



ST.MICHAEL'S CE PRIMARY P.E SKILLS PROGRESSION

"Empowering Every Voice, Celebrating Every Difference: A Curriculum That Mirrors All."

Actions for your subject: (This should link back to the mission and vision and our SDP)

1. To develop our teaching and assessment in swimming through CPD (SDP Priority 2 and 6).
2. To manage the PE premium budget to improve the delivery of PE and sport at St Michael's ensuring we use the most up to date reporting tool from the DFE (SDP Priority 2).
3. To run focus groups with less active children and children that are not as confident in PE to improve the curriculum.

EYFS			KS1		LKS2		UKS2	
Nursery	Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
→ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills → Go up steps and stairs, or climb up apparatus, using alternate feet → Skip, hop, stand on one leg and hold a pose for a game like musical statues → Use large-muscle movements to wave flags and streamers, paint and make marks → Start taking part in some group activities which they make up for themselves, or in teams → Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width	→ Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing → Progress towards a more fluent style of moving, with developing control and grace. → Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. → 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 → Further 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. → Know and talk about the different factors that support their overall health and	Cognitive	Listen to instructions Follow instructions Observe and describe	Describe how to improve Make good decisions Analyse Performance	Observe and describe Recognize and order Explain why	Recognize and Order Explain why Describe how to improve	Explain why Describe how to improve Make good decisions	Recognize and Order Explain why Describe how to improve
		Social	Listen to others Play with others Understand others	Help others Improve others Lead Others	Play with others Help and encourage Work with others	Help and encourage Work with others Help others	Work with others Help others Improve others	Help and encourage Work with others Help others
		Personal	Attempt a task Stay on task with help Stay on task	Consistently try to improve Embrace Challenge Take responsibility for learning	Stay on task Keep trying Take control	Keep trying Take control Consistently try to improve	Take control Consistently try to improve Embrace challenge	Keep trying Take Control Consistently try to improve
		Physical	Travel in a direction Travel in different ways Perform single skills	Link with quality Combine with consistency Apply with consistency	Perform single skills Perform simple sequences Perform with control	Perform simple sequences Perform with control Link with quality	Perform with control Link with quality Combine with consistency	Perform simple sequences Perform with control Link with quality
		Creative	Observe Observe and copy Explore and describe	Refine and change Express, adapt and adjust Variety and disguise	Explore and describe Compare and develop Recognise and respond	Compare and develop Recognize and respond Refine and change	Recognize and respond Refine and change Express, adapt and adjust	Compare and develop Recognize and respond Refine and change

	wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	Health and Fitness	Identify simple changes Describe simple changes Explain the benefits of exercise	Explain how to exercise Prepare myself for activity Plan my own fitness	Explain the benefits of exercise Practice safely Explain why we exercise	Practice safely Explain why we exercise Explain how to exercise	Practice safely Explain why we exercise Explain how to exercise
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	EYFS		KS1		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum (End of Key Stage Expectations)	Physical development This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. Physical Development 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. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly;		- Explain why we exercise - Use throwing and catching in isolation - Master basic movements including running, jumping, throwing and catching. - Develop 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. - Perform dances using simple movement patterns.		- Play competitive games, modified where appropriate and identify the basic principles for attacking and defending. - Begin to explore the terms technique, control and balance. - Use running and jumping in isolation and in combination. - Perform dances using a range of movement patterns. - Begin to create dances using a range of movement patterns.		- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. - Develop flexibility, technique, strength, control and balance. - Use running, jumping, throwing and catching in isolation and in combination. - Perform dances using a range of movement patterns. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. - Take part in outdoor and adventurous activity challenges both individually and within a team. - 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.	

	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices ELG: Building Relationships Children at the expected level of development will: • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.			
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