St. Laurence C.E. Primary School

PE - Progression

2022-23

	Autumn 2022	Spring 2023	Summer 2023
	Autumn	Spring	Summer
Nursery & Reception	**Physical Development:** *'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.'* **Forest School**: to develop fine and gross motor skills through woodland craft and tree climbing. To co-ordinate their bodies and to move over uneven surfaces. **Main school adventure playground/nursery adventure playground & tyres:** to develop gross motor skills, core strength, stability, balance, spatial awareness, co-ordination and agility. **Games**: developing listening skills and following instructions through games. To negotiate space successfully in racing and chasing games with others. To be able to adjust speed or direction to avoid obstacles. **Dance**: to begin to understand and explore dance movements using ribbon sticks to develop shoulder strength. To move freely with pleasure in a range of ways; slithering, shuffling, rolling, crawling, walking, running, jumping, sliding and hopping. **Ball skills**: to throw, catch, roll and kick and stop a large ball. To show increasing control of an object when pushing, patting, throwing, catching and kicking. **Gymnastics: floor work** – to be able to rise to our feet without using hands. To be able to stand on one foot. **apparatus** – to be able to climb confidently and begin to pull themselves up on equipment and be able to jump off an object and land appropriately. To mount steps or climbing equipment using alternate feet. To be able to travel with confidence and skill around, under and over balancing and climbing equipment. **Athletics:** to develop basic movements of running and jumping in preparation for sports day. To be able to follow instructions to complete sports day events competently. To be able to adjust speed or direction to avoid obstacles and to be able to run safely and stay within their lines when racing on the track. To get changed independently.		

Year 1	**Multi-skills:** to develop balance and co-ordination when moving round or over an obstacle and when jumping in different ways. To master basic movements and apply these in range of activities. **Dance:** to perform a dance using simple movement patterns. The dance will be based on careful hand movements and controlled spins, with children using a range of actions. **Gymnastics: floor work** – to develop agility, balance and co-ordination and introduce fundamental movement skills such as travel **Gymnastics: apparatus** – to safely use apparatus appropriate for the age. To explore the safe use of climbing equipment and experiment with a variety of different landings when using apparatus.	**Ball skills:** to explore throwing and catching balls of a range of different sizes. **Gymnastics: floor work** – to develop agility, balance and co-ordination and introduce fundamental movement skills such as travel **Gymnastics: apparatus** – to safely use apparatus appropriate for the age. To explore the safe use of climbing equipment and experiment with a variety of different landings when using apparatus.	**Invasion Games & Ball skills:** throwing and catching, rolling a ball and stopping a ball. To experience and engage in modified competitive games against self and others (football, netball, tag rugby etc). **Athletics:** to begin to engage in competition against self and others when running, jumping and throwing in preparation for sports day. To experience a range of track and field events.
Year 2	**Gymnastics**: floor work – to master basic agility, balance and co-ordination and fundamental movement skills such as travel **Gymnastics: apparatus** – to be aware of their own safety when challenging themselves when using the climbing equipment and apparatus. To select appropriate landings when using apparatus which will conclude a sequence that they have created. **Invasion Games & Ball skills:** throwing and catching, rolling a ball and trapping a ball. To introduce and develop tactics for attacking and defending in a range of situations (football, netball, tag rugby etc).	**Dance:** to use their understanding of basic dance skills to select appropriate ones in order to perform a dance. Pupils can select simple movement patterns change and vary their actions. **Ball skills:** To throw and catch balls from a range of different distances. To explore catching balls at different heights and to the side of the body.	**Athletics:** to master basic movements of running, jumping and throwing in preparation for sports day. To become increasingly competent and confident in competitive situations. To experience a range of track and field events. **Invasion Games & Ball skills:** throwing and catching, rolling a ball and trapping a ball. To introduce and develop tactics for attacking and defending in a range of situations (football, netball, tag rugby etc).
Year 3	**Swimming:** to begin to use a range of strokes. **Invasion Games:** to develop basic skills linked to invasion games – throwing and catching. To play modified games (football, netball, tag rugby). **Gymnastics:** to introduce core components of gym through creating basic sequences using travel, shapes and actions. To complete basic self-evaluation. To safely use age-appropriate apparatus.	**Swimming:** to begin to use a range of strokes. **Dance:** to learn a basic range of dance movements. To perform dances using a basic range of movement patterns with support.	**Swimming:** to begin to use a range of strokes. **Athletics:** to develop running, jumping and throwing in isolation. To develop control and balance in track and field events. To understand how to improve athletic performance. **Net & Wall:** to be introduced to basic skills for net and wall games. e.g. mini tennis. To play modified games. **Striking & Fielding:** to introduce basic skills in isolation. Eg throwing, catching, batting, fielding (cricket and rounders).
Year 4	**Swimming:** to use a range of strokes effectively. To swim confidently over a short distance. **Invasion Games:** to master basic skills linked to invasion games. To play competitive modified games. To apply basic principles of attacking and defending (football, netball, tag rugby).	**Swimming:** to use a range of strokes effectively. To swim confidently over a short distance. To be able to swim competently and proficiently over 25 metres. **Dance:** to apply a range of dance movements. To perform dances using a range of movement patterns whilst communicating and collaborating with each other.	**Swimming:** to use a range of strokes effectively. To swim confidently over a short distance. To be able to swim competently and proficiently over 25 metres. **Athletics:** to refine running, jumping and throwing in isolation. To develop strength, control and balance in track and field events. To compare athletic performances with previous performance. **Net & Wall:** To develop skills for tennis and to play competitively.

	Gymnastics: to develop core components of gym through creating basic sequences using travel, jumps and actions. E.g. handstands, cartwheels etc. To complete basic self and peer evaluation. To develop the use of individual skills on apparatus.		**Striking & Fielding:** to develop basic skills in isolation and combination. Eg throwing and catching, batting and fielding. To play competitive modified games (cricket and rounders).
Year 5	**Invasion Games:** to apply skills linked to invasion games. To play competitive games. To apply basic principles of attacking and defending. To learn how to recognise their own success (football, netball, tag rugby, hockey). The opportunity to play other schools in a competitive fixture. **Gymnastics:** to apply core components of gym and learn how to use them in different ways including springboards, vaults and large mats. To compare performances with previous ones and identify strengths and areas for development. To collaborate with others to use apparatus effectively.	**Dance:** Dancefest project with Janene Wyatt (Hereford College of Arts) to apply a range of dance movements and learn how to use them in different ways. To perform and evaluate dances that uses a range of movement patterns. To choreograph a dance, with guidance, to perform to an audience. **Outdoor and adventurous activity: Pioneer Centre**	**Athletics:** to combine running, jumping and throwing. To develop strength, technique, control and balance in track and field events. To compare athletic performances and demonstrate improvements to achieve personal best. **Net & Wall:** to continue to develop skills for net and wall games. E.g badminton. To enjoy playing competitive games applying the basic principles of attacking and defending **Striking & Fielding:** to incorporate basic skills into a competitive game and develop basic principles for attacking and defending. To play competitive games (cricket and rounders).
Year 6	**Invasion games:** to master a range skills linked to invasion games. To enjoy playing competitively in a range of games. To apply principles of attacking and defending in a variety of games. To enjoy competing and learn how to recognise their own success in a range of sports (football, netball, tag rugby, hockey). The opportunity to play other schools in a competitive fixture. **Gymnastics:** to apply and develop a broad range of skills and learn how to use them in different ways including floor work and equipment. To compare performances with previous ones and identify strengths and areas for development. Then demonstrate improvement. To combine individual and group work over a arrange of apparatus.	**Dance:** Dancefest project with Janene Wyatt (Hereford College of Arts) to apply a large range of dance movements and learn how to use them in different ways by linking them to make actions and sequences of movements. To perform and evaluate dances that uses a large range of movement patterns. To choreograph a dance to perform to an audience.	**Athletics: t**o master running, jumping and throwing in isolation and combination. To master strength, technique, control and balance in track and field events. To compare athletic performances and demonstrate improvements to achieve personal best. To enjoy competing and learn how to recognise their own success. **Net & Wall:** to master skills for net and wall games. e.g tennis or badminton. To enjoy playing competitive games applying the principles of attacking and defending. To recognise their own success. **Striking & Fielding:** to master skills associated with striking and fielding. To use knowledge of attacking and defending to develop tactics to play competitive games (cricket and rounders).
After School	Tag rugby – Y5&6 Netball – Y5&6 Football – Y3&4 Cross Country - KS2	Tag rugby – Y3&4 Netball – Y3&4 Football – Y5&6 Cross Country - KS2	Rounders Cricket (before school) Tennis

Mr O'Reilly PPA/ CPD