







































































































St. Francis’ Catholic Primary School – PE Curriculum Progression




PE Intent		PE develops the children’s knowledge, skills and understanding, so that they can; perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.					
EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS							
Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.							
0-3 YEARS		3-4 YEARS			RECEPTION		
<ul style="list-style-type: none">🕒 Lift their head while lying on their front.🕒 Push their chest up with straight arms.🕒 Roll over: from front to back, then back to front.🕒 Enjoy moving when outdoors and inside.🕒 Sit without support.🕒 Begin to crawl in different ways and directions.🕒 Pull themselves upright and bouncing in preparation for walking.🕒 Reach out for objects as coordination develops.🕒 Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.🕒 Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.🕒 Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently.🕒 Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.🕒 Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.		<ul style="list-style-type: none">🕒 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.🕒 Skip, hop, stand on one leg and hold a pose for a game like musical statues.🕒 Use large-muscle movements to wave flags and streamers, paint and make marks.🕒 Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.🕒 Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.🕒 Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.🕒 Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork.🕒 Show a preference for a dominant hand.🕒 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.			<ul style="list-style-type: none">🕒 Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing🕒 Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.🕒 Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.🕒 Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>		
Areas of PE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Fundamental movement skills	<ul style="list-style-type: none">Start to perform fundamental skills at an emerging levelTravelling skills: Running fast Hopping on both feetSending skills: Roll a ball underarm Underarm throw Overarm throw Bounce a ballReceiving skills: Catch a large ball	<ul style="list-style-type: none">Perform fundamental movement skills at a developing levelTravelling skills: Running fast Hopping on both feet Skipping Side gallopingSending skills: Roll a ball underarm Underarm throw Overarm throw Bounce a ballReceiving skills: Catch a large ball	<ul style="list-style-type: none">Perform fundamental movement skills at a developing level and start to master basic movements;Travelling skills: Running fast Dodging Hopping on both feet Skipping Side gallopingSending skills: Roll a ball underarm Underarm throw Overarm throw Bounce a ball Strike a ball off a tee Strike with a drop feedReceiving skills: Catch a large ball	<ul style="list-style-type: none">Master fundamental skills and start to develop sport specific skills and perform them with some accuracy.	<ul style="list-style-type: none">Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	<ul style="list-style-type: none">Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	<ul style="list-style-type: none">Continue to develop sport specific skills and perform with consistency, accuracy, confidence, control and speed.
Games	<ul style="list-style-type: none">Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	<ul style="list-style-type: none">To use simple tactics to outwit an opponentPretend to throw one way then throw the other.Look one way and roll the ball the other.To throw away from the cones.	<ul style="list-style-type: none">To move into space to receive a ball. To pass a ball to a player in the space.To throw the ball into space away from the opponent.To strike the ball away from cones/fielders.	<ul style="list-style-type: none">Develop sport specific skillsChest pass, bounce pass, swing pass, one handed pass, catching a ball.To know to move into a space to receive a ball. To pass to a ball to a player in space when playing an invasion game.	<ul style="list-style-type: none">Develop sport specific skillsChest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball.To know to move into a space to receive a ball. To feint or disguise a pass a ball to outwit a defender.	<ul style="list-style-type: none">Develop sport specific skillsChest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting.Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass.Defending skills – to close down space.	<ul style="list-style-type: none">Develop sport specific skillsChest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting.Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players.Defending skills – to close down space. To intercept a pass.

Dance	<ul style="list-style-type: none"> Uses movement to express feelings. Creates movement in response to music Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> Create and link simple combinations of 2 or 3 actions to create a sequence. Choose appropriate movements for different ideas and repeat short dance phrases. Copy and explore basic body actions. Travel, turn, jump, gesture, stillness. 	<ul style="list-style-type: none"> Create and link simple combinations of 3 or 4 actions to create a sequence. Link body actions and remember and repeat dance phrases. Copy and explore basic body actions Travel, turn, jump, gesture, stillness Vary speed, strength, energy and tension of movements. 	<ul style="list-style-type: none"> Create and perform sequences of actions (4-6) smoothly. Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance. 	<ul style="list-style-type: none"> Create and perform sequences of actions (6) with control and precision. Use simple motifs and movement patterns to structure dance phrases on their own and with a partner. 	<ul style="list-style-type: none"> Create and Perform longer sequences of actions (6-8) with a partner. Compose motifs and plan dances creatively and collaboratively in groups. 	<ul style="list-style-type: none"> Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience. Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.
Gymnastics	<ul style="list-style-type: none"> 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. Mounts stairs, steps or climbing equipment using alternate feet. Can stand momentarily on one foot when shown. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. 	<ul style="list-style-type: none"> Create and link simple combinations of 2 or 3 actions to create a sequence. Shape – Wide, thin Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – front support, balance on 4 & 3 points, large body parts – tummy, back, bottom, shoulders. Jumping and landing – 2 to 2 for height. Rolling – rock and roll, pencil, egg roll Apparatus work 	<ul style="list-style-type: none"> Create and link simple combinations of 3 or 4 actions to create a sequence. Shape – Wide, thin, dish, arch, tuck Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – front support, balance on 4 & 3 points, large body parts – tummy, back, bottom, shoulders. Jumping and landing Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll. Apparatus work 	<ul style="list-style-type: none"> Create and perform sequences of actions (4-6) smoothly. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, hands and feet. Jumps – Straight, straddle, pike, tuck Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll. Apparatus work 	<ul style="list-style-type: none"> Create and perform sequences of actions (6) with control and precision. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, side gallop, walk on tiptoes. Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts, V sit, dish, arch, shoulder stand. Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll. 	<ul style="list-style-type: none"> Create and Perform longer sequences of actions (6-8) with a partner. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, chasse Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts, V sit, dish, arch, shoulder stand. Balance with a partner – counter balance, counter tension. Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll. 	<ul style="list-style-type: none"> Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, chasse Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts – V sit, dish, arch, shoulder stand. Balance with a partner and small group – counter balance, counter tension. Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.

Outdoor and adventurous				 Orientate a map.  Use a control card.  Navigate a course safely.	 Travel and balance safely when carrying out challenges.  Demonstrate team work skills during planning, doing and reviewing.	 Know how to keep the map set or orientates when they move around a simple course.  Know the eight points of a compass.  Record information accurately at the control marker.  Navigate to a control marker on a score event course.	 To set a map using a compass.  To practice and refine thumbing the set map (orientated)  To set a direction of travel from the map, using a compass.  To follow instructions in order to complete an orienteering course.
Striking and Fielding		 Strike a ball off a tee.  Look for space to throw, hit or run into help tem score.  Understand why they need to throw or hit into space.  Use a feint to try and win a game.	 Strike a ball off a tee  Strike with a drop feed  Look for space to throw, hit or run into help tem score.  Understand why they need to throw or hit into space.  Understand the concept of aiming and the need for accuracy.  Throw or hit an object into a space to make it more difficult for their opponents.  Use a feint to try and win a game.	 Bowl underarm.  Strike a ball off a tee.  Catch a ball.  Field a ball and return it quickly.	 Bowl underarm.  Perform a straight drive.  Catch a ball.  Field a ball and return it quickly.	 Bowl underarm.  Strike a ball off a tee.  Strike bowled bowl.  Field a ball and throw back overarm.	 Bowl overarm.  Strike a bowled ball.  Field a ball and throw back overarm.
Net and Wall		 Look for space to throw, hit or run into help tem score.  Understand why they need to throw or hit into space.  Use a feint to try and win a game.	 Look for space to throw, hit or run into help tem score.  Understand why they need to throw or hit into space.  Understand the concept of aiming and the need for accuracy.  Throw or hit an object into a space to make it more difficult for their opponents.  Use a feint to try and win a game.	 Ready Position.  Underarm throw.  Overarm throw.  Hold a racket.  Strike a ball with a racket.	 Ready Position.  Underarm throw.  Overarm throw.  Hold a racket.  Strike a ball with a racket.	 Throwing a ball.  Hold a racket correctly.  Forehand.  Backhand.  Volley.	 Throwing a ball.  Forehand.  Backhand.  Volley.  Underarm serve.

Athletics	 Start to perform fundamental skills at an emerging level	 Perform FMS at a developing level.	 Perform FMS at a developing level and start to master some basic skills.	 Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy.	 Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy.	 Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.	 Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.
	 Travelling skills: Running fast	 Running	 Running	 Throwing – push, pull and sling	 Throwing – push, pull and sling	 Throwing – push, pull, sling, heave	 Throwing – push, pull, sling, heave
	 Sending skills : Roll a ball underarm Underarm throw Overarm throw	 Hopping	 Rolling a ball	 Underarm throw	 Hop, step and jump	 Jumping – standing long jump and triple jump.	 Jumping – standing long jump and triple jump.
	 Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	 Underarm throw	 Overarm throw	 Hop, step and jump		 Running short and long distance.	 Running short and long distances.
	 Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	 Jumping	 Push throw			 Passing a baton in a relay.	 Passing a baton in a relay.
			 Jumping for distance				

Swimming KS2
 The children will learn to swim between 20 – 50 metres. They will use one basic method to swim the distance, making sure they breathe. They will start by using floats, swim over longer distances and periods of time with a more controlled leg kick. They will explore freely how to move in and under water and identify and describe the difference between leg and arm actions. Then progress to swim 50 -100 metres and keep swimming for 45 to 90 seconds; use three different strokes (front crawl, back stroke and breast stroke), swimming on their front and back. They will control their breathing and swim confidently and fluently on the surface and under water.
 Children should know the dangers of water locally and nationally.
 Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and know what to do if others get into trouble in the water.