

Great Crosby Catholic Primary School



Progression in PE Knowledge

Games

EYFS	<ul style="list-style-type: none">• Use one-handed tools and equipment.• Show a preference for a dominant hand.• Use a comfortable grip with good control.• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.• Combine different movements with ease and fluency.• 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.
Year 1	<ul style="list-style-type: none">• participate in team games• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination• To begin to send a receive ball with feet• To catch a ball with both hands experiencing some success• To roll a ball towards a target• To throw a ball to a partner with some success• To track a ball coming towards them• To understand basic tactics• To dribble a ball using hands and feet• To throw a ball towards a target both under and over arm
Year 2	<ul style="list-style-type: none">• participate in team games, developing simple tactics for attacking and defending

	<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 • To understand and use basic tactics • To dribble a ball using hands and feet with some control • To roll and throw a ball to hit a target • To send and receive a ball using kicking, rolling, throwing and catching skills • To track a ball and collect it using hands and feet • To begin to trap and cushion a ball coming towards them • To catch a ball passed to me with and without a bounce • To understand the principles of a target game and use different scoring systems when playing
Year 3	<ul style="list-style-type: none"> • To catch different sized balls with increasing consistency • To show a variety of throwing techniques • To throw with accuracy and increasing consistency to a target • To track the path of ball which is not sent directly to them • To begin to learn the rules of basketball, football, dodgeball, rounders and tennis; using them honestly • To find a space away from others near to their goal • To track an opponent to slow them down • To understand their role as an attacker/defender • To use basic racket skills (tennis)
Year 4	<p>To, through hockey, tag rugby, dodgeball, tennis, football and cricket,:</p> <ul style="list-style-type: none"> • Delay an opponent and prevent them from scoring • Dribble, pass, receive and shoot the ball with increasing control • Move into space to help my team keep possession and score • Use simple tactics to help my team score or re/gain possession of ball • Understand rules of game and follow them honestly • To communicate to teammates to apply simple tactics
Year 5	<p>Through tennis, hockey, volleyball, rounders, dodgeball and football;</p> <ul style="list-style-type: none"> • To understand the need for tactics and identify when to use them in different situations

	<ul style="list-style-type: none"> • To understand that there are different skills for different situations and begin to apply this. • To develop a wider range of skills and apply them under pressure • To communicate with their team and move into space to keep possession and score • To use tracking, tackling and intercepting when playing in defence • To know the position that they are playing in and how to contribute when attacking and defending and fielding and batting • To understand the rules of the game and use them most of the time to play fairly and honestly
Year 6	<p>Through the games of :Football, cricket, tennis, tag rugby, basketball, netball and dodgeball;</p> <ul style="list-style-type: none"> • To create and use space to help my team • To select the appropriate a for the situation and make this decision quickly • To use marking, and/or interception to improve my defence • To use the rules of the game consistently to play honestly and fairly • To work collaboratively to create tactics with my team and evaluate the effectiveness of these • To work in collaboration with others so that games run smoothly • To strike a bowled ball with increasing consistency and accuracy • To use a wider range of skills with increasing control under pressure

Gymnastics

EYFS	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing • • Progress towards a more fluent style of moving, with developing control and grace. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. •
Year 1	<ul style="list-style-type: none"> • To make their body tense, relaxed, stretched and curled • To link simple actions together to make a short sequence • To remember and repeat actions and shapes • To use apparatus safely and to wait their turn
Year 2	<ul style="list-style-type: none"> • To perform basic gymnastics actions with some control and balance • To plan and repeat simple sequences of actions • To use directions and levels to make their work look interesting • To use shapes when performing other skills • To work safely with others and apparatus

Year 3	<ul style="list-style-type: none"> • To adapt sequences to suit different apparatus • To choose actions that flow well into one another • To choose and plan sequences of contrasting actions • To complete actions with increasing balance and control • To move in unison with a partner • With help, pupils recognise how to improve their own performance
Year 4	<ul style="list-style-type: none"> • To identify some muscle groups used in gymnastic activities • To plan and perform sequences that with a partner that include change of level or shape • To safely perform balances on own or with a partner • To understand how body tension improve the control and quality of pupils' performances
Year 5	<ul style="list-style-type: none"> • To create and perform sequences using apparatus with partner and individually • To use canon and synchronisation and matching and mirroring when performing with a partner or group and say how this affects the performance • To use strength and flexibility to improve the quality of the performance • To work safely when learning a new movement/skill
Year 6	<ul style="list-style-type: none"> • To combine and perform gymnastic actions, shapes and balances with control and fluency • To create and perform sequences using compositional devices • To work collaboratively with others to create sequences • To understand what counter balances and counter tension is and can show examples with a partner

Athletics

EYFS	<ul style="list-style-type: none"> • • To be able to go up steps and stairs, or climb up apparatus • To progress towards a more fluent style of moving, with developing control and grace.
Year 1	<ul style="list-style-type: none"> • To master basic movements including running, jumping, throwing, as well as developing balance, agility and co-ordination • To be able to throw towards a target • To begin to show balance and co-ordination when changing direction • To run at different speeds • To understand the difference between a jump, leap and a hop.
Year 2	<ul style="list-style-type: none"> • To master basic movements including running, jumping, throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • To jump and land with control • To use overarm throw to help throw for distance • To show balance and co-ordination when running at different speeds
Year 3	<ul style="list-style-type: none"> • To develop jumping for distance • To take part in a relay activity, remembering when to run and what to do • To be able to throw a variety of objects, changing action for accuracy and distance • To be able to use difference take off and landings when jumping • To be able to use key points to improve sprinting technique
Year 4	<ul style="list-style-type: none"> • To be able to demonstrate the difference in sprinting and jogging techniques • To explain what happens in their body when warming up • To jump for distance with balance and control • To throw with some accuracy and power to a target area • To support and encourage others to work their best
Year 5	<ul style="list-style-type: none"> • To choose the best pace for a running event • To identify a good athletic performance and explain why it is good • To perform a range of jumps showing some technique • To show control at take-off and landing in jumping techniques

	<ul style="list-style-type: none"> • To take the role of coach, official and timer when working in a group • To use feedback to improve sprinting technique • To persevere to achieve their personal best • To show accuracy and power when throwing for distance
Year 6	<ul style="list-style-type: none"> • To compete within the rules showing fair play and honesty • To help others to improve their technique using key teaching points • To identify their own and others' strengths and areas for development, suggesting ways to improve • To perform jumps for distance using good technique • To select and apply the best pace for a running event • To show accuracy and good technique when throwing for distance • To understand that there are different areas of fitness and how this helps in different activities • To use different strategies to persevere to achieve their personal best

Swimming

EYFS	
Year 1	
Year 2	
Year 3	<ul style="list-style-type: none">• swim competently, confidently and proficiently over a distance of at least 25 metres• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]• perform safe self-rescue in different water-based situations.
Year 4	
Year 5	
Year 6	

Dance

EYFS	<ul style="list-style-type: none">• Progress towards a more fluent style of moving, with developing control and grace.• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.• Combine different movements with ease and fluency.
Year 1	<ul style="list-style-type: none">• To perform dances using simple movement patterns• To begin to use counts of 8• To copy, remember and repeat actions• To use different parts of the body together and in isolation• Choose appropriate movements for different dance ideas• To add different dynamics and expressive qualities to movements
Year 2	<ul style="list-style-type: none">• perform dances using simple movement patterns• To copy, remember and repeat dance phrases• To choose actions based on characters and ideas• To use counts to stay in time with the music• To add dance in unison and use mirroring with a partner
Year 3	<ul style="list-style-type: none">• perform dances using a range of movement patterns• To repeat, remember and perform a dance phrase• To move in unison with a partner/group by keeping count• To use dynamic and expressive qualities in relation to an idea• To create a short dance phrase that communicates an idea
Year 4	<ul style="list-style-type: none">• perform dances using a range of movement patterns• To choose actions and dynamics to convey a character or idea• To copy and remember set choreography• To respond imaginatively to a range of stimuli relating to character and narrative• To use changes in timing and spacing to develop dance• To use counts to keep in time with the music and others• To use simple movement patterns to structure dance phrases

	<ul style="list-style-type: none"> •
Year 5	<ul style="list-style-type: none"> • To perform dances using a range of movement patterns • To accurately copy and repeat set choreography • To choreograph phrases of movements by self and with others considering actions and dynamics • To perform different styles of dance clearly and fluently demonstrating a good sense of timing • To refine the way in which pupils use actions, dynamics and relationships in their dance in response to a stimuli • To use counts when choreographing to stay in time with music and other dancers
Year 6	<ul style="list-style-type: none"> • To perform dances using a range of movement patterns • To choreograph a dance and work safely using a prop • To perform dances confidently and fluently with accuracy and good timing • To refine the way in which pupil refine actions, dynamics and relationships to represent emotions, feelings, ideas and characters • To work creatively and imaginatively on their own, partner and group to choreograph and structure dances

Outdoor and Adventurous

EYFS	<ul style="list-style-type: none"> • To choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • To develop their small motor skills so that they can use a range of tools competently, safely and confidently. • To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Year 1	<ul style="list-style-type: none"> • To communicate simple instructions • To follow instructions • To follow path and lead others • To listen to others' ideas • To suggest ideas to solve tasks • To work with a partner and a small group
Year 2	<ul style="list-style-type: none"> • To say when successful at solving challenges • To follow instructions carefully • To share ideas and help solve tasks • To work co-operatively with a partner and a small group • To show honesty and play fairly • To understand how to use, follow and create a simple diagram/map
Year 3	<ul style="list-style-type: none"> • To develop map reading skills • To follow and give instructions • To listen to and accept other ideas • To plan and attempt to apply strategies to solve problems • To reflect on when and why they are successful at solving challenges • To work collaboratively with a partner and a small group
Year 4	<ul style="list-style-type: none"> • To accurately follow and give instructions • To confidently communicate ideas and listen to others • To identify key symbols on a map and use a key to help navigate around a grid • To plan and apply strategies to solve problems

	<ul style="list-style-type: none"> • To reflect on when and why they are successful at solving challenges • To work collaboratively with a partner and a small group
Year 5	<ul style="list-style-type: none"> • To be inclusive of others and share job roles • To navigate around a course using a map • To orientate a map confidently • To reflect on when they are successful at solving challenges and alter their methods in order to improve • To use critical thinking to approach a task • To work effectively with a partner and small group, sharing ideas and agreeing on a team strategy
Year 6	<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team • To be inclusive of others and share job roles • To orientate a map efficiently to navigate around a course • To pool ideas within a group, selecting and applying the best method to solve a problem • To use critical thinking skills to form ideas and strategies to solve challenges • To work effectively with a partner and a group to solve challenges