



## St Monica's RC Primary School: Physical Education (PE) Curriculum Progression and End Points

Domains/ Themes/ Areas	End of EYFS	End of KS1	End of LKS2	End of UKS2
<b>Athletics</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• A good position of readiness is required to start a run.</li> <li>• Jumping involves using your arms to power you forward and landing with soft knees.</li> <li>• Feet need to be spaced apart appropriately when throwing a ball.</li> <li>• Running requires you to be focused.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can share space and run with my head up.</li> <li>• I can jump one foot to two feet, and two feet to two feet.</li> <li>• I can coordinate a run with a jump.</li> <li>• I can begin to throw small objects at a target.</li> <li>• I can stay inside a lane when running competitively.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Running involves keeping your head up, pumping your arms and lifting your knees.</li> <li>• Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.</li> <li>• Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards, letting go in front of you.</li> <li>• Catching involves watching the ball and grasping it tightly with both hands.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can develop running, jumping, throwing and catching techniques with increasing balance, agility and coordination.</li> <li>• I can use equipment safely and with good control.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• A range of techniques can be used to throw, run and jump with increasing accuracy and competence.</li> <li>• Running long distances requires endurance, stamina and pace-setting.</li> <li>• Sprinting requires muscle power, speed and short bursts of energy.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can run a range of distances, varying pace appropriate to the distance and for extended periods.</li> <li>• I can demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.</li> <li>• I can describe good athletic performance using correct vocabulary.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Control, speed, strength and stamina are skills that can be developed over time to improve performance.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing, in isolation and combination.</li> <li>• I can begin to record peers' performances, and evaluate these.</li> <li>• I can describe good athletic performance using correct vocabulary and suggest ways to improve performance.</li> </ul>
<b>Gymnastics</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Rocking involves moving forward or back or side to side on the same body part.</li> <li>• The floor can be used imaginatively as part of my gym work.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Two or more different body shapes, performed and held in a steady position one after the other, are called a sequence of linked balances.</li> <li>• Different body parts can support a balance.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels.</li> <li>• Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• A polished gymnastic routine has been planned and practised.</li> <li>• A good gymnastic routine involves a range of balances, levels, and ways to travel, with an emphasis on precision,</li> </ul>

	<ul style="list-style-type: none"> <li>● It is important to prepare my body before performing a roll so it is safe.</li> <li>● Sequences of movement should be started and finished in strong positions.</li> <li>● Sequences are built up by linking movements together.</li> <li>● Bending my legs when landing cushions the impact of a jump.</li> <li>● To know what a half and quarter turn is when jumping.</li> <li>● A leap involves landing on one foot whereas you land on both feet when jumping.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can rock on different body parts.</li> <li>● I can transfer weight from one part of my body to another.</li> <li>● I can perform a sequence of moves.</li> <li>● I can travel from a rock in to a roll.</li> <li>● I can roll sideways and forward with control.</li> <li>● I can jump on the floor and from low apparatus in different ways with control.</li> <li>● I can construct a simple jumping sequence with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>● Body shapes can include a star, straight line, bridge, arch, tuck and crab.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can demonstrate agility, balance, control and coordination when moving or balancing.</li> <li>● I can perform basic sequences that use space safely.</li> <li>● I can link balances creating a variety of body shapes.</li> <li>● I can begin to use knowledge and skills to identify ways to improve a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>● A routine has smooth links between movements, actions and balances.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can combine movements, actions and balances and equipment, individually or collaboratively.</li> <li>● I can create a fluid routine using flexibility, strength, technique and balance.</li> <li>● I can make simple assessments of performance based on a criteria.</li> </ul>	<p>stability, smooth transitions and clear extensions.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can plan and perform increasingly complex sequences, including changes of direction, speed and levels, showing precisions, stability, flexibility, strength, technique and balance.</li> <li>● I can explain how a sequence is formed using terminology to describe technique.</li> </ul>
<p><b>Dance</b></p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Ideas from a stimulus (music, poetry, etc.) can be translated into appropriate body shapes and movements.</li> <li>● Moving safely around a space involves looking forward and controlling speed.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can use my body to create simple shapes, movements and action and express feelings.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions.</li> <li>● Different parts of the body can be used to create movements.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can perform movement patterns to express ideas, emotions or feelings.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Improvising means creating movements and performing to music.</li> <li>● Different feelings can be shown through movement.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can move in time to music.</li> <li>● I can confidently improvise with a partner or on their own.</li> <li>● I can begin to create longer dance sequences in a larger group.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus.</li> <li>● Precision means the movement is accurate and carefully performed.</li> <li>● Control involves balance and awareness of the space.</li> <li>● Fluency means movements flow smoothly.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can listen to other people's ideas and say what I think.</li> <li>• I can travel safely and creatively in a space at different levels.</li> <li>• I can communicate effectively with a partner.</li> <li>• I can remember and perform a basic sequence of movement when led by a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• I can vary level, speed and direction in response to the music.</li> <li>• I can begin to explore ideas to include a simple dance.</li> <li>• I can begin to improvise with a partner to create a simple dance.</li> <li>• I can translate ideas from stimuli into movement with support.</li> <li>• I can begin to use simple dance vocabulary to describe elements of a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate precision and some control in response to stimuli.</li> <li>• I can begin to vary dynamics and develop actions and motifs.</li> <li>• I can demonstrate rhythm and spatial awareness.</li> <li>• I can modify parts of a sequence as a result of self-evaluation.</li> <li>• I can use simple dance vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics means how the body moves, in terms of the speed, energy and flow of the movement.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can vary dynamics and develop actions in time to music with a partner or as part of a group.</li> <li>• I can exaggerate dance movements and motifs (using expression when moving).</li> <li>• I can perform with confidence, using a range of movement patterns.</li> <li>• I can demonstrate a strong imagination when creating my own dance sequences and motifs.</li> <li>• I can demonstrate strong movements throughout a dance sequence.</li> <li>• I can combine flexibility, techniques and movements to create a fluent sequence.</li> <li>• I can move appropriately and with the required style in relation to the stimulus.</li> <li>• I can improvise with confidence, still demonstrating fluency across their sequence.</li> <li>• I can dance with fluency, linking all movements and ensuring they flow.</li> <li>• I can demonstrate consistent precision when performing dance sequences.</li> <li>• I can modify parts of a sequence as a result of self and peer evaluation.</li> <li>• I can use more complex dance vocabulary to compare and improve work.</li> </ul>
<p><b>Mindful Movement</b></p>		<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Mindful movements are effectively performed when the mind and body is focused in a quiet environment.</li> <li>• Movements are coordinated in line with breathing.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can control my breathing pattern.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• It is important to prepare the body for mindful movement by breathing and stretching.</li> <li>• It is important to maintain concentration and avoid distraction when performing mindful movements.</li> <li>• Breathing can be used to relax our minds and bodies.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Performing regular mindful movements has wider benefits to my mental and physical well being: helping me to make positive affirmations, manage worries and regulate my feelings in different situations.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can use strategies to prepare my mind and body for movement.</li> </ul>

		<ul style="list-style-type: none"> <li>● I can bend, stretch and reach in different directions and positions.</li> <li>● I can work imaginatively; creating a range of poses depicting different themes.</li> <li>● I can work quietly focusing on performance in the moment.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can perform a variety of poses; retaining focus throughout.</li> <li>● I can hold positions with good alignment and shape.</li> <li>● I can work with control isolating body parts.</li> <li>● I can control breathing; developing a rhythm while exercising.</li> <li>● I can devise my own mindful meditation movements.</li> <li>● I can work in a group to perform different poses.</li> <li>● I can describe the benefits of mindful movement to my own sense of well-being.</li> </ul>	<ul style="list-style-type: none"> <li>● I can perform a variety of poses and hold them for 3 slow breaths.</li> <li>● I can perform my own relaxation sequence of meditation.</li> <li>● I can describe the benefits of mindful movement and what I have enjoyed to my own sense of well-being.</li> <li>● I can make positive affirmations.</li> </ul>
<p><b>Competitive Games – (football, basketball, tennis, cricket, hockey, netball, rugby, handball, rounders)</b></p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Finding my own space and travelling around safely is important when moving around.</li> <li>● Working with a partner successfully requires me to concentrate and respond to them.</li> <li>● Pupils know what good positions are for rolling and stopping a ball.</li> <li>● Pupils know how to make a target with my hands to receive a throw.</li> <li>● Pupils know how to stand when throwing an underarm.</li> <li>● Bouncing a ball involves keeping my head up and applying appropriate force to catch it.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can twist, turn, reach and bend.</li> <li>● I can move a ball with control in different directions.</li> <li>● I can apply the right amount of force to a ball.</li> <li>● I can roll and stop a ball when it is rolled to me.</li> <li>● I can catch an object.</li> <li>● I can perform an underarm throw accurately for my friend to catch.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Patting involves tapping a ball with open hands.</li> <li>● Throwing a ball involves sending a ball through the air using the hands and arms.</li> <li>● Kicking involves sending a ball along the ground by striking it with a foot.</li> <li>● Stopping a ball involves using a part of the body to prevent the ball from moving.</li> <li>● Catching involves grasping a ball in two hands after it has been thrown or kicked.</li> <li>● Rules are instructions that guide how a game should be played.</li> <li>● Everyone playing the game must follow the rules to make it fair.</li> <li>● A tactic is an action that helps the team to achieve something.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can pat, throw, kick, stop and catch a ball.</li> <li>● I can confidently send or receive an object such as a bean bag or ball.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or sport.</li> <li>● Competitive games, such as badminton, basketball and football, involve two players or teams playing against one another, where one player or team wins and the other loses.</li> <li>● Competitive games require the use of different attack and defence tactics.</li> <li>● Competing effectively means listening, sharing and encouraging each other.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can throw, catch, strike and field with control and accuracy.</li> <li>● I can play games, communicate with others and develop and use team tactics.</li> <li>● I can deliver and receive passes with more technique.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Precision can be demonstrated when sending a ball if it reaches the intended player or target.</li> <li>● Precision can also be demonstrated when receiving a ball by moving position or changing height.</li> <li>● Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by others, asking questions and listening to feedback.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can use throwing, striking, fielding and racket skills confidently and consistently in isolation and combination.</li> <li>● I can take part in competitive games with a strong understanding of tactics and composition.</li> <li>● I can create my own games using knowledge and skills; suggesting appropriate resources to differentiate a game.</li> <li>● I can develop and refine strategies and tactics for attacking and fielding in team games.</li> </ul>

	<ul style="list-style-type: none"> <li>● I can bounce and catch a ball.</li> <li>● I can travel around bouncing a ball safely.</li> </ul>	<ul style="list-style-type: none"> <li>● I can play simple team games, understanding the rules and developing basic tactics to score points.</li> <li>● I can begin to be in the right position to deliver and receive passes.</li> <li>● I can change direction when moving/ travelling with a ball confidently and competently.</li> <li>● I can bounce, dribble, pass or punt a ball with good control with hands or feet.</li> <li>● I can begin to shoot or strike a ball at a target using the correct technique.</li> </ul>	<ul style="list-style-type: none"> <li>● I can show greater awareness of positioning to pass and receive a ball.</li> <li>● I can quickly change direction when moving/ travelling with a ball; maintaining control.</li> <li>● I can bounce, dribble, pass or punt a ball with increasing control and accuracy with hands or feet.</li> <li>● I can shoot or strike a ball at a target with increasing accuracy.</li> <li>● I can apply basic skills for attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>● I can think ahead to correctly be in position to deliver and receive passes using refined technique.</li> <li>● I can quickly and accurately change direction when moving/ travelling with a ball confidently and competently.</li> <li>● I can bounce, dribble, pass or punt a ball with good control with hands or feet.</li> <li>● I can shoot or strike a ball at a smaller target with accuracy.</li> <li>● I can develop more refined skills for attacking and defending.</li> </ul>
<b>Outdoor and Adventurous Activity (OAA)</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Pupils begin to explore different ways of moving and travelling past and through obstacles.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can negotiate space and obstacles safely.</li> <li>● I can collaborate with others to manage large items, such as moving a large plank safely, carrying large hollow blocks, etc.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Obstacles can be overcome by moving into spaces around, over, under or through them.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can move over, under and through spaces and obstacles outdoors.</li> <li>● I can demonstrate an understanding of how to stay safe.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● A challenge is an activity that tests a person's abilities.</li> <li>● Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can work outdoors effectively as part of a team to safely navigate familiar places and solve problems.</li> <li>● I can choose and apply strategies to solve problems with support.</li> <li>● I can use and interpret simple maps.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Being a good team player means working well with others, valuing the ideas and opinions of others, recognising strengths and involving everyone.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>● I can use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities.</li> <li>● I can use and interpret more complicated maps.</li> </ul>
<b>Swimming and water safety</b>				<p>Swimming lessons are taught in UKS2 with the expectation that upon completion of lessons, children can:</p> <ul style="list-style-type: none"> <li>● Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>● Use a range of strokes (front crawl, breaststroke, butterfly stroke and backstroke) effectively with the correct technique.</li> </ul>

				<ul style="list-style-type: none"> <li>• Describe and evaluate the quality of swimming and recognise what needs improving.</li> <li>• Perform safe self-rescue.</li> <li>• Discuss as a group which skills might be used to self-rescue in different situations.</li> </ul>
<b>Sports values</b>	<ul style="list-style-type: none"> <li>• Team-work</li> <li>• Concentration</li> </ul>	<p>As EYFS, plus:</p> <ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Honesty</li> <li>• Resilience</li> <li>• Co-operation</li> </ul>	<p>As EYFS and Key Stage 1, plus:</p> <ul style="list-style-type: none"> <li>• Trust</li> <li>• Responsibility</li> <li>• Self and Peer-Evaluation</li> <li>• Communication</li> <li>• Courage</li> <li>• Self-motivation</li> <li>• Determination</li> <li>• Encouragement</li> </ul>	<p>As EYFS, Key Stage 1 and Lower Key Stage 2, plus:</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Decision-making</li> <li>• Resourcefulness</li> <li>• Empathy</li> <li>• Self-discipline</li> </ul>