



St. Luke's Catholic Primary School Progression in PE



Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Movements, agility and coordination	Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	Develop 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. <ul style="list-style-type: none"> • One-foot balances • Walking along a straight line • Front support balance • Sideways Roll • Underarm throw • Overarm throw • Two handed catch • two-footed jump to a rhyme. • Run forwards, backwards and sideways. • Hop forwards • Horizontal jump. • Run forwards, backwards and sideways. 	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 (revision)	Use running, jumping, throwing and catching in isolation and in combination. <ul style="list-style-type: none"> • Skipping: maintaining over a certain time period (2 minutes). Can explore foot patterns while skipping, crossing feet, travelling and hopping from one foot to another. • Side step, including receiving an object and/or throwing an object. Running shuffles, turning in different directions. • Underarm throw, with accuracy and power; Overarm 	Use running, jumping, throwing and catching in isolation and in combination. (revision)	Use running, jumping, throwing and catching in isolation and in combination. <ul style="list-style-type: none"> • Skipping - maintaining over a certain time period (4 minutes). Can demonstrate foot patterns while skipping, crossing feet, travelling and hopping from one foot to another. • Running shuffles, turning in different directions, to gain space and to avoid a defender. 5 different jumps (two feet to two feet; two feet to one foot; one foot to two feet; one 	Use running, jumping, throwing and catching in isolation and in combination. (revision)

		<ul style="list-style-type: none"> • Dribble the ball with alternative hands. • Understand how the body functions change during exercise • 		<p>throw with accuracy and power;</p> <ul style="list-style-type: none"> • One handed catch - either hand. • Run, understanding the difference between sprinting and jogging different distances. 		<p>foot to one foot (same side); one foot to one foot (opposite side) - Applying into a dynamic situation.</p> <ul style="list-style-type: none"> • Underarm throw, with accuracy and power in dynamic situations. • Overarm throw with accuracy and power in dynamic situations. • One handed catch - either hand in a dynamic situation. • Step, including receiving an object and/or throwing an object in a dynamic situation. Horizontal jump to catch an object. • Run, understanding the difference between sprinting and jogging different distances. • Begin to build a variety of running techniques and use with confidence. 	
					<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] (revision)</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] (revision)</p>	<p>Develop flexibility, strength, technique, control and balance [for</p>

				<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> • One-foot balance on a narrow block; • Walk along a raised platform; • Front support with 2 points of contact; • Forwards and backwards rolls. • Run, understanding the difference between sprinting and jogging different distances. • Move and use actions with coordination and control • Perform a running jump with some accuracy. • Perform a variety of throws using a selection of equipment. • Use equipment safely and with good control. • Use turns whilst travelling in a variety of ways. 		<p>example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> • One foot balance on a narrow block holding for 5-10 seconds, developed into a movement sequence; • Walking along a raised platform into a movement sequence; • Front support with two points of contact, holding for 5-10 seconds, developed into a movement sequence; • Create and perform a gymnastics routine. • Run, understanding the difference between sprinting and jogging different distances. • Show precision and control. • Perform a running jump with more than one component e.g. hop skip jump (triple jump). • Use equipment safely and with good control. • Select and combine skills, 	
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				<ul style="list-style-type: none"> • Begin to show flexibility in movements. • Begin to develop good technique when travelling, balancing, using equipment etc. 	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <ul style="list-style-type: none"> • Move from one location to another following a map. • Develop strong listening skills • Begin to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrate an understanding of how to stay safe. 	<p>techniques and ideas.</p> <ul style="list-style-type: none"> • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Develop strength, technique and flexibility throughout performances. • Link skill with control, technique, coordination and fluency. • Understand composition by performing more complex sequences. <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <ul style="list-style-type: none"> • Use clues and compass directions to navigate a route • Use and interpret simple maps. • Develop strong listening skills • Think activities through and problem solves using general knowledge • Choose and apply strategies to 	<p>Take part in outdoor and adventurous activity challenges both individually and within a team. (revision)</p> <ul style="list-style-type: none"> •
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				<ul style="list-style-type: none"> • Begin to think activities through and problem solve. • Discuss and work with others in a group. • Demonstrate an understanding of how to stay safe. 		<p>solve problems with support.</p> <ul style="list-style-type: none"> • Discuss and work with others in a group. • Demonstrate an understanding of how to stay safe. • 	
<p>team games: attacking and defending</p>	<p>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space</p>	<p>Participate in team games, developing simple tactics for attacking and defending</p> <ul style="list-style-type: none"> • Travel in a variety of ways including running and jumping. • Begin to perform a range of throws. • Receive a ball with basic control. • Begin to develop hand-eye coordination. • Participate in simple games. • 	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> • Confidently send the ball to others in a range of ways. • Begin to apply and combine a variety of skills to a game situation. • Develop strong spatial awareness. • Begin to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Begin to develop an understanding of attacking and defending. 	<p>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.</p> <ul style="list-style-type: none"> • Kick the ball towards a target • Dribble the ball with control. • Hit a ball accurately and with control. • Understand tactics and composition by starting to vary responses. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Begin to communicate with others during game situations. • Use skills with coordination and control 	<p>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. Revision of fundamental skills plus:</p> <ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Show confidence in using ball skills in various ways and link these together e.g. dribbling, bouncing, kicking. • Use skills with coordination, control and fluency. • Take part in competitive games with a strong understanding of tactics and composition. 	<p>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. Revision of year 4 plus:</p> <ul style="list-style-type: none"> • Kick the ball towards a target in a dynamic situation • Dribble the ball with control in a dynamic situation. • Understanding game principles: Attack, defence, teamwork strategy, creativity. Teamwork, working together to achieve a goal. Winning and losing, sportsmanship, emotional response. 	<p>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. (revision)</p>

				<ul style="list-style-type: none"> • Develop own rules for new games. • Work well in a group. • Begin to understand how to compete with each other in a controlled manner. • Begin to select resources independently to carry out different skills. 	<ul style="list-style-type: none"> • Create own games using knowledge and skills. • Work well in a group. • Make suggestions as to what resources can be used to differentiate a game. • Apply basic skills of attacking and defending. 	<ul style="list-style-type: none"> • Hit a ball accurately and with control. • Control the movement of a ball with a racket • Use running, jumping, throwing and catching in isolation and combination. 	
<p>movement patterns</p>	<p>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p>Perform dances using simple movement patterns.</p> <ul style="list-style-type: none"> • Copy simple dance moves. • Create and perform dances using simple movement patterns. 	<p>Perform dances using simple movement patterns (revision)</p>	<p>Perform dances using a range of movement patterns.</p> <ul style="list-style-type: none"> • Create movement to music stimuli. • Begin to improvise independently and with a partner to create a simple dance. • Translate ideas from stimuli into movement with support. • Begin to compare and adapt movements and motifs to create a longer sequence. • Use simple dance vocabulary to compare and improve work. 	<p>Perform dances using a range of movement patterns. (revision)</p>	<p>Perform dances using a range of movement patterns.</p> <ul style="list-style-type: none"> • Create movement sequences to music using a range of travel. • Create and perform a dance routine • Begin to exaggerate dance movements and motifs (using expression when moving). • Demonstrate strong movements to create a fluent sequence. • Move appropriately and with the required style in relation to the stimulus. • Begin to show a change in pace and timing in movements. 	<p>Perform dances using a range of movement patterns. (revision)</p>

						<ul style="list-style-type: none"> • Use the space provided effectively. • Improvise with confidence, still demonstrating fluency across the sequence. • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work. 	
Evaluation				<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <ul style="list-style-type: none"> • Watch and describe performance accurately. • Begin to think about how they can improve their own work • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and difference. 	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best. (revision)</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <ul style="list-style-type: none"> • Watch and describe performance accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performance. • Make suggestions on how to improve their work, commenting on similarities and difference. 	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best. (revision)</p>
Swimming				Swim competently, confidently and proficiently over a	Swim competently, confidently and proficiently over a	Swim competently, confidently and proficiently over a	Swim competently, confidently and proficiently over a

				<p>distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>All KS2 pupils receive swimming lessons once a week in Summer 2.</p>	<p>distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>(revision)</p> <p>All KS2 pupils receive swimming lessons once a week in Summer 2.</p> <p>All KS2 pupils receive swimming lessons once a week in Summer 2.</p>	<p>distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>(revision)</p> <p>All KS2 pupils receive swimming lessons once a week in Summer 2.</p> <p>All KS2 pupils receive swimming lessons once a week in Summer 2.</p>	<p>distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>(revision)</p> <p>All KS2 pupils receive swimming lessons once a week in Summer 2.</p>
<p>Healthy Lifestyles</p>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</p> <p>Throughout PE lessons across the year</p>	<ul style="list-style-type: none"> Describe the effect exercise has on the body. Explain the importance of exercise and a healthy lifestyle. <p>Throughout PE lessons across the year.</p> <p>Throughout PE lessons across the year.</p>	<p>(revision of Year 1)</p> <p>Throughout PE lessons across the year.</p>	<ul style="list-style-type: none"> Describe the effect exercise has on the body. Explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down. <p>Throughout PE lessons across the year.</p>	<p>(revision of Year 3)</p> <p>Throughout PE lessons across the year.</p> <p>Throughout PE lessons across the year.</p>	<p>(revision)</p> <p>Throughout PE lessons across the year.</p> <p>Throughout PE lessons across the year.</p>	<p>(revision)</p> <p>Throughout PE lessons across the year.</p>

