



P.E Progression at St Gregory's



P.E Progression at the Expected Standard

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Agility	Moves confidently with developing fluency; can change direction and avoid obstacles.	Moves with growing agility, able to change direction and speed confidently.	Demonstrates controlled and efficient movement when changing speed and direction in activities.	Moves with confidence, control and fluency across various physical tasks.	Moves fluently and with confidence in response to game situations and physical challenges.	Moves with speed, control, and fluency in varied and unpredictable physical settings.
Balance	Holds balances steadily and begins to transition between movements with control.	Holds balance steadily during movement sequences and balances confidently on different body parts.	Holds balance steadily in both static and dynamic sequences.	Performs static and dynamic balances with control and precision.	Shows control and stability in a range of balances, including during transitions.	Demonstrates consistent balance in a range of static and dynamic contexts, including apparatus.
Coordination	Coordinates movements and controls equipment with growing accuracy.	Shows good hand-eye and foot-eye coordination across different equipment and activities.	Coordinates limbs and equipment effectively with control and growing fluency.	Demonstrates fluid and coordinated movement, with increasing complexity and consistency.	Demonstrates accurate and consistent coordination in movement and object-based skills.	Coordinates actions smoothly and accurately, including in sequences and equipment-based tasks.
Development of Self	Works with focus and independence; reflects and responds to feedback.	Shows increasing independence, evaluates performance and responds to feedback.	Takes responsibility for performance, listens actively and reflects meaningfully.	Reflects accurately on own performance and responds constructively to feedback.	Demonstrates commitment, resilience, and the ability to reflect and adapt physical performance.	Reflects with accuracy, sets goals, and demonstrates consistent motivation and resilience.
Education of Sport	Follows rules independently and shows fair play during activities.	Understands game rules and roles; plays cooperatively and demonstrates sportsmanship.	Applies rules independently and begins to contribute tactically and fairly in team games.	Follows rules consistently, shows good teamwork, and begins to think tactically.	Applies tactics, respects decisions, and contributes positively to team success.	Applies advanced understanding of rules, roles, and tactics; supports fair play and collaboration.



P.E Progression at St Gregory's



P.E Progression at Greater Depth

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Agility	Demonstrates fluid, controlled movements and confidently adjusts speed and direction.	Demonstrates excellent agility with fluid, controlled changes of direction and pace.	Executes agile, fluid movements at speed across various settings, including competitive scenarios.	Demonstrates excellent agility across a range of sports and adapts movements quickly and efficiently.	Demonstrates high-level agility in varied, competitive or unpredictable scenarios.	Shows advanced agility, adapting quickly and strategically during competitive or pressured situations.
Balance	Maintains balance across dynamic movements and transitions seamlessly.	Performs complex balance tasks with fluid transitions and sustained stability.	Performs advanced balance sequences with poise and seamless transitions.	Maintains balance and control consistently in complex movement patterns and under pressure.	Maintains balance and composure in advanced sequences and high-speed movement tasks.	Performs demanding balance sequences with fluid transitions and unwavering control.
Coordination	Performs coordinated actions smoothly and accurately across a range of equipment and activities.	Demonstrates refined, consistent coordination in dynamic and equipment-based tasks.	Executes complex movement patterns and equipment-based skills with precision and consistency.	Performs complex sequences and equipment skills with seamless coordination and accuracy.	Executes complex skills and combinations with fluidity and precision across a range of activities.	Executes advanced movement patterns with precision, fluency, and creativity in varied contexts.
Development of Self	Shows self-motivation and consistently evaluates and improves their own performance.	Self-motivated and confident; sets targets and actively works to achieve personal goals.	Consistently self-evaluates and sets realistic goals to improve physical performance.	Self-directs improvement, shows determination, and supports others in their learning.	Takes ownership of personal progress, sets challenging goals, and supports others in doing the same.	Leads self-improvement with determination; supports others in evaluating and progressing their skills.
Education of Sport	Leads by example, supports others, and applies rules and tactics confidently.	Leads by example, applies tactics effectively, and	Demonstrates leadership, applies tactics confidently, and	Leads with integrity, adapts tactics independently, and supports others with confidence and fairness.	Leads team strategy confidently, models fair play, and adapts	Leads with maturity, adapts tactics strategically, and shows



		supports others in structured play.	encourages fair play in team settings.		to tactical challenges independently.	excellent sportsmanship and leadership.
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End of Key Stage Expectations

End of Key Stage 1	End of Key Stage 2
<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.</p> <p>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>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 activity challenges both individually and within a team



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| | <ul style="list-style-type: none">• compare their performances with previous ones and demonstrate improvement to achieve their personal best |
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