



St Paul's C of E Junior School
PE Conceptual Learning Progression

Year 3 – Skills and Knowledge

Skills

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.

Knowledge

Pupils should be taught to:

- 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]
- 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.
- Demonstrate improvement to achieve their personal best.

Yearly Overview

Dance	<ul style="list-style-type: none">- To improvise freely, translating ideas into movement- To create dance phrases that communicate ideas- To share and create dance phrases with a partner or in a small group- To repeat, remember and perform phrases in a dance- To use dynamic, rhythmic and expressive qualities clearly and with control- To understand the importance of warming up and cooling down- To recognise and talk about the movements involved in dance- To suggest improvements to personal and corporate dances
Gym	<ul style="list-style-type: none">- To choose ideas to compose a movement sequence independently and with others.- To link combinations of actions with increasing confidence, including changes of direction, speed or level.- To develop the quality of their actions, shapes and balances.- To move with coordination, control and care. Use turns whilst travelling in a variety of ways.- To use a range of jumps in their sequences.- Begin to use equipment to vault.



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		<ul style="list-style-type: none"> - To create interesting body shapes while holding balances with control and confidence. - To begin to show flexibility in movements
Games	Striking and Fielding	<ul style="list-style-type: none"> - To use a range of skills e.g. throwing, striking etc with some control and accuracy - To choose and vary tactics to suit the situation in a game - To carry out tactics successfully - To set up small games - To know rules and use them fairly to keep games going - To explain how to get ready to play games - To carry out warm-ups with care and an awareness of the body
	Net and Wall	<ul style="list-style-type: none"> - To keep up a continuous game, using a range of throwing/catching skills - To use a small range of racket skills - To choose and use a range of simple tactics for sending the ball to make it difficult for an opponent - To choose and use a range of simple tactics to defend the court - To adopt and refine rules - To make up net games, and understand the point of the game - To keep rules fairly and effectively - To recognise how net games make the body work

Year 4 – Skills and Knowledge

Skills

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.
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Knowledge

Pupils should be taught to:

- 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]
- Apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]



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- 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.
- Demonstrate improvement to achieve their personal best.

Yearly Overview

Dance	<ul style="list-style-type: none"> - To respond imaginatively to a range of stimuli related to character and narrative - To use and structure simple movement phrases individually, in pairs and in groups - To refine, repeat and remember dance phrases and dances - To perform dances clearly and fluently - To show sensitivity to dance ideas - To show a clear understanding of how-to warm-up and cool down safely - To describe, interpret and evaluate dance, using appropriate language 	
Gym	<ul style="list-style-type: none"> - To create a sequence of actions that fit a theme. - To use an increasing range of actions, directions and levels in their sequences. - To move with clarity, fluency and expression. - To show changes of direction, speed and level during a performance. - To travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. - To use equipment to vault in a variety of ways. - To carry out balances, recognising the position of their centre of gravity and how this affects the balance. - To begin to develop good technique when travelling, balancing and using equipment. - To develop strength, technique and flexibility throughout performances 	
Games	Striking and Fielding	<ul style="list-style-type: none"> - To use a range of skills eg throwing, striking etc with some control and accuracy - To choose and vary tactics to suit the situation in a game - To carry out tactics successfully - To set up small games - To know rules and use them fairly to keep games going - To explain how to get ready to play games - To carry out warm-ups with care and an awareness of the body - To suggest what needs practising
	Net and Wall	<ul style="list-style-type: none"> - To keep up a continuous game, using a range of throwing/catching skills - To use a small range of racket skills - To choose and use a range of simple tactics for sending the ball to make it difficult for an opponent - To choose and use a range of simple tactics to defend the court - To adopt and refine rules - To make up net games, and understand the point of the game



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| | <ul style="list-style-type: none">- To keep rules fairly and effectively- To recognise how net games make the body work- To talk about good performance and recognise aspects to be improved |
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Year 5 – Skills and Knowledge

Skills

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.
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Knowledge

Pupils should be taught to:

- 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]
- 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.
- Demonstrate improvement to achieve their personal best.

Yearly Overview

Dance

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| | <ul style="list-style-type: none">- To compose motifs and plan dances creatively and collaboratively in groups- To adapt and refine the way weight, space and rhythm are used in dances- To perform different styles of dance clearly and fluently- To organise personal warm-up and cool-down exercises- To show an understanding of safe exercising- To recognise and comment on dances, showing an understanding of style- To suggest ways in which work can be improved |
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Gym		<ul style="list-style-type: none"> - To select ideas to compose specific sequences of movements, shapes and balances. - To adapt their sequences to fit new criteria or suggestions. - To perform jumps, shapes and balances fluently and with control. - To confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. - To confidently use equipment to vault in a variety of ways. - To apply skills and techniques consistently. - To develop strength, technique and flexibility throughout performances. - To combine equipment with movement to create sequences.
Games	Striking and Fielding	<ul style="list-style-type: none"> - To strike a bowled ball - To use a range of fielding skills, with growing control and consistency - To work collaboratively in pairs, group activities and small sided games - To use and apply basic rules consistently and fairly - To understand and implement a range of tactics in games - To recognise the activities and exercises that need including in a warm up
	Net and Wall	<ul style="list-style-type: none"> - To use forehand, backhand and overhead shots increasingly well in the games played - To volley well - To use the skills they prefer with competence and consistency - To understand the need for tactics - To start to choose and use tactics effectively - To play co-operatively with a partner - To apply rules fairly and consistently - To identify appropriate exercises and activities for warming up and how the games make the body work - To pick out good aspects of performance and suggest ideas for improvement

Year 6 – Skills and Knowledge

Skills

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.



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- 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.
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Knowledge

Pupils should be taught to:

- 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]
- 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.
- Demonstrate improvement to achieve their personal best.

Yearly Overview

Dance	<ul style="list-style-type: none"> - To work creatively and imaginatively, independently and in groups/pairs - To perform expressively and sensitively - To perform dances fluently and with control - To warm up/cool down independently - To understand how dance can improve health - To use appropriate criteria to evaluate work – both independently and for others - To talk about dance with understanding, using appropriate language and terminology 		
Gym	<ul style="list-style-type: none"> - To create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. - To demonstrate precise and controlled placement of body parts in their actions, shapes and balances. - To confidently use equipment to vault and incorporate this into sequences. - To apply skills and techniques consistently, showing precision and control. - To develop strength, technique and flexibility throughout performances. 		
Games	<table border="1"> <tbody> <tr> <td data-bbox="521 1174 600 1453" style="writing-mode: vertical-rl; transform: rotate(180deg);">Striking and Fielding</td> <td data-bbox="600 1174 2175 1453"> <ul style="list-style-type: none"> - To strike a bowled ball - To use a range of fielding skills, with growing control and consistency - To work collaboratively in pairs, group activities and small sided games - To use and apply basic rules consistently and fairly - To understand and implement a range of tactics in games - To recognise the activities and exercises that need including in a warm up - To identify personal strengths and suggest practices to aid improvement </td> </tr> </tbody> </table>	Striking and Fielding	<ul style="list-style-type: none"> - To strike a bowled ball - To use a range of fielding skills, with growing control and consistency - To work collaboratively in pairs, group activities and small sided games - To use and apply basic rules consistently and fairly - To understand and implement a range of tactics in games - To recognise the activities and exercises that need including in a warm up - To identify personal strengths and suggest practices to aid improvement
Striking and Fielding	<ul style="list-style-type: none"> - To strike a bowled ball - To use a range of fielding skills, with growing control and consistency - To work collaboratively in pairs, group activities and small sided games - To use and apply basic rules consistently and fairly - To understand and implement a range of tactics in games - To recognise the activities and exercises that need including in a warm up - To identify personal strengths and suggest practices to aid improvement 		



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	Net and Wall	<ul style="list-style-type: none"> - To use forehand, backhand and overhead shots increasingly well in the games played - To volley well - To use the skills they prefer with competence and consistency - To understand the need for tactics - To start to choose and use tactics effectively - To play co-operatively with a partner - To apply rules fairly and consistently - To identify appropriate exercises and activities for warming up and how the games make the body work - To pick out good aspects of performance and suggest ideas for improvement
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Swimming for all Year groups:

Award 1 Water Skills	Award 2	Award 3	Award 4	Award 5	Award 6	Aquatics Award	Self Rescue Award	Stroke Standard
Enter the water safely (using steps or swivel entry)	Enter the water safely (using steps, swivel entry or a jump)	Jump in from the side and submerge (minimum depth 0.9 metres).	Enter the water safely (using steps, swivel entry or a jump).	Enter the water safely from a jump.	Perform 3 different jumps into deep water (one must be a straddle jump).	Enter the water safely.	Enter the water safely (swivel entry or straddle jump).	5M: basic paddle front or back, feet off the floor for the full distance, no aids
Move forwards, backwards and sideways for a distance of five metres	Move into a stretched floating position using aids, equipment or support.	Fully submerge to pick up an object.	Perform a tuck float for five seconds.	Kick 25 metres backstroke (one item of equipment may be used).	Perform a horizontal stationary scull on the back.	Submerge to pick up an object from the pool floor (full reach depth)	Tread water for 20 seconds	10m: over arm recovery on front or back, ideally front crawl with face in the water and breathing bilateral or unilateral
Scoop the water to wash face and hair and be at ease with water showered from overhead	Regain an upright position from floating on the front	Push from wall and glide on the front and back.	Perform a sequence of changing shapes (minimum of three) whilst floating at the surface.	Kick 25 metres on the front (one item of equipment may be used).	Perform a head first sculling action for 5 metres.	Swim 10 metres front crawl, breaststroke or backstroke (two out of three must be chosen). Good stroke standard attempt correct breathing practices	Float or scull waving one arm and shout for help.	25m: good propulsive and recognisable stroke actions, front crawl, back crawl or breaststroke