



St Gregory's Catholic Primary School

PE - Curriculum Progression

Our aim within PE is that all pupils are provided the opportunity to engage in a healthy lifestyle by providing regular competitive sport, extra-curricular activities and a rich and motivating curriculum that challenges, engages and motivates pupils. Through competition we aim to reinforce the important values of sportsmanship, respect, equality and fairness which then in turn also develops team work, community, communication and leadership skills. We strive for all pupils to leave St. Gregory's Catholic Primary School physically literate and have the knowledge, skills and motivation needed to prepare them for a healthy lifestyle and lifelong participation in physical activity and sport.

Design and Implementation

- To provide enjoyable, challenging and motivating learning opportunities through a wide range of sport activities that include: net, wall and racket games, striking and fielding games, gymnastics, dance, swimming and outdoor and adventurous activities.
- Guarantee that the requirements of the National Curriculum are met through the long-term plan that sets out the PE units and content that staff will teach throughout the year.
- Ensure that the pupils understand that sport can support and positively impact on their own mental health and well-being.
- Ensure that high quality PE lessons are taught each week covering two sporting concepts in every half term which will be on a 2 year rolling cycle.
- Support pupils to participate in a variety of extra-curricular activities at lunch time and after-school of which will regularly change from term to term and several free clubs will be offered.
- Involve all children in intra-school competitions for a variety of different sports and activities which actively promote sportsmanship, respect, equality and fairness.
- Encourage children to take part in inter-school competitions within the local area. Such competitions reinforce the important values of sportsmanship, respect, equality and fairness. These competitions also develop teamwork, community, communication and leadership skills.
- Ensure that all Key Stage 2 children receive swimming lessons for at least one full term so that they can learn to use a range of strokes effectively, swim competently and confidently over a distance of at least 25 metres and know how to remain safe in and around water.

EYFS

During Early Years there is a real focus on developing and understanding key fundamental skills to work towards achieving the early learning goals. This is taught through gymnastic, dance, target games as well as core strength, stability, spatial awareness, co-ordination and agility in their continuous and outdoor provision. During PE lessons, children are taught and given the opportunity to develop their gross and fine motor skills and games skills such as: throwing, catching, running, jumping, hopping and skipping. During continuous provision, children will be given the opportunity to develop proficiency and control, through games, small world activities, arts and crafts and use of small tools.

KS1

In Key Stage One, children now start to develop an understanding of the basic skills to become competent in a range of physical activities that are then taught in Key Stage Two. Children are taught the values of sport and begin to apply these to understand rules and boundaries. Children are also taught how to lead a healthy lifestyle and how participating in regular physical activities will support this.

Children revise and build upon their current gross motor skills such as practicing their skipping, jumping, catching and throwing. Children build upon their gymnastics skills taught in the early years such as: balance, coordination, strength and control. Children then start to be taught the basic skills in striking and field games.

KS2

In Key Stage Two, children will apply skills effectively in different situations and within a wide range of physical activities. The values of sport will be utilised by the children to extend knowledge of rules and boundaries and apply these in becoming young leaders. Children will know how to lead a healthy lifestyle and challenge themselves within regular physical activity. Children in Key Stage Two will be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best. Children will have a deep and rich understanding of different sports and physical literacy to become Key Stage Three ready and have a positive attitude for lifelong participation in physical activity.

EYFS	KS1	Lower KS2	Upper KS2
DANCE			
National Curriculum <ul style="list-style-type: none"> - Observes the effects of activity on their bodies - Experiments with different ways of moving. - Begins to use anticlockwise movement and retrace vertical lines. 	National Curriculum <ul style="list-style-type: none"> - perform dances using simple movement patterns - master basic movements including running, jumping, as well as developing balance, co-ordination, and begin to apply these in a range of activities 	National Curriculum <ul style="list-style-type: none"> - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
Vocab: jumping, running, walking, leaping	Vocab: Travel, Stillness, Direction, Space, Body parts, Levels, Speed	Vocab: Space, Repetition, Action and reaction, Pattern	Vocab: Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction
Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and

			<p>peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
GYMNASICS			
National Curriculum <ul style="list-style-type: none"> - Observes the effects of activity on their bodies - Experiments with different ways of moving. - Jumps off an object and lands appropriately. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. - Begins to use anticlockwise movement and retrace vertical lines. 	National Curriculum <ul style="list-style-type: none"> - master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	National Curriculum <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
Vocab: balance, tiptoe	Vocab: Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow	Vocab: stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance	Vocab: Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation
Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence	Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. 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. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility

			throughout performances.
GAMES			
National Curriculum <ul style="list-style-type: none"> - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - Shows a preference for a dominant hand. 	National Curriculum <ul style="list-style-type: none"> - participate in team games, developing simple tactics for attacking and defending - 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 	National Curriculum <ul style="list-style-type: none"> - 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 - use running, jumping, throwing and catching in isolation and in combination 	
Vocab: running, throwing, catching	Vocab: Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring	Vocab: Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Hitting	Vocab: Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>e.g. <i>dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p>e.g. <i>dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p>

		Uses running, jumping, throwing and catching in isolation and combination.	Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
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ATHLETICS

National Curriculum	National Curriculum	National Curriculum	
- Experiments with different ways of moving.	- 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	- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - use running, jumping in isolation and in combination	
Vocab: jump, landing, leap, hop, variety, throw, balance	Vocab: jump, landing, leap, hop, variety, throw, balance, coordination, agility	Vocab: Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best	Vocab: Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina.
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i> Can use equipment safely	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.

SWIMMING

		National Curriculum: - 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.
		Vocab: Stroke, Freestyle, Breaststroke, Backstroke, Butterfly Stroke, Backstroke
		Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.