



St Mary and St Peter Catholic Primary School

Progression in learning PE

| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------|---|--|--|---|--|--|
| Games and athletics | <p>Can throw and catch a ball with a partner.</p> <p>Can move fluently by changing direction and speed easily and avoiding collisions.</p> <p>Can show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p> <p>Can choose and use skills effectively for particular games understand the concepts of aiming, hitting into space.</p> <p>Can take the ball to a good position for aiming use skills in different ways in different games.</p> <p>Can try to win by changing the way they use skills in response to their opponent's actions.</p> | <p>Can pass a ball accurately to a partner over a variety of distances.</p> <p>Can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>Can show a good awareness of others in running, chasing and avoiding games.</p> <p>Can make simple decisions about when and where to run.</p> <p>Can vary skills and show some understanding of simple tactics.</p> <p>Can choose and use tactics to suit different situations.</p> <p>Can react to situations in a way that helps their partners and makes it difficult for their opponent.</p> | <p>Can travel whilst bouncing a ball showing control.</p> <p>Can use a range of skills to help them keep possession and control of the ball.</p> <p>Can perform the basic skills needed for the games with control and consistency.</p> <p>Can, in pairs, make up a game and play a simple rallying game.</p> <p>Can use a range of skills to keep possession and make progress towards a goal, on their own and with others.</p> <p>Can choose good places to stand when receiving, and give reasons for their choice</p> <p>Can choose and use batting or throwing skills to make the game hard for their opponents.</p> | <p>Can keep a game going using a range of different ways of throwing.</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding.</p> <p>Can use a range of skills with increasing control.</p> <p>Can effectively play a competitive net/wall game.</p> <p>Can keep and use rules they are given.</p> <p>Can try to make things difficult for their opponent by directing the ball to space, at different speeds and height.</p> | <p>Can travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>Can use a range of techniques when passing, e.g. high, low, bounced, fast and slow.</p> <p>Can hit the ball with purpose, varying the speed, height and direction.</p> <p>Can hit the ball from both sides of the body.</p> <p>Can judge how far they can run to score points.</p> | <p>Can dribble effectively around obstacles.</p> <p>Can show precision and accuracy when sending and receiving.</p> <p>Perform skills with accuracy, confidence and control.</p> <p>Can combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game use different ways of bowling.</p> |
| Dance | <p>Can explore movements.</p> <p>Can move confidently and safely.</p> | <p>Can explore, remember and repeat dance actions.</p> <p>Can compose and</p> | <p>Can improvise freely on their own or with a partner.</p> | <p>Can explore and create character and narratives.</p> <p>Can create motifs.</p> | <p>Can explore ideas from different dance styles.</p> <p>Can compose dance expressively.</p> | <p>Can explore, improvise and combine movements.</p> <p>Can create structure in sections of dance.</p> |

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| | <p>Can perform phrases.</p> <p>Can recognise how their body feels after exercise.</p> <p>Can discuss dance ideas.</p> | <p>perform dance and short phrases.</p> <p>Can describe how different dance movements make them feel.</p> <p>Can watch and describe dance phrases and dances and use what they learn to improve.</p> | <p>Can translate ideas into a dance.</p> <p>Can create and link phrases using a simple dance structure.</p> <p>Can perform dances with an awareness of rhythm on their own or in a group.</p> | <p>Can describe the need to warm up.</p> <p>Can evaluate their own performance and comment on improvements.</p> | <p>Can organise their own warm up and cool down to suit activities.</p> <p>Can understand why it's important to warm up.</p> | <p>Can understand why dance is good for fitness.</p> <p>Can comment on their own work and the work of others.</p> |
| Gymnastics | <p>Can explore gymnastics and still movements.</p> <p>Can move safely and with confidence.</p> <p>Can know how to carry and place equipment.</p> <p>Can watch, copy and describe what others have done.</p> <p>Can perform movement phrases using a range of body parts and actions.</p> | <p>Can remember, repeat and link gymnastics and still movements.</p> <p>Can move safely and with confidence.</p> <p>Can know how to carry, lift and place equipment.</p> <p>Can watch, copy and describe what others have done.</p> <p>Can improve their work using information they have gained by watching and listening.</p> | <p>Can improve the quality of their actions, body shapes and balance.</p> <p>Can select appropriate actions and consolidate simple ideas.</p> <p>Can know the importance of strength.</p> <p>Can evaluate their work and quality of their performance.</p> <p>Can recognise how their work can be improved.</p> | <p>Can develop a range of actions, body shapes and include in a performance.</p> <p>Can create gymnastic sequences that meet a theme or set of objectives.</p> <p>Can describe how their body reacts to different situations.</p> <p>Can make simple judgments on their own and others work.</p> <p>Can suggest ways performances can be improved.</p> | <p>Can perform actions in a fluent and consistent performance.</p> <p>Can create sequences and adapt.</p> <p>Can know and understand the basic the principles of warming up and why it is important.</p> <p>Can understand why physical activity is good for overall health.</p> <p>Can evaluate and improve their own and others work.</p> | <p>Can combine and perform gymnastic actions, shapes and balances fluently.</p> <p>Can develop their own sequences.</p> <p>Can understand why warming up and cooling down is important.</p> <p>Can evaluate their own work and the work of others.</p> <p>Can suggest ways of improvements.</p> |
| Swimming | | | <p>Pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p> | | | |