

St John's Community Primary School – PE Curriculum Progression

A list of objectives that an 'average' child for that year group should achieve. We believe there is no age-specific ceiling for a child's achievements, so to differentiate, look at year groups above or below.

Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
REAL PE AREAS OF STUDY	<p>Physical Development Gross Motor Skills ELG 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.</p>	<p>National Curriculum Pupils should be taught to: 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</p>		<p>National Curriculum. Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination Take part in outdoor and adventurous activity challenges both individually and within a team 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 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
Applying Physical Skills	I can move confidently in different ways	I can perform a single skill or movement with basic control and coordination. I can perform a small range of skills and link two movements together.	I can perform a range of skills with some control and coordination consistently. I can perform a sequence of movements with some changes in level, direction or speed.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.
Personal	I enjoy working on simple tasks with help.	I can follow instructions, practise safely and work on simple tasks by myself.	I try several times, if at first I don't succeed and I ask for help when appropriate.	I know where I am with my learning and I have begun to challenge myself.	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.	I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets	I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.
Social	I can play with others and take turns and share with help.	I can work sensibly with others, taking turns and sharing.	I can help praise and encourage others in their learning.	I show patience and support others, listening to them about our work. I am happy to show and tell them about my ideas	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.	I can involve others and motivate those around me to perform better. I seek advice from a variety of sources to help me improve.
Cognitive	I can follow simple instructions.	I can understand and follow simple rules. I can name some things I am good at.	I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and I can explain why someone is working or performing well.	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	I can understand success criteria to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.	I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop strategies to outwit opponents	I can review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different game situations as they develop.
Creative	I can observe and copy others.	I can explore and describe different movements	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expressions.	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun and challenging.	I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics, so they are different from or in contrast to others.	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
Knowledge and Understanding of Fitness and Health	I am aware of the changes to the way I feel when I exercise	I am aware of why exercise is important for good health	I can use equipment appropriately and move and land safely. I can describe how my	I can describe my body changes before and after exercise. I can explain why we need to warm up and cool down.	I can describe basic fitness components and explain how often and how long I should exercise to be healthy. I can	I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and

			body feels before, during and after exercise.		record and monitor how hard I am working.		follow my own basic fitness programme
Real Dance & Real Gymnastics		National Curriculum Pupils should be taught to: Perform dances using simple movement patterns.		National Curriculum. Pupils should be taught to: Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	•	<ul style="list-style-type: none"> Copy and explore basic body actions and movement patterns. Select movements to create their own dance phrases with beginnings, middles and ends. Change speed and direction when travelling. Show awareness of body parts, points and position when making shapes. 	<ul style="list-style-type: none"> Copy, repeat and remember moves and shapes. Movement shows control and coordination. Perform a dance phrase with 2 or more joined movements. Move and jump with some control and awareness of space. Create a sequence using 2 or more linked actions. Show contrasts on use of body and shape e.g small, tall, straight, curved. Balance on different parts of the body and hold a still position. 	<ul style="list-style-type: none"> Experiment with actions, dynamics, directions and levels. Remember and repeat dance phrases. Demonstrate control and coordination when performing a range actions with transitions. Devise, repeat and perform a short sequence that shows changes in speed, level and direction. Create a sequence using apparatus. 	<ul style="list-style-type: none"> Vary levels and speed within a dance sequence. Link movements into dance sequences. Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling. Show changes of direction, speed and level during a gymnastic sequence. Create successful and stable balances and shapes. Decide on strategies, skills and equipment needed to complete a challenge based on previous experience. 	<ul style="list-style-type: none"> Learn different dance styles, explaining the patterns and forms of dance. Actions are controlled and expressed. Perform a range of gymnastic actions with consistency, fluency and clarity of movement. Show body tension and extension and good weight transference when performing. Combine dynamics when making sequences using change of speed, level and direction. 	<ul style="list-style-type: none"> Choreograph creative and imaginative dance sequences independently and in a group. Choreograph and perform more complex sequences. Demonstrate a consistent theme throughout a dance. Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements. Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances. Rehearse, refine and perfect gymnastic skills.
Swimming		National Curriculum Pupils should be taught to:		National Curriculum Pupils should be taught to: Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.			
				<ul style="list-style-type: none"> Explore and use skills, actions and ideas individually and in combination. Start to coordinate movement of arms and legs. Work with confidence in the water and explore and use skills, actions and ideas individually and in combination. Remember, repeat and link skills. Improve the control and coordination of their bodies in water. Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively. Perform safe self-rescue in different water based situations. 			

Curriculum Map 2023 / 24

Reception

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RA	Real Foundations Real PE- Unit 1 <u>Personal</u> FUNS Station 10 and 1 (Coordination Footwork and Balance One Leg Standing) BIKE/ PIRATE	Real Dance <u>Creative</u> Incorporate Real PE Unit 4 FUNS Station 7 Counter Balance SEASIDE	Real PE- Unit 2 <u>Social</u> FUNS Station 6 and 2 (Dynamic Balance to Agility- Jumping and Landing and Static Balance Seated) SPACE/JUNGLE	Real PE Unit 3- <u>Cognitive</u> FUNS Station 5 and 4 (Dynamic Balance to Agility on a line and Static Balance- Stance) TRAIN/TIGHTROPE	Real PE Unit 5- <u>Physical</u> FUNS Station 8 and 12 (Coordination Sending and Receiving and Agility Reaction and Response) JUGGLING/FAIRYTALE	Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 3 (Agility Ball Chasing and Static Balance Floor Work) SQUIRREL/CAT
RB	Forest school	Forest school	Forest school	Forest school	Forest school	Forest school
Assessment	10: Coordination Footwork (BIKE) 1: Static Balance One leg (PIRATE)		6: Dynamic Balance to Agility Jumping and Landing (SPACE)		8: Coordination Sending and Receiving (JUGGLING) 12: Agility Reaction / Response (FAIRYTALE)	3: Balance Floor work (CAT)

Year 1

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1A	Real PE- Unit 1 <u>Personal</u> FUNS Station 10 and 1 (Coordination Footwork and One Leg Standing)	Real PE- Unit 2 <u>Social</u> FUNS Station 6 and 2 (Dynamic Balance to Agility- Jumping and Landing and Static Balance Seated)	Real PE Unit 3- <u>Cognitive</u> FUNS Station 5 and 4 (Dynamic Balance to Agility on a line and Static Balance- Stance)	Real PE Unit 4- <u>Creative</u> FUNS Station 9 and 7 (Coordination Ball Skills and Counter Balance with a partner)	Real PE Unit 5- <u>Physical</u> FUNS Station 8 and 12 (Coordination Sending and Receiving and Agility Reaction and Response)	Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 3 (Agility Ball Chasing and Static Balance Floor Work)
1B	Real Dance- Unit 1 (6 weeks)		Real Gym- Unit 2 (6 weeks)		Athletics - (GetSet4PE)	
	Forest School alternating weeks		Forest School alternating weeks		Forest School alternating weeks	
Assessment	10: Coordination Footwork 1: Static Balance One leg	6: Dynamic Balance to Agility Jumping and Landing			8: Coordination Sending and Receiving 12: Agility Reaction / Response	3: Static Balance Floor work

Year 2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2A	Real PE- Unit 1 <u>Personal</u> FUNS Station 10 and 1 (Coordination Footwork and One Leg Standing)	Real PE- Unit 2 <u>Social</u> FUNS Station 6 and 2 (Dynamic Balance to Agility- Jumping and Landing and Static Balance Seated)	Real PE Unit 3- <u>Cognitive</u> FUNS Station 5 and 4 (Dynamic Balance to Agility on a line and Static Balance- Stance)	Real PE Unit 4- <u>Creative</u> FUNS Station 9 and 7 (Coordination Ball Skills and Counter Balance with a partner)	Real PE Unit 5- <u>Physical</u> FUNS Station 8 and 12 (Coordination Sending and Receiving and Agility Reaction and Response)	Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 3 (Agility Ball Chasing and Static Balance Floor Work)
2B	Real Dance- Unit 1 (6 weeks) Forest School alternating weeks		Invasion Games (GetSet4PE) Forest School alternating weeks		Athletics- (GetSet4PE) Forest School alternating weeks	
Assessment	10: Coordination Footwork 1: Static Balance One leg	6: Dynamic Balance to Agility Jumping and Landing			8: Coordination Sending and Receiving 12: Agility Reaction / Response	3: Static Balance Floor work

Year 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3A	Real PE- Unit 1 <u>Personal</u> FUNS Station 10 and 1 (Coordination Footwork and Static Balance One Leg Standing)	Real PE- Unit 2 <u>Social</u> FUNS Station 6 and 2 (Dynamic Balance to Agility- Jumping and Landing and Static Balance Seated)	Real PE Unit 4- <u>Creative</u> FUNS Station 8 and 7 (Coordination Sending and Receiving and Counter Balance with a partner)	Real PE Unit 5- <u>Physical</u> FUNS Station 12 and 3 (Agility Reaction and Response and Static Balance Floorwork)	Real Dance	Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 4 (Agility Ball Chasing and Static Balance Stance)
3B	Striking and Fielding – Rounders (GetSet4PE) Incorporating Real PE Unit 3- <u>Cognitive</u> FUNS Station 6 and 9 (Dynamic Balance and Coordination Ball Skills) <u>6 weeks</u>	Invasion- Netball (GetSet4PE) <u>6 weeks</u>		Athletics/OAA- (GetSet4PE) <u>6 weeks</u>	Swimming	Swimming
	Forest school 3 weeks		Forest school 3 weeks			
Assessment	10: Coordination Footwork 1: Static Balance One leg	6: Dynamic Balance to Agility Jumping and Landing	8: Coordination Sending and Receiving	12: Agility Reaction / Response 3: Static Balance Floor work		

Year 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4A	Real PE- Unit 1 <u>Personal</u> FUNS Station 10 and 1 (Coordination Footwork and Static Balance One Leg Standing)	Real PE- Unit 2 <u>Social</u> FUNS Station 6 and 2 (Dynamic Balance to Agility - Jumping and Landing and Static Balance Seated)	Real Dance Incorporating Real PE Unit 3- <u>Cognitive</u> FUNS Station 6 and 9 (Dynamic Balance)	Real PE Unit 4- <u>Creative</u> FUNS Station 8 and 7 (Coordination Sending and Receiving and Counter Balance with a partner)	Real PE Unit 5- <u>Physical</u> FUNS Station 12 and 3 (Agility Reaction and Response and Static Balance Floor work)	Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 4 (Agility Ball Chasing and Static Balance Stance)
4B	Net Game- Badminton (GetSet4PE) Incorporating Real PE Unit 3 FUNS 6 and 9- Coordination Ball Skills) 6 weeks	OAA- (GetSet4PE) <u>3 weeks</u>	Swimming	Swimming	Athletics- (GetSet4PE) <u>6 weeks</u>	Invasion Games Netball (GetSet4PE) <u>6 weeks</u>
	Forest school 3 weeks				Forest school 3 weeks	
Assessment	10: Coordination Footwork 1: Static Balance One leg	6: Dynamic Balance to Agility Jumping and Landing		8: Coordination Sending and Receiving	12: Agility Reaction / Response 3: Static Balance Floor work	

Year 5

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5A	Real PE- Unit 1 <u>Personal</u> FUNS Station 9 and 12 (Coordination Ball Skills and Agility Reaction/Response)	Year 5/6 Real Dance <u>Social</u> Incorporating Real PE FUNS Station 2 and 3 (Dynamic Balance on a line and Counter Balance With a Partner)	Real PE Unit 3- <u>Cognitive</u> FUNS Station 5 and 7 (Static Balance Stance and Coordination Footwork)	Real PE Unit 4- <u>Creative</u> FUNS Station 1 and 6 (Static Balance Seated and Static Balance Floor Work)	Real PE Unit 5- <u>Physical</u> FUNS Station 4 and 10 (Dynamic Balance to Agility Jumping and Landning, and Static Balance One Leg)	Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 8 (Coordination Sending and Receiving and Agility Ball Chasing)
5B	Swimming	Swimming	Invasion Games Netball (GetSet4PE) <u>6 weeks</u>	Athletics/ OAA- (GetSet4PE) <u>6 weeks</u>	Striking and Fielding - Cricket (GetSet4PE) <u>6 weeks</u>	
			Forest school 3 weeks		Forest school 3 weeks	
Assessment	12: Agility Reaction / Response	3: Static Balance Floor work		6: Dynamic Balance to Agility Jumping and Landing 1: Static Balance One leg	10: Coordination Footwork	8: Coordination Sending and Receiving



Year 6

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6A	Real PE- Unit 1 <u>Personal</u> FUNS Station 9 and 12 (Coordination Ball Skills and Agility Reaction/Response)	Real PE- Unit 2 <u>Social</u> FUNS Station 2 and 3 (Dynamic Balance on a line and Counter Balance With a Partner)	Real PE Unit 3- <u>Cognitive</u> FUNS Station 5 and 7 (Static Balance Stance and Coordination Footwork)	Real PE Unit 4- <u>Creative</u> FUNS Station 1 and 6 (Static Balance Seated and Static Balance Floor Work)	Real PE Unit 5- <u>Physical</u> FUNS Station 4 and 10 (Dynamic Balance to Agility Jumping and Landing, and Static Balance One Leg)	Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 8 (Coordination Sending and Receiving and Agility Ball Chasing)
B	Net Game- Tennis (GetSet4PE) <u>6 weeks</u>	Year 5/6 Real Gym Unit 2 (large apparatus) <u>6 weeks</u>	Invasion Games Netball (GetSet4PE) <u>6 weeks</u>	OAA/Athletics- (GetSet4PE) <u>6 weeks</u>	Dance (production) <u>3 weeks</u>	
		Forest School 3 weeks				Forest School 3 weeks
Assessment	12: Agility Reaction / Response	3: Static Balance Floor work		6: Static Balance One leg	4: Dynamic Balance to Agility Jumping and Landing 10: Coordination Footwork	8: Coordination Sending and Receiving