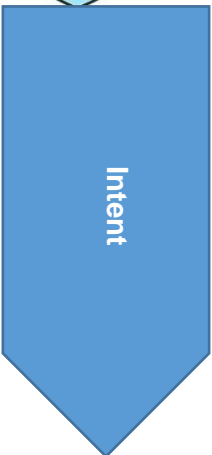




St Thomas' Catholic Primary School

Physical education Intent and Progression Map



Physical Education (PE), sport and physical activity play a unique and crucial role in the physical development, health and well-being of our children.

We want **all children** to lead full and active lives through participation in a wide variety of enjoyable and inspiring physical activities in a safe and supportive environment, in both competitive and non-competitive sports and games.

It is intended that our children, **irrespective of their innate ability**, will enjoy success and be motivated to further develop their individual sporting potential.

Progression in PE	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills			Can they copy actions? Can they repeat actions and skills? Can they move with control and care?	Can they copy actions? Can they repeat actions and skills? Can they move with control and care?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Can they make up their own small-sided game?	Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements?	Do they apply their skills, techniques and ideas consistently? Do they show precision, control and fluency?
Evaluating and Improving			Can they talk about what they have done? Can they describe what other people did?	Can they show how to exercise safely? Can they talk about what they have done?	Can they explain how their work is similar and different from that of others? With help, do they recognise	Can they explain how their work is similar and different from that of others? Can they use their comparison	Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations	Can they analyse and explain why they have used specific skills or techniques? Can they modify use of skills or

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				Can they describe what other people did?	how performances could be improved?	to improve their work?	to improve their work?	techniques to improve their work? Can they create their own success criteria for evaluating?
Health and Fitness			Can they describe how their body feels before, during and after an activity?	Can they describe how their body feels before, during and after an activity?	Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities?	Can they explain why warming up is important? Can they explain why keeping fit is good for their health?	Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important?	Can they explain how the body reacts to different kinds of exercise? Can they choose appropriate warm ups and cool downs? Can they explain why we need regular and safe exercise?
Dance			Can they move to music? Can they copy dance moves? Can they perform some dance moves? Can they make up a short dance? Can they move around the space safely?	Can they move to music? Can they copy dance moves? Can they perform some dance moves? Can they make up a short dance? Can they move around the space safely?	Can they improvise freely, translating ideas from a stimulus into movement? Can they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance?	Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Is their dance clear and fluent?	Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled? Does their dance show clarity, fluency, accuracy and consistency?	Can they develop imaginative dances in a specific style? Can they choose their own music, style and dance?
Games			Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands?	Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands?	Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support teammates and cause problems for the opposition?	Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they	Can they gain possession by working as a team? Can they pass in different ways? Can they use forehand and backhand with a racquet? Can they choose the best tactics for attacking	Can they explain complicated rules? Can they make a team plan and communicate it to others? Can they lead others in a game situation?

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			Can they throw in different ways? Can they kick in different ways?	Can they throw in different ways? Can they kick in different ways?	Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills?	move to find a space when they are not in possession during a game? Can they vary tactics and adapt skills according to what is happening?	and defending? Can they use a number of techniques to pass, dribble and shoot?	
Gymnastics			Can they make their body tense, relaxed, curled and stretched? Can they control their body when travelling? Can they control their body when balancing? Can they copy sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they climb safely? Can they stretch in different ways? Can they curl in different ways?	Can they make their body tense, relaxed, curled and stretched? Can they control their body when travelling? Can they control their body when balancing? Can they copy sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they climb safely? Can they stretch in different ways? Can they curl in different ways?	Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances Can they compare and contrast gymnastic sequences, commenting on similarities and differences?	Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phases?	Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences? Are their movements accurate, clear and consistent?	Do they combine their own work with that of others? Can they link their sequences to specific timings?
Athletics					Can they run at fast, medium and slow speeds, changing speed and direction?	Can they run over a long distance? Can they sprint over a short distance? Can they throw in	Are they controlled when taking off and landing in a jump? Can they throw with accuracy? Can they combine running	Can they demonstrate stamina? Can they use their skills in different situations?

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					Can they link running and jumping activities with some fluency, control and consistency? Can they make up and repeat a short sequence of linked jumps? Can they take part in a relay activity, remembering when to run and what to do? Do they throw a variety of objects, changing their action for accuracy and distance?	different ways? Can they hit a target? Can they jump in different ways?	and jumping? Can they follow specific rules?	
Outdoor/Adventure					Can they follow a map in a familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route safely?	Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route accurately, safely and within a time limit?	Can they follow a map in an unknown location? Can they use clues and compass directions to navigate a route? Can they change their route if there is a problem? Can they change their plan if they get new information?	Can they plan a route and series of clues for someone else? Can they plan with others taking account of safety and danger?

Swimming:

By the end of year 6 pupils should be able to:

- 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.