



ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

The Green, Cassington, Oxfordshire. OX29 4DN

E-mail: office.3651@st-peters.oxon.sch.uk Tel: 01865 880443 Website: www.st-peters.oxon.sch.uk

Headteacher: Mr Jon Jeffries



Progression at St Peter's CE Primary School

Subject: PE

		Nursery/ Reception	KS1	Lower KS2	Upper KS2	KS3
EPA sports events/festivals		Sports Day Olympics	Dance festival (Spring Term)	Y3/4 Rugby festival Dance festival EPA Quadkids	Swimming gala EPA Quadkids	
EPA competitions				Boccia (Ks2 SEN) U9 Tennis	U11 hockey U11 cricket	
Swimming			<p>BEGINNERS</p> <p>to work with confidence in the water</p> <p>explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water</p> <p>remember, repeat and link skills</p> <p>know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to</p>	<p>DEVELOPING COMPETENCY</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>to use strokes effectively (e.g front crawl, back stroke and breast stroke)</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills</p>	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>To use strokes effectively (e.g front crawl, back stroke and breast stroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>	

Unlocking....

Minds that learn, Hearts that love, Faith that gives





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		<p>push against the water to move in a particular direction</p> <p>improve the control and co-ordination of their bodies in water</p> <p>know that being active is fun and good for them</p>	<p>improve linking movements and actions</p> <p>choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges</p> <p>know and describe the short-term effects of exercise on the body and how it reacts to different types of activity</p> <p>describe and evaluate the quality of swimming and recognise what needs improving</p>		
Dance	<p>to be increasingly able to use and remember sequences and patterns of movements which relate to music and rhythm</p>	<p>To use a variety of moves that change speed and direction.</p> <p>To compose and perform simple dance phrases.</p> <p>To show contrasts in simple dances with good body shape and position.</p> <p>To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control</p>	<p>To identify and practise the patterns and actions of chosen dance style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create partnered dances that reflect the dancing style and apply the key components of dance.</p> <p>To perform dance using a range of movement patterns.</p>	<p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create partnered dances that reflect the chosen dancing style and apply the key components of dance.</p> <p>To create group dances that reflect the dance style.</p> <p>To perform a dance using a range of movement patterns. To perform and evaluate own and others' work.</p>	<p>perform dances using advanced dance techniques within a range of dance styles and forms</p>

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<p>Gymnastics</p>	<p>to negotiate space and obstacles safely, with consideration for themselves and others</p> <p>to demonstrate strength, balance and coordination</p> <p>to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>To go up steps and stairs, or climb apparatus, using alternate feet.</p>	<p>To explore movement actions with control, and to link them together with flow.</p> <p>To remember and repeat simple gymnastic actions with control.</p> <p>To develop a range of gymnastic moves, particularly balancing.</p> <p>To link together a number of gymnastic actions into a sequence.</p>	<p>To explore jumping techniques and link them with other gymnastic actions.</p> <p>To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</p> <p>To construct sequences using balancing and linking movements.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p>	<p>To identify and practise body shapes and balances.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To use and refine the following skills: flexibility, strength, balance, power and mental focus.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>To construct sequences using balancing and linking movements</p>	
<p>Athletics</p>	<p>To revise and refine the fundamental movement skills they have already acquired: jumping, running, hopping, skipping,</p>	<p>To explore footwork patterns.</p> <p>To learn the best jumping techniques for distance.</p> <p>To throw different objects in a variety of ways.</p> <p>To hurdle an obstacle and maintain effective running style.</p>	<p>To use correct technique to run at speed.</p> <p>To throw with accuracy and power.</p> <p>To identify and apply techniques of relay running.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>To utilise all the skills learned in this unit in a competitive situation.</p>	<p>To use correct technique to run at speed.</p> <p>To throw with accuracy and power.</p> <p>To identify and apply techniques of relay running.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>To utilise all the skills learned in this unit in a competitive situation.</p>	<p>develop their technique and improve their performance in other competitive sports</p>

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<p>Cricket</p>	<p>to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>To practise basic striking, sending and receiving. To practise accuracy of throwing and consistent catching.</p> <p>To strike with a racket or bat. To play a game fairly and in a sporting manner.</p> <p>To use fielding skills to play a game.</p>	<p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for catching a ball and use it in a game.</p>	<p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for catching a ball and use it in a game.</p> <p>To practise the correct batting technique and use it in a game situation.</p> <p>To use hand-eye coordination to strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p>	
<p>Tennis</p>	<p>to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>To hold a tennis racket correctly.</p> <p>To hit a tennis ball over a net. To use a tennis racket to move a tennis ball around the playground</p> <p>To hit the tennis ball with a racket correctly</p> <p>To be able to hit a tennis ball to a partner</p>	<p>To grip a tennis racket correctly.</p> <p>To hit a tennis ball accurately using a racket.</p> <p>To hit a tennis ball over a net and back to partner.</p> <p>To learn the basic rules of tennis.</p> <p>To perform a rally with a partner.</p>	<p>To identify and apply techniques for hitting a tennis ball.</p> <p>To use the scoring system and court for singles tennis.</p> <p>To demonstrate and use the correct grip of the racket and understand how to get into the ready position.</p> <p>To understand how to use different shots to outwit an opponent in a game.</p>	

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		<p>To aim a tennis shot towards a target</p> <p>To be able to perform a rally with a partner</p>			
<p>Invasion games (hockey, rugby, football, netball)</p>	<p>to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>To master basic sending and receiving as well as developing balance agility and co-ordination.</p> <p>To make use of coordination, accuracy and weight transfer.</p> <p>To vary types of throw/passes.</p>	<p>To perform a range of actions, maintaining control of the ball.</p> <p>To perform a range of catching and gathering skills with control.</p> <p>To use accurate passing, dribbling, throwing in a game.</p> <p>To choose and use simple tactics to suit different situations.</p> <p>To play in a mini competition</p>	<p>To develop skills in a range of passes: in netball. To demonstrate basic passing and receiving skills using a netball.</p> <p>To develop an understanding and knowledge of the basic footwork rule of netball.</p> <p>To use good hand/eye co-ordination to pass and receive a ball successfully.</p> <p>To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</p> <p>To understand the importance of 'getting free' in order to receive a pass.</p> <p>To understand how to make space by moving away and coming back and by dodging.</p>	<p>to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p>

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				<p>To be able to demonstrate a range of defending skills and understand how to mark an opponent.</p> <p>To use skills in a festival.</p>	
<p>outdoor activities</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing • Be confident to try new activities and show independence, resilience and perseverance in the face of challenges 	<p>to recognise their own space Explore finding different places</p> <p>to follow simple routes and trails, orientating themselves successfully</p> <p>to solve simple challenges and problems successfully</p> <p>to recognise and describe how their body feels during exercise</p> <p>to observe what they and others have done and use their observations to improve their performance</p>	<p>to develop the range and consistency of their skills and work with others to solve challenges</p> <p>to choose and apply strategies and skills to meet the requirements of a task or challenge</p> <p>to recognise the effect of different activities on the body and to prepare for them physically</p> <p>to work safely</p> <p>to describe and evaluate their own and others' performances, and identify areas that need improving</p>	<p>to adapt their skills and understanding as they move from familiar to unfamiliar environments</p> <p>to understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing</p> <p>to improve their performance by changing or adapting their approaches as</p>	<p>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p>

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