



TO LOVE GOD ABOVE ALL THINGS

BY

LEARNING TOGETHER

LOVING OURSELVES

LOVING EACH OTHER

LOVING ALL PEOPLE

LOVING LIFE ITSELF

AND

CONSTANTLY STRIVING FOR

EXCELLENCE

WORTHY OF OUR GOD GIVEN GIFTS.



Vision

Catholic vision and Catholic principles drive **the vision** of the school, at St. Mary's we aim: -

For every child to receive an outstanding education, so that they reach their full-human potential worthy of their God-given gifts.

For every child to leave St. Mary's equipped with the skills they need for the next stage of their education and lives, knowing their contribution makes a difference in our world.

**Physical Education Progression Grid and
Coverage Document**

Vision

At St Mary's Catholic Primary School, PE gives every child opportunity to develop physical confidence, enjoy movement and recognise their God-given gifts. Through a broad, progressive curriculum, children learn to move with competence, make thoughtful decisions and value their own and others' achievements. Our Catholic ethos underpins fairness, respect, cooperation and care for each person.

Intent

Our PE curriculum develops the knowledge, skills and confidence children need to enjoy physical activity and lead healthy, active lives. Learning builds from the movement foundations established in Reception to increasingly controlled performance, thoughtful decision making and independent evaluation in Year 6. Children learn how their bodies move, how to use equipment and space, and how to apply rules, tactics and creative ideas. Through individual challenges, teamwork and competition, they develop resilience, responsibility and respect for others.

Aims

- Develop confident movement and competence across a broad range of physical activities.
- Build habits that support sustained physical activity and healthy, active lives.
- Use movement skills, tactics and creative choices purposefully.
- Build confidence, resilience, cooperation and fair participation in competitive and collaborative activities.
- Enable every pupil to participate meaningfully through appropriate adaptations and challenge.
- Teach pupils to evaluate performance, communicate using PE vocabulary and recognise progress.
- Develop swimming competence and practical understanding of water safety.

The progression grid sets out substantive knowledge, practical skills, disciplinary application and vocabulary from Reception to Year 6. Substantive knowledge includes movement principles, techniques, rules and tactics. Disciplinary learning develops how pupils select actions, solve problems, compose movement, evaluate performance and use evidence to improve.

Reception links identify relevant Birth to 5 Matters (BtM) guidance and summarise contributions towards the Early Learning Goals (ELGs). These foundations develop through taught PE and daily provision and support the transition to Year 1.

Implementation

We use Complete PE to support our curriculum planning and assessment, with units selected and sequenced to reflect St Mary's half-termly programme. Teachers model techniques, revisit prior learning and provide purposeful practice before pupils apply their learning in games, challenges and performances. Specialist dance teaching develops movement, expression and composition across the school.

In Reception, taught PE and daily indoor and outdoor play develop movement, balance, coordination and cooperation. Key Stage 1 builds on these foundations through running, jumping, dodging, ball skills, gymnastics, dance, games and team building. In Key Stage 2, pupils refine and apply their learning through athletics, gymnastics, dance, swimming, named sports, outdoor and adventurous activities, and health-related learning.

Curriculum PE and additional activity

Taught PE includes the dance and swimming units shown in our half-termly programme. Active play and the Daily Mile provide regular opportunities for children to enjoy movement and practise their physical skills.

Clubs and inter-school opportunities broaden pupils' experiences and provide further opportunities to participate, develop interests and represent the school.

Inclusion and adaptations

All children have access to meaningful participation and appropriate challenge. Teachers adapt space, tasks, equipment and grouping to pupils' starting points, while maintaining the intended learning. Visual demonstrations, clear instructions, supported rehearsal and carefully chosen partners help pupils develop confidence and independence. Challenge increases through movement quality, decision making and the application of skills.

Staff work with the SENDCo, families and relevant professionals to plan and review adaptations for pupils with additional or medical needs. Teaching recognises different rates of development and provides support and extension so that every child can make progress.

Safety and safeguarding

Safe participation is taught throughout the curriculum. Children learn stop signals, boundaries, safe spacing and how to use and carry equipment. Staff check activity areas and equipment, match tasks to pupils' competence, and supervise apparatus and partner work appropriately. Clothing, footwear and changing arrangements follow school procedures and protect pupils' safety and dignity.

Staff take account of pupils' medical needs and make appropriate arrangements for hydration, rest, first aid and adapted participation. Clear routines help children recognise when to stop, seek help or communicate discomfort.

Swimming provision

Swimming is taught in Year 2 during the summer term, Year 4 during the spring term and Year 6 during the autumn term. Lessons take place at Harborne Pool and Fitness Centre and last approximately 30 minutes, forming one weekly PE lesson during each swimming block. Pupils travel with school staff under the school's educational visit arrangements.

Teaching builds from water confidence, floating and controlled travel towards effective strokes, sustained swimming and safe self-rescue. Instruction responds to each pupil's assessed competence. Across the swimming programme, pupils work towards swimming competently, confidently and proficiently over at least 25 metres, using a range of strokes effectively, and performing safe self-rescue in different water-based situations.

Assessment

Teachers assess learning through practical observation, questioning, rehearsal and performance, using Complete PE to record progress. Assessment identifies what pupils know and can demonstrate, informs feedback and determines the next steps in teaching. Physical competence and disciplinary understanding are considered alongside pupils' social and emotional development. In Reception, observations from taught sessions and play contribute to holistic EYFS assessment. Swimming assessment records distance, effective stroke use and self-rescue separately to identify progress and further support.

Impact

Pupils develop increasing control, confidence and independence in physical activity. They combine movements, select appropriate skills and tactics, and explain how practice improves performance. They participate fairly, cooperate with others and respond constructively to feedback. As they move through the school, they develop an understanding of healthy activity, safe participation and water safety, alongside the physical competence needed for the next stage of learning.

Leaders evaluate the curriculum through lesson visits, assessment information, pupil discussion and participation. This evidence informs improvements to teaching, curriculum sequencing and access for all pupils.

PE Pathway at St Mary's

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Walking 1	Ball Skills: Hands 1	Gymnastics: High, Low, Over, Under	Dance: Nursery Rhymes	Ball Skills: Feet 1	Games for Understanding
	Jumping 1	Dance: Dinosaurs	Health and Wellbeing	Ball Skills: Hands 2	Playing Through Games	Rackets, Bats, Balls and Balloons
Year 1	Dance	Dance	Dance	Team Building	Rackets, Bats and Balls	Jumping
	Locomotion: Running 1	Gymnastics	Ball Skills: Feet 1	Ball Skills: Hands 1	Games for Understanding	Health and Wellbeing
Year 2	Dance	Dance	Ball Skills: Feet	Dance	Dance	Ball Skills: Hands 1
	Locomotion: Dodging	Attack vs Defence: Games for Understanding	Gymnastics	Team Building	Swimming	Swimming
Year 3	Gymnastics	OAA: Orienteering	Dance	Dance	Health and Wellbeing	Dance
	Cricket	Rounders	Hockey	Basketball	Tennis	Athletics
Year 4	Dance	Dance	Swimming	Swimming	Dance	Dance
	Cricket	Outdoor Adventures: Challenging Collaboration	Gymnastics	Health and Wellbeing	Badminton	Athletics
Year 5	Dance	Dance	Dodgeball	Dance	Cricket	Tennis
	Health Related Exercise	Netball	Gymnastics	Orienteering	Badminton	Athletics
Year 6	Swimming	Swimming	Dance	Hockey	Dance	Dance
	Outdoor Adventures: Communication and Tactics	Health Related Exercise	Gymnastics	Tennis	Athletics	Rounders

Locomotion, Agility and Athletics

Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught contexts	Walking 1; Jumping 1; Active Play	Running 1; Jumping	Dodging; games; Gymnastics	Athletics	Athletics	Athletics	Athletics
Substantive knowledge	Pathways show where we travel. Jumps can go higher or further; controlled landings help balance. (<i>BtM: Moving and handling, Ranges 5–6.</i>)	Running speed can change. Head, arms and feet work together in jumping; controlled landing supports balance.	Dodging changes speed or direction to avoid a defender. Look for space before moving.	Acceleration increases speed. A relay combines team members' runs. Throwing for accuracy and distance needs different control.	Stride and pace affect sustained running. A triple jump links hop, step and jump; a controlled release directs a throw.	Running through the finish and an efficient relay changeover support performance. Throwing and hurdling need controlled technique.	Pacing and technique must suit the event. Comparable measurements show personal progress across running, jumping and throwing.
Practical skills	Walk and march along different pathways; vary speed. Explore jumping for height and distance, hopping and balanced landings. ELG — Gross Motor Skills Move energetically: run, jump, dance, hop, skip and climb.	Run at different speeds; accelerate and run in a team. Develop jumping technique and skipping; apply jumps in circuits, games and competition.	Accelerate, slow down and dodge individually and in teams. Revisit controlled jumping and landing in Gymnastics and movement in games.	Develop sprinting, acceleration and relay running. Compare throws for accuracy and distance; perform a standing long jump.	Develop sprinting and running at a sustainable pace. Practise age-appropriate javelin throwing and standing triple jump.	Refine sprint finishes and relay changeovers. Develop standing shot-put technique with suitable equipment and introductory hurdling.	Apply running for speed and distance, throwing and jumping in competition. Select pace, repeat controlled technique and pursue personal bests.
Disciplinary application	Notice whether a landing is balanced. Try again after a demonstration; choose a clear space to move into. (<i>BtM: Thinking creatively and critically.</i>)	Choose when and where to jump into space. Compare landing control or distance, use feedback and try an improvement.	Explain how a change of direction helped avoid a defender. Observe a partner and suggest a safer or more effective movement.	Measure attempts consistently. Identify whether direction, force or take-off affected the result; practise one improvement.	Compare pace or measured distance across attempts. Give feedback about stride, take-off or release and test its effect.	Use timed or measured attempts to evaluate a technical change. Record a personal best and identify the next practice focus.	Apply event rules and consistent measurement. Explain a personal improvement using both performance evidence and technique.
Key vocabulary	pathway, walking, marching, jump, hop, landing	running, speed, jumping, distance, skipping, landing	dodge, space, defender, direction, speed	sprint, acceleration, relay, accuracy, take-off	pace, stride, javelin, hop, step, jump	finish, changeover, shot put, hurdle, personal best	competition, pacing, measurement, technique, personal best

Sending, Receiving and Equipment Control

Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught contexts	Hands 1 and 2; Feet 1; Rackets, Bats, Balls and Balloons	Hands 1; Feet 1; Rackets, Bats and Balls	Hands 1; Feet	Hockey; Basketball; Cricket; Rounders; Tennis	Cricket; Badminton	Netball; Dodgeball; Cricket; Badminton; Tennis	Hockey; Tennis; Rounders
Substantive knowledge	Aiming directs a send; power affects distance. Control helps throwing, catching and foot dribbling. (BtM: Moving and handling, Ranges 5–6.)	The direction, speed and power of a send affect where a ball goes. Stopping it prepares the next action.	Linking dribbling, passing and receiving helps a team retain possession and create a scoring opportunity.	Technique changes with the equipment: hand dribble, stick control, throw, catch or strike. Move into space to receive.	Body position and controlled contact affect the direction of a strike. Moving into position early helps a player retrieve a ball or return a shuttle.	Choose passes and shots to suit space, distance and opponents. Controlled receiving prepares the next action.	Anticipation, first control and accurate sending help retain possession or direct play under pressure.
Practical skills	Push, roll and bounce; throw overarm/underarm, stop a small ball and get ready to catch. Dribble with feet; push/hit and balance objects on a racket/bat. ELG — Gross Motor Skills Use strength, balance and coordination in play.	Hands: bounce, aim, vary power and stop a ball. Feet: dribble, then kick to pass or score. Rackets: push and hit towards a target.	Combine hand and foot dribbling, passing and receiving. Control the ball before the next action; work with teammates to keep possession and score.	Combine dribbling and passing in Hockey and Basketball. Develop underarm/overarm throws, catching and stopping in Cricket/Rounders; introduce tennis forehand control.	Cricket: bowl underarm, stop, retrieve and return the ball; strike at different angles and speeds. Badminton: control the shuttle with forehand/backhand contact and a simple serve.	Refine passing/catching in Netball and Dodgeball; batting/bowling/fielding in Cricket. Develop controlled forehand/backhand shots, serving and returning in racket games.	Combine receiving, dribbling, passing and shooting in Hockey; serve and return in Tennis; bat, bowl, catch and return in Rounders.
Disciplinary application	Choose a way to send; notice the result and adjust direction or power. (BtM: Thinking creatively and critically.)	Adjust direction or power after watching the result. Explain why a controlled send was successful.	Choose whether to dribble or pass according to space and teammates' positions. Explain how the choice helped keep possession or score.	Compare techniques for different equipment. Select a send and explain how it helped a teammate or created space.	Choose a batting direction or racket return using available space. Use the result to adjust position, contact or the accuracy of a return.	Select a pass or shot for a clear purpose. Use accuracy and the opponent's response to evaluate the choice.	Adapt technique to pressure and predict the next action. Explain why an accurate, controlled contact supported the team or rally.
Key vocabulary	accuracy, aiming, distance, power, throwing, catching, rolling, stopping; bounce, dribble, hit, control	send, stop, receive, aim, power, racket	possession, dribble, pass, receive, accuracy, control	dribble, grip, overarm, underarm, forehand	bowl, retrieve, return, angle, shuttle, forehand, backhand	chest pass, bounce pass, catch, serve, placement	first touch, anticipation, control, placement, recovery

Invasion Games and Attacking and Defending

Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught contexts	Games for Understanding	Games for Understanding; Feet 1; Hands 1	Attack vs Defence: Games for Understanding; Hands 1; Feet	Hockey; Basketball	Challenging Collaboration: attacking and defending in team challenges	Netball; Dodgeball	Hockey
Substantive knowledge	An attacker tries to score; a defender tries to prevent scoring. Games have boundaries, rules and turns. <i>(BtM: Moving and handling, Range 6.)</i>	Attackers use space to score. Defenders reduce space or protect a target while following the rules.	Teams change between attack and defence. A tactic is an agreed action to help achieve the game's aim.	Passing and moving or dribbling can create space and scoring chances. Possession means having control of the ball.	Collaboration combines team members' actions towards a shared goal. Agreed attacking and defensive tactics help a team respond to opponents.	Netball uses passing and movement to keep possession. In Dodgeball, accurate throws, catches, dodges and blocks serve different tactical purposes.	Attack and defence change as possession changes. Supporting the ball carrier and organised defending affect the team's options.
Practical skills	Avoid a defender; prevent an attacker scoring in simple games. Take turns, follow rules and help keep the score. ELG — Gross Motor Skills Navigate space and obstacles safely, with care for others.	Move into space to attack; defend a target or space. Apply attacking and defending principles in simple games.	Attack and defend as a team; change roles promptly. Combine dribbling, passing and receiving; use dodging to beat an opponent.	In both sports, combine passing, receiving and dribbling to create space. Introduce shooting and play modified games.	Work together in simple and competitive games. Coordinate roles and actions; create and apply attacking and defensive tactics within team challenges.	Netball: establish footwork and shooting; refine passing, receiving and marking. Dodgeball: revisit dodge/throw/catch; introduce blocking and apply basic tactics.	Revisit stick control, passing and shooting after Year 3. Develop blocking and defending; consolidate possession, support play and team tactics.
Disciplinary application	Recognise whose turn it is and whether a point was scored. Choose a space away from a defender. <i>(BtM: Making relationships, Range 6.)</i>	Explain one way to score and one way to stop scoring. Follow the same agreed rule when attacking and defending.	Agree a simple team tactic, try it and discuss whether it worked. Explain when the team needed to change roles.	Choose when to pass, dribble or shoot using the space available. Explain a decision with reference to possession or scoring.	Agree a team tactic, try it against opponents and review the outcome. Explain how communication and coordinated actions supported the team's success.	Compare attacking and defending options in the two games. Adjust a plan after observing opponents; apply the rules of each modified game.	Justify and adapt tactics as play changes. Use agreed rules to officiate modified games and explain decisions fairly.
Key vocabulary	attacker, defender, space, tag, rule, score	attack, defend, target, space, score	team, tactic, possession, support, transition	possession, pass, dribble, shoot, space	collaboration, teamwork, tactics, communication, cooperate, leadership	mark, intercept, footwork, dodge, block, tactic	support, interception, transition, possession, officiate

Striking and Fielding

Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught contexts	Foundations in Hands 1 and 2; Rackets, Bats, Balls and Balloons	Foundations in Rackets, Bats and Balls; Hands 1	Receiving and ball-control foundations in Hands 1	Cricket; Rounders	Cricket	Cricket	Rounders
Substantive knowledge	Hands or equipment can send an object towards a person or space. (BtM: Moving and handling, Ranges 5–6.)	A racket or bat can send a ball towards a target; power affects distance.	Watching the ball and preparing the hands helps a player receive and control a pass. Accurate sending helps a partner receive.	Batters try to score runs; fielders try to prevent them. Cricket and Rounders have different layouts and scoring conventions.	Batters can vary the angle and speed of a strike to find space. Underarm bowling starts play; stopping, retrieving and returning the ball restrict runs.	Batting and bowling choices affect fielding positions. Stopping, catching and accurate returns can restrict runs.	The direction of a hit and the fielders' positions affect running decisions. A missed or backward hit changes the available scoring options.
Practical skills	Explore throwing, rolling, stopping and catching; push or hit objects with control. ELG — Gross Motor Skills Use strength, balance and coordination in play.	Push or hit with a racket towards a target. Combine controlled sending and stopping.	Combine passing and receiving with increasing control in Hands 1 games, building foundations for later fielding.	Cricket: strike with intent; throw underarm/overarm and catch. Rounders: develop overarm/underarm throws and stop the ball in games.	Bowl underarm; develop stopping, retrieving and returning the ball. Strike at different angles and speeds in modified Cricket games.	Refine batting and bowling; stop, catch and throw accurately. Combine bowling and fielding, apply tactics and begin umpiring and scoring.	Revisit batting, bowling and fielding; progress towards fuller Rounders games. Position fielders, back up returns and make considered running decisions.
Disciplinary application	Notice where a send finishes; adjust direction or power and try again. (BtM: Thinking creatively and critically.)	Compare where two hits finish. Adjust aim or power to reach a chosen target.	Judge whether a pass is accurate and controlled. Adjust position or the strength of a send to help a partner receive.	Distinguish batting and fielding aims. Choose an appropriate throw or return and apply each game's modified scoring rules.	Explain a batting placement or fielding position. Compare returns and identify how accuracy and speed help restrict scoring.	Plan a bowling/fielding tactic and review its effect. Use agreed scoring and umpiring conventions consistently.	Weigh the opportunity to score against the risk of being out. Review fielding tactics and explain decisions using Rounders rules.
Key vocabulary	throw, catch, roll, stop, push, hit, aim	bat, racket, aim, hit, power	pass, receive, control, accuracy, ready	batter, fielder, run, throw, catch, stop	bowler, batter, angle, retrieve, return, fielding	innings, wicket, coverage, umpire, score	post, rounder, stumped, backward hit, backing up

Net and Wall Games

Racket foundations begin in Reception and Year 1 and are developed through Tennis in Year 3. A dash indicates that no new net or wall content is allocated to that year group in this programme.

Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught contexts	Foundations in Rackets, Bats, Balls and Balloons	Foundations in Rackets, Bats and Balls	No discrete net or wall unit	Tennis	Badminton	Badminton; Tennis	Tennis
Substantive knowledge	Aim and power affect where an object goes. Control helps balance it on equipment. (BtM: Moving and handling, Range 6.)	A controlled grip and body position help a racket contact a ball.	—	Sending into an unoccupied area can win a point. A forehand is one way to strike a ball; recovery prepares the next return.	The shuttle must clear the net and land in court. Forehand and backhand actions allow returns on different sides of the body.	Placement can move an opponent and create space. A serve starts the point; a volley meets a tennis ball before it bounces.	Partners share court coverage in doubles. Shot choice, placement and recovery influence the next return.
Practical skills	Push/hit balloons or balls towards space; take turns and balance an object on a racket/bat. ELG — Gross Motor Skills Use strength, balance and coordination in play.	Push a ball with a racket under control; hit or push towards a target with increasing accuracy.	—	Explore outwitting an opponent; create space to score. Introduce rackets and forehand shots through adapted games.	Build racket/shuttle control, ready position and court movement. Introduce forehand/backhand returns and a simple serve; apply these in adapted games.	Badminton: refine forehand/backhand, placement and serve. Tennis: revisit forehand; develop backhand, volley and serve, then apply in doubles.	Consolidate serving, returning and doubles play. Apply controlled strokes and tactical placement in mixed-ability and round-robin games.
Disciplinary application	Choose a clear space to aim for; watch the result and adjust a push or hit. (BtM: Thinking creatively and critically.)	Watch the result of a strike and adjust direction or power.	—	Choose where to send to move the opponent. Apply simple rules for a point and discuss what made a return difficult.	Judge accuracy and control before adding power. Explain a shot choice using available court space.	Select shots to create space; assess how serving and recovery affect the rally. Agree doubles roles and apply modified scoring rules.	Adapt placement and court coverage to opponents. Evaluate the partnership's tactics and use scoring/rotation conventions independently.
Key vocabulary	accuracy, space, control, power, aiming, hitting, pushing	racket, grip, control, target	—	forehand, net, court, return, recover	shuttle, forehand, backhand, serve, rally	volley, serve, placement, doubles, recovery	court coverage, partnership, anticipation, round robin

Gymnastics

Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught contexts	High, Low, Over, Under	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Substantive knowledge	Shapes and movements can be high or low. Stillness, control and extended fingers/toes help show a clear shape. <i>(BtM: Moving and handling, Ranges 5–6.)</i>	Different body parts can support a shape. Wide, narrow and curled positions can be linked through controlled movement.	Linking actions creates a sequence. A controlled transition joins movements and makes the sequence flow.	Body tension and extension make shapes clear. Partners can coordinate actions within a sequence.	Changes in level, direction and support create variety. Clear transitions connect balances and movement.	Control, strength and flexibility support more demanding combinations. Timing and planned transitions help partners work together.	Composition involves selecting and organising actions and relationships. Precision, control and fluency affect the quality of the whole sequence.
Practical skills	Explore high/low shapes on the floor and suitable apparatus; travel over, under and through. Hold shapes with increasing stillness and control. ELG — Gross Motor Skills Use strength, balance and coordination in play.	Make shapes using different body parts. Explore wide, narrow and curled positions; link actions with a clear beginning and ending.	Link taught travel, jumps, balances and rolls; vary pathways. Transfer a controlled sequence from floor to suitable apparatus.	Combine taught shapes, balances and travelling actions on floor/apparatus. Coordinate with a partner and refine transitions.	Extend floor/apparatus sequences, varying levels and directions. Sustain clear shapes and controlled transitions with a partner.	Combine taught actions into fluent sequences on floor/apparatus. Vary pathways, levels and timing; rehearse partner coordination.	Create, perform and refine longer sequences. Coordinate group relationships and use floor/apparatus purposefully with consistent control.
Disciplinary application	Recognise a still, controlled shape. Try a suggestion and notice what changes. <i>(BtM: Thinking creatively and critically.)</i>	Choose two actions that link; identify a clear shape or controlled finish in a performance.	Order actions purposefully. Use control, balance and flow to evaluate and improve the sequence.	Use a taught criterion to compare sequences. Explain and practise a change to shape or transition quality.	Explain how a change of level, direction or transition improves a sequence. Give specific partner feedback.	Evaluate the effect of timing and sequence choices. Refine one section while maintaining the quality of the whole.	Justify compositional choices and use several criteria to evaluate a performance. Refine independently in response to precise feedback.
Key vocabulary	high, low, over, under, shape, apparatus	body part, wide, narrow, curled, link	sequence, transition, pathway, balance, control	extension, tension, coordination, sequence	level, direction, support, transition, contrast	fluency, timing, pathway, composition	precision, relationship, composition, refinement

Gymnastics develops from exploring shapes, levels and travel to linking controlled actions and composing fluent sequences. Pupils revisit secure foundations before extending their work on floor and apparatus, with increasing attention to precision, transitions and relationships.

Dance

Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught contexts	Dinosaurs; Nursery Rhymes; Active Play	Autumn 1; Autumn 2; Spring 1	Autumn 1; Autumn 2; Spring 2; Summer 1	Spring 1; Spring 2; Summer 2	Autumn 1; Autumn 2; Summer 1; Summer 2	Autumn 1; Autumn 2; Spring 2	Spring 1; Summer 1; Summer 2
Substantive knowledge	Actions express characters and feelings; beat and tempo organise movement. (BtM: Being imaginative and expressive, Ranges 5–6.)	Actions can represent an idea or character. A motif is a short movement idea that can be repeated.	Expression and dynamics communicate an idea or emotion. Linked motifs and transitions form a sequence.	A stimulus can be developed into a character or theme. Motifs can be extended through space, effort and relationships.	Contrasting actions and relationships between dancers help communicate a theme; transitions connect ideas.	Choreography selects and organises movement. Dynamics, relationships and compositional choices shape the intended effect.	A coherent dance communicates intention through rhythmic patterns, controlled movement, expression and group relationships.
Practical skills	Create big dinosaur actions; link movements and add expression with a partner. Develop rhyme sequences, rhythm and changing tempos. ELG — Being Imaginative and Expressive Perform stories/rhymes with others; move to music when appropriate.	Create and repeat simple movement patterns; vary level, direction and pace. Link movements and respond to rhythm with a partner.	Respond to a stimulus with expression. Develop and extend motifs, contrasting speed or size; connect sequences with a partner.	Develop expressive motifs from a stimulus; extend them into partner sequences. Show character and relationships with controlled transitions.	Extend and interconnect movements in pairs/groups. Use contrasting relationships, timing and expression; rehearse a coherent sequence.	Develop and combine motifs using deliberate compositional choices. Explore movement responses; rehearse a longer sequence with sustained expression.	Create and refine rhythmic patterns and group choreography. Sustain technical control, expression and clear relationships throughout a performance.
Disciplinary application	Choose an action for a character; notice how it matches music or meaning. (BtM: Thinking creatively and critically.)	Explain what a movement represents; watch for clear actions and a remembered order, then improve one part.	Choose movements that express the stimulus. Evaluate whether a change in dynamics makes the idea clearer.	Explain how a motif communicates character or theme. Use feedback about expression and transitions to revise it.	Compare the effects of two movement/relationship choices. Refine timing and transitions to communicate the theme clearly.	Justify compositional choices and evaluate their effect on an audience. Use specific feedback to improve coherence and expression.	Evaluate intention, execution and audience effect using several criteria. Revise choreography and explain why the changes improve communication.
Key vocabulary	beat, rhythm, timing, tempo, expression, character, control	action, pattern, motif, rhythm, level	stimulus, expression, dynamics, transition	motif, effort, character, pathway, relationship	contrast, interconnect, timing, relationship	choreography, composition, dynamics, rehearsal	intention, rhythmic pattern, precision, audience

Dance develops action, space, dynamics, relationships and composition through the specialist teacher's themes. Repeated opportunities to create, rehearse and perform enable pupils to communicate ideas with increasing control and expression.

Team Building and Outdoor Adventure

Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught contexts	Playing Through Games; Games for Understanding; Active Play	Team Building	Team Building	Orienteering	Outdoor Adventures: Challenging Collaboration	Orienteering	Outdoor Adventures: Communication and Tactics
Substantive knowledge	Sharing equipment, listening and taking turns help partners play safely together. (BtM: Making relationships, Range 6.)	A strategy is a plan for completing a challenge. Clear communication helps a team agree and carry out a plan.	Effective teamwork includes everyone, with clear roles and communication. A simple strategy helps a group solve a problem.	A map represents an area using symbols. Orientating the map helps match marked points to real locations.	Effective teams share a goal, include each member and communicate clearly. Collaboration and agreed tactics help a team succeed in challenges and competitive games.	Accurate orientation and checking landmarks support route choice. A quick route must still reach the correct points within boundaries.	Clear speaking, active listening and non-verbal signals help teams work effectively. Roles, shared strategy and agreed tactics organise a team's response to a challenge.
Practical skills	Explore equipment and travel; create simple games, share ideas and cooperate with a partner. ELG — Building Relationships Cooperate, share turns and show sensitivity to others.	Listen, communicate and use simple strategies in team challenges. Share ideas, encourage others and test a team solution.	Cooperate in pairs and small teams; communicate a plan, include others and apply simple strategies to complete challenges.	Orienteer simple maps; locate and record points. Use face/cone and point-and-return challenges with partners within agreed boundaries.	Collaborate to complete simple games and team challenges. Apply teamwork in competitive games; create attacking and defensive tactics and coordinate actions efficiently.	Revisit map orientation; link checkpoints through point-to-point and timed courses. Share navigation roles and record findings accurately.	Create and apply tactics in problem-solving challenges. Lead and contribute to a team; use and adapt communication to organise actions and collaborate effectively.
Disciplinary application	Choose equipment and a way to play safely together; explain a choice with support. (BtM: Thinking creatively and critically.)	Compare two ways to complete a challenge. Explain whether the chosen strategy worked and agree an improvement.	Check that everyone understands their role. Test a team strategy, discuss its success and adapt it when the challenge is not solved.	Use map evidence to justify a direction. Check a recorded point against the map and correct an error.	Contribute ideas, agree roles and test a team approach. Review decisions during a challenge and adapt tactics to improve the team's performance.	Compare route options using accuracy and time. Explain how the team resolved uncertainty and adapt the next attempt.	Evaluate how communication, leadership and tactics affect the outcome. Refine the plan after feedback and justify a change that improves team performance.
Key vocabulary	play, sharing, safe, taking turns, fairness, travel, partner	team, strategy, communicate, challenge	teamwork, inclusion, communication, cooperation, courage, motivation	map, symbol, orientate, point, route	teamwork, collaboration, cooperate, tactics, communication, leadership	checkpoint, navigation, route choice, accuracy	communication, tactics, teamwork, strategy, leadership, evaluation

Health and Wellbeing

Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught contexts	Health and Wellbeing; Active Play; PE routines	Health and Wellbeing; routines across PE	Routines across PE; Swimming	Health and Wellbeing	Health and Wellbeing; Swimming; routines across PE	Health Related Exercise	Health Related Exercise; Swimming
Substantive knowledge	Exercise can quicken heartbeat and breathing and change how we feel. A warm-up prepares us. (BtM: Health and self-care, Ranges 5–6.)	Agility is moving quickly and easily in different directions. Balance keeps the body steady; coordination uses body parts together. These help us perform activities successfully.	Breathing and heartbeat change with effort. Pool and equipment routines help everyone participate safely.	Relaxation techniques include controlled breathing and calm movement. Balanced meditative poses require control and concentration; props can support stability.	Movement and mime can communicate emotions. Breathing, relaxation and meditative poses can help us recognise and manage feelings.	Cardiovascular fitness, strength and flexibility have different purposes. Circuits can practise these through suitable exercises.	Exercise choices and repeated practice affect fitness. Comparable assessments help identify personal progress and suitable next steps.
Practical skills	Move energetically in varied ways; notice heartbeat, breathing and feelings. Join a warm-up and follow safe routines. ELG — Managing Self Try new activities confidently and persevere.	Explore agility, balance and coordination, including bouncing, rolling and throwing. Complete circuits individually, then collaborate with and support a partner.	Apply safe routines in games, gymnastics and swimming. Notice effort, take suitable rests and describe activities they enjoy.	Explore and apply relaxation techniques. Perform balanced meditative poses, using suitable props when needed, and describe how the activities feel.	Create movements that express emotions; explore mime and use meditative poses with controlled breathing. Apply safe preparation and recovery routines across PE and Swimming.	Complete appropriate baseline fitness tasks; practise cardiovascular, flexibility and strength circuits with controlled technique and suitable recovery.	Repeat fitness tasks consistently; refine circuit technique and regulate effort. Select activities linked to a personal fitness target and review progress.
Disciplinary application	Describe a body change or feeling after exercise; explain why we warm up. (BtM: Health and self-care, Ranges 5–6.)	Identify which activity uses agility, balance or coordination. Compare attempts, keep a score honestly and use feedback to improve a movement.	Explain how a rule or routine supports safe participation; identify when help is needed.	Compare how different relaxation techniques feel. Use balance and control to judge a pose, then adjust posture or support to improve stability.	Explain how a movement communicates a feeling. Reflect on the effect of a relaxation technique and select one that helps manage a particular emotion.	Explain what a circuit activity develops. Compare personal results under similar conditions and set a specific, realistic practice target.	Interpret personal results and adjust an activity plan. Explain the link between exercise purpose, technique, effort and improvement.
Key vocabulary	exercise, movement, heart, heartbeat, breathing, warm-up	agility, balance, coordination, hand-eye coordination, throwing, aiming	heartbeat, breathing, effort, safety	relaxation, breathing, balance, pose, control, concentration	emotion, expression, mime, relaxation, breathing, meditative pose	cardiovascular, strength, flexibility, circuit, baseline	fitness, evidence, intensity, recovery, personal best

Swimming and Water Safety

Swimming builds across the three taught blocks. Pupils enter each block at their assessed level of competence, with support and challenge matched to their confidence, technique and water-safety understanding.

School timing	Substantive knowledge and water safety	Practical skills	Disciplinary application
Year 2 • Summer	Know pool routines, how to attract help, and why water requires appropriate adult supervision. Recognise safe entry/exit instructions.	Build confidence, breathing control, floating, recovery to standing and travel. Introduce stroke actions at the pupil's level of readiness.	Follow pool instructions and apply a taught safe response. Identify an action that helped floating or travel and use feedback to improve it.
Year 4 • Spring	Understand how floating, controlled breathing, attracting help and reaching a safe exit contribute to self-rescue. Identify dangers in taught water contexts.	Develop independent floating, coordinated stroke actions and breathing. Extend continuous swimming distance; practise instructed survival and self-rescue skills appropriate to competence.	Use feedback about body position, breathing or propulsion to improve. Explain a safe choice in a taught scenario and recognise the limits of personal competence.
Year 6 • Autumn	Explain safe choices in different water-based situations, including staying afloat, attracting help and exiting safely. Understand the limits of personal competence.	Develop competent, confident and proficient swimming over at least 25 metres. Use a range of strokes effectively and perform safe self-rescue in different water-based situations.	Evaluate stroke effectiveness and use feedback to refine technique. Select and demonstrate an appropriate self-rescue response in taught situations and explain the decision.

Disciplinary Knowledge in Performance and Decision Making

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observing evaluating and improving	Notice a still shape or controlled ball. Copy a demonstration and try again. (<i>BtM: Active learning.</i>) ELG — Managing Self Try unfamiliar activity confidently and persevere.	Use one taught criterion, such as control or accuracy, to describe success and repeat a changed action.	Compare two attempts using a criterion. Explain which attempt improved and identify what changed.	Use a specific technical or expressive criterion in games, athletics, dance or gymnastics. Practise a change and describe its effect.	Give precise feedback about movement, contact or transitions. Compare attempts using observations or measurements.	Identify a technical or tactical cause of success. Test a change and use performance evidence to judge whether it helped.	Combine several criteria to evaluate performance. Prioritise a change, practise it and justify improvement using evidence.
Tactical reasoning and problem solving	Choose space away from a defender or decide where to roll a ball. (<i>BtM: Thinking creatively and critically.</i>) ELG — Self-Regulation Work towards a simple goal and manage immediate impulses.	Choose a way to score, defend or solve a Team Building challenge; give a simple reason.	Agree and test a game tactic or Team Building strategy. Explain roles, include others and discuss whether the plan worked.	Choose pass, dribble or shot in Hockey/Basketball; use map evidence for an Orienteering route.	Choose Cricket placement or a Badminton return using available space. Agree and adapt a tactic in Challenging Collaboration.	Adapt a Netball/Dodgeball tactic, racket shot or Orienteering route to the situation; explain the trade-off.	Anticipate opponents and adapt Hockey, Tennis and Rounders tactics. Evaluate communication, leadership and strategy in outdoor team challenges.
Composing and interpreting movement	Choose an action for a dinosaur or rhyme character; say what it shows. (<i>BtM: Being imaginative and expressive, Ranges 5–6.</i>) ELG — Speaking Explain movement ideas using introduced vocabulary.	Select and order simple dance or gymnastics actions. Explain an intended movement idea.	Link and develop movements. Use expression, dynamics and transitions to make an idea clear.	Develop a motif or sequence; explain how chosen actions communicate character or show control.	Compare contrasting relationships, levels or transitions. Select the combination that communicates the intention most clearly.	Justify choreography or sequence structure. Refine timing, dynamics and relationships after feedback.	Evaluate intention, execution and audience effect. Revise a composition and explain how the change improves the whole performance.

Disciplinary Knowledge in Rules Practice and Evidence

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rules conventions and officiating	Follow boundaries, take turns and help count points honestly in Games for Understanding. (<i>BtM: Making relationships, Range 6.</i>) ELG — Building Relationships Cooperate, share turns and show sensitivity to others.	Apply agreed scoring and movement rules; recognise that the same rules apply to both sides.	Explain how rules shape attacking and defending; keep a simple score and accept fair decisions.	Distinguish the rules and scoring of the games taught. Apply safety conventions for sticks, bats and throwing.	Apply modified Cricket and Badminton rules and the agreed rules of team challenges. Explain a score or decision using the relevant convention.	Use rules to guide play; begin umpiring and scoring in Cricket. Apply the distinct movement and contact rules of Netball/Dodgeball.	Officiate modified Hockey and score Tennis/Rounders accurately. Explain decisions and resolve disagreements by referring to the rules.
Planning practice and using evidence	Repeat an action and notice a change; choose to try again with support. (<i>BtM: Active learning; Thinking creatively and critically.</i>) ELG — Self-Regulation Attend to instructions and work towards a simple goal.	Practise a named action and compare the outcome with an earlier attempt.	Select a simple focus such as accuracy or control. Repeat the task and say whether it improved.	Use consistent athletics measures or performance criteria to establish a starting point and choose a practice focus.	Compare results from similar attempts. Keep one focus long enough to judge its effect on performance.	Use personal fitness or athletics results to set a realistic target. Link practice choice to strength, flexibility, cardio fitness or technique.	Review comparable evidence over time. Adapt practice to a priority and explain progress and remaining needs without assuming every change is caused by one factor.

Physical, cognitive, social and emotional learning develop together in PE. Cooperation, respect, perseverance and self-management support pupils' participation, alongside increasingly secure physical competence and disciplinary understanding.

Key Organising Concepts

Concept	Reception and Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Body and movement	Explore body shapes, balance and different ways to travel; establish controlled fundamental movement. <i>Reception link: (BtM: Moving and handling, Ranges 5–6.)</i> Reception ELG — Gross Motor Skills Use strength, balance and coordination in play.	Combine movements; refine technique and explain how body position affects control.	Apply precise, efficient movement under greater challenge; refine performance for a purpose.
Space and relationships	Identify safe space; work alongside a partner; begin moving into space in games. <i>Reception link: (BtM: Moving and handling, Range 6; Making relationships, Range 6.)</i> Reception ELG — Gross Motor Skills Navigate space and obstacles safely, with care for others.	Use pathways, positions and partner relationships in games, gymnastics, dance and navigation.	Create or deny space; coordinate group performance and anticipate others' actions.
Effort and control	Explore fast/slow and gentle/strong; notice changes in the body. <i>Reception link: (BtM: Health and self-care, Ranges 5–6.)</i> Reception ELG — Gross Motor Skills Participate in energetic movement.	Choose suitable force and pace; develop strength, flexibility and stamina.	Regulate effort and improve efficiency; connect exercise choices with fitness and wellbeing.
Rules, tactics and fairness	Follow boundaries, signals and simple rules; understand taking turns. <i>Reception link: (BtM: Making relationships, Range 6.)</i> Reception ELG — Managing Self Understand why agreed rules matter.	Apply modified sport rules and basic tactics; communicate and accept decisions.	Adapt strategies, justify decisions and contribute to fair scoring or officiating.
Practice and improvement	Repeat an action; notice success and respond to a simple prompt. <i>Reception link: (BtM: Active learning; Thinking creatively and critically.)</i> Reception ELG — Managing Self Try unfamiliar activity confidently and persevere.	Use taught criteria and feedback to make a targeted improvement.	Evaluate evidence, test changes and pursue personal progress with independence.

National Curriculum coverage in Key Stage 1

Requirement (summary)	School contexts	Coverage and teaching emphasis
Fundamental running, jumping, throwing, catching, balance, agility and coordination	Y1 Running 1, Jumping, Hands 1, Feet 1, Rackets, Bats and Balls, Health and Wellbeing and Gymnastics; Y2 Dodging, Hands 1, Feet and Gymnastics.	Practise running, jumping, throwing, catching, balance, agility and coordination across the key stage. Year 2 continues jumping and landing within Gymnastics while combining movement and equipment skills in games.
Team games and simple attacking/defending tactics	Y1 and Y2 Games for Understanding and ball skills; Team Building develops cooperation in both years.	Develop moving into space, scoring, defending and supporting a teammate through modified games.
Dance using simple movement patterns	Y1 and Y2 scheduled Dance.	Copy, repeat, create and link simple movement patterns; develop motifs, expression and transitions across the scheduled blocks.

National Curriculum coverage in Key Stage 2

Requirement (summary)	School contexts	Coverage and teaching emphasis
Combine running, jumping, throwing and catching	Athletics Y3–Y6; taught games.	Refine technique and combine actions under greater challenge.
Modified competitive games; attacking and defending	Y3 Hockey, Basketball, Tennis, Cricket and Rounders; Y4 Cricket, Badminton and Challenging Collaboration; Y5 Netball, Dodgeball, Cricket, Badminton and Tennis; Y6 Hockey, Tennis and Rounders.	Transfer attacking and defending principles while teaching the distinct rules, skills and tactics of each sport.
Flexibility, strength, technique, control and balance	Gymnastics and Athletics Y3–Y6; Health Related Exercise Y5–Y6.	Develop and refine movement quality and control.
Dance using varied movement patterns	Scheduled Dance Y3–Y6.	Develop motifs, relationships, expression and composition through the scheduled dance blocks, with increasing control and purposeful movement choices.
Individual and team outdoor/adventurous challenges	Y3 and Y5 Orienteering; Y4 Challenging Collaboration; Y6 Communication and Tactics.	Progress from map orientation and locating points to increasingly independent navigation, collaborative problem solving, leadership and tactical communication.
Compare performance and improve personal bests	Across practical units and Athletics.	Use feedback, criteria and comparable attempts to demonstrate improvement.
Swimming, effective strokes and safe self-rescue	Y2 summer; Y4 spring; Y6 autumn.	Build water confidence and effective technique towards sustained swimming, a range of effective strokes and safe self-rescue. Assess each outcome separately.