



St. Joseph's Catholic Primary School PE Progression



Topic	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Running and Jumping (Athletics, Races and Team Games)	<p>Continue to develop their movement and balance</p> <p>Skip, hop, stand on one leg</p> <p>Match developing physical skills to tasks and activities in the setting. For example, decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Walk and finds own space.</p> <p>Run freely at different speeds with confidence.</p> <p>Jump and land on 2 feet.</p> <p>Run and jump. Climb on and off equipment safely.</p> <p>Walk along a bench, holding hands out for balance.</p> <p>Crawl along and under equipment. Stop on teachers/coaches call/whistle.</p> <p>Move around and under objects with skill and confidence.</p> <p>Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Walk in a straight line with control, using arms and legs alternatively</p> <p>Run in a straight line, lifting my knees high.</p> <p>Use arms correctly to help run faster</p> <p>Jump from 2 feet and land on 2 feet</p> <p>Hop on one leg for 5 seconds without overbalancing</p> <p>Run at a slow pace (jogging) on toes Balance an object on my head whilst walking</p> <p>Run at a fast pace (sprinting) on my toes (balls of feet)</p> <p>Jump from 2 feet and land on 1 foot (and vice versa)</p> <p>Hop on the spot on 1 leg for 10</p>	<p>Change pace on a command (walk, jog, sprint)</p> <p>Use outside foot to 'dig in' and change direction</p> <p>Hop from one end of the hall to the other, without putting other foot down</p> <p>Jump backwards and forwards over a line for 20 seconds, lifting knees high</p> <p>Combine a run up with a jump to make me jump further</p> <p>Bend my knees and push to jump straight up, touching a mark on a wall</p> <p>Run forwards and backwards with control, changing between these easily</p>	<p>Use pace during a long-distance run (at least 1 lap of field)</p> <p>Jump and turn in the air to face a different way</p> <p>Pursue/chase a target, following their path exactly</p> <p>Stop quickly and carefully when running at speed</p> <p>Hop, step then jump and land on 2 feet (triple jump)</p> <p>Triple jump further, using a run up and arms to propel me</p> <p>Sprint, do a preparation jump (heel, toe, push up), then sprint again</p> <p>Change direction to avoid others</p>	<p>Run over low obstacles, clearing them most of the time</p> <p>Sprint correctly, starting off in a bent position, straightening up</p> <p>Run for 1.5 laps of the field (approximately 600m), pacing myself</p> <p>Run with an object in hand without dropping it</p> <p>Pass and receive a relay baton without dropping</p> <p>Demonstrate 4 changes in speed (walk, jog, run, sprint)</p> <p>Use heel, toe, push up (preparation jump) to jump high</p>	<p>Jump sideways over a low obstacle repeatedly for 40 seconds (speed bounce)</p> <p>Run over low obstacles, clearing them all</p> <p>Maintain a maximum speed for 60 metres</p> <p>Run 1600m (at least 2 laps of the field), pacing myself</p> <p>Know when to set off for an effective relay change over</p> <p>Demonstrate an excellent running posture and technique</p> <p>Hop, step and jump with control and fluency (triple jump)</p>	<p>Run and jump over a range of different obstacles, clearing them every time</p> <p>Sprint for 100m (length of field)</p> <p>Complete 2 laps of the field</p> <p>Help myself and others improve their running technique</p> <p>Perform a long jump and triple jump and understand how to measure them</p> <p>Explain how a relay works and compete well as part of a team</p> <p>Show leadership skills in athletics</p> <p>Sprint at the end of a long distance race to win</p> <p>Perform a long and triple jump with</p>



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			seconds, using arms for balance	<p>Run quickly backwards, bending forwards, looking over both shoulders</p> <p>Sidestep quickly with bent knees, keeping hips and feet facing forward</p> <p>Jump backwards, sideward and forwards with excellent balance</p>	<p>Improve my high or long jump by using arms and legs to push up</p> <p>Apply running and jumping skills in a competitive situation (dodgeball, relay races, hurdles or ladder races)</p>	<p>Use a range (at least 5) different foot patterns in ladders or around cones</p> <p>Jump sideways over a small obstacle repeatedly for 30 seconds (speed bounce)</p> <p>Run and jump over higher obstacles (hurdles) and clear them most of the time</p>	<p>Use a range of jumps with excellent balance (hopping, long jump, triple, high)</p> <p>Know how to improve running technique</p> <p>Begin to accelerate rapidly from a standing sprint position</p>	<p>pace and a run up to help me go further</p> <p>Explain to others how they can run faster and jump higher and further</p>
<p><u>Throwing and Catching (Team Games, Netball, Rugby, Basketball)</u></p>	<p>Work with others to manage large items, such as moving a long plank safely, carrying large balloons/balls</p> <p>Show a preference for a dominant hand.</p> <p>Develop movement, balancing, riding</p>	<p>Roll a ball along the floor without it bouncing.</p> <p>Pass a ball to a friend/partner. Throw an object, using over and under arm throw.</p> <p>Trap or stop an object coming towards me.</p> <p>Walk while holding a ball in 2 hands.</p> <p>Bounce a ball.</p> <p>Throw a large ball and catch it with two hands.</p>	<p>Roll a ball around my body, sitting down or standing up (static)</p> <p>Pass a ball from one hand to the other without dropping it</p> <p>Push (roll) a ball accurately to a partner, sitting down or standing up</p> <p>Trap or stop a ball using different parts of my body</p>	<p>Roll a ball around my body whilst walking or jogging</p> <p>Pass a ball from one hand to the other without dropping it, whilst travelling</p> <p>Step with the opposite foot to my throwing hand when throwing a large ball</p> <p>Fully extend my arms and fingers when I release the ball (1 or 2 hands)</p>	<p>Throw a ball, stepping forward with one foot, keeping back foot toes down</p> <p>Throw a small ball using underarm technique (shoulder rotates, arm 90° to body)</p> <p>Throw a large ball using a bounce and chest pass</p> <p>Throw a small ball using overarm technique (stand sideways, lead elbow)</p>	<p>Throw a large ball using a bounce and chest pass, hitting target every time</p> <p>Throw a large ball using an overhead technique (ball behind head, elbows high, quick release forward at highest point)</p> <p>Catch a ball facing one way and pivot to face another way (ground one foot, lift heel only)</p>	<p>Use the 6 o'clock pass technique accurately (tag rugby – sideways pass, ball tip to floor, swing from shoulders)</p> <p>Throw a rugby ball to someone standing level with or behind me</p> <p>Walk using big strides, passing the ball through my legs (pretzel)</p> <p>Use a one-handed shooting</p>	<p>Demonstrate a full range of passing techniques (chest, shoulder, bounce, overhead with large ball, underarm and overarm with small ball)</p> <p>Satch a ball quickly thrown around me in any direction</p> <p>Perform a range of 1 handed ball skills independently</p> <p>Select the correct pass to use in a game situation</p>



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	(scooters, trikes and bikes) and ball skills.	<p>Bounce a ball and attempt to catch.</p> <p>Throw a ball towards a target.</p> <p>Catch a ball thrown to me, most of the time.</p>	<p>Travel at speed, holding a ball in 2 hands</p> <p>Bounce a ball repeatedly on a target, with control (static)</p> <p>Throw a large ball to myself, catching it most of the time I can bounce a ball to my partner who is about 2m away</p> <p>Throw a ball to someone who is about 2m away (2 hands, underarm)</p> <p>Catch a ball thrown to me from 2m away, most of the time</p>	<p>Make a target for my friend to aim for using my hands</p> <p>Bounce a ball at hip height, using my fingertips, whilst moving</p> <p>Pull a ball into my chest tightly when catching</p> <p>Throw a ball (or bean bag) into or onto a target from 3m to score a point</p> <p>Throw a ball to someone who is about 3m away (2 hands, push from chest)</p> <p>Catch a ball thrown to me from 3m away, most of the time</p>	<p>Throw a large ball using a shoulder pass with 1 hand</p> <p>Catch a small ball using handcuff catch (wrists together, fingers spread)</p> <p>Catch a large ball from over 5m away consistently</p> <p>Stand with my legs apart, feeding a large ball through my legs in a figure of 8 (static)</p> <p>Hit a target using a small ball from over 5m away</p> <p>Hit a moving target (eg. a hula hoop rolling) with a ball or object</p>	<p>Use a one-handed shooting technique (feet facing post, bend knees and elbow, flick with wrist, support ball with non-shooting hand, up onto toes and stretch follow through)</p> <p>Catch a ball with balance, whilst moving towards the ball</p> <p>Throw a ball into a space for a teammate to move onto</p> <p>Throw and catch a ball repeatedly with 1 hand to a partner who is 2m away</p> <p>Throw a small or large ball a long distance (over 10m)</p> <p>Throw an object or small ball, using a run up to help me throw further (athletics)</p>	<p>technique (feet facing post, bend knees and elbow, flick with wrist, support ball with non-shooting hand, up onto toes and stretch follow through) and score in a netball or basketball net most of the time</p> <p>Catch a ball with balance, whilst moving in any direction</p> <p>Throw a ball with skill to prevent interception</p> <p>Vary a pass according to the receiver (to suit position, height and skill level)</p> <p>Make an interception in a game situation</p> <p>Throw an object (eg. Howler), pushing myself to help me throw further (athletics)</p>	<p>Receive a ball, pivot and offload (pass on) with fluency</p> <p>Run towards a ball, catch it and turn in the air to face the other way</p> <p>Offload the ball at the right time to avoid losing possession</p> <p>Travel with a ball, avoiding losing it</p> <p>Throw and catch a ball even when I am off balance</p> <p>Throw and catch a ball quickly and accurately every time, even under pressure</p>
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						Score in a range of targets, using a range of objects	Throw a heavy ball (or basketball) from a standing position using only my upper-body strength (athletics – chest push)	
<p><u>Balance, Agility and Co-ordination (Gymnastics)</u></p>	<p>Develop movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers</p> <p>Match their developing physical skills to tasks and activities in the setting.</p>	<p>I can travel on the ground and on, over and under equipment. I can balance on both legs individually for 5 seconds. I can perform different rolls (e.g. log roll, tuck roll and teddy</p> <p>I can move to standing position after a tuck roll.</p> <p>Understand gymnastics vocabulary (travel, roll,)</p> <p>Walk and run in a straight line with feet and knees facing.</p> <p>Run on the balls of my feet, lifting my knees.</p> <p>Jump from a small height, bending my knees to land.</p> <p>Point and flex my toes.</p>	<p>1. I can travel on the ground and on, over and under equipment. 2. I can balance on both legs individually for 5 seconds 3. I can perform different rolls (e.g. log roll, tuck roll and teddy rolls) Move to standing position after a tuck roll</p> <p>Understand gymnastics vocabulary (travel, roll, balance)</p> <p>Walk and run in a straight line with feet and knees facing forward</p> <p>Run on the balls of my feet, lifting knees</p>	<p>1. I can identify points (heads, hands, elbows, knees and feet) and patches (bottom, thigh, back) 2. I can combine points and patches in a balance 3. I can squat and tuck my head between my knees to perform a forward roll</p> <p>Twist and turn when moving while maintaining balance</p> <p>Use gymnastics vocabulary (point, patch, twist, turn, pivot)</p> <p>Create different shapes with my body (arches and bridges)</p>	<p>1. I can balance on points and patches with my hips higher than my head 2. I can show my spatial awareness when I move (considering others) 3. I can create different shapes with my body (letters)</p> <p>Balance on my head, with a partner supporting my legs if needed</p> <p>Create interesting point and patch balances with a partner</p> <p>Describe exactly what I'm doing using gymnastic vocabulary</p>	<p>1. I can balance on my head, with my legs straight and toes pointed, with partner supporting if needed 2. I can perform a handstand against a wall or using a partner for support Create symmetrical and asymmetrical balances with a partner</p> <p>Perform a sequence of 4 or more gymnastic movements that are linked (e.g. travel, jump, roll, stand, balance)</p> <p>Jump from apparatus, using my body correctly to gain</p>	<p>1. I can perform a sequence which includes transferring weight from different body parts (e.g. shoulders to stomach, stomach to elbows and toes etc.) Show clear and controlled starting and finishing positions in gym routines</p> <p>Use counter balances with a partner or in a group</p> <p>Support my partner's bodyweight in a balance</p>	<p>1. I can perform a handstand followed by a forward roll 2. I can use a run up to perform a cartwheel with speed 3. I can sometimes perform a cartwheel without putting my hands on the floor 4. I can perform forward and backward rolls, tucking my head under</p> <p>Perform a routine including shapes, jumps, balances, cartwheels, travelling, rolling and rotating</p> <p>Refine performance after evaluation, using gymnastic vocabulary</p>



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	<p>For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Follow a given pathway (travelling forwards, backwards and sideways)</p>	<p>Jump from a small height, bending knees to land</p> <p>Point and flex toes</p> <p>Follow a given pathway (travelling forwards, backwards and sideways)</p>	<p>Perform different jumps (star, pencil and tuck)</p> <p>Balance on different apparatus (e.g. overturned bench)</p> <p>Perform a simple gymnastic routine of at least 3 movements independently</p> <p>Hold my form with arms raised in a finishing position without being prompted</p>	<p>Perform a series of rolls (log, forward, tuck, pencil)</p> <p>Jump from a small height, turning 90° or 180° and landing safely</p> <p>Make shapes in the air when jumping from a small height</p> <p>Travel on apparatus in different ways (forwards, backwards, sideward, slither, crawl)</p>	<p>height and land safely</p> <p>Turn 180° when jumping to the right and left</p> <p>Always show a good gymnastic finishing position</p> <p>Use a range of available apparatus safely, with caution</p> <p>Balance on a narrow beam (upturned bench) independently</p> <p>Travel showing different speeds, directions, foot patterns and levels</p>	<p>Perform a handstand safely</p> <p>Use gymnastic vocabulary confidently to evaluate mine and others' performances</p> <p>Hang, climb and swing on, over, along and under available apparatus</p> <p>Perform a cartwheel from a standing position</p> <p>Perform a range of jumps on the floor and from a height (tuck, straddle, pike, pencil, star)</p> <p>Refine my gymnastic routines with practise</p>	<p>Perform difficult moves showing flexibility and co-ordination</p> <p>Use and link my own moves with others to create a collective gymnastic sequence</p> <p>Help others in my group improve their sequences, showing leadership skills</p> <p>Perform demanding or lengthy gymnastic routines accurately and show my fitness</p>
<p><u>Games – Attacking and Defending, Striking and Fielding</u></p>	<p>Start taking part in some group activities which they make up for themselves, or in teams</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams</p>	<p>Hold a racket using the handshake grasp</p> <p>Balance a ball on a flat racket whilst stationary</p>	<p>Roll a ball around the rim of a tennis racket when stationary</p> <p>Volley on the spot using forehand and backhand</p>	<p>Roll a ball around my racket while moving</p> <p>Volley a ball on a racket while moving around</p>	<p>Perform backhand and forehand volleys while moving around</p> <p>Serve the ball over a net</p>	<p>Perform an underarm and overarm serve</p> <p>Use a range of foot patterns when attacking and defending</p>	<p>Perform an accurate overarm bowl with a run up</p> <p>Explain most rules in a range of sports (cricket, rounders, tennis, football)</p>



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<p><u>(Tennis, Football, Cricket, Rounders)</u></p>			<p>Move with a football using the inside of my feet (both feet)</p> <p>Kick a football a short distance using the side of my foot</p> <p>Roll and trap a small ball with a partner using hands and feet</p> <p>Retrieve a small ball and bring it to a given position quickly, avoiding others</p> <p>Kick a ball through a gate (into goal/between cones)</p> <p>8. I can stop a goal being scored in football, using my body (soft ball)</p> <p>9. I can volley a ball on a racket (large ball or balloon for LA)</p> <p>10. I can follow the rules and play small, competitive games using balls</p>	<p>Serve a ball with control from a single bounce</p> <p>Dribble a ball around obstacles using the insides of my feet</p> <p>Kick a ball accurately a distance of 4 metres to my partner</p> <p>Retrieve a ball and send it using a throw or kick</p> <p>Have a short rally with a partner over a small obstacle</p> <p>8. I can help my team to score points in a striking and fielding game</p> <p>9. I can help my team to stop somebody scoring points</p> <p>10. I can stop the ball using my foot on the top of the ball (football)</p>	<p>and avoiding others</p> <p>Sustain a rally for more than 10 shots over a net</p> <p>Stop and kick a ball following a short run</p> <p>Dribble a ball avoiding defenders</p> <p>Hold a cricket bat correctly whilst striking the ball</p> <p>Balance a cricket ball on the flat side of the cricket bat</p> <p>8. I can fulfil a position in a team (e.g. back stop, goalkeeper, striker)</p> <p>9. I can explain different ways to be out in cricket or rounders</p> <p>10. I can anticipate the path of a ball in a game situation</p>	<p>Make a range of tennis shots to win a point</p> <p>Demonstrate awareness of boundaries of the playing area in a game situation</p> <p>Stop a rolling ball, dropping my leg to stop it travelling through my legs (cricket/rounders)</p> <p>Bowl an underarm ball with precision</p> <p>7. I can strike a ball with a cricket bat using two hands to score runs</p> <p>8. I can strike a ball with a rounders bat, standing side on with one hand</p> <p>9. I can tackle from the front and side in football, winning the ball</p> <p>10. I can head the ball using the</p>	<p>(side step, swerve and dodging)</p> <p>Mark an opponent during game play</p> <p>Use my body to block the ball</p> <p>Explain how to win the game in a range of sports</p> <p>Send a ball to the correct place in a game situation</p> <p>Perform an underarm and overarm bowl</p> <p>8. I can show how to restart a game after a goal or a stoppage in play</p> <p>9. I can demonstrate an awareness of timing during game play (e.g. moving at the correct time to win the game or point)</p> <p>10. I can avoid the goalkeeper</p>	<p>Sustain a rally in tennis using a variety of shots</p> <p>Show defensive skills to win a game (tracking, shadowing and marking)</p> <p>Show determination when attacking to win a game</p> <p>Strike the ball into space away from opponents</p> <p>Show good sportsmanship in arrange of situations</p> <p>8. I can position myself correctly in a game situation</p> <p>9. I can be fair and objective when organising a game</p> <p>10. I can communicate effectively with my team mates</p>
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						correct part of my head (forehead)	to score a penalty kick	
<u>Dance and Movement Patterns</u>	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<p>Clap a simple rhythm accurately to help me dance</p> <p>Find a space in an area away from others independently</p> <p>Show emotion through movement</p> <p>Copy and repeat simple actions shown to me</p> <p>Understand dance vocabulary (step, clap, tap, jump, slide, hop)</p> <p>Copy a short routine accurately</p> <p>Count a beat of 4 and move to it</p> <p>Show co-ordination in my dance moves</p> <p>Travel in different ways (walk, run, sidestep, skip, hop, crawl)</p>	<p>Create and invent my own movements</p> <p>Move my body to a given beat</p> <p>Copy and repeat more complex actions (travel, change direction, gestures)</p> <p>Create a short routine with support from a peer or an adult</p> <p>Use dance vocabulary (step, clap, tap, jump, slide, hop, travel, mirror)</p> <p>Move appropriately to the style of a piece of music</p> <p>Show enthusiasm in my movements</p> <p>Say positive comments about a performance</p>	<p>Move different parts of my body in time with a steady beat</p> <p>Show spatial awareness when dancing (considering others)</p> <p>Make movements appropriate to the type of music</p> <p>Perform a sequence with control and co-ordination</p> <p>Move in unison and in time with my group, meeting and parting</p> <p>Describe exactly what I'm doing using dance vocabulary</p> <p>Change tempo in movements</p> <p>Evaluate a performance,</p>	<p>Move body to different beats, fast and slow</p> <p>Use space effectively when dancing</p> <p>Show emotion through movement</p> <p>Link actions in a routine smoothly</p> <p>Perform movements in canon (different starting points, domino effect)</p> <p>Use dance vocabulary to describe most of my movements</p> <p>Dance at different levels (high and low) and speeds</p> <p>Identify specific steps to improve my performance</p>	<p>Move my body to the beat, staying in time with others at all times</p> <p>Show clear and controlled starting and finishing positions</p> <p>Create moves from a given stimulus</p> <p>Use my imagination to create a unique performance</p> <p>Include demonstrate a number of dance principles in my performance (canon, mirror, meeting and parting, change of pace)</p> <p>Use dance vocabulary confidently to evaluate mine</p>	<p>Move to the beat in time throughout my performance</p> <p>Work with a group to show varied and controlled starting and finishing positions</p> <p>Make my own routine with others, following a theme</p> <p>Explain exactly how to improve my own and others' performances</p> <p>Move with fluency, accuracy and control throughout my performance</p> <p>Improve my performance after evaluation, using dance vocabulary</p> <p>Perform difficult moves showing flexibility, speed and co-ordination</p> <p>Use and link moves with others in a</p>



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			Change my shape and size on command	Perform a simple routine of at least 3 movements independently Confidently travel in different ways	offering areas for improvement Perform a sequence with a beginning, middle and end Begin to perform with fluency, linking actions smoothly	Use appropriate actions to suit the music/style of dance Perform with fluency, linking actions smoothly	and others' performances Show changes in direction, level and speed in my performances Change a given movement to make it unique 9. I can create a longer sequence with others, fitting the music 10. I can refine my routines with practise	group to create a collective sequence Help others in my group, showing leadership skills Perform demanding routines accurately and show my fitness
<u>Achieving my Personal Best and Healthy, Active Lifestyles</u>	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Follow instructions and listen to an adult in PE. Name a part of the body Understand when hot and when thirsty. Show understanding of the need to be safe in PE. (Why is it important?) Name 1 healthy and 3 unhealthy foods	Set a target in PE (e.g. to run a certain distance faster, to throw further) with support Achieve target in PE Name main body parts Explain what it means to be active Name 3 healthy and 3 unhealthy foods	Set a target in PE (throw further, run faster, jump higher) Achieve personal target in PE and explain how it was achieved Name the parts of my body I use in different areas of PE Explain what being active means Know what a balanced diet is	Identify an area of PE to improve in Show that I have improved in this area (timed event/jump distance/throw length) Name at least 3 muscles Explain what could happen if a person is not active and healthy Understand the need to keep myself hydrated	Set a target in PE (throw further, run faster, jump higher) and measure my success Explain how a personal target was achieved Explain how the body changes during PE Explain the benefits of being healthy and active	Set and achieve a personal target in PE, taking measurements or times Carry out my own warm up Explain to others how to lead a healthy, active lifestyle Name at least 4 muscles Explain what 3 food groups do in the body	Show perseverance to achieve a personal target in PE Record results and display them in a graph Know why I go red and my pulse rate rises when I exercise Evaluate own lifestyle Name at least 5 muscles



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					and know what this word means	Identify the main food groups and which are good for me		
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