

# St Margaret's CEVA Primary School Progression Map



Subject: P.E

## Intent

In PE, we provide engaging and challenging activities that help to inspire children of all different levels to be active and to lead healthy lives. We aim to grow the whole child through our PE curriculum, by focusing on a wide variety of skills and knowledge that will help children to develop: physically, mentally and socially. We ensure that all children are given a range of competitive opportunities and other activities that will build character and help to embed our St Margaret Values of: service, friendship, respect, perseverance and courage.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<b>Spatial awareness (Bikes)- 6 weeks</b> <b>Locomotion (Walking)- 6 weeks</b>	<b>Handball- 6 weeks</b> <b>Dance- 6 weeks</b>	<b>Skipping/Circuits – 6 weeks</b> <b>Invasion games- Basketball- 6 weeks</b>	<b>Dodgeball- 6 weeks</b> <b>Gymnastics- 6 weeks</b>	<b>Rugby- 6 weeks</b> <b>Hockey- 6 weeks</b>	<b>Swimming</b> <b>Football- 6 weeks</b> <b>Gymnastics- 6 weeks</b>	<b>Play leader – 3 weeks</b> <b>Rugby- 4 weeks</b> <b>Hockey- 6 weeks</b>

Skills	Experiments balance and fine motor skills. Negotiates space successfully when playing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over balancing.	Problem solving, teamwork, Running, jumping (static), coordination (bounce and catch), throwing (underarm/overarm), catching (2 hands), kicking and striking (with feet) Combining simple movements of shapes, rolls and turns using balance and coordination.	To move in different ways with control and combine activities to sequence a circuit this may include underarm/overarm throw, catching with 2 hands, balance on one leg, jumping, hopping, running, cardio, skipping. To show teamwork. Use passing, shooting, dribbling skills unopposed and in some restricted opposed games (eg- Inside a zone, 1m away)	To develop throwing, catching skills, learning how to move into space using quick feet, and quick changes of direction. To understand the main rules of dodgeball and to follow them effectively in a game situation. Travel using different positions. Use tuck, pike, straddle, pencil, forward roll. To use asymmetric and symmetric shapes.	Start to develop and use the 4 core skills- Running, tackling, chasing, passing. Use a range of passes in different directions, demonstrate tactical knowledge in attack Develop the skills of hockey- Dribbling with the stick, shooting, passing, receiving and blocking to defend and implement this in game situations.	Swim 25m using a range of strokes without stopping. Complete a range of jumps into deep water and tread water when resurfacing. Submerge fully when complete a dive and collect object/s Use the correct pass in possession (chest, overhead and bounce pass). To develop finding space. To score accurately in goalscoring opportunities. To use correct footwork. Understand rules of netball and work as a team to attack and defend. Travel using different positions. Use tuck, pike, straddle, pencil, forward roll. To use asymmetric and symmetric shapes on and off apparatus. To ensure the movements are fluid.	To demonstrate leadership and organisation skills to plan activities for groups. To master Use 4 core skills- Running, tackling, chasing, passing. Use a range of passes in different directions, demonstrate tactical knowledge in attack and defence. Use coordination, speed and agility to dodge defenders. Show communication and teamwork. Develop skills that require striking with an implement. Look at passing and receiving. Play games to develop knowledge of the role of an attacker and defender. Team games 4 v 4, 5 v 5
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National Curriculum links	➤ ELG- Managing self: Be confident to try new activities and show independence, resilience and	➤ Master basic movements including running, jumping, throwing and	➤ Master basic movements including running, jumping, throwing and catching, as	➤ play competitive games, modified where appropriate and apply basic	➤ play competitive games, modified where appropriate and apply basic principles	➤ Play competitive games, modified where appropriate and apply basic principles suitable for	➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ➤ Take part in outdoor and adventurous
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	<p>perseverance in the face of challenge</p> <ul style="list-style-type: none"> <li>➤ ELG- Gross motor skills- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>➤ ELG- Gross motor skills Demonstrate strength, balance and coordination when playing</li> <li>➤ ELG- Gross motor skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>➤ Combining simple movements to fluidly create a routine in small groups and individually</li> </ul>	<p>well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>➤ Perform dances using simple movement patterns.</li> </ul>	<p>principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>➤ Develop flexibility, strength, technique, control and balance</li> <li>➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>➤ Perform dances using a range of movement patterns</li> <li>➤ Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p>attacking and defending</p> <ul style="list-style-type: none"> <li>➤ Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>➤ compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>➤ 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.</li> </ul>	<p>activity challenges both individually and within a team</p> <ul style="list-style-type: none"> <li>➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
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Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Knowledge	Dance (Nursey Rhymes) - 6 weeks Ball skills- 6 weeks	Invasion games (Football)- 5 weeks  Gymnastics 6 weeks	Dance- 6 weeks  Invasion Games (Football)- 5 weeks	Invasion Games – (Football)- 5 weeks Basketball- 6 weeks	Dance- 5 weeks Invasion games (Football)- 6 weeks	Swimming Gymnastics – 5 weeks Invasion games (Netball)- 6 weeks	Dance- 5 weeks Invasion games (Netball)- 6 weeks
Skills	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.  Develop hand-eye coordination, gross and fine motor skills and spatial awareness through rolling, bouncing, throwing in games	Pupils will experience working with a variety of equipment and to explore individual skills during play. In all games pupils will apply running, stopping, jumping, chasing, dodging and skipping. Pupils will begin to make use of space.  Pupils will explore travelling using different positions on and off apparatus. Use some basic jumps- Pencil and tuck. To make asymmetric and symmetric shapes.	Combining simple movements to fluidly create a routine in small groups- 5 sequence routine.  Pupils will experience working with a football and begin to explore individual skills during play. In all games pupils will apply dribbling, passing, receiving and shooting. Pupils will begin to make use of space and play some competitive elements.	Start to develop tactic to keep possession and attack. Use a range of passes- short, long using correct part of foot. To dribble using inside, outside, roll and both feet. To being to shoot with accuracy and power.  Start to develop knowledge of tactics. Show teamwork and formation. Use passing with the chest and bounce, shooting, dribbling skills both unopposed and opposed.	Start to develop tactic to keep possession and attack. Use a range of passes- short, long using correct part of foot. To dribble using inside, outside, roll and both feet. To shoot with accuracy and power when unopposed and opposed.  Star to develop tactics for keeping and restoring possession. Start to use a range of passes, shoot at target and dribble using correct technique to apply in game based situations.	Swim 25m using a range of strokes without stopping. Complete a range of jumps into deep water and tread water when resurfacing. Submerge fully when complete a dive and collect object/s  Travel using different positions. Use all previously learnt rolls. To use asymmetric and symmetric shapes and rolls in a fluid, sequenced piece.  Use the correct pass in possession (chest, overhead and bounce pass). To develop finding space. To score accurately in goal-scoring opportunities. To use correct footwork. Understand rules of netball and work as a team to attack and defend.	Create fluid sequences that include changes of level and focus in different body shapes (asymmetrical/symmetrical). To work in groups and independently to complete this  Use the correct pass in possession (chest, overhead and bounce pass). To use the space to make options to teammates. To score accurately in goalscoring opportunities. To use correct footwork. Understand rules of netball and work as a team to attack and defend.

National Curriculum	<ul style="list-style-type: none"> <li>➤ ELG- Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>➤ ELG- Gross motor skills- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>➤ ELG- Gross motor skills Demonstrate strength, balance and coordination when playing</li> <li>➤ ELG- Gross motor skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>➤ Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>➤ Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>➤ Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>➤ Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>➤ Perform dances using a range of movement patterns</li> </ul>
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Summer	EYFS	Key Stage 1	Key Stage 2
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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Athletics- 6 weeks  <b>Invasion Games (ball)- 6 weeks</b>	<b>Athletics- 6 weeks</b>  <b>Rounders- 6 weeks</b>	<b>Athletics- 6 weeks</b>  <b>Tennis- 6 weeks</b>	<b>Athletics- 6 weeks</b>  <b>Rounders- 6 weeks</b>	<b>Cricket- 6 weeks</b>  <b>Tennis- 6 weeks</b>  <b>Swimming</b>	<b>Cricket- 6 weeks</b>  <b>Rounders- 6 weeks</b>	<b>Cricket- 6 weeks</b>  <b>Tennis- 6 weeks</b>
Skills	Develop basic movements including running, jumping, throwing and catching.  Pupils will increase confidence in throwing, catching and running. They will take part in a 2 part obstacle race. They will begin to understand rules of games and teamwork.	Master basic movements including running, jumping, throwing and catching. Take part in a 3-part obstacle race  Bat and ball skills- Developing balance, agility and coordination & master basic movements including running, jumping, throwing and catching.	look at range of running/jumping/throwing skills. Build up stamina for a longer run and take part in 3 part obstacle races.  Develop skills that require the use of an implement for sending and receiving. Focus on hand/eye coordination. Sending and receiving playing small games, working as a team.	Master basic movements including running, jumping, throwing and catching. Apply these in a competitive context.  Introduce skills required for striking and fielding activities. This will involve bowling, throwing, catching, fielding skills and striking a ball with an implement.	Introduce skills required for striking and fielding activities. This will involve throwing and catching, fielding skills and striking a ball with an implement  Secure the skills that require the use of an implement for sending and receiving. Focus on hand/eye coordination. Sending and receiving playing small games, working as a team.  Developing Stroke Techniques and Water Safety	Start to develop bowling accuracy and power. Develop catching skills when fielding or backstop. Develop striking skills when attacking by receiving with speed. Understand rules of cricket.  Secure the skills required for striking and fielding activities. This will involve bowling, throwing, catching, fielding skills and striking a ball with an implement. Understand the rules of rounders and implement tactics.	Play competitive games and apply basic principles Think about the role of the batter and backstop and first post. Develop quality and accuracy of bowling and bowl with speed and precision. Develop catching one handed in fielding and backstop. Communicate with teammates when fielding and apply decision making.  Hit and receive a ball over a net, to hold a rally with a partner. Serve in a variety of ways. Look at tactics for pair games.

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	<ul style="list-style-type: none"> <li>➤ ELG- Self regulation- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>				<p>strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>		
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**Impact (End Points)**

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p>	<p>Year 1 children should be able to confidently work as part of a team. They should be able to balance on one foot and on a mat and hold a position. They should be able to combine basic</p>	<p>Year 2 children will know the basic balances and rolls in gymnastics. They will understand how important exercise is and the impact on their body. They will know how to play a variety of team</p>	<p>A Year 3 child will have developed strength, balance and coordination through personal challenges. Have knowledge of ball skills, throwing, passing and catching. Will be able to successfully take part</p>	<p>Year 4 children can take part in invasion games starting to use skills to attack and defend when appropriate. Children have developed their balance, coordination and</p>	<p>Year 5 children have developed even further their understanding of attacking and defending when playing invasion games. They have also worked independently and with others to develop their creativity and strength.</p>	<p>Year 6 children have experienced a wide range of physical activities, with a deeper understanding of their enjoyment levels, strengths and development points. They can apply skills learnt throughout KS1 and KS2 to competitive match</p>

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	positions/movements to create a routine.	games where they pass and receive a ball.	in team games with a clear understanding of the rules.	strength through A range of sports and games.		situations and in order to improve personal best.
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In line with the National Curriculum, by the end of Key Stage 2, the aim is for all children to be able to swim confidently and know how to be safe in and around water.

Children should be taught the following key requirements:

- Swim competently, confidently and proficiently over a distance of at least 25m.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

Swimming is taught in Year 4 and 5, using the SPM to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons.

Our swimming lessons will be guided by the Swim England, Learn to Swim stages 1-7. The swimming awards are divided into progressive stages, teaching all the necessary skills needed in order to achieve the three key requirements. They make up the core, national syllabus of learning to swim for primary school aged children.

<https://www.swimming.org/learntoswim/swim-england-learn-to-swim-awards-1-7/>

