



St. Joseph's Physical Education Progression Map

"Everyone Together With Jesus"

Here at St. Joseph's, we believe that sport should play an important part in a child's life; it contributes to their lifelong health and wellbeing. As well as our P. E. curriculum; throughout the year children are given the opportunity to attend an after/before school sports club and run a Daily Mile, in order to increase their levels of physical activity. Children also compete against other schools in competitions to increase their understanding, challenge and enjoyment of sport.



'Where there is effort, attitude and desire...nothing is impossible.'

Lionel Messi.

Reception Aims

ELG - 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.

The characteristics taught through games, gymnastics and dance will allow them to become resilient and mentally strong. These skills will be transferred into everyday life. Each skill will be practised and revisited throughout the year, allowing our children to be competent and confident to extend their agility, balance and coordination both individually and with others.

Subject Content

Children will:

- Refine the fundamental movement skills
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop their overall body strength, co-ordination, balance and agility.
- 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.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Key Stage 1 and Key Stage 2 Aims

The National Curriculum for Physical Education aims that all pupils:

- 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.

Subject Content

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Children will - develop fundamental skills, becoming increasingly confident and competent, whilst accessing a broad range of activities to extend their agility, balance and coordination.	Children will - become increasingly confident and competent, whilst accessing a broad range of opportunities to extend their agility, balance and coordination.	Children will - develop an understanding of how to improve in different physical activity tasks and sports, whilst learning how to evaluate and recognise their own success.

Demonstrate KPSSA Values

These values run across all aspects of Physical Education:
Compete with passion, self-belief, honesty, respect, determination and teamwork.

Athletics

Learning Outcomes						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share space and run with head up.	Begin to react quickly.	Anticipate and react quickly.	Use the correct technique to start a sprint.	Use the correct technique to start a sprint.	Change pace and run at different tempos.	Change pace and run at different tempos.
Jump - 1 foot to 2 feet, 2 feet to 2 feet.	Demonstrate agility, balance and co-ordination.	Demonstrate agility, balance and co-ordination.	Hurdle consistently and efficiently.	Develop coordination to improve speed.	Sustain pace over longer distances.	Combine sprinting and hurdling.
Run and jump.	Jump with height over a variety of obstacles.	Jump in a variety of ways - a run with a jump.	Develop the technique and consistency of my jumps. Same foot.	Hurdle consistently and efficiently.	Throw with accuracy and power, even after a run up.	Throw with accuracy and power, even after a run up.
Jump from height and over obstacles.	Begin to improve different styles of jumping - leap, jump and hop.	Develop different styles of jumping.	Throw overarm accurately and with power for distance.	Throw overarm accurately and with power for distance.	Throw with greater force, control, accuracy and efficiency over long distances.	Throw with greater force, control, accuracy and efficiency over long distances.
Throw accurately.	Run and jump for distance.	Competently jump and add a short run up.	Replicate techniques for running, throwing and jumping events.	Perform a range of jumps, showing consistent techniques.	Perform the correct jumping techniques.	Perform the correct jumping techniques.
Cooperate and share with others.	Throw with improving distance and technique.	Throw with good technique.	Run a relay as part of a team.	Accurately replicate techniques for running, throwing and jumping, when competing.	Transfer a relay baton efficiently, as part of a team.	Transfer a relay baton efficiently, as part of a team.
Run efficiently in a lane and dip for the finish.	Begin to demonstrate a variety of athletic techniques competently.	Demonstrate a variety of athletic techniques competently.	Challenge myself to beat previous performances.	Run a relay as part of a team.	Challenge myself.	Challenge myself.
Throw equipment for distance.		Help a peer improve performances.	Replicate techniques in			
Improve throwing, running and jumping techniques.						

			competitive situations.	Challenge myself to beat previous performances.		
--	--	--	-------------------------	---	--	--

Gymnastics

	Learning Outcomes					
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jump in a variety of ways.	Travel and balance in a wide shape.	Demonstrate agility, balance and coordination.	Step gracefully and with control.	Forward roll with good technique and control and as part of a sequence of rolls.	Slide, scramble, push and spin.	Work in group of 4 to create sequence of rolls.
Construct a simple jumping sequence with a partner.	Spin in wide body position.	Perform a twist, then a roll.	Spin 90, 180, 270 & 360 degrees.	Link forwards rolls seamlessly.	Create a sequence with partner.	Perform In unison with others.
Jump showing good technique throughout take-off and landing.	Take body weight and move in tight curled shapes.	Change pathways.	Spin on points and patches.	Roll along equipment.	Perform in canon to a tempo so sequence flows.	Create a sequence; starting/finishing points clearly defined.
Jump through turns with control.	Create a sequence on floor and transfer to apparatus.	Change point of contact in balances and lead into next balance.	Hold balances with control.	Roll backwards and stand; knees don't touch the mat.	Create sequence at different levels and with different dynamics.	Work in group of 6, create sequence with formation and pathways.
Jump as part of a sequence of other movements.	Form a sequence of long shapes whilst in balance, motion and flight.	Twist body in motion, then in balance.	Move out of one balance into another.	Roll backwards with straddle.	Perform balances on patches and in unison, rolls I canon.	Work as a team; create sequence involving flight.
Jump and show a tucked body shape in the air.	Move from narrow shapes to tight curled shapes; form a sequence.	Twist whilst in inversion.	Show graceful ways of getting from floor to ground and vice-versa.	Create a sequence with rolls.	Perform in a group, demonstrate dynamics - change of level, speed and direction.	Create sequence, different levels and dynamics.
Jump as part of a sequence of other movements.	Change direction and level of work.	Perform counter balances against apparatus.	Link high and low moves.	Roll over a partner.	Perform group routine, showing canon and unison.	Spin on a variety of points and patches.
	Variety of above sequences; link	Work in synchronisation with a partner - balances, twists, counter-balance, counter-tension.	Explore a variety of rolls and create sequences.	Mirror a partner's rolls and timings.	Work in different pathways.	Take weight on hands in different ways.
			Travel close to the ground.	Act on feedback.		
				Produce a sequence of rolls		

<p>Change leg positions whilst in the air.</p> <p>Execute a variety of jumps and leaps with control.</p> <p>Include jumps and leaps in sequences, on the floor and apparatus.</p>	<p>moves, partner work.</p>	<p>Mirror moves of a partner.</p> <p>Create a sequence with clear start, controlled twists, spins and turns.</p>	<p>Perform at contrasting levels.</p> <p>Perform a range of gym movements at own level.</p> <p>Begin to link movements seamlessly.</p>	<p>showing elements of unison, canon and mirroring.</p>		<p>Travel on different body parts.</p> <p>Perform group sequence, change direction, level and speed.</p> <p>Create sequences with pathways that cross.</p> <p>Mirror asymmetrical body shapes in a group.</p> <p>Time my moves within a group sequence.</p>
---	-----------------------------	--	--	---	--	---

Dance

Learning Outcomes						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use body to create simple theme related shapes, movements and actions.	Move freely and creatively in space. Use/follow PE words.	Move freely and creatively in space. Use/follow PE words.	Demonstrate agility, coordination, balance and precision.	Develop a motif demonstrating some agility, balance, coordination and precision.	Develop a motif demonstrating agility, balance, coordination and precision.	Develop a motif demonstrating agility, balance, coordination and precision.
Express simple theme related shapes, movements and feelings.	Move with control. Remember and repeat short dances.	Move with control and coordination. Remember and repeat short dances and link actions.	Translate words/ideas into actions. Link actions. Show different levels when travelling.	Change static actions into travelling movements. Show different levels and pathways when travelling.	Change static actions into travelling movements. Show different levels and pathways when travelling.	Creatively change static actions into travelling movements. Use a variety of levels and pathways.
Show good listening skills.	Turn actions from motive to travelling.	Creatively turn actions from motive to travelling.	Communicate effectively with a partner.	Communicate effectively with a partner and listen to others.	Communicate effectively with a partner and listen to others.	Communicate meaning to a partner and listen to others.
Travel safely and creatively in space.	Work well in pairs - cooperate, begin to give feedback.	Work well in pairs - cooperate, give feedback.	Translate images into actions to communicate meaning.	Share and improve ideas.	Communicate effectively in a group.	Use changes in formation, dynamics, canon, unison, direction and level.
Show different levels when travelling.	Show use of level, direction and unison to create and perform.	Show use of level, direction and unison to create and perform.		Translate words from a poem into movements.	Improve ideas.	Effectively use choreography.
Work with a partner.		Understand what makes a good performance.		Evaluate the work of others, beginning to use technical language.	Evaluate the work of others using technical language.	Evaluate - recognise good timing, execution and performance skills.
Look at pictures and create shapes,	Begin to understand what					

movements and actions.
Remember and perform a basic sequence of movement, when led by teacher.

Identify what 'good' looks like.

makes a good performance.

--	--	--	--	--	--	--

Striking and Fielding Games

	Learning Outcomes					
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use both hands whilst fielding.	Catch a ball after one bounce.	Throw a ball under arm at a target.	Stand side-ways on ready to receive.	Send using good throwing techniques.	Stand side-ways on with a high back ready to receive.	Catch consistently under pressure, with soft hands.
Get into line with ball and field it.	Strike a ball off a tee.	Take turns and follow rules.	Bowl a ball overarm with a straight arm.	Receive using good catching techniques.	Bowl a ball overarm with a straight arm, with increasing accuracy.	Perform fielding techniques confidently and consistently.
Stop a ball with two hands, create barrier behind it with feet/body.	Kick a ball using bootlaces.	Kick a ball with both feet.	Take up a wicket stance and take balls bowled.	Develop basic bowling/batting skills.	Take up a wicket stance and take balls bowled.	Bowl confidently and consistently.
Hit ball to leg side.	Stop the ball as a wicket keeper.	Roll with good technique and accuracy with either hand.	Begin to throw accurately and powerfully - overarm/underarm.	Develop throwing skills and communicate with others.	Throw accurately and powerfully - overarm/underarm.	Adjust my feet when batting.
Bowl a ball overarm at target.	Pick up a ball one handed and return underarm.	Punt a ball with both feet.	Hit a ball by driving, and run between wickets.	Field the ball off the ground using a variety of techniques.	Hit a ball by driving and run between wickets.	Show tactical awareness.
Strike a ball off a tee.	Strike a ball to leg from short delivery.	Strike over the height of a punt.	Bat successfully with a partner.	Catch high balls comfortably, backpedal for those overhead.	Bat successfully with a partner.	Strike with accuracy
Pick up a ball with one hand and throw underarm.	I can play as a team.	Strike with a racket/bat at a target, with some force and accuracy.	Begin to stop balls and communicate with fielders.		Begin to stop hard balls and communicate with fielders.	Catch and throw quickly from ground stop.
Chase and retrieve a ball.	Chase a ball and throw it back.		Take part in a competitive game.			Communicate with team.
	Strike a ball of a tee when moving.					

<p>If batting, know when to run and not to.</p> <p>Bowl with some accuracy.</p> <p>Wicket keep.</p> <p>Apply a range of skills.</p>	<p>Play a game and apply skills and rules.</p>	<p>Aim at a target so it hits on second bounce.</p> <p>Throw flatter and with more force.</p>			<p>Take on multiple rolls in a competitive game.</p>	<p>Link skills to perform in a competitive game.</p>
---	--	---	--	--	--	--

Net and Wall Games

	Learning Outcomes					
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Send a ball underarm with some accuracy.	Send a ball with some degree of accuracy.	Send a ball with some degree of accuracy.	Throw overarm powerfully and accurately.	Take ready position and move into good position to take the ball.	Assume the position of readiness.	Receive volleyball using bump and dig technique.
Get into line with a ball whilst fielding.	Receive by moving into the right position.	Receive by moving quickly into the right position.	Keep an eye on the opposition.	Play a game of hand tennis.	Grip racket correctly.	Send ball over net.
Move to receive a ball. Use both hands when fielding.	Strike a ball with one hand whilst it's air born.	Show readiness.	Time when to move.	Try to hit consistent forehand returns.	Serve from forehand/ backhand.	Set a ball.
Bowl a ball at a target.	Strike over a net with hand.	Track flight of ball with eyes.	Catch to bring team mates into the game.	Get into good positions to hit ball.	Serve with accuracy.	Spike a ball.
Strike a ball with one hand and off a tee.	Get in line and under the ball to return.	Strike and volley a ball with some accuracy.	Judge whether to catch/dodge the ball.	Good positions for backhand shots.	Serve over a distance.	Bump, set, spike and block.
Chase and receive a ball.	Keep a rally going.	Strike over a net with hand.	Demonstrate understanding/interpretation of the rules.	Strike with some consistency.	Move quickly into position to return shuttle.	Communicate well to team mates.
Work with others and take turns.	Develop a good grip and stance.	Strike small ball with open palm and attempt a rally.	Accept decisions and adapt to rules quickly.	Volley a ball forehand/backhand.	Demonstrate split-step.	Move around court to receive a ball.
Show some readiness and apply a range of skills.	Begin to dig a ball.	Begin to strike more consistently - forehand.	Attack defensively and defend skilfully.	Serve from baseline into opponent's court.	Learn the smash and drop shot.	Play a tip shot.
	Keep an eye on the ball.	Attempt to return ball after on bounce.	Work with others to agree tactics.	Begin to use tactics.	Compete in class tournament.	Apply skills to a game.
	Begin to throw with accuracy and power.	Strike backhanded.				

Invasion Games

	Learning Outcomes					
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Get into 'good' ready position to receive bounce passes.	Throw overarm, bounce and catch.	Throw overarm and catch after one bounce.	Dodge and be aware of others.	Lead warm-up activities.	Demonstrate skill and close control; pass and move into space.	Control a basketball using both hands under pressure.
Pass ball from chest using a bounce pass.	Throw and catch a ball consistently and in control.	Throw and catch a ball consistently and in control.	Move to a good position to pass/throw with control.	Play with some fluency and accuracy, using a range of throwing and catching techniques.	Combine skills to retain possession.	Adopt sideways positions to receive/pass the ball.
Change direction.	Move an opponent around the court, when playing against them.	Move an opponent around the court, when playing against them.	Shield a ball from an opponent.	Get into a good position to receive/pass a ball.	Dribble at different tempo.	Use different techniques to pass, receive, control, dribble and shoot.
Move safely in a limited space.	Track an opponent and intercept a pass.	Track an opponent and intercept a pass.	Turning different ways whilst in possession.	Identify successful shooting techniques.	Overlap and underlap.	Defend 1 on 1. Track an opponent.
Bounce a ball and track it with eyes.	Dodge to beat an opponent and close the space down that attackers work in.	Dodge to beat an opponent and close the space down that attackers work in.	Pass/dribble with increasing control.	Shield a ball from an opponent. Attempt to intercept	Keep the ball moving when running at an opponent.	Make diagonal runs to confuse defenders. Be mobile.
Keep head up and travel when bouncing a ball.	Retain possession of a ball.	Retain possession of a ball.	Force an opponent onto their weaker side.	Turning different ways whilst in possession.	Communicate, cooperate and collaborate well with teams mates.	Play effectively as part of a team.
Bounce/dribble/trap a ball with feet.	Compete with special awareness in team games. Pass and move decisively.	Compete with special	Close down space.	Find ways to attack/ defend successfully.	Defend by slowing attackers down and not overcommitting.	Suggest ideas to improve.
Push pass and receive a ball.			Communicate with others.	Communicate and make sure others		
Dribble a ball with feet with good control.			Know and use rules fairly.			
Stop a ball on run by trapping it.						

		<p>awareness in team games. Pass and move decisively.</p>		<p>are in the right place.</p>	<p>Combine skills to create a goal scoring opportunity.</p>	<p>Pop pass and pocket pass. Pass accurately.</p> <p>Tag safely.</p> <p>Know what does/doesn't constitutes a try.</p> <p>Send/receive a ball under pressure.</p> <p>Pass well to left, right and backwards.</p> <p>Dummy a pass, miss out players in a line.</p> <p>Take a tap penalty.</p> <p>Attack and organise positions.</p> <p>Apply skills effectively.</p>
--	--	---	--	--------------------------------	---	--

Swimming and Water Safety

	Learning Outcomes					
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Children will be taught to:</p> <ul style="list-style-type: none">Initially (Y3) understand water confidence skills and safety.Swim competently, confidently and proficiently over varying distance, up to and including 25m.Use a range of strokes effectively eg. front-crawl, backstroke and breaststroke.Understand water safety and symbols around the pool and on beaches.Perform safe self-rescue in different water-based situations.			

Outdoor Adventurous Activity (OAA)

	Learning Outcomes					
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>Residential to Colomendy and on site OAA.</p> <p>Work as part of a team, showing enthusiasm, determination and resilience.</p> <p>Use non-verbal communication to solve problems.</p> <p>Work with a partner to navigate successfully across/around/through obstacles.</p> <p>Give clear instructions.</p> <p>Stay focussed.</p> <p>Think creatively to solve problems.</p> <p>Work positively, quickly and effectively on own and with others.</p>