



St Ignatius Progression of Knowledge and Key Skills: Physical Education

The intent of this document is to provide teachers with a **clear focus** on the **PE skills** to be taught in each year group as part of the St. Ignatius Curriculum. It outlines expected outcomes linked to the expected level of achievement and understanding for children in each year group.

EYFS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ELG
Gross Motor Skills	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to model and support the use of the areas and equipment to ... Use balance bikes and large bikes outdoors. Use prams, wheelbarrows and space hoppers. Use balancing planks and crates.</p>	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to support when needed the use of the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams and space hoppers. Use of balancing planks and crates.</p>	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Adults to encourage independence when using the areas and equipment to... Use of balance bikes and large bikes outdoors. Use of prams and space hoppers. Use of balancing planks and crates.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p>			
	<p>Adults to model and support the use of the areas and equipment to... Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Use balance bikes and large bikes outdoors. Use space hoppers and balance snake. Use balancing planks and crates.</p>	<p>Adults to support when needed the use of the areas and equipment to... Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Use balance bikes and large bikes outdoors. Use space hoppers and balance snake. Use balancing planks and crates.</p>	<p>Adults to encourage independence when using the areas and equipment to... Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Use balance bikes and large bikes outdoors. Use space hoppers and balance snake. Use balancing planks and crates.</p>	<p>Demonstrate strength, balance and coordination when playing.</p>			
	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Music and movement sessions to support land enhance learning.</p>	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Music and movement sessions to support land enhance learning.</p>	<p>Weekly PE session in the hall or outdoor area to teach fundamental skills. Busy classroom environment with free flow to the outdoor space. Music and movement sessions to support land enhance learning.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>			

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ELG
Fine Motor Skills	Hold a pencil with a tripod grasp. Make marks on paper to follow or extend the pattern.	Make marks on paper to represent the letters of their name.	Begin to form ladder letter shapes on paper. Starting and finishing in the correct place.	Begin to form robot arm letter shapes on paper. Starting and finishing in the correct place.	Begin to form curly caterpillar letter shapes on paper. Starting and finishing in the correct place.	Begin to form zigzag monster letter shapes on paper. Starting and finishing in the correct place.	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
	Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits.		Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits.		Daily dough disco sessions and use of clay within provision. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons Woodwork area Threading activities Creative area with scissors. Paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. Weeding and watering in our planting area. A range of small world equipment. A range of construction kits.		Use a range of small tools, including scissors, paintbrushes and cutlery.
	Draw a picture of themselves. Focus on the drawing of a figure with a head, body, arms and legs.	Follow a process to draw pictures of simple owls.	Observational drawings of our teddy bears.	Drawing superheroes in a comic book style.	Drawing minibests to include body, head, legs and wings.	Drawing under the sea creatures.	Begin to show accuracy and care when drawing.

Key

Acquiring and Developing Skills (A&D)

Selecting and applying skills, tactics and compositional ideas (S&A) Evaluating and improving performance (E&I)

Knowledge and understanding of fitness and health (H&F)

Year Group	FMS	Invasion Games	Gymnastics	Dance	Net and Wall Games	Striking and Fielding	Multi-skills and Athletics
Year 1	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns. 	<p>CHILDREN WILL BE TAUGHT TO:</p> <ul style="list-style-type: none"> Explore different ways of using a ball. Explore ways to send a ball or other equipment. Retrieve and stop a ball using different parts of the body. A&D Play a variety of running and avoiding games. Practise skills to make them warmer. Explain why they enjoy playing games and physical activities. Talk about what our bodies do during exercise e.g. breathing Participate in team games. Develop simple attacking and defending techniques. 	<p>CHILDREN WILL BE TAUGHT TO:</p> <ul style="list-style-type: none"> Respond to instructions and commands. Move between mats and small apparatus and change the speed of movement. Learn a variety of basic gym actions. Be still in different body shapes and balances and combine different ways of travelling. A&D Handle apparatus safely. Recognise how it feels when the body is tense. Discuss how the body changes during exercise. Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction. H&F 	<p>CHILDREN WILL BE TAUGHT TO:</p> <ul style="list-style-type: none"> Learn basic movements relating to feelings. A&D Show that they have a clear starting and finishing position. Respond to different music showing a range of emotions. Perform dance movements and simple routines using simple movement patterns. S&A 	<p>CHILDREN WILL BE TAUGHT TO:</p> <ul style="list-style-type: none"> Focus on throwing and catching. Play games based on net games (like tennis and badminton). Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3. A&D Play running and avoiding games. Explain how practicing skills can help you feel warmer and why it is good to play and get out of breath. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination. H&F 	<p>CHILDREN WILL BE TAUGHT TO:</p> <ul style="list-style-type: none"> Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. A&D Understand that being active is good for them and fun. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination. H&F 	<p>CHILDREN WILL BE TAUGHT TO:</p> <ul style="list-style-type: none"> Take part in multi-skills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. Develop balance, agility and co-ordination. A&D/H&F

		Pass and receive a ball in different ways with increased control. H&F					
Year 2	As Above	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Recognise the best ways to score points and stop points being scored.</p> <p>Recognise how they work best with their partner.</p> <p>Use different rules and tactics for invasion games.</p> <p>Make it difficult for opponents.</p> <p>Keep the ball and find best places to score. S&A</p> <p>Watch others accurately.</p> <p>Describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Recognise what is successful and how to use this knowledge. (Do they play well when hot or out of breath.)</p> <p>Participate in team games.</p> <p>Understand and develop tactics for</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Develop short sequences on their own.</p> <p>Use imagination to find different ways of using apparatus.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear start, middle and end. S&A</p> <p>Have a clear focus when watching others perform.</p> <p>Say when a movement or skill is performed well (aesthetic appreciation).</p> <p>Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.)</p> <p>Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction E&I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Evaluate and improve a dance performance by recording and viewing their rehearsals. S&A</p> <p>Use a range of vocabulary to describe moods and how dances make them feel.</p> <p>Remember and repeat simple dance phrases.</p> <p>Perform dances using simple movement patterns. E&I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Use their skills to play end to end games, games over a barrier and fielding games.</p> <p>Use their ability to solve problems and make decisions. S&A</p> <p>Watch others and describe what is happening.</p> <p>Talk about what they have done and how they did it.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination. E&I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Choose, use and vary simple tactics. S&A</p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination. E&I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Take part in multi-skills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.</p> <p>Develop balance, agility and co-ordination.</p> <p>Explore movement techniques with increased control.</p> <p>How to run, throw and jump and perform these with increased control and co-ordination. S&A/E&I</p>

		<p>attacking and defending.</p> <p>pass and receive a ball in different ways with control and increased accuracy. E&I</p>					
Year 3	<p>National Curriculum: Key stage 2</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ♣ use running, jumping, throwing and catching in isolation and in combination ♣ 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 ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Practise passing to a partner using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball while travelling.</p> <p>Use communication skills to help others know where they are going.</p> <p>Look when travelling and what happens after they have passed ball. A&D</p> <p>Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.</p> <p>Know which passes are best, tactics to keep possession.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Develop and perform actions.</p> <p>Practice and concentrate on quality of movement.</p> <p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of body to another.</p> <p>Use actions on floor and over, through, across and along apparatus. A&D</p> <p>Vary and apply actions on floor and apparatus.</p> <p>Copy a partner's sequence on floor and apparatus.</p> <p>Perform easy combinations of contrasting actions.</p> <p>Choose combinations that work in their sequences.</p> <p>How they devise sequences. S&A</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. A&D</p> <p>Keep up an activity over a period of time and know</p> <p>What they need to warm and cool down for dance. H&F</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Practise throwing and catching with a variety of different balls and using different types of throwing.</p> <p>Hit the ball with a racket. Use different shots. A&D</p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Know how can they make it difficult for opponent to receive ball.</p> <p>Stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games. S&A</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Consolidate and develop the range and consistency of their skills in striking and fielding games. A&D</p> <p>Recognise how specific activities affect their bodies.</p> <p>Understand the importance of keeping warm. H&F</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. S&A</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Describe what happens to their heart, breathing and temperature during different types of athletic activity. E&I</p>

	activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<p>Find space to receive and support.</p> <p>Know what to think about when team has and hasn't got the ball.</p> <p>How to organise themselves differently to play each of the games successfully.</p> <p>Understand patterns of play- if ball is in a certain position where should players be. S&A</p>					
Year 4	As above	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Play 3vs1 and 4vs1 and how to use the space and help each other.</p> <p>Score more regularly without making mistakes.</p> <p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Plan ideas and tactics similar across invasion games.</p> <p>Know what rules are needed to make games fair.</p> <p>Understand simple patterns of play. S&A</p> <p>Evaluate how successful their tactics</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help them change sequences.</p> <p>Include changes of dynamics.</p> <p>Work with a partner.</p> <p>Adapt their sequences to include apparatus and to suit partner or small group. S&A</p> <p>Ask which parts of task they have completed and the ones they still need to practice.</p> <p>Compare and contrast similar performances.</p> <p>Suggest ways to improve the quality of sequence. E&I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Explore and create characters and narratives in response to a range of stimuli. S&A</p> <p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative. E&I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games. S&A</p> <p>Describe what they do and what they find hard.</p> <p>Talk about how to change the court to make it easier/harder.</p> <p>Say what they do well in a game and what they need help</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Choose and use a range of simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding games. S&A</p> <p>Recognise good performance and identify the parts of a performance that need improving. E&I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Run for short distances and times, and for longer distances and times.</p> <p>Keep a steady pace.</p> <p>Practise 5 basic jumps e.g hop, step, jump.</p> <p>Combine basic actions and form simple jump combinations.</p> <p>Throw into a target using slinging, pushing and pulling actions. A&D</p> <p>Describe and evaluate the effectiveness of performance and recognise aspects that need improving. H&F</p>

		<p>have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>Know what they need to improve their game and what they need to practice. E&I</p>			with and what they need to practice. E&I		
Year 5	As above	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Show ways to keep ball away from defenders.</p> <p>How to shield the ball.</p> <p>Change speed, direction with ball to get away from defender.</p> <p>Shoot accurately in a variety of ways.</p> <p>Mark an opponent. A&D</p> <p>Watch and evaluate the success of the games they play in.</p> <p>Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Explore range of symmetric and asymmetric actions, shapes and balances.</p> <p>Control actions and combine them fluently.</p> <p>Be aware of extension, body tension and control.</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Combine movements with other in a group (matching and mirroring). A&D</p> <p>Watch a performance and evaluate its success.</p> <p>Identify what was performed well and what needs improving.</p> <p>Choose a focus for improvement.</p> <p>Identify one or two aspects of their performance to practice and improve. E&I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. A&D</p> <p>Organise their own warm up and cool down activities to suit the dance.</p> <p>Show an understanding of why it is important. H&F</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Hold and swing racket and where to stand on the court when hitting, catching and receiving.</p> <p>Hit the ball on both sides of the body and above head.</p> <p>Use different types of shots during a game. Improve accuracy. A&D</p> <p>Explain why they or others are playing well in the games.</p> <p>Know what they need to get better at and what to practice.</p> <p>Know how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed about the court. E&I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Develop the range and consistency of their skills, especially in specific striking and fielding games. A&S</p> <p>Know how to warm up.</p> <p>Understand what to include in a warm up in order to improve performance.</p> <p>Understand why exercise is good for their fitness, health and well-being. H&F</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Choose their favourite ways of running, jumping and throwing.</p> <p>Choose the best equipment for different activities.</p> <p>Know how to plan a run so they pace themselves evenly or unevenly.</p> <p>Plan to cover distances as a team to get the best results possible.</p> <p>Mark a run up for jumping and throwing.</p> <p>Set themselves and others targets in different events. S&A</p> <p>Watch a partner's athletic performance and identify the main strengths.</p> <p>Identify parts of the performance that need to be</p>

		<p>Suggest what they need to practice to enjoy game more.</p> <p>Change pitch size to make games better. E&I</p>					practised and refined, and suggest improvements. E&I
Year 6	As above	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Understand that when team has ball they are attacking and when they haven't they are defending.</p> <p>Understand different ways of attacking and encourage them to use positions for their team carefully.</p> <p>Understand different ways to attack and defend.</p> <p>Choose right formations and tactics for attack and defence.</p> <p>Know how they support other players in attack and defence. S&A</p> <p>Understand how to get ready for games.</p> <p>Know some ideas for warm up exercises and routines.</p> <p>Know what makes a good warm up.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Make up a sequence and adapt it to different apparatus layouts.</p> <p>Use combinations of dynamics (pathways) to use space effectively.</p> <p>Make up own rule for longer, more complex sequences.</p> <p>Plan a sequence and adapt it to limited equipment.</p> <p>Work as a group and share roles fairly.</p> <p>Investigate different ways of working with a partner or small group.</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) S&A</p> <p>Know how gymnastics promotes strength, power and suppleness.</p> <p>Understand the importance of warming up.</p> <p>Value of exercise outside of school day.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Explore, improvise and combine movement ideas fluently and effectively. S&A</p> <p>Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work. E&I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Devise a scoring system.</p> <p>Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.</p> <p>Know where to stand when attacking and defending. S&A</p> <p>Explain why they or others are playing well in the games.</p> <p>Know what they need to get better at and what to practice.</p> <p>Understand how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. S&A</p> <p>Evaluate strengths and weaknesses in their own and others' performances and suggest improvements. E&I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes.</p> <p>Throw with greater control, accuracy and efficiency.</p> <p>Perform a range of jumps showing power, control and consistency at both take off and landing. A&D</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. H&F</p>

		<p>Know what clothing and footwear is best to wear.</p> <p>Know how to check playing area.</p> <p>Know how playing invasion games helps your fitness and benefits of playing outside of school. E&I</p>	<p>Devise effective warm up for gymnastics.</p> <p>Set out and do risk assessments on apparatus. H&F</p>				
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