



St. Catherine's
RC Primary School

Subject Progression: Physical Education

Be who God wants you to be and so set the world on fire

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Overview of Learning Topics

| Subject | Autumn | Spring | Summer |
|---------------|--|--|--|
| EYFS | See EYFS progression for key skills learnt throughout the year (on the following pages of this document). Please also see the EYFS long-term plans for more detail. | | |
| Year 1 | Dance (Animals) Target Games Gymnastics Movement Skills 1 | Dance (Circus) Invasion Games Skills 1 Gymnastics (wide, narrow and curled rolling and balancing) Invasion Games Skills 2 | Dance (Puppets) Strike/Field Games Skills 1 Net/Wall Games Skills 1 Athletics |
| Year 2 | Dance (Around the World) Target Games Gymnastics Movement Skills | Dance (Fire of London) Invasion Games Gymnastics Invasion Games | Dance (The Circus) Strike/Field Games Net/Wall Athletics |
| Year 3 | Net/Wall Strike/Field Dance (The Romans) Invasion Games | Gymnastics Strike/Field Dance (Dance around the World) Invasion Games | Swimming Athletics Swimming Athletics |
| Year 4 | Swimming Invasion Games Swimming Net/Wall | Swimming Invasion Games Swimming Strike/Field | Dance (The Vikings) Strike/Field Gymnastics Athletics |
| Year 5 | Net/Wall Strike/Field Dance Invasion Games | Gymnastics Strike/Field Dance Invasion Games | Gymnastics Athletics Net/Wall Athletics |
| Year 6 | Net /Wall Strike/Field Dance (World War themed) Invasion Games | Gymnastics Strike/Field Dance (Around The World) Invasion Games | Gymnastics Athletics Net/Wall Athletics |

Subject Progression Document : Physical Education

| EYFS | | |
|----------------|--|--|
| Birth to Three | Personal, Social and Emotional Development | <p>Establish their sense of self. Thrive as they develop self-assurance.</p> |
| | Physical Development | <p>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 co-ordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Enjoy starting to kick, throw and catch balls 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.</p> |
| | Expressive Arts and Design | <p>Respond emotionally and physically to music when it changes. Move and dance to music.</p> |

Subject Progression Document : Physical Education

| EYFS | | |
|-----------------------------|--|--|
| Three & Four- Year- Olds | Personal, Social and Emotional Development | <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> |
| | Physical Development | <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>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.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> |
| | Expressive Arts and Design | <p>Respond to what they have heard, expressing their thoughts and feelings.</p> |

Subject Progression Document : Physical Education

| EYFS | | |
|-----------------------|--|--|
| Children in Reception | Personal, Social and Emotional Development | <p>Manage their own needs.</p> <ul style="list-style-type: none"> -personal hygiene <p>Know and talk about the different factors that support overall health and wellbeing:</p> <ul style="list-style-type: none"> -regular physical activity |
| | Physical Development | <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> rolling - running crawling - hopping walking - skipping jumping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Develop overall body strength, balance, coordination and agility.</p> |
| | Expressive Arts and Design | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> |

Subject Progression Document : Physical Education

EYFS

| EYFS | | | |
|----------------------|--|----------------------------------|--|
| Early Learning Goals | Personal, Social and Emotional Development | Managing Self | Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing. |
| | | Building Relationships | Work and play cooperatively and take turns with others. |
| | Physical Development | Gross Motor Skills | 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. |
| | Expressive Arts and Design | Being Imaginative and Expressive | Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

Subject Progression Document : Physical Education

| Subject | Area | Year 1 | Year 2 |
|--|-----------------------------|---|--------|
| Dance (Fundamental Movement Skills through Physical Development sessions in EYFS) | Choreography | Can create a short series actions/movements from a range of stimuli including pictures, poems, props or pieces of music <i>Knowledge ACTION: Travel, Stillness, Gesture SPACE: Show changes in Level, Direction RELATIONSHIP: Individually and with others: Unison and Mirror • DYNAMICS: Show changes in speed and weight</i> | |
| | Performance | Can perform individually and with others, enjoys dance and is engaged and motivated whilst dancing. <i>Knowledge- how to improve dance through timing and control</i> | |
| | Analysis and evaluation | <i>Knowledge- knows how to give constructive feedback to a partner</i> | |
| Gymnastics (Fundamental Movement Skills through Physical Development sessions in EYFS) | Conditioning and warming up | Can warm up a partner <i>Knowledge-Knows a variety of exercises which target different areas of the body.</i> | |
| | Floor work | Can use a range of gymnastic techniques with control and good technique <i>Knowledge – can articulate the technical process involved in executing movements</i> | |
| | Apparatus | Can change direction, work at different levels and use the floor space imaginatively. <i>Knowledge – how to work safely alongside others whilst travelling in different directions</i> | |
| Movement Skills | | | |
| Target Games | | | |
| Invasion Games (Fundamental Movement Skills through Physical Development sessions in EYFS) | Sending | Pass and move; one-twos <i>Knowledge- to move into space to receive from a teammate</i> | |
| | Receiving | Cushioning. <i>Knowledge -Moving in line with the ball and absorbing the impact</i> | |
| | Attacking | Dribbling. Change direction on command. Shooting for accuracy <i>Knowledge – how to turn in different ways</i> | |
| | Defending | How to jockey and slow an attack down <i>Knowledge –how to jockey and not over committing</i> | |

Subject Progression Document : Physical Education

| Subject | Area | Year 1 | Year 2 |
|--------------|---------------------|--|--------|
| Net/Wall | Moving around court | Ready position with rackets Moving forward, backwards, sideways Knowledge- knows the importance quickly of getting into the right position to hit the ball back | |
| | Racket control | Can keep ball balanced on racket and keep the ball under control. Knowledge- knows what height to strike the ball at. | |
| | Range of shots | Strike forehand and backhand from self- feed Knowledge- can strike from own feed on forehand. | |
| | Game play | One on one hand tennis passive rallies. Knowledge – to move forwards or backwards depending on the depth of the ball | |
| Strike/Field | Batting | Pull shot off a tee perched on a stump. Straight drive off tee then from bounce. Calling and running between wickets touching bat over and sliding on final run. Knowledge – batting stance and how to call for a run. | |
| | Ground fielding | Catching on the move Knowledge -getting in line with the ball and taking in line with the nose. One handed swoop, pick up and underarm throw Knowledge- Walking in and being in a position of readiness. | |
| | Bowling | Bound and coil Knowledge – which foot to take off from and with foot on or behind the crease line. | |
| | Wicket keeping | Rising as ball hits the ground Knowledge- when to rise and how to cushion the impact | |

Subject Progression Document : Physical Education

| Subject | Area | Year 1 | Year 2 |
|-----------|--------------------------|--|--------|
| Athletics | SAQ | Simple foot drills in ladders. <i>Knowledge – knows how to cushion impact on knees</i> | |
| | Jumps | Standing Long Jump (Broad Jump) Run and jump low hurdles <i>Knowledge - Knows to use arms to drive forward</i> | |
| | Running | Longer sprints- 60m, how to start and dipping at finish. Relay – transfer baton over short distances and dip at finish <i>Knowledge- knows how to start and how to dip at the finish</i> | |
| | Throwing | Standing overarm throw for distance <i>Knowledge – knows importance of non-throwing arm in achieving elevation in trajectory</i> | |
| OAA | Physical Activity | Simple map reading and finding clues <i>Knowledge- how to read a simple map and work as a team to find clues</i> | |
| | Team Challenges | <i>Solving problems by working together.</i> <i>Know how to listen to others and to communicate clearly</i> | |
| | Creative Problem Solving | Solve simple problems by planning, performing and evaluating <i>Knowledge- how to look internally for ideas and then to other groups if none are forthcoming</i> | |

Subject Progression Document: Physical Education

| Subject | Area | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|-----------------------------|--|--------|---|--------|
| Dance | Choreography | Can create a sustained series actions/movements from a range of stimuli including detailed pictures, poems, props or pieces of music <i>Knowledge ACTION: Travel, Stillness, Gesture, Jump, turn SPACE: Show changes in Level, Direction, Pathway RELATIONSHIP: Individually and with others: Unison, Mirror and Canon • DYNAMICS: Show changes in speed, weight and expression of movement</i> | | Can create a sustained series actions/movements from a range of stimuli including detailed pictures, poems, props or pieces of music <i>Knowledge ACTION: Travel, Stillness, Gesture, Jump, turn SPACE: Show changes in Level, Direction, Pathway and Area RELATIONSHIP: Individually and with others: Unison, Mirror and Canon • DYNAMICS: Show changes in speed, weight and expression of movement</i> | |
| | Performance | Have the stamina, suppleness and strength to participate in dance, understanding and applying aspects of safe dance practice. <i>Knowledge – How to improve dance through timing, control, posture and extension</i> | | Shows a desire to improve in dance by constantly looking to improve elements of the work. <i>Knowledge – How to improve dance through timing, control, posture, extension and alignment</i> | |
| | Analysis and evaluation | <i>Knowledge – knows how to comment constructively on group work and suggest areas for development</i> | | <i>Knowledge- knows how to think critically about dance and communicate effectively about their own and others' work</i> | |
| Gymnastics | Conditioning and warming up | Can warm up a small group of other effectively <i>Knowledge- knows suitable body preparation activities and how to lead a group</i> | | Can warm up a large group <i>Knowledge- How to prepare the body for a distinct discipline e.g. flight, weight on hands and articulate why.</i> | |
| | Floor work | Can perform more complex sequences with smooth transitions <i>Knowledge- how work at different levels provides aesthetic variety.</i> | | Can perform more complex sequences with smooth transitions whilst working with and alongside others. <i>Knowledge – understands different ways of working with others – unison, matching, mirroring etc.</i> | |
| | Apparatus | Can perform sequences that flow, displaying multiple skills and a range of dynamics <i>Knowledge –knows how to use various dynamic effects to create aesthetically pleasing movement</i> | | Can show a wide range of well executed movements using a range of dynamics and with and alongside others. <i>Knowledge – knows how to execute a wide range of the main gymnastic skills.</i> | |

Subject Progression Document: Physical Education

| Subject | Area | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|---------------------|--|--------|--|--------|
| Invasion Games | Sending | Pass over medium distances and move away from opponents <i>Knowledge- how to lose an opponent</i> | | Pass first time and for receiver to run onto a pass. <i>Knowledge- when to take a touch before sending and when to send first time</i> | |
| | Receiving | Move to space <i>Knowledge – how to signal when want to receive</i> | | Move away from opposition and receive on the half turn. <i>Knowledge – how to receive a ball in different ways and retain possession</i> | |
| | Attacking | Shielding a ball from an opponent. <i>Knowledge – how to position body between and opponent and the ball to retain possession</i> | | Using extra player e.g. 4 v 3 Using deception to trick opponents <i>Knowledge – how to use width and support</i> | |
| | Defending | Tracking an opponent. Defending as a team <i>Knowing how to position your body to be aware of where the ball is and where opponents are.</i> | | Coping with fewer players e.g. 4 v 3 <i>Knowledge – positioning of other teammates</i> | |
| Net/Wall | Moving around court | Ready position singles. Moves into the net and behind baseline. <i>Knowledge- knows to move back into the centre of the court</i> | | Ready position singles and doubles. Moves in response to partner. <i>Knowledge- knows how to work alongside a partner</i> | |
| | Racket control | Bounce ball continuously on forehand and backhand <i>Knowledge- to cushion the impact and to develop a soft feel for the ball</i> | | Different grips forehand and backhand <i>Knowledge that forehand and backhand grips alter and that backhand can be two handed</i> | |
| | Range of shots | Can strike from own feed on forehand and backhand and sometimes from a partner's feed. <i>Knowledge- How to get into the best position to return a ball successfully.</i> | | Can maintain a rally with a range of strokes including Overarm serve, Volley forehand and backhand. <i>Knowledge- Knows names of different types of shots</i> | |
| | Game play | Singles rallies. <i>Knowledge- knows when to attack and when to defend</i> | | Doubles. Moving into net. Calling name when ball between 2. <i>Knowledge- knows when to execute certain shots.</i> | |

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| Subject | Area | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------|-----------------|---|--------|--|--------|
| Strike/Field | Batting | Cutting to the off side. Different calls when running. Who calls when running between the wickets Knowledge – Who calls when running between the wickets | | Using feet to get to pitch of the ball and drive. Turning when running between the wickets. Knowledge – how to transfer hands so as not to turn blind to the fielder. | |
| | Ground fielding | Catching high ball. Knowledge - Calling name-taking responsibility. Long barrier and overarm return with backing up Knowledge – where to position self to back up effectively. | | Catching balls over head and in front involving different type of footwork. Chase and retrieve with backing up. Knowledge – when to return on the bounce and when to return on the full. | |
| | Bowling | Bowling Knowledge – bowl from close in to the stumps and follow through | | Different ways of gripping a ball to make it move in different ways. Knowledge – bowl using different grips | |
| | Wicket keeping | Taking ball on off or leg side Knowledge – how to bring hands to stumps to execute a stumping. | | Taking ball on off or leg side with batsman in front playing air shots. Knowledge-how to step across to leg or off side without stepping backwards top take the ball | |

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| Subject | Area | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|--------------------------|--|--------|---|--------|
| Athletics | SAQ | More complex foot drills in ladders. <i>Knowledge that SAQ can bring improvements in coordination</i> | | Plyometric jumping. <i>Knowledge- that plyometric training develops power</i> | |
| | Jumps | High Jump. Take off foot, scissor leap Hurdle keeping same lead leg each time and using arms to sprint between hurdles. <i>Knowledge - Knows which is take off foot</i> | | Triple Jump- same, different, both Hurdle with same leg bringing opposite arm forward to balance lead leg <i>Knowledge – knows various jumping techniques and can articulate</i> | |
| | Running | Middle distance pacing and sprinting – starting a race, good form during the race and dip at finish. Relay- transfer baton on move. <i>Knowledge – to transfer relay batons whilst in motion</i> | | Longer distances, pacing, running bends. Relay- transfer baton in alternate hands, receiving facing forwards. Run over greater distance <i>Knowledge – different takeover techniques</i> | |
| | Throwing | Bound and coil. Throw from short run up <i>Knows why a run up can add momentum to a throw</i> | | Throw with run up and follow through <i>Knows how to throw leaving sufficient space to follow through</i> | |
| OAA | Physical Activity | Basic orienteering and running activities matching symbols <i>Knowledge- Know ordnance survey symbols and to exert self to achieve goals</i> | | Different types of orienteering and more complex symbols to match <i>Knowledge- know how to read a map and use the strengths of the group to bring about the best outcome</i> | |
| | Team Challenges | Activities when blindfolded and using apparatus. <i>Knowledge- know how to give very clear instructions to keep a partner safe</i> | | Solving problems involving non-verbal communication <i>Knowledge- know how to use a variety of non-verbal communication</i> | |
| | Creative Problem Solving | Solve problems through discussion, doing and evaluating <i>Knowledge – how to listen to all ideas and plan an activity before undertaking it</i> | | Solve complex problems through discussion, doing and evaluating <i>Knowledge – how to solve difficult challenges, how to discuss first and then evaluate at end.</i> | |