



Sept 2020

St Anne's R C Primary School

PE Progression



| Year 1 curriculum objectives (KS1) | Objectives/sticky Knowledge | Vocabulary progression |
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| 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 | <ul style="list-style-type: none"> • I can negotiate space safely • I can travel at different speeds, changing direction with control • I can stop safely • I can send an object in a variety of ways • I can receive an object in a variety of ways • I can send and receive with two hands • I can send an object in the direction of another person • I can demonstrate one way of rolling, travelling, jumping and balancing | Travel Stillness Direction Space Body parts Levels Speed |
| Participate in team games, developing simple tactics for attacking and defending | <ul style="list-style-type: none"> • I can follow rules of an activity • I can strike an object with my body • I can work on my own to try and beat a personal best • I can work with a peer or as part of a small team to try and win | Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring |
| 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 | <ul style="list-style-type: none"> • I can copy and repeat basic body patterns and movements • I can find and remember my own space and be aware of those around me • I can remember simple dance steps and perform these in a controlled manner | Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel |

PE Vocabulary

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| | | Stretch Wide Narrow |
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| Year 2 curriculum objectives (KS1) | Objectives/sticky Knowledge | Vocabulary progression |
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| Perform dances using simple movement patterns | <ul style="list-style-type: none"> • I can copy, remember and repeat simple actions with varying speed and levels • I can work on my own with a partner • I am beginning to select simple actions to construct basic sequences • I can perform a range of travel steps • I can perform sections of movement with some confidence | Travel Stillness Direction Space Body parts Levels Speed |
| 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 | <ul style="list-style-type: none"> • I can strike and receive in an activity • I can travel at different speeds, changing direction with control in a small activity • I can perform in different ways of rolling, travelling, jumping and balancing • | Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow |
| Participate in team games, developing simple tactics for attacking and defending | <ul style="list-style-type: none"> • I am beginning to decide about the best position to be in, in a simple activity | Striking Catching |

PE Vocabulary

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| | <ul style="list-style-type: none"> • I can take on the role of an attacker • I can take on the role on a defender • I can strike an object with increased control • I understand how to increase my personal best • I can work as part of a team to try and win | Own space Team Speed Direction Passing Controlling Shooting Scoring |
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| Year 3 curriculum objectives (KS2) | Objectives/sticky Knowledge | Vocabulary progression |
|---|---|--|
| Perform dances using a range of movement patterns | <ul style="list-style-type: none"> • I can create and share a sequence of movements • I can repeat, remember and perform phrases/actions with confidence • I can isolate multiple parts of the body when performing a range of movements • I can move in time to music • I can express and perform a sequence using some | Repetition Action and reaction Pattern Travel Stillness Direction Space Body parts Levels Speed |
| Use running, jumping, throwing and catching in isolation and in combination | <ul style="list-style-type: none"> • I can apply different types of rolling, travelling, jumping and balancing into a small routine • I can travel at different speeds, changing directions when needed in an activity | |

PE Vocabulary

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| Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | <ul style="list-style-type: none"> • I am aware of space, when playing an activity • I am aware of teammates and the opposition and apply tactics with this knowledge • I listen to rules and use them fairly • I can take different roles in a small game situation • I can work as part of a team and try and win | Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting |
| Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | <ul style="list-style-type: none"> • I can send and receive an object whilst on the move • I can demonstrate a range of different sending techniques with an object | stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • I can reflect on my own and my teams performance and discuss ways to improve | |
| Take part in outdoor and adventurous activity challenges both individually and within a team | <ul style="list-style-type: none"> • I can follow a route safely • I can set the map to a direction of travel and follow basic paths | |

PE Vocabulary

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| | <ul style="list-style-type: none"> I can talk about the short and long term effects of exercise and why it is important to take part in physical activity | |
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| Year4 curriculum objectives (KS2) | Objectives/sticky Knowledge | Vocabulary progression |
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| Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | <ul style="list-style-type: none"> I can work in a controlled way by changing speed/direction/shape I can create phrases using compositional devices (actions/formations/patterns) on my own with a partner/small group I can link together actions to create dance with an understanding of compositional devices I can respond to stimuli to create movement phrases | Repetition Action and reaction Pattern Travel Stillness Direction Space Body parts Levels Speed Space |
| Use running, jumping, throwing and catching in isolation and in combination | <ul style="list-style-type: none"> I can send a variety of equipment accurately with both hands I can send and receive accurately with both hands | |
| Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | <ul style="list-style-type: none"> I can travel at a speed appropriate to the distance I am running I can take the lead when working with a partner/small group | stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance |

PE Vocabulary

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| Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • I am beginning to vary tactics and adapt skills depending on what is happening around me • I can reflect on my own and my teams performance and discuss ways to improve | |
| play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | <ul style="list-style-type: none"> • I can select and apply the appropriate skill in a small activity • I can strike an object with control • I can strike a ball with my body | Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting |
| Take part in outdoor and adventurous activity challenges both individually and within a team | <ul style="list-style-type: none"> • I can follow a route in a time limit • I can identify points of interest on a map • I can plan a basic route | |
| Swimming and water safety | <ul style="list-style-type: none"> • 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. | |

| Year 5 curriculum objectives (KS2) | Objectives/sticky Knowledge | Vocabulary progression |
|---|---|---|
| Perform dances using a range of movement patterns | <ul style="list-style-type: none"> • I can show smooth transitions into phrases • I can perform to music remembering whole sections of movements • I can demonstrate a wide range of dynamics • I can perform in time to music and demonstrate a good understanding of more complex rhythms | Technique Pattern Rhythm Variation Unison Canon Action Reaction Style |

PE Vocabulary

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| Use running, jumping, throwing and catching in isolation and in combination | <ul style="list-style-type: none"> • I can receive and control an object under pressure • I can send an object with accuracy whilst moving towards a target or team mate | |
| Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | <ul style="list-style-type: none"> • I can gain possession during an activity • I can find an appropriate place to field in a variety of game situations • I can select, combine and apply a number of skills in a game situation | Keeping possession Passing Dribbling Shooting Support Marking Attackers/defenders Marking Team play Batting Fielding Bowler Defending Hitting |
| Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | <ul style="list-style-type: none"> • I can combine travelling, jumping, balancing and rolling to create a sequence • I can demonstrate accuracy and technique in a range of athletic activities • I can combine running and jumping | Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • I can describe how to refine, improve and modify my own and other people's performances | |
| Take part in outdoor and adventurous activity challenges both individually and within a team | <ul style="list-style-type: none"> • I can follow a map in unknown location • I can change my route, using new information, to overcome a problem • I can read keys and symbols on an OS map and utilise points of interest when route planning | |

| Year 6 curriculum objectives (KS2) | Objectives/sticky Knowledge | Vocabulary progression |
|---|--|--|
| Use running, jumping, throwing and catching in isolation and in combination | <ul style="list-style-type: none"> • I can control and receive an object on the move • I can send an object with increased accuracy whilst moving to a target or a team mate • I can demonstrate accuracy and technique in a range of throwing and jumping activities | |
| Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | <ul style="list-style-type: none"> • I can gain possession during an activity • I can select, combine and apply a number of skills in a game situation to support my team's advantage • I can find appropriate place to field in a variety of game situations | Keeping possession Passing Dribbling Shooting Support Marking Attackers/defenders Marking Team play Batting Fielding Bowler Defending Hitting |
| Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | <ul style="list-style-type: none"> • I can demonstrate stamina • I can demonstrate accuracy and technique in a range of athletic activities • I can combine traveling, jumping, balancing and rolling to create a complex sequence • I show controlled take-off and landing when jumping | Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight |

PE Vocabulary

| | | Performance/evaluation |
|---|---|---|
| Perform dances using a range of movement patterns | <ul style="list-style-type: none"> • I can link together actions confidently using a variety of compositional devices • I can isolate multiple parts of the body with clarity, alignment and strength • I can demonstrate a range of emotional responses • I can confidently implement my own ideas with a group, as well as supporting my peers • I can respond to stimuli demonstrating imaginative movement phrases | Technique Pattern Rhythm Variation Unison Canon Action Reaction Style |
| Take part in outdoor and adventurous activity challenges both individually and within a team | <ul style="list-style-type: none"> • I can plan detailed routes • I can find the quickest path whilst recording data | |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • I can reflect on my own and my teams performance and device tactics to improve | |