woodland space 	<ul style="list-style-type: none"> • take part in outdoor and adventurous challenges (such as orienteering), both individually and within a team • perform actions and movement with control, coordination and variety • pass and receive the ball with control and accuracy over a range of distances to create space • develop ball control using a racket or bat; to use a greater range of basic racket or bat skills with some accuracy • throw with some accuracy and power at a target and catch with increasing control • perform a range of jumps showing consistent technique, increasing control and coordination; • show balance when changing direction at speed; to show control when completing activities to improve balance;

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Year 5

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"> • identify strengths and weaknesses in games and suggest ways to improve and apply with fairness and respect for the rules • plan and perform more complex sequences incorporating linking movements, different methods of travelling and different levels • explain how using different parts of the body impacts on balance, coordination and travel • work collaboratively with a group to create sequences and motifs that flow smoothly • choreograph changes to the dynamics of an action and understand how this changes the appearance of the performance • reflect on when and how they were successful at solving challenges, and alter their methods in order to improve and build confidence • understand there are different skills and tactics for different situations and begin use of appropriate ones more consistently • work effectively, cooperatively and show respect towards a partner and small group towards a goal or to compete against others 	<ul style="list-style-type: none"> • explain the importance of physical activity -in and out of school - on their long-term fitness, health and physical and mental well-being. • demonstrate good control, resilience and confidence when performing a wide range of skills and actions under pressure • assess risks and make responsible choices linked to personal safety and safety of your peers 	<ul style="list-style-type: none"> • swim competently, competently and proficiently by the end of KS2 • Use a range of strokes effectively • perform safe self-rescue • take part in outdoor and adventurous challenges (such as orienteering), both individually and within a team • perform partner balances on and around apparatus with control and fluency • perform and link movements in canon and in unison showing good timing • adapt and refine different techniques to express different styles of dance clearly and fluently • dribble, pass, receive and shoot the ball with increasing control and consistency under pressure • throw with accuracy and power at a target and catch with increasing control. • develop power, control and consistency when jumping for distance and height • incorporate props and apparatus as part of a sequence of movements



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Year 6

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best • create and perform more complex sequences and routines within a larger group using compositional devices to help show competence, fluency and control • communicate, collaborate and compete respectfully • evaluate, through self and peer assessment and suggest a variety of changes using appropriate language and terminology maintaining respect and teamwork • respond and apply movement to the rhythm of music, considering timings, formation and dynamics • refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters • select and apply a variety of appropriate actions, tactics and principles dependent on the situation • use and apply the rules of the game consistently, showing fairness and respect when things go wrong • understand individuals' roles and responsibilities, lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • understand and explain the impact of different activities on their health, fitness and physical and mental well-being • perform with pride and confidence using exaggerated movements • challenge themselves with a personal target and work towards it with resilience • to assess risks and make responsible choices linked to personal safety and of your peers • consider the safe use of space and equipment for a group in a range of situations 	<ul style="list-style-type: none"> • apply and develop a broader range of skills, learning how to use them in different ways • take part in outdoor and adventurous challenges, both individually and within a team • perform dances using a range of movement patterns • develop flexibility, strength, technique, control and balance • use running, jumping, throwing and catching in isolation and in combination • swim competently, competently and proficiently by the end of KS2 • use a range of strokes effectively • perform safe self-rescue • combine and perform gymnastic actions, shapes and balances with strength, control and fluency • pass, receive and shoot the ball with accuracy and control under pressure • use good technique in throwing and jumping with accuracy and success • show good technique when running and make appropriate choices about pace • strike a ball with increasing accuracy and consistency in an intended direction • use a wider range of fielding skills within small-sided games • demonstrate dynamic qualities – speed, energy, continuity, rhythm

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