

P.E. Curriculum – Progression Map

St Cuthbert's Catholic First School

Reception	Year 1	Year 2	Year 3	Year 4	Termly Focus	
Managing self / Building relationships						
<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing Work and play cooperatively and take turns with others. 	Acquiring and Developing Skills					
	Evaluating and Improving					
	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?	Taught throughout each area of the PE curriculum	
	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 describe what other people did?	Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved?	Can they explain how their work is similar and different from that of others? Can they use their comparison to improve their work?	Taught throughout each area of the PE curriculum	
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?	Taught throughout each area of the PE curriculum		
Physical Development						
Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing	Dance					
<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 	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?	Gymnastics & Dance Autumn Term 2 (NUFC coach) More Than dance company Summer term (whole school)	
	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 in different ways? Can they kick in different ways?	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 in different ways? Can they kick in different ways?	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? 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?	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 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?	(NUFC coaches) Cricket Autumn Term 1 Football Spring term 1 Rugby Spring term 2 Tennis Summer term 1	
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?	Gymnastics & Dance Autumn Term 2 (NUFC coach)		

<ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility. 	Athletics				
			Can they run at fast, medium and slow speeds, changing speed and direction? 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?	Can they run over a long distance? Can they sprint over a short distance? Can they throw in different ways? Can they hit a target? Can they jump in different ways?	Athletics Summer Term 2 (NUFC coach)
	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?	Taught through Geography curriculum
	Swimming Year 1- Year 4				
	<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 				Weekly swimming throughout the year