



## St Edward's Catholic First School PE Progression 2023-24

<b>P.E Skills Progression</b>						
<b>Dance</b>						
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>End of KS1 expectations</b>	<b>Year 3</b>	<b>Year 4</b>	<b>End of KS2 expectations</b>
Move to music.	Dance imaginatively.	Dance with control and coordination.	Children should be taught to perform dances using simple movement patterns.  Use movement imaginatively, responding to stimuli, including music and performing basic skills.	Perform pair/group dance involving canon & unison, meet & part.  Show/fluency/control in chosen dances in response to stimuli.	Respond imaginatively to stimuli related to character/music/story.  Choreograph & perform dances in a variety of styles consistently.	Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures.  Students will be able to respond to a range of stimuli and accompaniment through dance.
Copy dance moves.	Copy increasingly complex dance moves.	Change rhythm, speed, level and direction with consistency.	Change rhythm, speed, level and direction of their movements. Create and perform dances using simple Movement and patterns, including those from different times and Cultures.  Express and communicate ideas and feelings.	Respond to music in time & rhythm to show like/unlike actions.	Perform clear & fluent dances that show sensitivity to idea/stimuli.	Students will be able to use props, space and various styles of dance to choreograph routines.  Students will have developed flexibility, strength, technique, control and balance.
Perform some dance moves.	Improvise to various styles of music.	Choreograph a sequence by linking sections together.	Understand the importance of spacing and posture in dance.  Recognise various dance skills.  Have improved fine motor skills and able to execute dance exercises to correct age group and or personal goals.	Respond to music to express a variety of moods & feelings.  Able to choreograph routines and improve upon them with feedback.	Choreograph within a small group and provide constructive feedback to one another.  Be aware of & use musical structure, rhythm & mood & can dance accordingly.	Children will understand the importance of discipline, structure, routine and posture in dance.  Will be able to communicate ideas and feedback to one another. Will be able to perform dance exercises to support age range or personal goals.
Move around the space safely.	Change rhythm, speed, level and direction.	Use movement to portray a mood or feeling.				



## St Edward's Catholic First School PE Progression 2023-24

<u>Gymnastics</u>						
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of KS1 expectations</u>	<u>Year 3</u>	<u>Year 4</u>	<u>End of KS2 expectations</u>
Make body tense, relaxed, curled and stretched.	Make body tense, relaxed, curled and stretched, showing some tension.	Make body tense, relaxed, curled and stretched, in a range of movements.	Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility,	Use a greater number of own ideas for movement in response to a task.	Share ideas and give positive criticism /advice to self & others.	Children should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics
Balance on small/large body parts & understand stillness.	Begin to work on alone/with someone to make a sequence of shapes/travels.	Perform a sequence with changes in speed & direction including 3 different actions <i>(sometimes giving advice to others)</i>		Jump/land with control using different body shapes in flight.  Combine own work with that of others, identifying strengths & weaknesses.	Perform at least 3 different rolls (shoulder, forward, back) with some control.  Include change of speed, direction and shape in movements.	
Make large and small body shapes.	Climb safely, showing some shapes and balances when climbing.	Be still on single/two + points of contact on floor/apparatus showing tension & control		Travel while using various hand apparatus, (ribbon/hoop/rope/ball).	Link a roll with travel and balance using floor and apparatus with good body control.	
Climb & hang from apparatus safely.	Keep balance travelling in a range of ways along bench, spots, mat etc. Roll in stretched/curled positions e.g. 'log' and 'egg rolls'	Jump/land with control using different body shapes in flight. Balance and coordination, individually and with others. Refine movements into sequences.		Know principles of balance, agility, coordination and apply them on floor & apparatus.	Show a kinaesthetic awareness to improve placement and alignment of body parts.	
Perform basic travelling actions on various body parts.		Link known shape/travel/roll/jump to a balance using floor & on apparatus				



## St Edward's Catholic First School PE Progression 2023-24

### Invasion Games – KS1

<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of KS1 expectations</u>
Send & receive a ball by rolling from hand & striking with foot.	Kick/stop a ball using a confident foot while static.	Perform some dribbling skills with hands and feet using space.	Children should participate in team games, developing simple tactics for attacking and defending.
Aim & throw object underarm.	Throw underarm, bounce & catch ball by self & with partner.	Pass a ball accurately (hands & feet) over longer distances to a team mate.	
Catch balloon/bean bag/scarf & sometimes a bouncing ball.			
Move and stop safely in a specific area.	Run straight and on a curve and sidestep with correct technique.	Combine stopping, pick up/collect & send a ball accurately to other players.	
Play a passing & target game alone and with a partner.		Make simple decisions about when /where to move in game to receive a ball.	

### Invasion Games – KS2 – Netball

<u>Year 1</u> (Throwing and catching)	<u>Year 2</u> (Benchball)	<u>Year 3</u>	<u>Year 4</u>	<u>End of KS2 expectations</u>
Throw underarm, bounce & catch ball by self & with partner.	Send and receive chest and shoulder passes with success.	Use all three passes (chest, shoulder & bounce) correctly.	Pass into space – select which pass to use	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
Run straight and on a curve and sidestep with correct technique to catch a ball.	Move into space in order to get away from defenders.  Learn the rules of Benchball and play a competitive game until all of the players in one team are on the bench.	Change of direction to get away from defender.	Run onto receiving pass to avoid receiving in a static position.	
Set the body in position to help catch a ball by aligning eyes on ball, bent knees hands in front and extended arms.	Catch ball at a variety of different heights by moving body and arms to the ball.	Learn basic shooting technique.	Landing on the outside foot to gain balance and reduce footwork.	
	Identify space to move into and show a clear target to receive a pass.	Defend a player and make some successful interceptions (snatch & catch) when playing as a team.	Draw defender away to create space for self.	
	Mark another player and begin to attempt interceptions.	Know where positions are allowed on a court.	Position body to defend effectively, making successful interceptions.	



## St Edward's Catholic First School PE Progression 2023-24

<b><u>Invasion Games – KS2 - Football</u></b>				
<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>End of KS2 expectations</u></b>
Begin to dribble a ball making small touches.	Dribble with small touches into space.	Dribble making small touches into space with speed.	Dribble making small touches into space with speed, to beat defenders.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
Begin to send a football to someone on team.	Send a football to someone on the team, using different parts of foot.	Send a football to someone on the team, using different parts of foot accurately.	Make decisions regarding how and when to send a football to someone in team.	
Keep a ball under control.	Keep a ball under control when receiving a range of passes from team.	Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).	Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.	
Know where space is and try to move into it.	Understand where the space is and can move into it.	See space, and use it effectively.	Know how space changes within a game and when and how to move into changing spaces.	
		Lose a defender to receive a pass.	Draw defender away to create space.	
Mark another player and defend when needed.	Mark another player and begin to attempt interceptions.	Defend a player and make some successful interceptions for team.	Position body to defend effectively, making successful interceptions.	
<b><u>Invasion Games – KS2 – Tag Rugby</u></b>				
		<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>End of KS2 expectations</u></b>
		Learn how to hold the ball and pass in both directions (left/right) pass backwards	Further develop ability to evade and tag opponents.	Children should be taught to play competitive games, modified where appropriate, such as rugby and apply basic principles suitable for attacking and defending.
		Know where to score a try and how to position the ball to score a try	Begin to make a high pop pass to avoid a defender.	
		Learn how to change direction to evade the opponent	Running at speed, changing direction at speed.	
		Develop tactics as a team, refining attacking and defending skills.	Play effectively in attack and defence. Second wave of attack / defence	



## St Edward's Catholic First School PE Progression 2023-24

Striking and Fielding Games				Cricket				
Reception	Year 1	Year 2	End of KS1 expectations			Year 3	Year 4	End of KS2 expectations
Aim and throw object underarm.	Show some different ways of hitting, throwing and striking a ball.	Send a ball off a tee using a bat or a racket.	Children should participate in team games, developing simple tactics for attacking and defending.			Bowling over arm	Bowling over arm with focus on length of pitch	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending
Catch balloon/bean bag/scarf & sometimes a bouncing ball	Play as a fielder and get the ball back to a STOP ZONE	Play as a fielder and pass the ball back to the bowler to make the runner stop. Stop moving when the 'bowler' has the ball.				Batting – stance Defending the stumps Attacking the wide ball	Batting footwork to allow: Step forwards to defend Sweep Cut Pull shot	
Use hand to strike a bean bag or ball and move towards a scoring area	Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).	Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops.				Decision making and communication		
Begin to use a bat to hit a ball or bean bag.	Begin to follow some simple rules (carrying the bat, not over taking someone).	Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)				Use fielding skills to stop the ball effectively. Long arm throw fielding Long barrier fielding	To use a range of tactics for attacking and defending in role of bowler, batter and fielder.	



## St Edward's Catholic First School PE Progression 2023-24

### Tennis – KS2

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>End of KS2 expectations</u>
Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc).	Tap the ball back and forth to a partner over a small space.	Tap the ball using either a fore hand or back hand motion.	Turn and run to the ball getting into a forehand or backhand position en-route.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
Tap the ball back and forth to partner.	Begin to tap a ball over a net allowing for a bounce, hit technique.	Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit.		
Stand in a ready position holding racquet correctly.	Move from a ready position into a forehand position/backhand position quickly.	Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is.	Use 'move-hit-recover' approach within a game showing facing forward on recovery	
Change from a ready position before tapping the ball to a partner.	Bring racquet to meet the ball for a forehand and backhand hit and know to use two hands for an effective backhand.	Set racquet back in its ready position quickly upon recovery.	Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).	
Begin to know what it means by a forehand and backhand position.	Move racquet in a low to high swing for an effective tap.	Set racquet back in its ready position quickly upon recovery.	Use the correct swing technique and control with smooth swings keeping the path of the racquet the same.	
Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.	Serve the ball straight from hands to racquet making sure it lands 'in' on the other side.	Serve the ball correctly beginning to purposely aim for space to score.	Serve the ball accurately making team mates have to move to send it back.	



## St Edward's Catholic First School PE Progression 2023-24

<b>Athletics</b>								
<b><u>Reception</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>End of KS1 expectations</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>			<b><u>End of KS2 expectations</u></b>
<p>Use varying speeds when running.</p> <p>Practise short distance running.</p> <p>Explore footwork patterns.</p> <p>Explore different methods of throwing. Explore arm mobility.</p>	<p>Run with agility and confidence.</p> <p>Hurdle an obstacle and maintain effective running style.</p> <p>Run for distance.</p> <p>Learn the best jumping techniques for distance.</p> <p>Throw different objects in a variety of ways.</p> <p>Complete an obstacle course with control and agility.</p>	<p>Children will be taught how to use their bodies to:</p> <p>Sprint 30m</p> <p>Jump for height</p> <p>Jump for distance</p> <p>Leap hurdles 30m</p> <p>Overarm throw</p> <p>Chest push</p> <p>Run for longer distance 200m</p> <p>Participate in Sports day</p>	<p>Children should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and their own success.</p> <p>Children should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Children will be taught how to use their bodies to:</p> <p>Sprint 50m</p> <p>Jump for height</p> <p>Jump for distance</p> <p>Leap hurdles 50m</p> <p>Overarm throw</p> <p>Chest push</p> <p>Run for longer distance 300m</p> <p>Participate in Sports day</p>	<p>Children will be taught how to use their bodies to:</p> <p>Sprint 75m</p> <p>Jump for height</p> <p>Jump for distance</p> <p>Leap hurdles 75m</p> <p>Overarm throw</p> <p>Chest push</p> <p>Run for longer distance 400m</p> <p>Participate in Sports day</p>			<p>Children 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.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success.</p> <p>Children should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>



## St Edward's Catholic First School PE Progression 2023-24

<b>School Swimming and Water Safety</b>								
<b><u>Award 1</u></b>	<b><u>Award 2</u></b>	<b><u>Award 3</u></b>	<b><u>Award 4</u></b>	<b><u>Award 5</u></b>	<b><u>Award 6</u></b>	<b><u>Safe Self Rescue Award</u></b>	<b><u>End of Key Stage 1 Expectations</u></b>	<b><u>End of Key Stage 2 Expectations</u></b>
<b><u>With or without float equipment or support:</u></b>	<b><u>With or without float equipment:</u></b>	<b><u>Without floats equipment or support:</u></b>	<b><u>Without float equipment or support:</u></b>	<b><u>Without float equipment or support:</u></b>	<b><u>Without float equipment or support:</u></b>	<b><u>Without float, in clothing, in order without pause:</u></b>		
Enter the water safely	Enter the water safely	Fully submerge to pick up an object.	Jump into water, submerge, surface and swim back to the point of entry (min. depth 1m).	Jump in, submerge, surface and swim back to point of entry (at least full reach depth).	Perform three different shaped jumps into deep water, including a straddle jump.	Enter the water using a fall in entry. Float on the back or scull. Tread water for 20 seconds with one arm in the air and shout for help. Swim 15m on front, rotate and swim 15m on back to a floating object.	Children should be competent and confident in the water.	Children should swim competently, confidently and proficiently over a distance of at least 25metres.
Move forwards, backwards and sideways for a distance of 5m, feet may be on or off the floor.	Move from a horizontal floating position on the front and return to standing.	Perform a tuck float and hold for 5 seconds.	Push and glide towards the pool floor with arms extended.	Perform a horizontal stationary scull on the back.	Perform a head first scull for 5m.	Take up the Heat Escape Lessening Position (H.E.L.P). Swim 10m retaining a floating object. Take up the Huddle position. Swim using a long arm front paddle (survival stroke) to the side. Climb out from water of at least full reach depth without using the steps.	Children use a variety of arm and leg actions to propel themselves through the water.	Children should use a range of strokes effectively, for example front crawl, backstroke and breaststroke.
Scoop the water and wash face, be comfortable water showered from overhead.	Move from a horizontal floating position on the back and return to standing.		Perform a sequence of 3 changing shapes, whilst floating on the surface.	Kick 10m backstroke. Kick 10m front crawl. Kick 10m butterfly or breaststroke on front or back.	Two out of the following three must be completed:		Children should participate in games to develop an understanding of buoyancy and propulsion.	Children should perform a safe selfrescue in different water-based situations.
Blow bubbles a minimum of 3 times, with nose and mouth submerged.	Push and glide on the front in a horizontal position, to or from the pool wall.	Push from a wall and glide on the front with arms extended.	Push & glide on the front with arms extended and log roll onto back.	Travel on back and log roll 180 degrees onto front. Travel on front and log roll 180 degrees onto back.	Swim 10m front crawl, backstroke or breaststroke.			
Take part in a movement games. Give examples of 2 pool rules.	Push and glide on the back in a horizontal position from the pool wall.	Push from a wall and glide on the back (optional with arms extended).	Push & glide on back with arms extended and log roll onto front.		Tread water for 30 seconds.			





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	Travel on the back for 5m. Travel on the front for 5m.	Perform a rotation from the front to the back, then return to standing. Perform a rotation from the back to the front, then return to standing.	Travel 5m on front, perform a tuck to rotate onto back & return to side. Travel 10m on the front with feet off the pool floor.	Swim 10m, own choice of stroke.	Perform a handstand or forward somersault, tucked in the water. Swim 25m own choice of stroke.	Discuss as a group when these skills might be used to selfrescue in different water based situations.		
			Travel 10m on the back with feet off the pool floor.					
Recognise and identify the purpose of beach flags.	Float on the back. Know how to signal for help.	Identify an open water hazard near your home or school.	Perform a 'shout and signal' rescue. Explain how get help.	Give two examples of where it is safe to swim and why.	Swim 10m wearing clothes - as a minimum T-shirt and shorts.			
Exit the water safely.	Exit the water safely.	Exit the water safely	Exit the water safely without using steps	Exit the water safely.	Exit deep water without the use of steps.			