



St. John The Evangelist RCP School

P.E. Progression - Teacher (Intent)

SEND – Ambition and Access in Physical Education

Ambition – What are we aiming for children with SEND to achieve in this subject?	Access – What amendments are made in the teaching of PE in order to help children with SEND achieve?
<p>We are ambitious in what our SEND children can achieve.</p> <p>We want children with SEND to take ownership of their own learning.</p> <p>We want our children with SEND (especially those with physical barriers to their learning) to develop resilience and self-esteem.</p> <p>All children regardless of ability will be given the opportunity to represent the school at extra-curricular competitions and festivals.</p> <p>Providing the correct support for children with SEND to help them develop skills needed to have a positive relationship with PE.</p>	<ul style="list-style-type: none"> • Revisit and revise previous learning at the start of every lesson. • Model and scaffold by adults teaching the lesson and children participating. • Mixed ability grouping – to enable all to take an active part. • Variety of different sized balls/resources to support children with gross motor skills. • Take part in SEND specific Bolton LA sports activities to enable children to compete with similar abilities and enjoy success. • Link/Staff CPD with our Sports Coach provider. • Adaptations as necessary for those with physical difficulties but not SEND.



St. John The Evangelist RCP School
EYFS PE Progression (Intent)

	AUTUMN 1		SPRING	SUMMER	
Topic	Me and Myself		Dance	Fitness	Fun and Games
Intended Vocabulary	Uniform Changing Quick/speed Lesson Listen Instruction Body parts Direction Awareness Heart rate		Teamwork Music Count Together Counting Create Ideas Dance Imporession Mirror character	Jumping Weaving Speed Balance Healthy Exercise Landing Co-ordination Teamwork Strength Safe space instructions	Look Watch Sight Hear Listen Run Direction Head up Together Counting breathing
Aims	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 				
Statutory framework for the early years foundation stage 2023	Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.				
Intended Declarative Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Show some understanding towards the effects of activity on their body • Respond to ideas showing understanding, asking appropriate questions of others 	<p>Children can :</p> <ul style="list-style-type: none"> • understand the concept of playing characters and taking on different roles and perform characters to music 	<p>Children can:</p> <ul style="list-style-type: none"> • Understand the benefits of regular exercise 	<p>Children can :</p> <ul style="list-style-type: none"> • show understnding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. • Aware of the boundaries set nd the behavioural expectations in the 	

				setting and can respond to simple instructions
Intended Procedural Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Dress themselves with support if necessary • Move freely and with pleasure and confidence in a range of skilful ways • Engages in conversation with others • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles • Able to link sounds to letters, naming and sounding the letters of the alphabet 	<p>Children can :</p> <ul style="list-style-type: none"> • explore different movements – keeping good balance and co-ordination • Show different emotions, impressions and expressions depending on the stimuli • Listen to the music and move in time to it • Work well with a partner, copying and mirroring movements • Work well with others 	<p>Children can :</p> <ul style="list-style-type: none"> • Improve speed, agility, balance, co-ordination, strength and physical fitness • Develop the jumping technique safely • Work well as a team to improve performance <p>Solve challenge whilst on the move</p> <ul style="list-style-type: none"> • Demonstrate the correct jumping and landing techniques • Work individually and co-operatively to perform a range of balances • Apply learnt skills throughout the unit in a range of activities 	<p>Children can :</p> <ul style="list-style-type: none"> • Run skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles • Begin to accept the needs of others and can take turns and share, sometimes with the support of others. • Move freely and with pleasure and confidence in a range of skilful ways.(Fun and Games) • Show understanding when counting objects to 10 and begin to count beyond 10



St. John The Evangelist RCP School
Year 1 PE Progression (Intent)

	AUTUMN	SPRING		SUMMER	
Topic	Netball	Dance	Dodgeball	Athletics	Rounders
Prior Declarative Knowledge	Children can : <ul style="list-style-type: none"> • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.(Throwing and Catching) 	Children can : <ul style="list-style-type: none"> • Understand the concept of playing characters and taking on different roles and perform in character to music 	Children can : <ul style="list-style-type: none"> • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.(Throwing and Catching) 	Children can : <ul style="list-style-type: none"> • Show understanding of the need for safety when tackling new challenges and considers and manages some risks. (Movement Development) 	Children can : <ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share, sometimes with the support of others. (Working with Others)
Prior Procedural Knowledge	Children can : <ul style="list-style-type: none"> • Show increased control when catching a ball. (Throwing and Catching) • Show increasing control over an object, pushing, passing, throwing, catching, or kicking it. (Throwing and Catching) • Move freely and with pleasure and confidence in a range of skilful ways. (Fun and Games) 	Children can : <ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms (Dance) • Negotiate space confidently, using appropriate strategies (Dance) • Use their bodies to respond to stories, topic and music (Dance) 	<ul style="list-style-type: none"> • Show increased control when catching a ball. (Throwing and Catching) • Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.(Throwing and Catching) • Moves freely and with pleasure and confidence in a range of skilful ways.(Fun and Games) 	Children can : <ul style="list-style-type: none"> • Travel with confidence and skill in a range of movements when using equipment (Movement Development) • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. (Movement Development) • Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. (Throwing and Catching) 	Children can : <ul style="list-style-type: none"> • Can play in a group (Working with Others). • Keeps play going by responding to what others are saying or doing (Working with Others). • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles (Movement Development)
Intended Vocabulary	Aim Aiming	Actions Beat	Accuracy Aim	Coordination Movement	Aim Catch

	Ball Control Bounce Close Control Copy Explore Gather Ready Roll Score Send Shoot Skills Watch	Character Copy Count Create Dance Direction Imagination Move Performance Position	Ball Control Bounce Control Hands ready Heart React Roll Rolling Rules Scoring Smash Success Target Teamwork	Aim Throw Landing Teamwork Measure Target Balance Improve Measure jump	Coordination Direction Experiment Movement Roll Rolling Rules Safety Score Send Space Target Throw Underarm
Aims	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 				
Statutory Requirements (NC)	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: <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 				
Intended Declarative Knowledge	Children can : <ul style="list-style-type: none"> • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you. • Describe what it feels like to breath quickly during exercise. 	Children can : <ul style="list-style-type: none"> • Describe what it feels like to breathe quickly during exercise. • Describe what they have done or seen others doing. • Understand why being active and playing games is good for you. 	Children can : <ul style="list-style-type: none"> • Understand and describe changes to their heart rate when playing a game. • Talk about and develop movement skills needed in games. • Understand the importance of rules and 	Children can : <ul style="list-style-type: none"> • Recognise successful and unsuccessful techniques. • Show understanding of the correct running technique. 	Children can : <ul style="list-style-type: none"> • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • Understand why being active and playing games is good for you. • Describe what you have done, or seen others doing.

	<ul style="list-style-type: none"> • Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. • Identify what skills you need to practice. • Can describe what you have done or seen others do. • Recognise space in games and use it to your advantage. • Understand why being active and playing games is good for you. • Understand how to play in a safe way. • Describe why running and playing games is good for you. • Watch, copy and describe others play. • Understand who the attackers and who the defenders are. • Decide when to pass and when to run. 		follow instructions to complete a task		<ul style="list-style-type: none"> • Describe what it is like to breath quickly during exercise.
Intended Procedural Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. • Demonstrate a basic underarm throwing action with control and accuracy. • Show control of a ball with basic actions. 	<p>Children can :</p> <ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli. • Move confidently and safely in your own and general space, using changes of speed, level and direction. • Perform movement phrases using a range of different body actions and body parts – with control and 	<p>Children can :</p> <ul style="list-style-type: none"> • Show control of a ball with basic actions. • Develop and practise ball handling skills. • Move the ball in different ways, practising throwing using overarm and underarm techniques. • Roll a ball with some accuracy. • Recognise what is successful. 	<p>Children can :</p> <ul style="list-style-type: none"> • Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw 	<p>Children can :</p> <ul style="list-style-type: none"> • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Understand and follow simple rules for games and compete in

	<ul style="list-style-type: none"> • Send/ pass a ball and successfully catch/stop a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. • Move fluently, changing direction and speed easily and avoiding collisions. • Show control of the ball with basic actions – including sending a ball/equipment to a target. • Can shoot successfully at a goal or target. • Play in a safe way. • Move to defend a goal. • Throw and catch a ball to themselves and others. • Play simple games understanding the rules of the game. 	<p>accuracy.</p> <ul style="list-style-type: none"> • Create linked movements, combining different ways of travelling, with beginnings, middles and ends. 	<ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident. • Explore different ways of moving, with and without a ball, developing movement and coordination. • Show increasing control when pushing, patting, throwing, and catching a ball. • Send objects towards a target with increasing accuracy. 	<p>technique, aiming towards a target showing increased control.</p> <ul style="list-style-type: none"> • Show a basic level of control, coordination and consistency when running. • Explore and practice a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout. 	<p>physical activities both against self and against others.</p> <ul style="list-style-type: none"> • Apply skills and tactics in simple games, including recognizing space and using it to your advantage
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St. John The Evangelist RCP School
Year 2 PE Progression (Intent)

	AUTUMN	SPRING 1		SUMMER	
Topic	Netball	Dance	Dodgeball	Athletics	Rounders
Prior Declarative Knowledge	<p>Children can :</p> <ul style="list-style-type: none">• Understand the concept of moving to get in line with the ball to receive it.• Describe why being active and playing games is good for you.• Describe what it feels like to breath quickly during exercise.• Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent.• Identify what skills you need to practice.• Can describe what you have done or seen others do.• Recognise space in games and use it to your advantage.• Understand why being active and playing games is good for you.• Understand how to play in a safe way.• Describe why running and playing games is good for you.• Watch, copy and describe others play.• Understand who the attackers and who the defenders are.	<p>Children can :</p> <ul style="list-style-type: none">• Describe what it feels like to breathe quickly during exercise.• Describe what they have done or seen others doing.• Understand why being active and playing games is good for you.	<p>Children can :</p> <ul style="list-style-type: none">• Understand and describe changes to their heart rate when playing a game.• Talk about and develop movement skills needed in games.• Understand the importance of rules and follow instructions to complete a task	<p>Children can :</p> <ul style="list-style-type: none">• Recognise successful and unsuccessful techniques.• Show understanding of the correct running technique.	<p>Children can :</p> <ul style="list-style-type: none">• Apply skills and tactics in simple games, including recognizing space and using it to your advantage.• Understand why being active and playing games is good for you.• Describe what you have done, or seen others doing.• Describe what it is like to breath quickly during exercise.

	<ul style="list-style-type: none"> • Decide when to pass and when to run. 				
Prior Procedural Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. • Demonstrate a basic underarm throwing action with control and accuracy. • Show control of a ball with basic actions. • Send/ pass a ball and successfully catch/stop a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. • Move fluently, changing direction and speed easily and avoiding collisions. • Show control of the ball with basic actions – including sending a ball/equipment to a target. • Can shoot successfully at a goal or target. • Play in a safe way. • Move to defend a goal. • Throw and catch a ball to themselves and others. 	<p>Children can :</p> <ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli. • Move confidently and safely in your own and general space, using changes of speed, level and direction. • Perform movement phrases using a range of different body actions and body parts – with control and accuracy. • Create linked movements, combining different ways of travelling, with beginnings, middles and ends. 	<p>Children can :</p> <ul style="list-style-type: none"> • Show control of a ball with basic actions. • Develop and practise ball handling skills. • Move the ball in different ways, practising throwing using overarm and underarm techniques. • Roll a ball with some accuracy. • Recognise what is successful. • Develop fundamental movement skills, becoming increasingly confident. • Explore different ways of moving, with and without a ball, developing movement and coordination. • Show increasing control when pushing, patting, throwing, and catching a ball. • Send objects towards a target with increasing accuracy. 	<p>Children can :</p> <ul style="list-style-type: none"> • Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practice a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout. 	<p>Children can :</p> <ul style="list-style-type: none"> • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage

	<ul style="list-style-type: none"> • Play simple games understanding the rules of the game. 				
Intended Vocabulary	Ball Control Watch Balance Throw Catch Aim Accuracy Explore Pass Roll Team Ready Teamwork Get in line Space Score	Actions Beat Smart Character Levels Performance Movement Neat Count Practise Expression Improve Create Imagination Unison	Dodge Throw Catch Bounce Speed Teamwork React Pass Hands Ready Roll Reaction time Control Aiming Target Underarm	Challenge Running Landing Aim Coordination Movement Balance Teamwork Relay Improve Target Speed	Balance Skill Control Direction Competition Fielding Catch Throw Fielder Space Backstop Technique Batting Shot selection Cooperate Score Aiming Bowler Run Teamwork
Aims	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities lead healthy, active lives. 				
Statutory Requirements (NC)	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: <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.				

<p>Intended Declarative Knowledge</p>	<p>Children can :</p> <ul style="list-style-type: none"> • React to situations to make it difficult for opponents – using simple tactics. • Understand and describe changes to your heart rate when playing a game. • Recognise what is successful. • Use actions and ideas you have seen to improve your own skills. • Understand and describe changes to your heart rate when playing a game. • Choose and use simple tactics to suit different situations and apply these in small sided games. • Begin to understand some rules of the game. • Begin to understand the importance of preparing safely and carefully for exercise – warming up. • Understand and follow the rules of the game. • Watch and describe a performance accurately. • Copy actions and ideas and use the information to improve their skills. • Begin to understand and develop correct technique of passing the ball. • Develop understanding of invasion games and participate in small games. 	<p>Children can :</p> <ul style="list-style-type: none"> • Describe phrases and expressive qualities. • Begin to understand the importance of warming up. • Watch and describe a performance accurately and recognise what is successful. 	<p>Children can :</p> <ul style="list-style-type: none"> • Begin to understand the importance of preparing safely for exercise – warming up. • Describe what you have done, or seen others doing. 	<p>Children can :</p> <ul style="list-style-type: none"> • Understand the variety of correct running techniques. • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Begin to evaluate and improve own performance 	<p>Children can :</p> <ul style="list-style-type: none"> • React to situations in ways that make it difficult for opponents. • Understand simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful.
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	<ul style="list-style-type: none"> • Use simple tactics in game situations. 				
Intended Procedural Knowledge	<p>Children can: Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique).</p> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Participate in team games. • Pass a ball with control. • Show control when moving, changing speed and direction, both with and without a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control. • Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). • Know and show how to defend between ball and target. • Decide when and where to run, showing good awareness of surroundings. • Pass a ball with control and increasing accuracy and consistency. 	<p>Children can:</p> <ul style="list-style-type: none"> • Perform a range of actions and simple movement patterns with control and coordination. • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Work individually and with others 	<p>Children can :</p> <ul style="list-style-type: none"> • Develop movement skills relevant to games i.e. dodging. • Develop catching and striking skills. • Pass/send a ball, with increasing control, at different speeds – fast/slow. • Engage in competitive physical games, employing simple tactics. • Develop problem solving and decision-making strategies. • Explore different ways of moving, changing speed and direction fluently. 	<p>Children can :</p> <ul style="list-style-type: none"> • Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique. 	<p>Children can :</p> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow.

	<ul style="list-style-type: none">• Move fluently, changing direction and speed – with and without a ball.• Choose and use simple tactics to suit different situations in small sided games.• React to situations in ways that make it difficult for opponents.• Develop control and accuracy when throwing and catching a ball.• Successfully beat a defender.				
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St. John The Evangelist RCP School
Year 3 PE Progression (Intent)

	AUTUMN	SPRING 1		SUMMER 2	
Topic	Netball	Dance	OAA	Athletics	Rounders
Prior Declarative Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • React to situations to make it difficult for opponents – using simple tactics. • Understand and describe changes to your heart rate when playing a game. • Recognise what is successful. • Use actions and ideas you have seen to improve your own skills. • Understand and describe changes to your heart rate when playing a game. • Choose and use simple tactics to suit different situations and apply these in small sided games. • Begin to understand some rules of the game. • Begin to understand the importance of preparing safely and carefully for exercise – warming up. • Understand and follow the rules of the game. • Watch and describe a performance accurately. • Copy actions and ideas and use the information to improve their skills. • Begin to understand and develop correct technique of passing the ball. • Develop understanding of invasion games and participate in small games. • Use simple tactics in game situations. 	<p>Children can :</p> <ul style="list-style-type: none"> • Describe phrases and expressive qualities. • Begin to understand the importance of warming up. • Watch and describe a performance accurately and recognise what is successful. 	<p>Children can :</p> <ul style="list-style-type: none"> • Begin to problem solve with others. • Understand what a compass is used for and be able to use the direction points <i>(Through Maths and Geography lessons)</i> 	<p>Children can :</p> <ul style="list-style-type: none"> • Understand the variety of correct running techniques. • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Begin to evaluate and improve own performance 	<p>Children can :</p> <ul style="list-style-type: none"> • React to situations in ways that make it difficult for opponents. • Understand simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful.
Prior Procedural Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, 	<p>Children can:</p> <ul style="list-style-type: none"> • Perform a range of actions and simple movement patterns 	<p>Children can:</p> <ul style="list-style-type: none"> • Be able to use some basic features on a map to select 	<p>Children can :</p> <ul style="list-style-type: none"> • Explore and practice a variety of athletic movements and apply 	<p>Children can :</p> <ul style="list-style-type: none"> • Show good awareness of others when playing games.

	<p>low (mastering basic throwing technique).</p> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Participate in team games. • Pass a ball with control. • Show control when moving, changing speed and direction, both with and without a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control. • Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). • Know and show how to defend between ball and target. • Decide when and where to run, showing good awareness of surroundings. • Pass a ball with control and increasing accuracy and consistency. • Move fluently, changing direction and speed – with and without a ball. • Choose and use simple tactics to suit different situations in small sided games. • React to situations in ways that make it difficult for opponents. • Develop control and accuracy when throwing and catching a ball. • Successfully beat a defender. 	<p>with control and coordination.</p> <ul style="list-style-type: none"> • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Work individually and with others 	<p>and plan a route. (Geography)</p> <ul style="list-style-type: none"> • Work well in big groups, sharing, taking turns, and cooperating with others. 	<p>athletic skills and techniques to a variety of activities.</p> <ul style="list-style-type: none"> • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique. 	<ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow.
Intended Vocabulary	Explore Control	Audience Canon	Teamwork Map Skills	Develop Experiment	Throwing Fielding

	Speed Direction Pass Chest Pass Bounce Pass Technique Aim Passing Teamwork Shoot Score Accuracy Power Breathing	Choreography Level Fluency Performance Phrase Position Control Tutting Emotions Expressions Rhythm Unison Count	Picture Orienteering Control Plotting Indoor Mapping Communication Problem Solving	Distance Combination Balance Co-ordination Movement Distance Pull Target Technique Accelerate	Catching Power Get in line Communication Accuracy Technique Batting Score Aiming Space Targets Long Barrier
Aims	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 				
Statutory Requirements (NC)	Key stage 2 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: <ul style="list-style-type: none"> • 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. 				
Intended Declarative Knowledge	Children can: <ul style="list-style-type: none"> • Employ simple tactics in game situations. • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising. 	Children can: <ul style="list-style-type: none"> • Describe and evaluate the effectiveness and quality of a dance. • Collaborate with others. 	Children can : <ul style="list-style-type: none"> • Participate in competitive orienteering events, following instructions of the game • Recognise that activities need 	Children can : <ul style="list-style-type: none"> • Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance. 	Children can : <ul style="list-style-type: none"> • Identify what you need to practice to improve your performance. • Understand the link between heart rate and breathing when exercising.

	<ul style="list-style-type: none"> • Recognise good performance and be able to identify what you need to practice to improve your own performance. • Recognise players who play well in games and give reasons why. • Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. • Learn how to recognise your own success. • Describe how your body feels when exercising. • Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. • Identify what you do best and what you find most difficult and recognise this in others performance. • Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple invasion games with an understanding of the basic rules. • follow the rules of the game. 		<p>thinking through and planning.</p> <ul style="list-style-type: none"> • Evaluate your performance and recognise what went well and what could be improved. 	<ul style="list-style-type: none"> • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. 	<ul style="list-style-type: none"> • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Employ simple tactics in games. • Devise suitable warm up activities for upcoming activities.
<p>Intended Procedural Knowledge</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Move with a ball keeping it under close control. • Keep possession of a ball as part of a team. • Receive a ball successfully. • Take up spaces/positions that make it difficult for opponents. 	<p>Children can:</p> <ul style="list-style-type: none"> • Explore and create narratives in response to a stimulus. • Show control, accuracy and fluency of movement when 	<p>Children can :</p> <ul style="list-style-type: none"> • Participate in team games, working cooperatively, solving problems with others. • Communicate 	<p>Children can :</p> <ul style="list-style-type: none"> • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. 	<p>Children can :</p> <ul style="list-style-type: none"> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.

	<ul style="list-style-type: none"> • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Develop control and technique both in movements and manipulation. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). • Pass and receive the ball with control. • Select passes that keep possession. • Move to support teammates once you have passed the ball and explain how to keep possession. 	<p>performing actions with a partner.</p> <ul style="list-style-type: none"> • Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. • Communicate what you want through your dances and perform with control. • Combine actions and maintain the quality of performance when performing at the same time as a partner 	<p>effectively with other people and discuss plans to achieve success.</p> <ul style="list-style-type: none"> • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination. 	<ul style="list-style-type: none"> • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others. 	<ul style="list-style-type: none"> • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Hit a ball with correct technique. • Intercept and stop the ball consistently. • Employ simple tactics, particularly when fielding to make it harder for the batter. • Work well as part of a team, particularly when fielding to make it harder for the batter.
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**St. John The Evangelist RCP School
Year 4 PE Progression (Intent)**

	AUTUMN	SPRING 1		SUMMER 2	
Topic	Netball	Dance	OAA	Swimming	Rounders
Prior Declarative Knowledge	Children can: <ul style="list-style-type: none"> • Employ simple tactics in game situations. • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising. • Recognise good performance and be able to identify what you need to practice to improve your own performance. • Recognise players who play well in games and give reasons why. • Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. • Learn how to recognise your own success. • Describe how your body feels when exercising. • Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. • Identify what you do best and what you find most difficult and recognise this in others performance. 	Children can: <ul style="list-style-type: none"> • Describe and evaluate the effectiveness and quality of a dance. • Collaborate with others. 	Children can : <ul style="list-style-type: none"> • Participate in competitive orienteering events, following instructions of the game • Recognise that activities need thinking through and planning. • Evaluate your performance and recognise what went well and what could be improved. 	<ul style="list-style-type: none"> • Learn how to recognise your own success. • Describe how your body feels when exercising. • Identify what you do best and what you find difficult. 	Children can : <ul style="list-style-type: none"> • Identify what you need to practice to improve your performance. • Understand the link between heart rate and breathing when exercising. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Employ simple tactics in games. • Devise suitable warm up activities for upcoming activities.

	<ul style="list-style-type: none"> • Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple invasion games with an understanding of the basic rules. • follow the rules of the game. 				
Prior Procedural Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Move with a ball keeping it under close control. • Keep possession of a ball as part of a team. • Receive a ball successfully. • Take up spaces/positions that make it difficult for opponents. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Develop control and technique both in movements and manipulation. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). • Pass and receive the ball with control. • Select passes that keep possession. 	<p>Children can:</p> <ul style="list-style-type: none"> • Explore and create narratives in response to a stimulus. • Show control, accuracy and fluency of movement when performing actions with a partner. • Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. • Communicate what you want through your dances and perform with control. • Combine actions and maintain the quality of performance when performing at the same time as a partner 	<p>Children can :</p> <ul style="list-style-type: none"> • Participate in team games, working cooperatively, solving problems with others. • Communicate effectively with other people and discuss plans to achieve success. • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination. 		<p>Children can :</p> <ul style="list-style-type: none"> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Hit a ball with correct technique. • Intercept and stop the ball consistently. • Employ simple tactics, particularly when fielding to make it harder for the batter. • Work well as part of a team, particularly when fielding to make it harder for the batter.

	<ul style="list-style-type: none"> • Move to support teammates once you have passed the ball and explain how to keep possession. 				
Intended Vocabulary	Space Control Speed Direction Passing Pass Chest Pass Bounce Pass Mark Teamwork Aim Accuracy Possession Shoot Power Score Accuracy Power Rules Technique	Performance Phrase Control Emotions Timing Expressions Rehearse Rhythm Unison Canon Choreography Fluency Health & Fitness Pose Routine	Teamwork Map Skills Indoor mapping Picture Orienteering Control Plotting Communication Problem Solving	Breaststroke Freestyle Front Crawl Backstroke Tread water Surface Dive Efficient	Throwing Fielding Catching Power Get in line Communication Accuracy Technique Batting Score Aiming Space Targets Long Barrier
Aims	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 				
Statutory Requirements (NC)	Key stage 2 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: <ul style="list-style-type: none"> • 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 				

	<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				
Intended Declarative Knowledge	Children can: <ul style="list-style-type: none"> Explain and apply basic attacking and defending principles. Identify what you need to practice to improve your performance. Employ and explain simple tactics in game situations. Learn to recognise your own success. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. Know, keep, and follow the rules of the game. Develop the understanding of the importance of speed and stamina when playing invasion games. Explain simple tactics in game situations. Recognise what you do well and what you find difficult. Devise suitable warm up activities for the upcoming activity. Identify and describe the skills needed to improve your game. 	Children can: <ul style="list-style-type: none"> Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance. Understand the link between heart rate and breathing when exercising. 	Children can: <ul style="list-style-type: none"> Have knowledge of safety rules and procedures for taking part in orienteering event. Work as a team to plan and decide what approach to use to meet the challenges. Explain how you could improve your performance 	Children can : <ul style="list-style-type: none"> Describe how to perform a range of different strokes Describe and evaluate the effectiveness and quality of different strokes Describe when it is appropriate to use each stroke Explain how to escape from water Explain how to tread water 	Children can : <ul style="list-style-type: none"> Explain the tactics you have used in games. Communicate, collaborate, and compete with others, following the rules of the game. Choose fielding skills which make it difficult for your opponent. Recognise what you do well and what you find difficult and explain good performances.
Intended Procedural Knowledge	Children can: <ul style="list-style-type: none"> Pass in different ways e.g. high, low, fast, slow. Find and use space in game situations and work well as part of a team. Explain simple tactics in game situations. Move the ball keeping it under control whilst changing direction. 	Children can: <ul style="list-style-type: none"> Explore and create characters and narratives in response to a range of stimuli. Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. 	Children can: <ul style="list-style-type: none"> Develop a basic understanding of map reading/making and apply these skills and techniques in games. Work cooperatively and successfully as part of a team, improving communication skills. 	Children can : <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 	Children can : <ul style="list-style-type: none"> Show control, coordination and consistency when throwing and catching a ball. Hit a ball with increasing control from a tee and progress to without a tee.

	<ul style="list-style-type: none"> • Apply basic attacking and defending principles such as finding and using space in game situations. • Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Collaborate with others and use tactics to keep possession. • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. Progress to successfully scoring. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot. • Move in different directions learning to move away from your opponent and keep control of the ball when running. • Learn how to pass, catching successfully and improving skills whilst on the move. 	<ul style="list-style-type: none"> • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team. 	<ul style="list-style-type: none"> • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination. 	<ul style="list-style-type: none"> • Perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> • Take up spaces/positions that make it difficult for the opposition. • Hit a ball with increasing control, accurately towards a target. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose fielding skills which make it difficult for your opponent.
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	<ul style="list-style-type: none">• Develop physical characteristics needed for the game, e.g. speed, fitness, agility.				
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St. John The Evangelist RCP School
Year 5 PE Progression (Intent)

	AUTUMN	SPRING 1		SUMMER 2	
Topic	Netball	Dance	OAA	Athletics	Rounders
Prior Declarative Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Explain and apply basic attacking and defending principles. • Identify what you need to practice to improve your performance. • Employ and explain simple tactics in game situations. • Learn to recognise your own success. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Know, keep, and follow the rules of the game. • Develop the understanding of the importance of speed and stamina when playing invasion games. • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Devise suitable warm up activities for the upcoming activity. • Identify and describe the skills needed to improve your game. 	<p>Children can:</p> <ul style="list-style-type: none"> • Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance. • Understand the link between heart rate and breathing when exercising. 	<p>Children can:</p> <ul style="list-style-type: none"> • Have knowledge of safety rules and procedures for taking part in orienteering event. • Work as a team to plan and decide what approach to use to meet the challenges. • Explain how you could improve your performance 	<p>Children can :</p> <ul style="list-style-type: none"> • Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance. • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. 	<p>Children can :</p> <ul style="list-style-type: none"> • Explain the tactics you have used in games. • Communicate, collaborate, and compete with others, following the rules of the game. • Choose fielding skills which make it difficult for your opponent. • Recognise what you do well and what you find difficult and explain good performances.
Prior Procedural Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. 	<p>Children can:</p> <ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli. • Perform dances 	<p>Children can:</p> <ul style="list-style-type: none"> • Develop a basic understanding of map reading/making and apply these skills and techniques in games. 	<p>Children can :</p> <ul style="list-style-type: none"> • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and 	<p>Children can :</p> <ul style="list-style-type: none"> • Show control, coordination and consistency when throwing and catching a ball.

<ul style="list-style-type: none"> • Explain simple tactics in game situations. • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. • Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Collaborate with others and use tactics to keep possession. • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. Progress to successfully scoring. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot. • Move in different directions learning to move away from your opponent and keep control of the ball when running. 	<p>using a range of movement patterns – accurately, fluently, consistently and with control.</p> <ul style="list-style-type: none"> • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team. 	<ul style="list-style-type: none"> • Work cooperatively and successfully as part of a team, improving communication skills. • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination. 	<p>consistency when running, throwing, and jumping.</p> <ul style="list-style-type: none"> • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others. 	<ul style="list-style-type: none"> • Hit a ball with increasing control from a tee and progress to without a tee. • Take up spaces/positions that make it difficult for the opposition. • Hit a ball with increasing control, accurately towards a target. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose fielding skills which make it difficult for your opponent.
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	<ul style="list-style-type: none"> • Learn how to pass, catching successfully and improving skills whilst on the move. • Develop physical characteristics needed for the game, e.g. speed, fitness, agility. 				
Intended Vocabulary	Attack/Defend Heart rate Direction Chest Pass Rules Power Bounce Pass Technique Mark/track/cover Feedback Teamwork Shoot	Emotions Expressions Rehearse Unison Canon Choreography Fluency Tutting Routine Together Tutting Question & Answer	Teamwork Map Skills Indoor mapping Picture Orienteering Control Plotting Communication Problem Solving	Pace Personal Best Push / Pull Discus Record Timer Run up Olympics	Stumped Tournament Tactics Stance Infield Outfield Run Evaluate Feedback Technique Gap Tactics
Aims	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 				
Statutory Requirements (NC)	Key stage 2 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: <ul style="list-style-type: none"> • 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. 				
Intended Declarative Knowledge	Children can: <ul style="list-style-type: none"> • Explain how your body reacts and feels when taking part in different activities and undertaking different 	Children can: <ul style="list-style-type: none"> • Identify which aspects were performed consistently, accurately, 	Children can: <ul style="list-style-type: none"> • Understand relevant techniques to navigate 	Children can: <ul style="list-style-type: none"> • Understand the pace judgement when running over an increased distance, 	Children can: <ul style="list-style-type: none"> • Watch and evaluate the success of games and good performance.

	<p>roles.</p> <ul style="list-style-type: none"> • Explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle. • Learn how to evaluate and recognise success. • Choose different formations to suit the needs of the game. • Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. • Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. • Suggest ideas for warming up and explain your choices. • Understand how the muscles work – work by getting shorter, relax by getting longer. • Understand the importance of being physically fit. • Know the difference between attacking and defending skills. • Know how to mark and defend your goal. • Identify strengths and weaknesses of your own and other performances and explain your reasoning. 	<p>fluently, and clearly and be able to provide feedback.</p> <ul style="list-style-type: none"> • Work effectively as part of a team. • Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles 	<p>to and from control points.</p> <ul style="list-style-type: none"> • Identify what they have done well and adapt plans for future challenges. 	<p>choosing the appropriate speed to meet the demand of the task. (Y4/5)</p> <ul style="list-style-type: none"> • Learn how to evaluate and recognise their own success.(Y4) • Devise suitable warm-up activities for the upcoming activities (Y4) that follow basic principle e.g. raise body temperature, mobilise joints and muscles.(Y5) • Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise. (Y4) • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. (Y5) • Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles. (Y5) 	<ul style="list-style-type: none"> • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). • Explain why a performance is good.
<p>Intended Procedural Knowledge</p>	<p>Children can: Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed.</p>	<p>Children can: • Continue to develop a broader range of skills and movement</p>	<p>Children can: • To orientate themselves and map correctly keeping track</p>	<p>Children can: • Combine basic jump actions to form a jump</p>	<p>Children can: • Show good awareness of others in game situations.</p>

	<ul style="list-style-type: none"> • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Develop technique of important skills – such as passing. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball. • Use simple tactics in games to achieve success as a team. • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills. • Increase accuracy and control when passing and catching whilst moving at speed. • Participate in competitive games, following the rules and playing fair. 	<p>patterns, exploring and practicing movement ideas inspired by a stimulus.</p> <ul style="list-style-type: none"> • Use basic compositional principles when creating dances – combining movements fluently and effectively. • Perform a range of movements accurately with a sense of rhythm. • Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. 	<p>of their position with increasing accuracy.</p> <ul style="list-style-type: none"> • Work within a team trusting and valuing each other. • Develop communication skills and use these skills to achieve success. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members. 	<p>combination, using a controlled jumping technique.(Y4)</p> <ul style="list-style-type: none"> • Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. (Y5) • Perform a throwing technique with control, coordination, and consistency (Y4) • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.(Y5) • Perform competitively with others. (Y4) • Communicate, collaborate, and compete with others. Working effectively as part of a team.(Y5) 	<ul style="list-style-type: none"> • Adapt games and activities making sure everyone has a role to play. • Develop control and technique whilst performing skills at speed. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, communicating well with others. • Begin to bowl at different speeds.
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	<ul style="list-style-type: none">• Continue to improve different ways to pass – fast, slow, high, low.				
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St. John The Evangelist RCP School
Year 6 PE Progression (Intent)

	AUTUMN	SPRING 1		SUMMER 2	
Topic	Netball	Dance	OAA	Athletics	Rounders
Prior Declarative Knowledge	Children can: <ul style="list-style-type: none"> • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle. • Learn how to evaluate and recognise success. • Choose different formations to suit the needs of the game. • Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. • Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. • Suggest ideas for warming up and explain your choices. • Understand how the muscles work – work by getting shorter, relax by getting longer. • Understand the importance of being physically fit. • Know the difference between attacking and defending skills. • Know how to mark and defend your goal. 	Children can: <ul style="list-style-type: none"> • Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. • Work effectively as part of a team. • Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles 	Children can: <ul style="list-style-type: none"> • Understand relevant techniques to navigate to and from control points. • Identify what they have done well and adapt plans for future challenges. 	Children can: <ul style="list-style-type: none"> • Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. (Y4/5) • Learn how to evaluate and recognise their own success.(Y4) • Devise suitable warm-up activities for the upcoming activities (Y4) that follow basic principle e.g. raise body temperature, mobilise joints and muscles.(Y5) • Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise. (Y4) • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. (Y5) • Explain how their body reacts and feels when taking part in different 	Children can: <ul style="list-style-type: none"> • Watch and evaluate the success of games and good performance. • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). • Explain why a performance is good.

	<ul style="list-style-type: none"> • Identify strengths and weaknesses of your own and other performances and explain your reasoning. 			activities and undertaking different roles and understanding how this affects the muscles. (Y5)	
Prior Procedural Knowledge	<p>Children can: Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed.</p> <ul style="list-style-type: none"> • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Develop technique of important skills – such as passing. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball. • Use simple tactics in games to achieve success as a team. 	<p>Children can:</p> <ul style="list-style-type: none"> • Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. • Use basic compositional principles when creating dances – combining movements fluently and effectively. • Perform a range of movements accurately with a sense of rhythm. • Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. 	<p>Children can:</p> <ul style="list-style-type: none"> • To orientate themselves and map correctly keeping track of their position with increasing accuracy. • Work within a team trusting and valuing each other. • Develop communication skills and use these skills to achieve success. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members. 	<p>Children can:</p> <ul style="list-style-type: none"> • Combine basic jump actions to form a jump combination, using a controlled jumping technique.(Y4) • Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. (Y5) • Perform a throwing technique with control, coordination, and consistency (Y4) • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.(Y5) • Perform competitively with others. (Y4) • Communicate, collaborate, and compete with others. Working effectively as part of a team.(Y5) 	<p>Children can:</p> <ul style="list-style-type: none"> • Show good awareness of others in game situations. • Adapt games and activities making sure everyone has a role to play. • Develop control and technique whilst performing skills at speed. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, communicating well with others. • Begin to bowl at different speeds.

	<ul style="list-style-type: none"> • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills. • Increase accuracy and control when passing and catching whilst moving at speed. • Participate in competitive games, following the rules and playing fair. • Continue to improve different ways to pass – fast, slow, high, low. 				
Intended Vocabulary	Position Evaluate Direction Heart rate Power Accuracy Muscles Technique Decision making Opponent Teamwork Shoot	Imaginative Emotive Expressive Rehearse Choreography Pace Question & Answer Confidence Experiment Formation Intensity	Teamwork Map Skills Indoor mapping Picture Orienteering Control Plotting Communication Problem Solving	Evaluate Feedback Power Cooperate Fling Olympics Run Up Compare	Umpire Tournament Tactics Stance Infield Outfield Run Evaluate Feedback Technique Gap
Aims	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 				
Statutory Requirements (NC)	Key stage 2 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: <ul style="list-style-type: none"> • 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 				

	<ul style="list-style-type: none"> • 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 <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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<p>Intended Declarative Knowledge</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. • Understand how to improve in different physical activities and sport. • Understand there are different ways to defend. • Understand there are different ways to attack as a team. • Know how invasion sports helps your fitness and health. • Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. • Know what makes a good warm down (it calms the body, prevents stiffness, settles the mind.) • Identify and evaluate parts of your own game and others, providing feedback. • Understand how physical activity can contribute to a healthy lifestyle. • Understand how muscles work. • Adapt games and activities making sure everyone has a role to play. 	<p>Children can:</p> <ul style="list-style-type: none"> • Share ideas in small groups, working together to create a routine incorporating different elements. • Use imagination to develop dances to music and develop expressive qualities. 	<p>Children can:</p> <ul style="list-style-type: none"> • Understand elements and scaling confidently. • Identify what they have done well and adapt plans for future challenges. • Plan strategies to complete tasks. <p>Choose sensible skills and approaches for the challenge.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Understand appropriate pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Be able to describe the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles. 	<p>Children can :</p> <ul style="list-style-type: none"> • Learn how to evaluate and recognise your own success and areas for improvement. • Develop an understanding of how to improve in different physical activities and sports. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.
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	<ul style="list-style-type: none"> • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Understand how to improve in different physical activities and sport. • To understand the rules of the game and participate in full games. 				
Intended Procedural Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Develop control whilst performing skills at speed. • Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. • Use the defending principles in game situations, including marking, tracking and covering, to gain possession. • Combine and perform skills with control, adapting them to meet the needs of the situation. • Choose and apply a range of tactics and strategies when both attacking and defending. • Use different skills to keep possession of a ball as part of a team. • Change speed and direction to get away from a defender. • Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. 	<p>Children can:</p> <ul style="list-style-type: none"> • Move in a way that reflects the music. • Perform dances in both canon and unison, with clarity and confidence. • Explore and practice movement ideas inspired by a stimulus. • Explore, improvise, and combine movement ideas fluently and effectively. • Perform movements to an audience with rhythm and confidence. 	<p>Children can:</p> <ul style="list-style-type: none"> • Build confidence during team activities. • Takes part in orienteering events, such as picture orienteering and control orienteering, with success. • Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. • Develop map reading and map building skills. • Develop physical fitness and be able to describe its importance in orienteering 	<p>Children can:</p> <ul style="list-style-type: none"> • Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests. 	<p>Children can :</p> <ul style="list-style-type: none"> • Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. • Bowl using an overarm technique, beginning to vary speed and length of delivery. • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. • Use tactics that involve bowlers and fielders working together. • Perform skills with accuracy, confidence, and control. • Participate in competitive games, modified where appropriate. • Retrieve, intercept, and stop a ball when fielding.

	<ul style="list-style-type: none">• Work effectively as a team.• Use a variety of tactics to keep possession of the ball, applying the principles of attacking.• Use the defending principles in game situations, including marking, tracking, and covering, to gain possession.• Incorporate the rules of the game into small sided games such as passing backwards in tag rugby.• To pass and catch the ball whilst running at different speeds.• Keep control of the ball when running and passing, ensuring passing is accurate.• Carefully consider the best way to score and win the game, remembering to find and use space when running.				
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