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| St Mary’s Catholic Primary School – PE Curriculum Progression |
| PE Intent | PE develops the children’s knowledge, skills and understanding, so that they can; perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives. |
| EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFSPhysical Development 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |
| 0-3 YEARS | 3-4 YEARS | RECEPTION |
| Lift their head while lying on their front. Push their chest up with straight arms.Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as coordination develops.Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. 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. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress | 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. Increasingly be 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand.Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian. 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.ELG: Gross Motor Skills 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.ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. |
| Area of Study | Years 1/2/3 | Years 4/5/6 |
| Fundamental movement skills | Perform fundamental movement skills at a developing level. Travelling skills: running fast, hopping on both feet, skipping, side galloping. Sending skills: roll a ball underarm, underarm throw, overarm throw, bounce a ball.Receiving skills: catch a large ball. Perform fundamental movement skills at a developing level and start to master basic movements.Travelling skills: running fast, dodging, hopping on both feet, skipping, side galloping. Sending skills: roll a ball underarm, underarm throw, overarm throw, bounce a ball, strike a ball off a tee, strike with a drop feed. Receiving skills: catch a large ballMaster fundamental skills and start to develop sport specific skills and perform them with some accuracy. | Master fundamental movement skills and stat to develop sport specific skills performing them with consistency and accuracy.Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.Continue to develop sport specific skills and perform with consistency, accuracy, confidence, control and speed. |
| Games | To use simple tactics to outwit an opponentPretend to throw one way then throw the other.Look one way and roll the ball the other.To throw away from the cones.To move into space to receive a ball. To pass a ball to a player in the space. To throw the ball into space away from the opponent. To strike the ball away from cones/fielders.Develop sport specific skills. Chest pass, bounce pass, swing pass, one handed pass, catching a ball. To know to move into a space to receive a ball. To pass to a ball to a player in space when playing an invasion game. | Develop sport specific skills. Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball.To know to move into a space to receive a ball. To feint or disguise a pas a ball to outwit a defender.Develop sport specific skills. Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting. Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. Defending skills – to close down space.Develop sport specific skills. Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting. Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players. Defending skills – to close down space. To intercept a pass. |
| Dance | Create and link simple combinations of 2 or 3 actionsto create a sequence. Choose appropriate movements for different ideas and repeat short dance phrases. Copy and explore basic body actions. Travel, turn, jump, gesture,stillness.Create and link simple combinations of 3 or 4 actions to create a sequence. Link body actions and remember and repeat dance phrases. Copy and explore basic body actions. Travel, turn, jump, gesture, stillness Varyspeed, strength, energy and tension of movements.Create and perform sequences of actions (4-6) smoothly.Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrasesin a dance. | Create and perform sequences of actions (6) with control andprecision. Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.Create and Perform longer sequences of actions (6-8) with apartner. Compose motifs and plan dances creatively and collaboratively in groups.Create and perform longer sequences of actions (8-10) with apartner that show an awareness of their audience. Work creatively and imaginatively on their own, with a partner and ina group to compose motifs and structure simple dances. |
| Gymnastics | Create and link simple combinations of 2 or 3 actions to create a sequence. Shape – Wide, thin Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey. Balancing – front support, balance on 4 & 3 points, large body parts – tummy, back, bottom, shoulders. Jumping and landing – 2 to 2 for height.Rolling – rock and roll, pencil, egg roll. Apparatus workCreate and link simple combinations of 3 or 4 actions to create a sequence. Shape – Wide, thin, dish, arch, tuckTravelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet – frog, caterpillar,bunny, crab, bear, crocodile, monkey Balancing – frontsupport, balance on 4 & 3 points, large body parts – tummy, back, bottom, shoulders. Jumping and landingRolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll. Apparatus work.Create and perform sequences of actions (4-6) smoothly.Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet – frog, caterpillar,bunny, crab, bear, crocodile, monkey. Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, hands and feet. Jumps – Straight, straddle, pike, tuck Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll. Apparatus work. | Create and perform sequences of actions (6) with control andprecision. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, side gallop, walk on tiptoes. Travelling – hands andfeet – frog, caterpillar, bunny, crab, bear, crocodile, monkeyBalancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts, V sit, dish, arch, shoulder stand. Jumps – Straight,straddle, pike, tuck, 1/2 turn, full turn Rolling – rock and roll,pencil, egg roll, dish roll, teddy roll, forward roll.Create and Perform longer sequences of actions (6-8) with apartner. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, chasse. Travelling – hands and feet – frog, caterpillar,bunny, crab, bear, crocodile, monkey Balancing – small bodyparts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts, V sit, dish, arch, shoulder stand. Balance with a partner – counter balance, counter tension. Jumps – Straight, straddle, pike, tuck,1/2 turn, full turn. Rolling – rock and roll, pencil, egg roll, dishroll, teddy roll, forward roll.Create and perform longer sequences of actions (8-10) with apartner that show an awareness of their audience. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, chasseTravelling – hands and feet – frog, caterpillar, bunny, crab, bear,crocodile, monkey Balancing – small body parts – one-foot balance,arabesque, square bridge, bridge, front support, back support,hands and feet. Large body parts – V sit, dish, arch, shoulder stand. Balance with a partner and small group – counter balance, counter tension. Jumps – Straight, straddle, pike, tuck, 1/2turn, full turn. Rolling – rock and roll, pencil, egg roll, dish roll,teddy roll, forward roll.  |
| Outdoor and adventurous | Orientate a map. Use a control card. Navigate a coursesafely. | Travel and balance safely when carrying out challenges. Demonstrate team work skills during planning, doing andreviewing.Know how to keep the map set or orientates when they movearound a simple course. Know the eight points of a compass.Record information accurately at the control marker.Navigate to a control marker on a score event course.To set a map using a compass. To practice and refine thumbing the set map (orientated) To set a direction of travel from the map, using a compass. To follow instructions in order to complete an orienteering course. |
| Striking and fielding | Strike a ball off a tee. Look for space to throw, hit orrun into help them score. Understand why they need tothrow or hit into space. Use a feint to try and win agame.Strike a ball off a tee. Strike with a drop feed. Look for space to throw, hit or run into help them score.Understand why they need to throw or hit into space.Understand the concept of aiming and the need for accuracy. Throw or hit an object into a space to make itmore difficult for their opponents. Use a feint to try andwin a game. Bowl underarm. Strike a ball off a tee. Catch a ball. Field a ball and return it quickly.  | Bowl underarm. Perform a straight drive. Catch a ball. Field a ball and return it quickly.Bowl underarm. Strike a ball off a tee. Strike bowled bowl. Field a ball and throw back overarm.Bowl overarm. Strike a bowled ball. Field a ball and throw back overarm. |
| Net and Wall | Look for space to throw, hit or run into help them score.Understand why they need to throw or hit into space.Use a feint to try and win a game. Look for space to throw, hit or run into help them score.Understand why they need to throw or hit into space.Understand the concept of aiming and the need for accuracy. Throw or hit an object into a space to make itmore difficult for their opponents. Use a feint to try andwin a game. Ready Position. Underarm throw. Overarm throw. Hold a racket. Strike a ball with a racket. | Ready Position. Underarm throw. Overarm throw. Hold a racket.Strike a ball with a racket. Throwing a ball. Hold a racket correctly. Forehand. Backhand.Volley. Throwing a ball. Forehand. Backhand. Volley. Underarm serve. |
| Athletics | Perform FMS at a developing level. Running. Hopping. Rolling a ball. Underarm throw. JumpingPerform FMS at a developing level and start to master some basic skills. RunningUnderarm throw Overarm throw Push throwJumping for distanceMaster FMS skills and start to develop athletic specific skills performing them with consistency and accuracy.Throwing – push, pull and slingHop, step and jump | Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy.Throwing – push, pull and slingHop, step and jumpContinue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.Throwing – push, pull, sling, heaveJumping – standing long jump and triple jump.Running short and long distance.Passing a baton in a relay.Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.Throwing – push, pull, sling, heaveJumping – standing long jump and triple jump.Running short and long distances.Passing a baton in a relay |
| Swimming | The children will learn to swim between 20 – 50 metres. They will use one basic method to swim the distance, making sure they breathe. They will start by using floats, swim over longer distances and periods of time with a more controlled leg kick. They will explore freely how to move in and under water and identify and describe the difference between leg and arm actions. Then progress to swim 50 -100 metres and keep swimming for 45 to 90 seconds; use three different strokes (front crawl, back stroke and breast stroke), swimming on their front and back. They will control their breathing and swim confidently and fluently on the surface and under water. Children should know the dangers of water locally and nationally.Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and know what to do if others get into trouble in the water. |

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| Years 1/2/3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle 1 | SwimmingThrowing with accuracyGymnastics | SwimmingInvasion Games | Dance | Net and Wall Games | Striking and Fielding (PNE)Athletics | Athletics (PNE)OAA |
| Cycle 2 | SwimmingDance (PNE) | SwimmingFundamental Movement Skills (PNE) | Gymnastics (PNE)Invasion Games | Racing and Chasing (PNE)Net and Wall | Striking and Fielding (PNE)FMS kicking | AthleticsOutdoor adventure |
| Cycle 3 | DanceSwimming | Invasion GamesSwimming | GymnasticsFMS – underarm throw | Net and wallFMS – overarm throw | AthleticsStriking and Fielding | AthleticsOAA |

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| Years 4/5/6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle 1 | Gymnastics | Invasion gamesNetball | Net and WallTennis and swimming | DanceSwimming | Striking and Fielding, rounders (PNE)Athletics | Athletics (PNE)OAA |
| Cycle 2 | Dance (PNE)Invasion Games - Netball | Tactics and Games (PNE)Net and Wall - Tennis | SwimmingGymnastics (PNE) | SwimmingThrowing and Catching (PNE) | Striking and Fielding, cricket (PNE)Athletics | Athletics (PNE)OAA |
| Cycle 3 | DanceInvasion Games - Hockey | Tactics and GamesNet and Wall - badminton | SwimmingGymnastics | SwimmingThrowing and Catching | Striking and Fielding, roundersAthletics | AthleticsOAA |