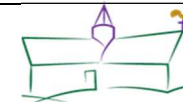




## St Gregory's PE Knowledge & Skills Progression



	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Dance</b>	<p><b>PSED – Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing.</p>	<p>Responding to rhythm. Introducing and creating motifs. Creating movement sequences, exploring relationships (how the body link to space and music) and performance. Explore expression Add movements together. Introduce partner work. Start to perform smaller motifs.</p>	<p>Respond to stimuli. Develop whole group movement. Create sequences, including contrasting movements. Continue to explore relationships (how the body links to space and music) and performance. Explore sequences, relationships and performance. Develop a motif with expression and emotion. Apply choreography to a motif.</p>	<p>Respond to stimuli. Develop character dance into a motif or develop thematic dance. Extend sequences with a partner in character. Develop sequences with a partner in character that show relationships. Extend dance skills in choreography.</p>	<p>Responding to stimuli, working together. Develop sequences with a partner in character that show relationships and interlinking dance moves. Extend sequences with a partner in character. Explore two contrasting relationships and interlinking dance moves. Combine sequences, relationships, choreography in performance.</p>	<p>Extend sequences with a partner using compositional principles linked to a subject area. Create movement using improvisation, where movement is reactive. Develop sequences showing interlinking dance moves.</p>	<p>Perform with technical control and rhythm in a group. Create rhythmic patterns using the body. Extend choreography through controlled movements, character emotion and expression. Explore the relationships between characters, applying emotion and expression. Experience dance from a different culture.</p>
<b>Gymnastics</b>	<p><b>Building Relationships</b> Work and play cooperatively and take turns with others.</p> <p><b>Expressive Arts and Design -</b></p>	<p>Introduce 'Wide', 'Narrow' and 'Curled'. Explore differences between wide, narrow and curled. Introduce 'big' and 'small' body parts. Combine big and small with wide,</p>	<p>Explore and develop zig-zag pathways. Explore curved pathways, developing curved pathways on apparatus. Create, complete and perform pathway</p>	<p>Introduction to symmetry and asymmetry. Application of learning onto apparatus. Sequence formation. Sequence completion</p>	<p>Introduction to bridges. Application of bridge learning onto apparatus. Develop sequences with bridges. Sequence formation.</p>	<p>Introduce counter balance. Apply counter balance learning onto apparatus. Explore counter tension. Develop and refine sequence</p>	<p>Introduce matching. Apply matching learning onto apparatus. Introduce mirroring. Apply mirroring learning onto apparatus. Consolidate sequence</p>

	<p><b>Being Imaginative</b> and expressive Perform songs, rhymes, poems and stories with others and move in time with music.</p> <p><b>Physical Development – Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>narrow and curled. Transition between wide, narrow and curled using big and small body parts. Add (link) movements together. Create ways of adding (linking) movements together.</p>	<p>sequences. Develop 'linking', including the use of apparatus Introduce and develop jump, roll, balance sequences Complete jump, roll, balance sequences on apparatus.</p>		<p>Sequence completion.</p>	<p>formation and completion.</p>	<p>development, taking into account feedback from others when refining and practising movements.</p>
<p><b>KS1 Locomotion</b></p> <p><b>KS2 Invasion Games</b></p>	<p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>'Narrow' and 'Curled'. Explore differences between wide, narrow and curled. Introduce 'big' and 'small' body parts. Combine big and small with wide, narrow and curled. Transition between wide, narrow and curled using big and small body parts. Add (link) movements together. Create ways of adding (linking) movements together. Explore running, using the language of speed and acceleration.</p>	<p>Explore and develop dodging. Apply dodging to a small game, exploring attacking and defending. Apply and consolidate dodging in teams. Understand the range of different ways of jumping. Explore sequence jumping (e.g. hop / skip / 2 footed jump.) • Develop jumping combinations.</p>	<p><b>Hockey / Basketball / Netball / Rugby / Football</b> Introduce moving with the ball, passing and receiving. Introduce tagging. Create space when attacking. Develop passing and moving. Combine passing and moving to create space/ attacking opportunities. Introduce dribbling, keeping control. Develop dribbling, keeping control. Introduce shooting. Combine passing and shooting.</p>	<p><b>Hockey / Basketball / Netball / Rugby / Football</b> Develop passing, receiving, moving and creating space. Refine dribbling, turning and footwork. Develop shooting; combine passing and dribbling to create shooting opportunities. Develop passing and dribbling, creating space for attacking opportunities. Develop defending - marking, blocking and tackling. Develop defending in game situations.</p>	<p><b>Hockey / Basketball / Netball / Rugby / Football</b> Refine passing, dribbling and moving to create attacking opportunities. Explore different passes that can be used to outwit defenders. Refine shooting. Develop defending - using marking, blocking and tackling. Create tactics for defending as a team. Apply defending tactics, developing transition from defence to attack . Develop officiating.</p>	<p><b>Hockey / Basketball / Netball / Rugby / Football</b> Consolidate passing, receiving, moving and dribbling to maintain possession. Consolidate defending and defensive tactics. Create, understand and apply attacking tactics in game situations. Create, understand and apply defending tactics in game situations. Consolidate attacking and defending in games. Develop officiating.</p>

		<p>Apply running into a game where changes of speed are needed.</p> <p>Explore running in a team. Develop jumping - one foot, two feet, skip, distance. Explore jumping combinations.</p> <p>Explore how jumping affects our body.</p> <p>Apply skipping and jumping in a game.</p>			Apply learning to small sided games.	Apply skills to game situations.	Organise formations decide tactics, manage teams and officiate games.
<p><b>KS1</b> <b>Ball Skills</b> <b>Hands</b></p> <p><b>KS2</b> <b>Striking &amp; Field</b> <b>Games</b></p>		<p>Develop bouncing: introduce sending with control, aiming with accuracy, power and speed.</p> <p>Develop sending (rolling) skills.</p> <p>Introduce stopping a ball and develop stopping, combining sending skills.</p> <p>Introduce throwing with accuracy and apply throwing with accuracy in a team (using beanbags).</p> <p>Consolidate sending and</p>	<p>Keep possession when passing and receiving or dribbling.</p> <p>Combine dribbling, passing and receiving, keeping possession</p> <p>Combine dribbling, passing and receiving to score a point.</p> <p>Develop application and understanding of underarm throwing.</p> <p>Introduce overarm throwing.</p> <p>Apply underarm and overarm</p>	<p><b>Cricket / Rounders</b></p> <p>Understand the concept of batting and fielding.</p> <p>Introduce throwing underarm.</p> <p>Develop throwing underarm.</p> <p>Introduce catching.</p> <p>Explore striking with intent.</p> <p>Apply underarm throwing.</p> <p>Introduce stopping the ball.</p> <p>Application of stopping the ball in simple game situations.</p>	<p><b>Cricket / Rounders</b></p> <p>Develop an understanding of batting and fielding</p> <p>Introduce bowling overarm.</p> <p>Develop stopping and returning the ball.</p> <p>Develop retrieving and returning the ball.</p> <p>Striking the ball at different angles and speeds - how, where and why?</p> <p>Introduce and apply basic fielding tactics</p>	<p><b>Cricket / Rounders</b></p> <p>Refine batting, understanding and developing tactics.</p> <p>Refine bowling, developing tactics.</p> <p>Refine fielding - stooping, catching and throwing.</p> <p>Develop and refine fielding tactics, considering which players to use in which positions.</p> <p>Combine bowling and fielding, creating and applying tactics.</p> <p>Introduce umpiring and scoring in order to play full games.</p>	<p><b>Cricket / Rounders</b></p> <p>Consolidate batting.</p> <p>Consolidate fielding.</p> <p>Consolidate bowling.</p> <p>Create, understand and apply attacking tactics in game situations.</p> <p>Create, understand and apply defensive tactics in game situations.</p>

		stopping skills to win a game.	throwing to game situations.				
<b>KS1 Ball Skills Feet</b>		Recap and develop moving with a ball using feet. Apply dribbling into games. Consolidate dribbling. Explore kicking (passing) and apply this to simple games.	Develop dribbling, keeping possession. Develop passing and receiving to maintain possession. Combine dribbling, passing and receiving to score a point. Apply dribbling, passing and receiving as a team to game situations	<b>Tennis</b> Introduce tennis and the concept of outwitting an opponent. Introduce use of rackets and the forehand shot. Create space to win a point. Consolidate how to win a game.	<b>Tennis</b> Develop forehand. Create space to win a point using a racket. Introduce the backhand. Apply the forehand and backhand in game situations. Apply the forehand and backhand to create space and win a point.	<b>Tennis</b> Introduce the volley. Develop the volley. Refine forehand and backhand shots. Develop tactics to control the game from the serve. Develop movement around the court to control space. Apply understanding to doubles games, showing an awareness of tactics.	<b>Tennis</b> Consolidate prior learning - forehand, backhand and volley shots. Apply skills to game situations (e.g. round robin games, mixed ability doubles, tag team tennis.) Review and refine skills and tactics based on game performance and feedback from others, and use this to identify areas for personal development.
<b>Understanding Game Play</b>		Understanding the principles of attack. Apply attacking principles into a game. Understand the principles of defence. Apply defending principles into a game. Consolidate attacking. Consolidate defending.	Attack and defend as a team. Understand the transition between defence and attack. Create and apply attacking tactics. Create and apply defensive tactics.				

<p><b>Athletics</b></p>				<p><b>Running</b>          Explore and develop running for speed.          Introduce the relay - running for speed in a team.          Develop relay running for speed in a team.          Explore running for distance.          Understand and apply tactics when running for distance.</p>	<p><b>Throwing</b>          Review techniques for throwing, considering the idea of accuracy vs distance.          Explore different ways to throw objects for distance, identify which are more successful and look for common themes (e.g. angle of release, use of legs, arm position at release).          Combine this understanding with discipline-specific skills to throw javelin, shot put and discus.</p>	<p><b>Jumping</b>          Jumping for distance - focus on standing long jump, using consistent arm movements and knee bends to generate power.          Develop use of 'Personal challenge' - challenging yourself to beat a personal best.          Jumping for distance - introduce standing triple jump.</p>	<p><b>Hurdles</b>          Explore running for speed.          Explore the leading leg, the preference of a dominant lead and land stride.          Practice with low hurdles, increasing in height.          Competitions          Level 1 Running          Level 1 Throwing          Level 1 Jumping            (Level 1 competitions are those carried out in school during PE lessons. Children record their performance in each event, set a 'personal challenge' for improvement, identify ways in which they can develop further and regularly review outcomes, so that they can take responsibility for their development.)</p>
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