



St Peter's CE (VA) Primary School

Curriculum Progression Map - PE

Objectives	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p>I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing, negotiating space and obstacles safely. (ELG)</p> <p>I can master basic movements including running, jumping throwing and catching, as well as developing agility, balance and co-ordination, and begin to apply these in a range of activities. (KS1)</p> <p>I can use running, jumping, throwing and catching in isolation and in combination. (KS2)</p>	<p>*Move in an increasing variety of ways- run, crawl, walk, climb, slide, jump and hold a pose in games such as musical statues.</p> <p>*To follow a steady beat and move their body in relation to music.</p> <p>*To hold writing equipment near tip with 2 fingers and thumb with reasonable control.</p> <p>*Begins to run with more fluency, avoiding obstacles.</p> <p>*Throw balls/ beanbags towards a target.</p> <p>*Ride bikes/ scooters with increasing awareness of others.</p> <p>*Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>*Attempts to form some letters of the alphabet, some being recognisable e.g. in own name.</p> <p>*Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>*Continue to become increasingly independent as they get dressed and undressed, for example, putting coats on and fastening the zip.</p> <p>*Recognise when they are hungry/ thirsty and access the self serve snack independently.</p> <p>*Carry out other self care routines completely independently e.g. gets all belongings at home time, sits and waits appropriately in cloak room.</p>	<p>ELG - Negotiates space and obstacles safely, with consideration for themselves and others.</p> <p>ELG - Demonstrates strength, balance and coordination when playing.</p> <p>ELG - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG - Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>ELG - Uses a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG - Begins to show accuracy and care when drawing.</p> <p>Discusses the effect exercise/activity has on their body.</p> <p>Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene)</p>	<p>- Move at speed in a controlled way.</p> <p>- Jump vertically and horizontally, controlling the landing.</p> <p>- Throw underarm accurately towards a target.</p> <p>- Demonstrate the correct technique for catching a ball thrown into the body - catching on occasions.</p> <p>- Sustain and hold balances over a short period of time</p> <p>- Move confidently over a range of gymnastic equipment.</p>	<p>- Move at speed in a controlled way in straight pathways as well as being able to change direction at speed.</p> <p>- To be able to jump from a small piece of gymnastic equipment, controlling the landing.</p> <p>- Throw both underarm and overarm accurately towards a target.</p> <p>- Demonstrate the correct technique for catching a ball thrown into the body - catching more often than not.</p> <p>- Sustain and hold both individual and paired balances over a short period of time.</p> <p>- Move confidently over a range of gymnastic equipment, demonstrating transfer of skills from the floor to the equipment.</p>	<p>- To show control when moving at speed, accelerating and decelerating where appropriate.</p> <p>- To demonstrate a variety of different body shapes when jumping -controlling the landing.</p> <p>- To throw underarm and overarm accurately towards a target using a variety of ball shapes and sizes.</p> <p>- Demonstrate the correct technique for catching a ball thrown into the body - catching effectively.</p>	<p>- To link moving at speed to other movements, such as jumping.</p> <p>- To demonstrate a variety of different body shapes when jumping, showing greater control of the landing.</p> <p>- To throw underarm and overarm accurately towards a target using a variety of ball shapes and sizes, choosing the most appropriate technique during competitive situations.</p> <p>Demonstrate the correct technique for catching a ball thrown both into the body and outside the body - catching effectively.</p>	<p>- To demonstrate the appropriate techniques for running at different speeds.</p> <p>- To demonstrate a variety of different body shapes and movements including twisting and turning, when jumping, showing control of the landing.</p> <p>-To throw underarm and overarm accurately towards a target using a variety of ball shapes and sizes, choosing the most appropriate technique and weight of the throw during competitive situations.</p> <p>- To make the correct decision for body position, catching technique and movement when catching.</p>	<p>- To choose the most effective speeds to run at over a variety of distances, sustaining chosen speeds over a short or longer period of time.</p> <p>- To link jumping to other movements effectively so it becomes one continuous movement rather than isolated movements.</p> <p>- To use throwing and catching techniques effectively and accurately in game situations, considering the situation they are in.</p>	<p>-To build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>-To develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p>

<p>I can participate in team games, developing simple tactics for attacking and defending. (KS1)</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. (KS2)</p>			<ul style="list-style-type: none"> - Follow simple rules - Understand how the concept of 'scoring' leads to winning or losing a game. - Apply taught skills when attacking in a team game. - Make suggestions or how to become better at the game. 	<ul style="list-style-type: none"> - understand the importance of following a simple set of rules. - Be able to keep score of a game. - Apply taught skills when attacking and defending in a team game. - Make suggestions for how to improve the tactics of a team. 	<ul style="list-style-type: none"> - Understand the importance of following increasingly more complex rules within a game. - Apply taught skills when attacking and defending in a game successfully. - Follow different scoring patterns within competitive games. - Make suggestions and apply in order to improve the tactics of a team. 	<ul style="list-style-type: none"> - Understand the importance of following increasingly more complex rules within a game. - Apply taught skills when attacking and defending in a game successfully, making links to other sports or games. - Follow different scoring patterns within competitive games, making links to other sports or games. 	<ul style="list-style-type: none"> - Understand the importance of rules within a game and adapt them where necessary to suit the players. - Transfer taught skills of attacking and defending across a range of sports and games. - Create different scoring systems for use in competitive games. 	<ul style="list-style-type: none"> - Understand the importance of rules within a game and adapt them, giving reasons for their choices, where necessary to suit the players. - Transfer taught skills of attacking and defending across a range of sports and games. - Create different scoring systems for use in competitive games and analyse their effectiveness, making adaptations where necessary. 	<ul style="list-style-type: none"> -Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. (For example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis) -To take part in competitive sports and activities outside school through community links or sports clubs.
<p>I can develop my flexibility, strength, technique, control and balance through athletic and gymnastic activities. (KS2)</p>					<ul style="list-style-type: none"> - Understand the importance of a stretching as part of a warm up. - Demonstrate control of movements and balances on the floor - Apply gymnastic techniques to larger pieces of apparatus. - Apply taught athletic skills and techniques across a range of competitive situations. 	<ul style="list-style-type: none"> - Begin to link movements and balances to create a short gymnastic routine. - Make appropriate choices of movements and balances on the floor for specific effects. - Apply gymnastic techniques to larger pieces of apparatus, understanding how movements may need to be adapted. - Apply taught athletic skills and techniques across a range of competitive situation making adaptations for improvement. 	<ul style="list-style-type: none"> - Link increasingly more complex movements and balances to create a short gymnastic routine using different levels and speeds. - Make increasingly ambitious choices of movements and balances on the floor for specific effects, demonstrating control. - Apply taught athletic skills and techniques across a range of competitive situations making specific choices for improvement. 	<ul style="list-style-type: none"> -Develop gymnastic routines, justifying the choices they have made to include within their routine. - Make ambitious choices of movement and balances on the floor demonstrating control and precision. - Link taught athletic skills and apply them to a range of competitive situations beginning to link the movements and techniques together. 	<ul style="list-style-type: none"> -To develop their technique and improve their performance in other competitive sports. (For example, athletics and gymnastics)
<p>I can perform dances using simple movement patterns. (KS1)</p>			<ul style="list-style-type: none"> -To recognise and move to the rhythm of the music. - To follow and copy simple dance steps. 	<ul style="list-style-type: none"> -To follow and copy dance movements involving multiple parts of the body. - To develop dance movements of their own to the rhythm of the music (fast / slow). 	<ul style="list-style-type: none"> - To follow increasingly complex dance movements and routines. - To develop dance routines to the rhythm of the music making choices for effect. 	<ul style="list-style-type: none"> - To follow complex dance routines, suggesting and implementing their own ideas into them. - To use different levels and speeds appropriate to the 	<ul style="list-style-type: none"> To create dance routines using changes in speed, levels and focus. -To work collaboratively to create dance routines for a variety of music styles, adapting 	<ul style="list-style-type: none"> -To create dance routines making justified reasons for choices of movement within the routine. - Work collaboratively to create multi-layered dance routines with changes in speed, 	<ul style="list-style-type: none"> -To perform dances using advanced dance techniques within a range of dance styles and forms.

I can perform dances using a range of movement patterns. (KS2)			- To begin to develop dance steps of their own.	- To work collaboratively to create simple dance routines.	- To work collaboratively to create increasingly complex dance routines.	music and the routine. - To work collaboratively to create dance routines for different styles of music.	choices and making links.	levels and focus and making choices for appropriate music.	
I take part in outdoor and adventurous activity challenges both individually and within a team. (KS2)							- To be able to use resources such as maps to explore familiar settings	- To work collaboratively to overcome challenging problems. - To attempt activities which take them out of their comfort zone. - to be able to use resources, such as maps, to be able to explore increasingly unfamiliar settings.	-To take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
I can compare performances with previous performances and demonstrate improvement. (KS2)					-To analyse what went well and what could be improved with a performance. - Make or suggest changes for improvement.	- To analyse what went well and what could be improved with a performance giving justified reasons for choices. - Implement improvement to a performance.	- To analyse the strengths and weaknesses of a performer or performance, using justified reasoning. - Suggest multiple ways for improvement and implement.	- To analyse a performance using specific language choices to explain and justify choices made. - To suggest a plan of action to improve performance, justifying why.	-To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. -To understand what makes a performance effective and how to apply these principles to their own and others' work.
I can swim confidently, competently and proficiently over a distance of at least 25 metres (KS2)					To swim aided or unaided over a distance of at least 10 metres. To swim aided or unaided at a variety of pool depths.	To swim unaided for at least 10 metres. - To swim unaided at a variety of pool depths.	- To be able to swim unaided for at least 25 metres	- To be able to swim unaided for at least 25 metres	
I can use a range of strokes effectively (KS2)					- To start to be able to swim using at least 2 of the 3 main strokes.	To be able to use all three main strokes with few mistakes over technique.	- To be able to competently use the correct techniques for swimming front crawl, breast stroke and back stroke.	- To be able to competently use the correct techniques for swimming front crawl, breast stroke and back stroke.	

I can perform self-rescue in different water-based situations. (KS2)					To fully submerge whole body below the surface of the water	To climb out of the pool unaided	- To swim over a short distance when fully clothed.	- To swim over a short distance when fully clothed.	
--	--	--	--	--	---	----------------------------------	---	---	--