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**St Gregory’s Catholic Primary School**

**PE**

**Progression Documents**



**PE SKILLS PROGRESSIO**

**N OVERVIEW**

At St. Gregory’s we aim for a high

-

quality physical education curriculum

that inspires all pupils to succeed and excel in competitive sport and

other physically

-

demanding activities. It will provide opportunities for

pupils to become physically

confident in a way which supports their

health and fitness

throughout their childhood and into adult life

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It is our

intention to support children in growing a sustainable attitude

to

the

importance of being physically fit

and maintaining

a healthy balanced

ed

diet.

An

education of food groups will inspire

our

children to

make

healthy life choices that will impact on their day

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to

-

day efficiency and

uphold a

healthy

body and state of emotional and mental well

-

being

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We want our curriculum to nurture confidenc

e

in

a range of sports

, skills

and tactical awareness; including

the benefits that come from each of

them.

O

pportunities to compete in sport and other activities

will

build

character and help to embed valu

es such as fairness and respect in

our children.



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| **Physical Education** | | | |
|  | **EYFS /Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| **Healthy**  **Lifestyle** | Beginning to recognise danger and seeks support of significant adults for help. (N)  Beginning to be independent in self-care, but still often needs adult support. (N)  Observes the effects of activity on their bodies. (N)  Understands that equipment and tools have to be used safely. (N)    Eats a healthy range of foodstuffs and understands need for variety in food. (R)  Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (R)  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (R)  Practices some appropriate safety measures without direct supervision. (R)    Can describe the effect exercise has on the body (1+2)  Can explain the importance of exercise and a healthy lifestyle. (1+2) | Can describe the effect exercise has on the body (3+4)  Can explain the importance of exercise and a healthy lifestyle. (3+4)  Understands the need to warm up and cool down. (3+4) | Can describe the effect exercise has on the body. (5+6)  Can explain the importance of exercise and a healthy lifestyle. (5+6)  Understands the need to warm up and cool down. (5+6) |

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| **Dance** | Developing preferences for forms of expression. (N)  Uses movement to express feelings. (N)  Creates movement in response to music (N)    Travels with confidence and skill around, under, over and through balancing and climbing equipment.  (R)  Maintains attention, concentrates and sits quietly during appropriate activity. (R)  Two-channelled attention – can listen and do for short span. (R)  Responds to instructions involving a two-part sequence. (R)  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (R)  Plays cooperatively as part of a group to develop and act out a narrative. (R)    Copies and explores basic movements and body patterns (1)  Remembers simple movements and dance steps (1)  Links movements to sounds and music. (1)  Responds to range of stimuli. (1)    Copies and explores basic movements with clear control. (2)  Varies levels and speed in sequence (2)  Can vary the size of their body shapes (2)  Add change of direction to a sequence (2)  Uses space well and negotiates space clearly. (2)  Can describe a short dance using appropriate vocabulary. (2)  Responds imaginatively to stimuli. (2) | Beginning to improvise independently to create a simple dance. (3)  Beginning to improvise with a partner to create a simple dance. (3)  Translates ideas from stimuli into movement with support. (3)  Beginning to compare and adapt movements and motifs to create a larger sequence. (3)  Uses simple dance vocabulary to compare and improve work. (3)  Confidently improvises with a partner or on their own. (4)  Beginning to create longer dance sequences in a larger group. (4)  Demonstrating precision and some control in response to stimuli. (4)  Beginning to vary dynamics and develop actions and motifs. (4)  Demonstrates rhythm and spatial awareness. (4)  Modifies parts of a sequence as a result of selfevaluation. (4)  Uses simple dance vocabulary to compare and improve work. (4) | Beginning to exaggerate dance movements and motifs (using expression when moving) (5)  Demonstrates strong movements throughout a dance sequence. (5)  Combines flexibility, techniques and movements to create a fluent sequence. (5)  Moves appropriately and with the required style in relation to the stimulus .*e.g using various levels, ways of travelling and motifs.* (5)  Beginning to show a change of pace and timing in their movements. (5)  Uses the space provided to his maximum potential.  (5)  Improvises with confidence, still demonstrating fluency across their sequence. (5)  Modifies parts of a sequence as a result of self and peer evaluation. (5)  Uses more complex dance vocabulary to compare and improve work. (5)    Exaggerate dance movements and motifs (using expression when moving) (6)  Performs with confidence, using a range of movement patterns. (6)  Demonstrates a strong imagination when creating own dance sequences and motifs. (6)  Demonstrates strong movements throughout a dance sequence. (6)  Combines flexibility, techniques and movements to create a fluent sequence. (6)  Moves appropriately and with the required style in relation to the stimulus. *e.g using various levels, ways of travelling and motifs.* (6)  Beginning to show a change of pace and timing in their movements. (6)  Is able to move to the beat accurately in dance sequences. (6)  Improvises with confidence, still demonstrating fluency across their sequence. (6) |

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|  |  |  | Dances with fluency, linking all movements and ensuring they flow. (6)  Demonstrates consistent precision when performing dance sequences. (6)  Modifies parts of a sequence as a result of self and peer evaluation. (6)  Uses more complex dance vocabulary to compare and improve work. (6) |
| **Gym** | Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (N)  Can stand momentarily on one foot when shown. (N)  Shows understanding of prepositions such as  ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. (N)  Responds to simple instructions. (N)    Experiments with different ways of moving. (R)  Jumps off an object and lands appropriately. (R)  Travels with confidence and skill around, under, over and through balancing and climbing equipment.  (R)    Copies and explores basic movements with some control and coordination. (1) | Applies compositional ideas independently and with others to create a sequence. (3)  Copies, explores and remembers a variety of movements and uses these to create their own sequence. (3)  Describes their own work using simple gym vocabulary. (3)  Beginning to notice similarities and differences between sequences. (3)  Uses turns whilst travelling in a variety of ways. (3)  Beginning to show flexibility in movements. (3)  Beginning to develop good technique when travelling, balancing, using equipment etc (3)    Links skills with control, technique, co-ordination and fluency. (4)  Understands composition by performing more complex sequences. (4) | Select and combine their skills, techniques and ideas. (5)  Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. (5)  Draw on what they know about strategy, tactics and composition when performing and evaluating.  (5)  Analyse and comment on skills and techniques and how these are applied in their own and others' work. (5)  Uses more complex gym vocabulary to describe how to improve and refine performances. (5)  Develops strength, technique and flexibility throughout performances. (5)  Links skills with control, technique, co-ordination and fluency. (5)  Understands composition by performing more complex sequences. (5) |

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|  | Can perform different body shapes. (1)  Performs at different levels. (1)  Can perform 2 footed jumps. (1)  Can use equipment safely. (1)  Balances with some control. (1)  Can link 2-3 simple movements. (1)    Explores and creates different pathways and patterns. (2)  Uses equipment in a variety of ways to create a sequence (2)  Link movements together to create a sequence (2) | Beginning to use gym vocabulary to describe how to improve and refine performances. (4)  Develops strength, technique and flexibility throughout performances. (4)  Creates sequences using various body shapes and equipment. (4)  Combines equipment with movement to create sequences. (4) | Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. (6)  Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. (6)  Adapts sequences to include a partner or a small group. (6)  Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. (6)  Draw on what they know about strategy, tactics and composition when performing and evaluating.  (6)  Analyse and comment on skills and techniques and how these are applied in their own and others' work. (6)  Uses more complex gym vocabulary to describe how to improve and refine performances. (6)  Develops strength, technique and flexibility throughout performances. (6) |
| **Games** | Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (N)  Can catch a large ball. (N)  Confident to talk to other children when playing, and will communicate freely. (N)    Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (R)  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (R)    Can travel in a variety of ways including running and jumping. (1)  Beginning to perform a range of throws. (1) | Understands tactics and composition by starting to vary how they respond. (3)  Vary skills, actions and ideas and link these in ways that suit the games activity. (3)  Beginning to communicate with others during game situations. (3)  Uses skills with co-ordination and control. (3)  Develops own rules for new games. (3)  Makes imaginative pathways using equipment. (3)  Works well in a group to develop various games. (3)  Beginning to understand how to compete with each other in a controlled manner. (3)  Beginning to select resources independently to carry out different skills. (3) | Vary skills, actions and ideas and link these in ways that suit the games activity. (5)  Shows confidence in using ball skills in various ways, and can link these together. (5)  Uses skills with co-ordination, control and fluency.  (5)  Takes part in competitive games with a strong understanding of tactics and composition. (5)  Can create their own games using knowledge and skills. (5)  Can make suggestions as to what resources can be used to differentiate a game. (5)  Apply basic skills for attacking and defending. (5)  Uses running, jumping, throwing and catching in isolation and combination. (5) |

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|  | Receives a ball with basic control. (1)  Beginning to develop hand-eye coordination. (1)  Participates in simple games. (1)      Confident to send the ball to others in a range of ways. (2)  Beginning to apply and combine a variety of skills (to a game situation) (2)  Develop strong spatial awareness. (2)  Beginning to develop own games with peers. (2)  Understand the importance of rules in games. (2)  Develop simple tactics and use them appropriately.  (2)  Beginning to develop an understanding of attacking/ defending. (2) | Vary skills, actions and ideas and link these in ways that suit the games activity. (4)  Shows confidence in using ball skills in various ways, and can link these together *e.g. dribbling, bouncing, kicking*(4)  Uses skills with co-ordination, control and fluency. (4)  Takes part in competitive games with a strong understanding of tactics and composition. (4)  Can create their own games using knowledge and skills. (4)  Works well in a group to develop various games. (4)  Compares and comments on skills to support creation of new games. (4)  Can make suggestions as to what resources can be used to differentiate a game. (4)  Apply basic skills for attacking and defending. (4)  Uses running, jumping, throwing and catching in isolation and combination. (4) | Vary skills, actions and ideas and link these in ways that suit the games activity. (6)  Shows confidence in using ball skills in various ways, and can link these together effectively *e.g. dribbling, bouncing, kicking* (6)  Keeps possession of balls during games situations.  (6)  Consistently uses skills with co-ordination, control and fluency. (6)  Takes part in competitive games with a strong understanding of tactics and composition. (6)  Can create their own games using knowledge and skills. (6)  Modifies competitive games. (6)  Compares and comments on skills to support creation of new games. (6)  Can make suggestions as to what resources can be used to differentiate a game. (6)  Apply knowledge of skills for attacking and defending. (6)  Uses running, jumping, throwing and catching in isolation and in combination. (6) |
| **Athletics** | Can describe self in positive terms and talk about abilities (N)  Is able to follow directions (if not intently focused on own choice of activity). (N)    Aware of the boundaries set, and of behavioural expectations in the setting (R)  Maintains attention, concentrates and sits quietly during appropriate activity. (R)  Two-channelled attention – can listen and do for short span. (R)  Responds to instructions involving a two-part sequence. (R)    Can run at different speeds. (1) | Beginning to run at speeds appropriate for the distance. *e.g. sprinting and cross country.* (3)  Can perform a running jump with some accuracy.  (3)  Performs a variety of throws using a selection of equipment. (3)  Can use equipment safely and with good control.  (3)      Beginning to build a variety of running techniques and use with confidence. (4)  Can perform a running jump with more than one component *e.g. hop skip jump (triple jump)* (4)  Demonstrates accuracy in throwing and catching activities. (4) | Beginning to build a variety of running techniques and use with confidence. (5)  Can perform a running jump with more than one component *e.g. hop skip jump (triple jump)* (5)  Beginning to record peers performances, and evaluate these. (5)  Demonstrates accuracy and confidence in throwing and catching activities. (5)  Describes good athletic performance using correct vocabulary. (5)  Can use equipment safely and with good control.  (5)      Beginning to build a variety of running techniques and use with confidence. (6) |

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|  | Can jump from a standing position. (1)  Performs a variety of throws with basic control. (1)      Can change speed and direction whilst running. (2)  Can jump from a standing position with accuracy.  (2)  Performs a variety of throws with control and coordination *preparation for shot put and javelin.* (2)  Can use equipment safely. (2) | Describes good athletic performance using correct vocabulary. (4)  Can use equipment safely and with good control.  (4) | Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* (6)  Beginning to record peers performances, and evaluate these. (6)  Demonstrates accuracy and confidence in throwing and catching activities. (6)  Describes good athletic performance using correct vocabulary. (6)  Can use equipment safely and with good control.  (6) |
| **Swimming** | Learn about how to be around water safely. | Swims competently, confidently and proficiently over a distance of at least 10 metres (3 + 4)  Beginning to use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. (3 + 4) | Swims competently, confidently and proficiently over a distance of up to 25 metres. (5)  Uses a range of strokes with increasing confidence e.g. front crawl, backstroke and breaststroke. (5)  Performs safe self-rescue in different water-based situations. (5)    Swims competently, confidently and proficiently over a distance of at least 25 metres. (6)  Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. (6)  Performs safe self-rescue in different water-based situations. (6) |
| **Outdoor**  **Adventurous**  **Learning** | Building and constructing  Draws lines and circles using gross motor movements. (N) Uses one-handed tools and equipment. (N)    Handles tools, objects, construction and malleable materials safely and with increasing control. (R)    Movement  Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (N)  Can stand momentarily on one foot when shown. (N) | Develops listening skills. (3)  Creates simple body shapes. (3)  Listens to instructions from a partner/ adult. (3)  Beginning to think activities through and problem solve. (3)  Discuss and work with others in a group. (3)  Demonstrates an understanding of how to stay safe.  (3) | Develops strong listening skills. (5)  Uses and interprets simple maps. (5)  Think activities through and problem solve using general knowledge. (5)  Choose and apply strategies to solve problems with support. (5)  Discuss and work with others in a group. (5) |
|  | Experiments with different ways of moving. (R)  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (R)    Outdoor Equipment  Can catch a large ball. (N)    Jumps off an object and lands appropriately. (R)  Travels with confidence and skill around, under, over and through balancing and climbing equipment. (R) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (R)    General  Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. (N)    Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. (R) | Develops strong listening skills. (4)  Uses simple maps. (4)  Beginning to think activities through and problem solve. (4)  Choose and apply strategies to solve problems with support. (4)  Discuss and work with others in a group. (4)  Demonstrates an understanding of how to stay safe.  (4) | Demonstrates an understanding of how to stay safe. (5)      Develops strong listening skills. (6)  Use s and interprets simple maps. (6)  Think activities through and problem solve using general knowledge. (6)  Choose and apply strategies to solve problems with support. (6)  Discuss and work with others in a group. (6)  Demonstrates an understanding of how to stay safe. (6) |
| **Evaluation** | Can comment on own and others performance.  (R/1 + 2)  Can give comments on how to improve performance. Can comment on own and others performance. (1 + 2)    Use appropriate vocabulary when giving feedback.  Can comment on own and others performance. (1  + 2) | Watches and describes performances accurately.  Can comment on own and others performance. (3 + 4)    Beginning to think about how they can improve their own work. (3 + 4)  Work with a partner or small group to improve their skills. (3 + 4)  Make suggestions on how to improve their work, commenting on similarities and differences. (3 + 4) | Watches and describes performances accurately. (5+ 6)  Learn from others how they can improve their skills.  (5+ 6)  Comment on tactics and techniques to help improve performances. (5+ 6)  Make suggestions on how to improve their work, commenting on similarities and differences. (5+ 6) |

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| The Five C’s | | |  |
|  | EYFS/ Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
| Challenge | Challenges led through teacher involvement  Begin to challenge themselves and asking for advice independently on how to improve. | Challenge themselves and start to encourage others to challenge themselves. | Motivate others to challenge themselves through summative assessment. |
| Cognition | Beginning to adapt to different sports and their rules.  Thinking what is the most efficient equipment for each sport. | Thinking about the most efficient method for you to play a sport. E.g. throwing under-arm or over-arm. Linking to how it can give you an advantage. | Thinking tactically how to get an advantage over the opposition. |
| Communication | Communicating whether they found something easy or not.  Start to think about what they could do to make it easier for them next time. | Communicating what they have done correctly and what they could do next time to improve/ how they would do it. | In-game analysis from peers. Coaching each other without teacher input. |
| Creativity | Adding on to pre-existing ideas e.g. Collectively thinking of a part of a dance that they could incorporate into a pre-existing dance. | Working creatively in a team e.g.  working in a team to create a routine that they will perform. | Being independently creative e.g. Independently choreographing a dance or routine for other children to do. |
| Community | Inspire children to join the local teams/clubs in their community to develop a healthy lifestyle and their ability. | Talk about how to create a healthy community in school and how it will benefit you in your performances. | Competitive sports against other schools in their community. |