



### St Patrick's PE Curriculum Progression Map

<p><b>Statutory Framework for the EYFS ELG: Physical Development - Gross Motor Skills</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>♣ Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>♣ Demonstrate strength, balance and coordination when playing;</li> <li>♣ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Below, we outline how we meet and go beyond the requirements</b></p>	<p><b>National Curriculum Subject Content for Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ participate in team games, developing simple tactics for attacking and defending</li> <li>♣ perform dances using simple movement patterns.</li> </ul> <p><b>Below, we outline how we meet and go beyond the National Curriculum requirements throughout Key Stage 1</b></p>	<p><b>National Curriculum Subject Content for Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>♣ use running, jumping, throwing and catching in isolation and in combination</li> <li>♣ 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</li> <li>♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>♣ perform dances using a range of movement patterns</li> <li>♣ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming and Water Safety</b></p> <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>♣ perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Below, we outline how we meet and go beyond the National Curriculum requirements throughout Key Stage 2</b></p>
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Key Vocabulary							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>FSM:</b> run, hop, skip, jump, throw, catch</p>	<p><b>FSM:</b> run, hop, skip, jump, balance, space, throw, catch, underarm, overarm</p> <p><b>D:</b> travel, space, beat, shape, gallop, routine, confidence, fast feet, move, crouch, bounce, march, salute, on the spot, direction, squat, land safely, control, freeze, stamp, tiny steps, strength, power, soft, gentle, flowing, beat</p> <p><b>G:</b> travel, agility, jumping, leap, hop, balance</p>	<p><b>F:</b> ball, dribble, pass, goal, team</p> <p><b>D:</b> character, movement, level, routine, freeze-frame, sequence, routine,</p> <p><b>G:</b> rear support, front support, bridge, crab, pike, straddle, straight, balance, tuck, star</p> <p><b>B:</b> bounce, pass, dribble, hoop, catch, shoot</p> <p><b>A:</b> stamina, pace, agility, steady, sprint, fast, slow, co-ordination, technique, underarm throwing, competition,</p>	<p><b>F:</b> ball, dribble, pass, goal, team</p> <p><b>D:</b> character, movement, freeze-frame, levels, changing speed, beat, sequence,</p> <p><b>G:</b> rear support, front support, bridge, crab, pike, straddle, straight, balance, tuck, star, circle roll</p> <p><b>A:</b> stamina, pace, agility, technique, co-ordination, underarm throwing, competition</p> <p><b>B:</b> bounce, pass, dribble, hoop, catch, shoot, chest pass, bounce pass</p>	<p><b>F:</b> ball, dribble, pass, goal, team, score, shoot</p> <p><b>A:</b> co-ordination, balancing, jumping, running, cardiovascular, sprinting, baton, overarm throwing, javelin</p> <p><b>G:</b> rear support, front support, travel, crab, performance, balance, forward roll</p> <p><b>D:</b> emotion, canon, mirroring, motif, change in dynamics, movement, 8-count,</p> <p><b>B:</b> co-ordination, bounce pass, chest pass, overhead pass, dribbling.</p> <p><b>T:</b> catching, throwing, underarm throwing, underarm throwing, racket, striking a ball, forehand</p> <p><b>N:</b> bounce pass, netball, overhead pass, chest pass,</p>	<p><b>F:</b> dribbling, agility, football, co-ordination, passing, attacking, defending</p> <p><b>D:</b> emotion, unison, movements, controlled, 8-count, formations/dynamics, canon, levels, confidence, aesthetics,</p> <p><b>H:</b> dribbling, hockey, keeping possession, passing, accuracy, intercepting, shooting, defending, attacking</p> <p><b>T:</b> co-ordination, tennis, rounders, forehand, backhand,</p> <p><b>G:</b> rear support, front support, bridge, crab, wide/narrow, balance, flexibility, tuck roll, pencil</p>	<p><b>F:</b> dribbling, agility, football, co-ordination, passing, attacking, defending, tactics, formation, shooting</p> <p><b>F:</b> flexibility, cardiovascular, exercise, circuit training, calorie, muscular endurance</p> <p><b>G:</b> rear support, front support, bridge, crab, straddle, tuck, straight, star, arch, pike, straddle fold, dish, rotation, head stand, lunge, cartwheel, bunny hops, forward and backward roll, tuck rock</p> <p><b>TR:</b> balance, agility, tag rugby, co-ordination, attacking, passing, creating space</p> <p><b>S:</b> backstroke, breaststroke, flutter kick, frog kick, length, float, dive, breathing</p>	<p><b>F:</b> dribbling, agility, football, co-ordination, passing, attacking, defending, tactics, formation, shooting</p> <p><b>S:</b> backstroke, breaststroke, flutter kick, length, float, dive, breathing</p> <p><b>F:</b> flexibility, cardiovascular, exercise, circuit training, calorie, muscular endurance</p> <p><b>G:</b> rear support, front support, bridge, crab, straddle, tuck, straight, star, arch, pike, straddle fold, dish</p> <p><b>H:</b> dribbling, hockey, push pass, shooting, formations</p> <p><b>Y:</b> stretch, breathe,</p>

				keeping possession, pivot, agility, creating space,	roll, egg roll, fluent, controlled, co-ordinated <b>B:</b> balance, agility, dribbling, chest pass, bounce pass, overhead pass, defending, attacking, communication, competition <b>F:</b> flexibility, exercise, cardiovascular, circuit training, muscular endurance, calorie <b>A:</b> co-ordination, balance, jumping, technique, sprinting, hurdles, baton, balance, relay, overarm throwing, javelin <b>Y:</b> stretch, breathe, pose, mindfulness, calm	<b>C:</b> catching, throwing, cricket, co-ordination, communication, wickets, striking a ball, defending, tactics <b>D:</b> emotion, movement, intensity, unison, 8-count, motif, formations, aesthetics, levels, canon, timing <b>N:</b> creating space, netball, bounce pass, passing, overhead pass, chest pass, shooting, attacking, defending, competition <b>A:</b> balance, long-jump, co-ordination, balance, sprinting, relay, overarm throwing, javelin, <b>Y:</b> stretch, breathe, pose, mindfulness, calm	pose, mindfulness, calm, relax, inhale, exhale <b>A:</b> balance, long jump, co-ordination, sprinting, relay, overarm throwing, javelin <b>D:</b> unison, emotion, 8-count, intensity, canon, dynamics, motif, timing, levels, canon, confidence
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Significant Figures within PE and planned Enrichment Opportunities							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Football:</b> Nikita Nikita Parris <b>Dance:</b> Michael Flatley <b>Gymnastics:</b> Max Whitlock	<b>Football:</b> Nikita Parris <b>Dance:</b> Michael Flatley <b>Gymnastics:</b> Max Whitlock	<b>Football:</b> Marcus Rashford <b>Dance:</b> Alvin Alley <b>Gymnastics:</b> Beth Tweddle <b>Basketball:</b> Michael Jordan <b>Athletics:</b> Katarina Johnson Thompson	<b>Football:</b> Bobby Moore <b>Fitness:</b> Joe Wicks <b>Dance:</b> Fred Astaire <b>Gymnastics:</b> Simone Biles <b>Athletics:</b> Wilma Rudolf <b>Basketball:</b> LeBron James	<b>Football:</b> George Weah <b>Athletics:</b> Tanni Grey-Thompson <b>Gymnastics:</b> Natasha Coates <b>Dance:</b> Sammy Davis Jr. <b>Basketball:</b> Kobe Bryant <b>Tennis:</b> Emma Radacuna <b>Netball:</b> Kendra Slawinski	<b>Football:</b> Nadia Nadim <b>Dance:</b> Alice Sheppard <b>Hockey:</b> Sam Quek <b>Tennis:</b> Novak Djokovic <b>Gymnastics:</b> Olga Korbut <b>Badminton:</b> Lin Dan <b>Fitness:</b> Paula Radcliffe <b>Athletics:</b> Carl Lewis	<b>Football:</b> Abby Wambach <b>Fitness:</b> Jess Learmonth <b>Gymnastics:</b> Nadia Comaneci <b>Tag Rugby:</b> Perry Haddock <b>Tennis:</b> Williams Sisters <b>Dance:</b> Ashley Banjo <b>Netball:</b> Sonia Mkoloma <b>Athletics:</b> Kenenisa Bekele <b>Swimming:</b> Ellie Simmonds	<b>Football:</b> Sadio Mane <b>Swimming:</b> Adam Peaty <b>Fitness:</b> Brownlee Brothers <b>Gymnastics:</b> Svetlana Khorkina <b>Hockey:</b> Hayley Wickenheiser <b>Yoga:</b> Tirumalai Krishnamacharya Yogi <b>Athletics:</b> Jesse Owens <b>Dance:</b> Martha Graham
Other enrichment opportunities involve having local footballers come in to talk to the children.	Other enrichment opportunities involve working with Everton Football Club coaches, extra-curricular sports clubs and entering local LSSP competitions for gymnastics.	Other enrichment opportunities involve working with Everton Football Club coaches, extra-curricular gymnastics clubs, entering local LSSP competitions for football.	Other enrichment opportunities involve working with Everton Football Club coaches, extra-curricular gymnastics clubs, entering local LSSP competitions for football.	Other enrichment opportunities involve working with Everton Football Club coaches, entering local LSSP competitions for sports such as dodgeball, gymnastics, athletics. The children will also visit both Liverpool and Everton FC.	Other enrichment opportunities involve working with Everton Football Club coaches, entering local LSSP competitions for sports such as dodgeball, gymnastics, athletics.	Other enrichment opportunities involve working with Everton Football Club coaches, entering Admiral Park Football League, EITC tournaments and other local football competitions. They also participate in cross country, swimming, gymnastics and athletics.	Other enrichment opportunities involve working with Everton Football Club coaches, entering Admiral Park Football League, EITC tournaments and other local football competitions. They also participate in cross country, swimming, gymnastics and athletics.

	<b>Gymnastics</b>	<b>Dance</b>	<b>Running</b>	<b>Throwing</b>	<b>Jumping</b>	<b>Swimming</b>
<b>Nursery</b>	Travel safely in a variety of different ways.	Perform a star shape correctly. Perform a march.	Run in different directions and at different speeds.	N/A	N/A	N/A
<b>Reception</b>	Travel safely in a variety of different ways. Travel in different ways using short, long, fast and slow steps. Jump and land appropriately. Using different jumping techniques with control and balance. Balance using different parts of the body in a controlled way. Use different parts of the body to perform a rocking action. Move confidently in different ways.	Perform a star shape correctly and link shape and travel together with control and fluency. Explore and create actions that resemble key words. Link actions together to create a short movement phrase. Perform strong and controlled marches in time with a simple beat.	Use changes in direction and speed to find and use space. Change direction when moving at speed. Accelerate and decelerate in response to a command or instruction. Show increased control when moving with an object. Kick a large ball, showing control and the ability to stop, start and change direction.	To demonstrate improved coordination when handling different pieces of equipment. Demonstrate bouncing and catching skills using a range of different sized balls.	Jump and land appropriately using different types of jumps with control and balance.	
<b>Year 1</b>	Perform and discuss gymnastic shapes (Stretch and tuck) Begin to move with control forwards and backwards. Perform a stag jump with control and balance. Hold a range of standing balances with increasing confidence and control. Watch another performance and copy the actions. Perform rocking actions with control and balance. Link rolls together with other actions and shapes Perform a controlled forward roll with balance and accuracy entering, during and exiting the roll.	Come up with and demonstrate ways of using their body to represent animal movements. Link ideas to create shorts movement phrase. Describe some movements, body parts and actions used. Know that their breathing rate increases during exercise. Perform actions and movements in time with the beat. Describe what a level is and give examples from a routine. Describe the different speeds, actions and movements that can be used in dance. Describe how dance makes them feel. Perform a short routine in small groups.	Know and be able to describe the basic running technique. Use their knowledge to help improve others technique. Recognise the changes that happen to their body and will describe how they feel when running. Describe what the word pace and speed means. Run with basic technique over various distances. Jog or sprint with control when running in a straight line or when changing direction. Slow down as they approach a 'turning point' to change direction and maintain control.	Use the basic underarm technique to throw the ball. Work with a partner to develop the accuracy of their throws. Understand that more power creates more distance on a throw. Give reasons for becoming out of breath during exercise. Improve the control and accuracy of their underarm throwing action. Know how power affects the distance of a throw.	Know how to land safely and with control. Perform a variety of jumps with control. Talk about others technique and what they are doing. Work with a partner to develop the fluency and control of their jumps. Show control on landing when performing different types of jumps. Describe which jumps produce the greatest distance. Know that the leg muscles produce a jumping action.	N/A
<b>Year 2</b>	Perform a range of shapes (pike, star and straddle shapes) with strength, flexibility and control. Link balances and travelling actions by travelling backwards and forwards using gymnastic movements. Use a cat jump within a sequence and perfect the stag jump (from year 1).	Use a range of stimuli to create a range of actions Use appropriate language to describe actions created Identify movements which are performed slowly and quickly. Begin to link movements together to create a fluent dance phrase Watch others perform and	Run with improved technique and running action. Describe the word pace and give examples of different paces. Show that they are able to travel using different speeds. Use their knowledge to select the correct pace to run at. Use their knowledge to discuss what speeds they would use for	Use two hands to send a ball to a target in a cooperative and competitive situation. Throw accurately at high, low, near and far targets when practising. Know how to change a small part of their throw to achieve a greater distance. Improve control, accuracy and	Perform jumps using different take offs and landings with control and balance. Work with a partner to use their skills and set challenges to jump further. Talk about which shapes gave them the	N/A

	<p>Talk about elements of the performance that have been performed well.</p> <p>Perform balances using different parts of their body with control.</p> <p>Perform the dish and arch balance holding these with control.</p> <p>Use a rocking action whilst in the dish and arch balance with control.</p> <p>Talk about and demonstrate how to make an activity safe.</p>	<p>describe what they see (what they like / don't like).</p> <p>Compare feelings and emotions different movements and speeds are creating.</p> <p>Know what heart rate, breathing rate and body temperature mean.</p>	<p>different distances.</p> <p>Show changes in the speed and direction they can travel.</p> <p>Be able to maintain a run over a variety of time lengths.</p>	<p>fluency of their throwing actions.</p> <p>Describe how fast their heart is beating and how fast they are breathing when still.</p>	<p>best distance and why.</p> <p>Use others ideas try and increase distance being jumped.</p> <p>Select and apply knowledge to choose which type of jump to cover the most distance.</p> <p>Estimate and measure distance jumped</p>	
<b>Year 3</b>	<p>Perform a range of lying and standing shapes with good control and accuracy.</p> <p>Discuss performances and talk about how they are similar.</p> <p>Travel in different ways using a combination of floor and apparatus.</p> <p>Perform a scissor jump with high quality and controlled take off and landings.</p> <p>Use and link a range of 4 point balances with good control.</p> <p>Suggest improvements on a performance.</p> <p>Demonstrate good body tension and strength when performing a range of rocking actions</p> <p>To perfect and accurately perform pencil roll and forward roll with increasing confidence and control.</p> <p>To enter and exit and hold a shoulder balance independently with control and balance.</p>	<p>Children will focus on different ways of travelling, making shape and turning, following a pirate theme. Through pirate music children will develop their sense of rhythm and speed. By exploring different pirate theme dance, children will also get better at travelling in different directions. Using the above, children aim to create and perform their own movement pattern. Children will be able to describe key features of an effective performance.</p>	<p>Demonstrate the correct technique for sprinting and describe how it is different to a jog.</p> <p>Identify how changes in technique can impact on performance.</p> <p>Describe the effects that running at different paces will have on their heart rate.</p> <p>Be able to run for sustained periods of time at a pace suitable for their fitness levels.</p> <p>Evaluate their overall performance and identify different events / sports that they could use this type of running for.</p> <p>Describe the term stamina and identify why it is important for long / middle distance runners.</p>	<p>Develop control and fluency when throwing a one handed over arm throw.</p> <p>Perform with increasing accuracy and confidence.</p> <p>Describe how to improve their own and other's performances, linking specific actions to athletic events where appropriate.</p> <p>To know why they need strength for throwing and identify other sports which require strength.</p> <p>Develop technique for a push throw and increase the distance being thrown.</p> <p>Know the correct technique and describe how it should be performed to aid others performances.</p> <p>Identify the areas of the body being used and provide appropriate examples of how to warm up these areas.</p>	<p>Improve their jumping technique and know how this will make them jump further.</p> <p>Know how to land safely when jumping.</p> <p>Describe the difference between a one footed take off and a two footed take off.</p> <p>Explain why heart and breathing rate increase during exercise.</p> <p>Know and describe the correct technique for jumping upwards.</p> <p>Be able to use the correct arm and leg action to improve the height of their jump.</p> <p>Explain why their body temperature increases during exercise.</p>	N/A

<p><b>Year 4</b></p>	<p>Perform a range of shapes and move fluently from one shape to another. Identify parts of their own performance that need improving. Travel differently and utilise these to make a sequence more interesting. Compare and contrast two performances. Perform a split jump, taking off and landing with control and balance (and perfect previously learnt jumps). Perform a range of jumps taking off or landing on mats and using apparatus. Perform a stork balance and arabesque balance confidently and use as part of a sequence. Explore and perform 3 and 4 point balances. Perform a backwards roll safely and with good control. To work safely and effectively with a partner and themselves.</p>	<p>Describe the benefits of a cool down, including the importance of stretching, relaxing and breathing. Give a brief description of the history and origin of the different dance styles studied. Describe shapes and movements created and the speed at which they are performed for each dance style. Identify the location of the main joints. Make simple suggestions to improve their own and others' work. Perform movements with accuracy and timing. Know the location of key muscles within the body. Know what the heart rate is and why it needs to increase during exercise.</p>	<p>Demonstrate improved technique for sprinting Know and explain how a sprint start can be used. Find and use a starting position which they feel works for them. Suggest ways of improving performance through looking at and adjusting the technique used. Know what to include in their section of the warm up and be able to deliver it to small groups. Develop control and fluency for the change over. Understand the benefits of facing the way you are running for a change over. Suggest ways of improving their own and others technique through evaluating the techniques used. Gain a better understanding of how to warm up by delivering a new section.</p>	<p>Know, explain and perform correct technique for a push throw. Measure and record performances. Evaluate their own and others' work, suggesting ways that it can be improved further. Plan and deliver a simple warm up covering pulse raiser, stretching and mobilising activities. Demonstrate a range of skills, techniques and apply them with control and success in competitive situations. Know how to score different events accurately. Know how they have improved throughout the unit and identify an area for further development</p>	<p>Know how to land safely when jumping and be able to apply it to their jumps. Describe the effects that using the upper body has on the distance that they can jump. Know that a long jump uses a one-footed take off and a two footed landing. Watch other performances and suggest ways to improve technique. Jump with better technique and range of motion. Select the right arm and leg action for the jump. Know how flexibility can help in jumping. Understand ways that flexibility can be improved.</p>	<p>N/A</p>
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<p><b>Year 5</b></p>	<p>Perform a range of sitting, support, lying and standing shapes accurately and with control. Comment on the effectiveness of a performance. Perform a straight jump with ¼ and 1.2 turn whilst maintaining control and balance. Perform a head stand safely and with confidence (can be 'spotted' by partner if required). Perform a cartwheel safely and with increased confidence and speed. Develop a gymnastic sequence incorporating the elements from this year and previous curriculums. Start and finish forward roll with a different shape (straddle, tuck, standing).</p>	<p>Give and demonstrate examples movement ideas which can be incorporated into a dance warm up. Know where the different dance styles originated (location and time frame). Identify similarities and differences between the difference dance styles studied. Analyse and improve their own and others performances. Adapt given dance movements and make them their own Identify different emotions that can be portrayed through dance. Explain how and why warm ups need to gradually increase in intensity.</p>	<p>Describe the technique used to perform a three point start and apply it with consistency and control. Use the 3 phrases of the sprint start to correct and refine the technique of others, giving specific and constructive feedback. Know why reaction time is important. Plan and deliver a warm up with the focus on agility. Increase their understanding of what a running pace is and be able to select their appropriate pace to cover a set distance. Suggest ways they and others can improve technique. Know why speed and stamina are important in sport.</p>	<p>Know and explain the correct technique for the shot putt. Evaluate their own and others performances and suggest ways technique can be developed further. Perform the shot putt action with increasing fluency, control and consistency. Plan and deliver a section of the warm up.</p>	<p>Perform a basic long jump technique, describing the different phases of the jump. Know how to measure a run-up. Identify when and why others techniques falter and suggest ways they can improve it. Know why a warm up prepares the body and mind for physical activity.</p>	<p>Swim between 10m and 20m unaided in shallow water, using one stroke. Begin to swim 10m-15m unaided using a second stroke. Put face in water and breath correctly when swimming in one identifiable stroke. Use a float to aid their swimming and confidence in deeper water. Use a float to develop leg and arm techniques. Begin to explain how to keep safe whilst in water and what dangers should be identified.</p>
<p><b>Year 6</b></p>	<p>Perform support shapes and partner balances accurately as part of a sequence. Using their gymnastics knowledge, comment and analyse on performances and suggest aspects for improvements. Perform rotational jumps (including full rotations) accurately and with control. Land rotational jumps with control. Enter and exit a handstand with control (can be supported by partner if required). Perform a circle (teddy bear) roll. Link movements in a sequence with fluency, accuracy and control. Develop a gymnastic sequence using jumps, rolls and balances.</p>	<p>Understand the word unison and canon are and demonstrate these. Perform actions correctly and analyse to find improvements. Understand the different joints mobilised joining certain movements. Create expression and emotion through dance moves. Understand and explain the impact of slow and fast movements in dance and to perform movements at different speeds for effect. Create, perform and analyse dance sequences and movements in different size groups.</p>	<p>Explain and use the 3 phases of running to build up speed quickly into a sprint. Describe the relay change over technique. Work together effectively to complete a full relay in a competitive situation. Know when technique is being performed correctly and make amendments when it isn't. Describe and explain the changes that take place to the body during exercise. Plan and deliver a new section of the warm up.</p>	<p>Know and describe the correct technique for the javelin. Will throw with varying degrees of success. Become more confident and secure in delivering different sections of the warm up. Measure and record accurately distances thrown. Evaluate their own and others performances / technique and suggest how it can be improved. Know and define the terms speed and strength and explain why they are important in sport.</p>	<p>Know, understand and use the correct technique for the triple jump. Improve the distance they are able to jump through well-timed and paced movements. Listen and accept advice given to them from other children. Make and suggest changes to improve their performance. Plan and deliver an effective warm up.</p>	<p>Swim 25m unaided in water using one basic method to achieve this distance. Use two different strokes swimming on both front and back. Control breathing. Swim confidently and fluently both on the surface and under the water. Explain how to remain safe in water and what do if you or someone nearby gets into difficulty.</p>