



Progression of Physical Education in St Pius X 2021-2022

Updated: November 2021

Curriculum Intent of P.E. in St. Pius X

At the heart of P.E, we recognise that children should have opportunities to flourish and find their own God given talents. At St Pius X, we aim to achieve this through the provision of a variety of physical education opportunities. Through the PE passport curriculum, we aim to allow children to transfer their knowledge and skills within physical education to a range of contexts both in and outside of school P.E. In line with the National Curriculum, we aim to allow children to develop themselves, physically and mentally, by exploring a range of sports, movements and activities. We promote a love of fitness and well-being through a range of in and out of school tournaments and after school clubs, as well as lessons covered throughout a range of engaging topics, which allow children to develop competence to excel in a broad range of physical activities.

End of Key Year Group Expectations

**Statutory framework for the Early Years Foundation Stage:
Setting the standards for learning, development and care
for children from birth to five (in place from September
2021)**

Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Key Stage 1 National Curriculum Expectations

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

Key Stage 2 National Curriculum Expectations

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.
- Explore and use mechanisms in their products

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught 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.

Physical Education Learning Strands



Within athletics, children are subject to indoor and outdoor athletics. They are taught how to improve and analyse their own performance as well as competing against others.



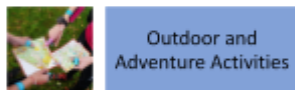
Within dance, children are taught to move to different cues. Lessons are tailored as closely as possible to topic lessons which provides a cross-curricular element to this topic.



Within gymnastics, children are taught the importance of: balance, agility, co-ordination, mirroring and sequencing movements individually and as part of a team.



Within invasion games, children are taught to not only play but to also officiate games such as football and basketball. Children are taught the skills, rules and knowledge to be able to do this.



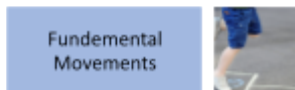
Within outdoor and adventurous activities, children are taught how to effectively communicate and work as a team to solve and overcome challenges, share decisions and overcome fear and anxiety.



Within swimming, pupils are taught the fundamentals of swimming which include swimming 25 metres with a variety of strokes as well as safe self-rescue.



Within fine motor skills, children are taught coordination to help them within all aspects of their lives from pencil grip to basic balance.



Within fundamental movements, children are taught the basic principles of movement including: running, jumping, throwing, catching, skipping and hopping.

Teaching Strand - Athletics



	<u>Year Group</u>	<u>Skills: I can</u>	<u>Knowledge: I know</u>	<u>Coverage</u>
Athletics	Reception	I can throw a variety of pieces of equipment well. I can throw for distance. I can throw with good technique.	I know how to grip a frisbee. I know that I need to throw from a side-on position. I know how to draw my body back by lifting my front leg to generate more power.	Summer 2
	Year 1	I can help a peer improve their performance with good feedback. I can demonstrate a variety of athletic techniques competently.	I know how to demonstrate the School Games values. I know how to share equipment and take turns.	Summer 2
	Year 2	I can help a peer improve their performance with good feedback. I can demonstrate a variety of athletic techniques competently.	I know how to demonstrate the School Games values. I know how to share equipment and take turns.	Summer 2
	Year 3	I can replicate the techniques for running, jumping and throwing events in competitive situations I can challenge myself to beat previous performances	I know I can improve on personal bests I know how to measure my own and others' performances	Summer 2
	Year 4	I can replicate the techniques for running, jumping and throwing events in competitive situations I can challenge myself to beat previous performances	I know I can improve on personal bests I know how to measure my own and others' performances	Summer 2
	Year 5	I can transfer a relay baton efficiently as part of a team	I know to position myself to receive a baton	Summer 2

	Year 6	I can transfer a relay baton efficiently as part of a team	I know to position myself to receive a baton	Summer 2
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Teaching Strand - Dance

Dance	<u>Year Group</u>	<u>Skills: I can</u>	<u>Knowledge: I know</u>	<u>Coverage</u>
	Nursery	I can remember and perform a basic sequence of movement when led by a teacher. I can identify what good looks like	I know how to be aware of people's feelings when giving and receiving simple feedback. I know control is important when performing.	Spring 2
	Reception	I can remember and perform a basic sequence of movement when led by a teacher. I can identify what good looks like	I know how to be aware of people's feelings when giving and receiving simple feedback. I know control is important when performing.	Spring 2
	Year 1	I can remember and perform a simple sequence of movement. I can identify what good looks like and give feedback to help my partner improve.	I know how to use simple technical language to give constructive and useful feedback.	Spring 2
	Year 2	I can remember and perform a simple sequence of movement. I can identify what good looks like and give feedback to help my partner improve.	I know how to use simple technical language to give constructive and useful feedback.	Spring 2
	Year 3	I can evaluate the work of others using accurate technical language	I know how to recognise good timing, execution and performance skills	Spring 2
	Year 4	I can evaluate the work of others using technical language	I know how to recognise good timing, execution and performance skills.	Spring 2
	Year 5	I can evaluate the work of others using technical language.	I know how to recognise good timing, execution and performance skills.	Spring 2
Year 6	I can evaluate the work of others using technical language.	I know how to recognise good timing, execution and performance skills.	Spring 2	

Teaching Strand - Gymnastics



Gymnastics	<u>Year Group</u>	<u>Skills: I can</u>	<u>Knowledge: I know</u>	<u>Coverage</u>
	Nursery	I can travel in different ways with my weight on my hands. I can start and finish my work in interesting ways. I can link movements together.	I know how to keep my head up when travelling with weight on my hands. I know how to help put apparatus out and away.	Spring 1
	Reception	I can execute a variety of jumps and leaps with control. I can include jumps and leaps in sequence work on the floor and apparatus.	I know how to start my work with an interesting shape and finish it also with style. I know how to carry equipment safely.	Spring 1
	Year 1	I can use different pathways within a sequence. I can mount and dismount apparatus using different pathways.	I know how to mount and dismount apparatus imaginatively and safely. I know that my sequence work needs to flow from one move to the next.	Spring 1
	Year 2	I can perform a variety of moves on floor and apparatus using different pathways. I can make my sequences flow.	I know good ways of transitioning from one move to the next. I know how to make my performances aesthetically pleasing.	Spring 1
	Year 4	I can work in a pair I can create a sequence of front and back supports which involve working under and over	I know the School Games values	Spring 1
	Year 5	I can work over and under on the floor and apparatus I can perform with good technique and seamless transitions	I know how to perform to an audience	Spring 1
	Year 6	I can mirror asymmetrical body shapes within a group I can time my moves within a group sequence	I know how to perform in front of an audience	Spring 1

Teaching Strand – Invasion Games/Games



	<u>Year Group</u>	<u>Skills: I can</u>	<u>Knowledge: I know</u>	<u>Coverage</u>
Target Games (EYFS)	Nursery	I can roll with some accuracy with both hands	I know why it is important to be able to roll well with both hands	Summer 2
	Reception	I can roll with some accuracy with both hands	I know why it is important to be able to roll well with both hands	Summer 2
Invasion Games Skills	Year 1	I can dribble a ball with my feet with good control I can stop a ball on the run by trapping it	I know how to use 'big toe, little toe' to dribble keeping the ball close to me I know how to trap a ball by moving in line with it and putting my foot on it.	Autumn 2
	Year 2	I can compete with some special awareness in team games I can pass and move decisively	I know how to think ahead when not in possession. I know how to work hard in attack and defence for the good of the team.	Autumn 2
Target Games	Nursery	I can roll with some accuracy with both hands.	I know why it is important to be able to roll well with both hands.	Summer 2
	Reception	I can roll with some accuracy with both hands.	I know why it is important to be able to roll well with both hands.	Summer 2
	Year 1	I can throw overarm on, 'one bounce' to a friend I can receive a ball consistently well after one bounce	I know why we sometimes throw to a friend to receive after one bounce	Spring 1

	Year 2	I can aim with accuracy at a target so it hits on the second bounce I can throw flatter and with more force	I know when I might want to throw a ball to arrive, 'on the second bounce'.	Autumn 2
Striking and Field Games	Year 1	I can bowl either under or overarm with some accuracy I can wicket keep effectively I can apply a range of skills	I know the importance of staying in my crease I know how to adopt a wicketkeeping stance I know how to demonstrate The School Games values	Autumn 1
	Year 2	I can play a game applying the skills I have learned I can demonstrate The School Games values	I know why outfielders walk in with the bowler whilst close fielders stand still I know the importance of good communication between batters and fielders.	Autumn 1
Net and Wall Games Skills	Year 1	I can throw with accuracy and power I can keep my eye on the ball at all times	I know not to turn my back on the ball I know how to throw for accuracy and power	Summer 2
	Year 2	I can strike a backhand from my own feed. I can play a game against an opponent using a variety of shots I can move fluently around the court	I know how to play a game of short tennis against an opponent I know to try and get back to the centre of the court after each shot	Spring 2
Basketball	Year 1	I can dribble a ball with one hand I can dribble and move around without losing control	I know to use my fingers to push the ball when dribbling I know to allow the ball to rise to waist height before pushing it back down	Autumn 2
	Year 3	I can dribble, pass and shoot the basketball using correct the correct technique to play in a game	I know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game	Autumn 1

	Year 4	I can dribble, pass and shoot the basketball using correct the correct technique to play in a game	I know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game	Autumn 1
	Year 5	I can dribble, pass and shoot the basketball using correct the correct technique to play in a game	I know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game	Spring 1
	Year 6	I can dribble, pass and shoot the basketball using correct the correct technique to play in a game	I know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game	Spring 1
Football	Year 3	I can show the skills and knowledge you have developed in a competitive environment. I can get into sideways positions when receiving the ball.	I know the importance as a defender of getting into a sideways position where they can see the football and their opponent. I know how to always be planning ahead when out of possession	Autumn 1
	Year 4	I can show the skills and knowledge you have developed in a competitive environment. I can get into sideways positions when receiving the ball.	I know the importance as a defender of getting into a sideways position where they can see the football and their opponent. I know how to always be planning ahead when out of possession	Autumn 1
	Year 5	I can cooperate, communicate and collaborate with others to achieve shared goals. Officiate if given the chance. I can play competitive games and control my emotions	I know the rules of the game and to demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.	Autumn 1

	Year 6	<p>I can cooperate, communicate and collaborate with others to achieve shared goals. Officiate if given the chance.</p> <p>I can play competitive games and control my emotions</p>	<p>I know the rules of the game</p> <p>I know to demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.</p>	Autumn 1
Hockey	Year 3	<p>I can compete in a hockey tournament</p> <p>I can work effectively as part of a team</p>	<p>I know how to plan before each game</p> <p>I know the school games values</p>	Spring 2
	Year 4	<p>I can compete in a hockey tournament</p> <p>I can work effectively as part of a team</p>	<p>I know how to plan before each game</p> <p>I know the school games values</p>	Spring 2
	Year 5	<p>I can respect the rules of the game and decisions of my peers</p> <p>I can adapt tactics in a game if they are not working</p>	<p>I know the rules of hockey and how to officiate a game</p> <p>I know how to demonstrate the school games' values</p>	Spring 2
	Year 6	<p>I can respect the rules of the game and decisions of my peers</p> <p>I can adapt tactics in a game if they are not working</p>	<p>I know the rules of hockey and how to officiate a game</p> <p>I know how to demonstrate the school games' values</p>	Spring 2
Dodgeball	Year 3	<p>I can make good decisions at crucial times of games</p> <p>I can compete with passion, self-belief, respect, honesty, determination and teamwork.</p>	<p>I know that tactics need to be decided on as a team</p>	Summer 2

	Year 4	I can make good decisions at crucial times of games I can compete with passion, self-belief, respect, honesty, determination and teamwork.	I know that tactics need to be decided on as a team	Summer 2
	Year 5	I can choose the right moment to attack and defend. I can compete against others effectively.	I know what my own strengths are and where I can improve. I know who to target on the opposition and what tactics might be best deployed.	Summer 2
	Year 6	I can choose the right moment to attack and defend. I can compete against others effectively.	I know what my own strengths are and where I can improve. I know who to target on the opposition and what tactics might be best deployed.	Summer 2
	Year 3	I can use tactics against an opponent.	I know my own and my opponent's strengths and weaknesses	Summer 1
	Year 4	I can use tactics against an opponent.	I know my own and my opponent's strengths and weaknesses	Summer 1
	Year 5	I can use some tactics against an opponent I can play a competitive game using a range of ground strokes	I know the rules of tennis I know how to score	Summer 1
	Year 6	I can use some tactics against an opponent I can play a competitive game using a range of ground strokes	I know the rules of tennis I know how to score	Summer 1

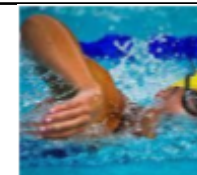
Tag Rugby	Year 3	I can apply a range of skills effectively in a game. I can play to the rules	I know the offside rule I know how to restart a game after a try	Autumn 2
	Year 4	I can apply a range of skills effectively in a game. I can play to the rules	I know the offside rule I know how to restart a game after a try	Autumn 2
	Year 5	I can apply skills effectively I can develop game standing and compete in a game of tag rugby	I know when advantage isn't played. I know that we operate as a team with a full back I know that we get the ball to the centre of the pitch near our opponents line we stretch their defence	Autumn 2
	Year 6	I can apply skills effectively I can develop game standing and compete in a game of tag rugby	I know when advantage isn't played. I know that we operate as a team with a full back I know that we get the ball to the centre of the pitch near our opponents line we stretch their defence	Autumn 2

Teaching Strand - Outdoor and Adventurous Activities



	Year Group	Skills: I can	Knowledge: I know	Coverage
	Year 3	I can identify where a number of controls are situated around the school grounds via photographic clues. I can take photographs of interesting places around the school site	I know how to use an iPad to take photographs I know how to take turns and use equipment safely	Spring 1
	Year 4	I can identify where a number of controls are situated around the school grounds via photographic clues.	I know how to use an iPad to take photographs	Spring 1

OAA		I can take photographs of interesting places around the school site	I know how to take turns and use equipment safely	
	Year 5	I can identify the location of a number of controls which relate to specific letters of the alphabet. I can communicate positively with the other members of my team	I know how to motivate other members of my team. How to use a map	Spring 1
	Year 6	I can identify the location of a number of controls which relate to specific letters of the alphabet. I can communicate positively with the other members of my team	I know how to motivate other members of my team. How to use a map	Spring 1

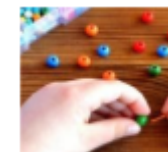


Teaching Strand – Swimming

	Year Group	Skills: I can	Knowledge: I know	Coverage
Swimming	Year 3	I can use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke). I can swim competently, confidently, and proficiently for at least 25 meters.	I know a choice of stroke to move fluently and safely through the water. Adaptation of various strokes to move through the water with precise hand and feet movements. I can use of an appropriate stroke from start to finish to show competence and proficiency through the water for 25 meters or more with a continuous swim. I know the dangers of water and how to act responsibly.	Autumn 2
	Year 4	Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke). Swim competently, confidently, and proficiently for at least 25 meters. Perform self-rescue in different water-based situations	Choice of stroke to move fluently and safely through the water. Adaptation of various strokes to move through the water with precise hand and feet movements. Use of an appropriate stroke from start to finish to show competence and proficiency through the water for 25 meters or more with a continuous swim. Know the dangers of water and how to act responsibly. Use of self-rescue skills to adapt to situations such as falling in or getting into difficulty in water. Importance of water space.	Spring 1
	Year 6	Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke).	Choice of stroke to move fluently and safely through the water. Adaptation of various strokes to move through the water with precise hand and feet movements.	Autumn 2

	Swim competently, confidently, and proficiently for at least 25 meters.	Use of an appropriate stroke from start to finish to show competence and proficiency through the water for 25 meters or more with a continuous swim.	
	Perform self-rescue in different water-based situations	Know the dangers of water and how to act responsibly. Use of self-rescue skills to adapt to situations such as falling in or getting into difficulty in water. Importance of water space.	

Teaching Strand – Fine Motor Skills



	<u>Year Group</u>	<u>Skills: I can</u>	<u>Knowledge: I know</u>	<u>Coverage</u>
Stability	Nursery	I can dodge I can use space safely	I know how to shift my weight quickly from one foot to the other to dodge well. To try and dodge whilst on the move.	Autumn 1
	Reception	I can evade others I can travel with awareness of others.	I know how to evade being caught. I know how to share space safely.	Autumn 1
Fine Motor Skills	Nursery	I can be excited about, and confident in my jobs I can build carefully using small objects	I know some effects of activity on my body	Spring 1
	Reception	I can be excited about, and confident in my jobs Pick up, carry and thread with control I can run skilfully I can negotiate space successfully	I know what a good space to stand in is I know some effects of activity on my body I know how to share equipment and make turns	Spring 1

Teaching Strand -Fundamental Movements



	<u>Year Group</u>	<u>Skills: I can</u>	<u>Knowledge: I know</u>	<u>Coverage</u>
Fundamental Movement Skills	Year 1	I can thread objects I can play games fairly	I know how to work carefully and that rushing can lead to mistakes. I know some effects of exercise on my body.	Spring 1
	Year 2	I can punt a ball I can strike a ball accurately and with power with my laces.	I know that a punt is a kick from my hands I know that when kicking from the ground, I need to get my standing foot adjacent to the ball.	Spring 1
Locomotion	Nursery	I can gallop I can manipulate objects whilst galloping Gallop confidently with either leg as the lead leg	I know how to gallop I know how to play fairly and accept decisions in games	Spring 1
	Reception	I can skip with more consistency with a rope I can jump in a variety of ways	I know that there are a variety of skipping techniques	Spring 1
Health Related Fitness	Year 3	I can refine my techniques I can improve on previous personal bests	I know why it is important to cool down and stretch after vigorous exercise	Summer 1

	Year 4	<p>I can refine my techniques</p> <p>I can improve on previous personal bests</p>	<p>I know why it is important to cool down and stretch after vigorous exercise</p>	Summer 1
	Year 5	<p>I can communicate and negotiate with others to agree what we are going to do as a group</p> <p>I can work as part of a group to set up a circuit of exercises</p>	<p>I know that exercises will develop core strength</p> <p>I know how to set up a circuit of exercises</p>	Summer 1
	Year 6	<p>I can communicate and negotiate with others to agree what we are going to do as a group</p> <p>I can work as part of a group to set up a circuit of exercises</p>	<p>I know what exercises will develop core strength</p> <p>I know how to set up a circuit of exercises</p>	Summer 1