BISHOP CREIGHTON ACADEMY

BISHOP CREIGHTON ACADEMY – Progression & sequencing within Physical Education-2026-2027

National Curriculum Aims

'What does progression in PE look like at our academy?' 'What does it mean 'to get better at PE?'

Our pupils will *'know more and show more'* in relation to Motor Competence, Rules, Strategies and Tactics, and Healthy Participation: They will know *what* to do and *how* to do it.

The Three Pillars of Progression

Motor Competence		Rules & Strategies		Healthy Participation	
Knowledge of the range of movements that become increasingly sport- and physical activity-specific.		*Knowledge of the conventions of participation in different sports and physical activities*		*Knowledge of safe and effective participation*	
Know What (declarative)	Know How (procedural)	Know What (declarative)	Know How (procedural)	Know What (declarative)	Know How (procedural)
Know what safe and successful movements look like in specific activities/sports	**Know how to perform safe and effective movements**	**Know what the rules, conventions, regulations, strategies, and tactics are for participation in specific sports**	**Know how to perform the rules, conventions, strategies, in an activity/sport**	**Know what health and fitness means in context**	**Know how to participate in activity and sport**

National Curriculum Physical Education Areas of Experience and Development

PHYSICAL	PERSONAL	COGNITIVE	HEALTH
Develop competence to excel in a broad range of physical activities using increasingly accurate movements, patterns, techniques and sequences.	Develop personal, social and emotional skills through collaboration and engaging in competitive sports. Communicate and feedback effectively using a range of strategies in different contexts.	Develop own understanding of activity and sport specific knowledge, applying it into a range of contexts.	Lead healthy active lives through safe participation. Understand the effects exercise has on the body and mind.

Key Stage 1	Key Stage 2
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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Pupils should be taught to:	**Pupils should be taught to:**
• 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns	• use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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

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Curriculum Journey End Points:

	EYFS	KS1	KS2	KS3
Motor Competence	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, for example: running, jumping, dancing, hopping, skipping and climbing. • Perform songs, rhymes, poems and stories with others an (when appropriate) try to move in time with music.	• Develop fundamental movement skills, physical literacy and fluency. • Develop balance, agility and coordination skills and begin to apply these into a range of different contexts (on their own and with others). ***they also:*** • Become increasingly competent and confident mastering basic movements such as: running, jumping, throwing and catching.	• Apply and develop a broader range of skills, learning how to use them in different ways and to use them to make actions and sequences of movement • Begin applying these skills in different contexts, sports and activities.	• Build on and embed the physical development and skills learned in KS1 and KS2 • Become more competent, confident and expert in their techniques and apply them across different sports and physical activities
Rules, tactics & strategies	• Explain the reason for rules • Know right from wrong • Try to behave accordingly	• Participate in team games, developing and showing a basic understanding of simply tactics for attacking and defending • Begin to understand how, when and where to move to gain an advantage when attacking and defending • Start to develop a simple understanding of the importance of following basic rules	• Play competitive games and apply basic principles suitable for attacking and defending • Make increasingly intelligent tactical decisions about how, when and where to move in competitive situations • Increase their understanding of the importance of rules and display good sense of fair play	• Understand what makes a performance effective and how to apply these principles to their own and others' work. • Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
Healthy Participation	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Work and play cooperatively and take turns with others	• Describe how their bodies feel when moving and resting • Be able to perform simple fundamental movement skills and give a simple explanation of how to exercise safely • Develop a simple awareness that exercise if good for them • Become increasingly able to safely participate in and describe how their bodies feel when performing different physical activities	• Plan and demonstrate how to safely take a warm-up and cool down in ways that suit the activity • Participate in sport and physical activity in and out of school and explain in detail how this contributes to a healthy lifestyle	• Develop in confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity

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Our PE Curriculum Journey:

National Curriculum Physical Education Areas of Experience & Development	Our PE Curriculum Journey: Intent and Impact Overview of the end of year age related expectations for National Curriculum PE					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
PHSYICAL	Children can **develop simple** fundamental movement skills (FMS), which they copy, repeat, and explore with **basic control**	Children become increasingly confident and competent in their simple FMS. They access a broad range of opportunities to extend their agility, balance and coordination individually and with others.	Children copy, repeat, explore, and remember their FMS with **increased control.**	Children develop a broader range of skills and begin to select and apply them more appropriately with control and coordination.	Children select and use their skills for use in different ways and in different contexts with good control and coordination.	Children link their skills to make actions, sequences and movements. They apply and perform them accurately with precision, control and physical fluency.
PERSONAL	Children begin to come aware of their own and others' feelings when working together. They can follow basic instructions and generally do their best in any physical tasks on their own.	Children are able to engage in simple competitive activities against themselves and cooperative physical activities with others. They generally try their hardest to do well.	Children engage and collaborate in partner work and small group activity and start to display some simple effective communication and cooperation skills. They follow and understand simple rules for competitive physical activities against others. They are keen to do well.	Children display more developed communication and collaboration skills in partner and group work. They praise others and offer support for teammates. During competitive activity they are able to cope with winning and losing. They want to improve their own performance.	Children display a positive attitude towards co-operative and competitive physical activity. They work effectively as part of a team listening respectfully to the ideas of others and sharing their own. They understand the importance of fair play in competition. They persevere in challenging themselves to improve their own performance.	Children enjoy communicating, collaborating and competing with each other. They consistently work well in team challenges displaying good communication skills. They engage fully in individual and team competitive activities. They always respect rules and display a good sense of fair play. They display resilience and challenge themselves consistently to improve their own performance.
COGNITIVE	Children describe and comment on their own and others' actions.	Children talk generally about the differences between their own others' simple actions and suggest some improvements. They begin to show a basic understanding	Children describe in more detail how their work is different from others' work and start to use this understanding to improve their own performance. They begin to show an increasing understanding of simple tactics and some basic compositional ideas	Children see and describe in some detail how their work is similar to and different to others' work and use this understanding to improve their own and others' performance. Tactical and compositional understanding is improving.	Children observe others and compare and comment on aspects including the skills, techniques, tactics, ideas and composition used. They are now starting to use their findings on a consistent basis to refine their own performance in some physical activities and sports.	Children evaluate and recognise correctly and with consistency, their own and others' success. They regularly compare & provide feedback on the skills, tactics, techniques, ideas and composition, used in their own & others' work and use this understanding consistently to make improvements across a range of physical activities.
HEALTH	Children talk about how to exercise safely and describe how their bodies feel when they are moving and when they are at rest.	Children give a simple explanation of how to exercise safely. They describe how their bodies feel during different activities and have a simple awareness that exercise is good for them.	Children can describe how their bodies feel if they are physically active for sustained periods of time and are aware that their health will benefit. They can give reasons why it is important to warm up before physical activity.	Children know what different intensities of physical activity feel like. They can give some reasons why their health will benefit if they are physically active for sustained periods of time. They show that they can warm-up safely.	Children display a good understanding of the health benefits of engaging regularly in vigorous physical activity for sustained periods of time in and out of school. The plan and demonstrate that they can take their own warm-up and cool-down safely.	Children explain in detail how physical activity and sport contributes to a healthy lifestyle. They engage in a range of physical activity and sport contributes to a healthy lifestyle. They engage in a range of physical activities and sports and can describe some of the different health benefits for each. They consistently warm-up and cool-down safely in ways that suit the activity.

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Year Group	Concepts / NC Aims	PE Pillars of Progression (Ofsted, 2022)	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		National Age-Related Expectations EYFS ELGs / NC Targets
			Teacher	YDP	Teacher	YDP	Teacher	YDP	Teacher	YDP	Teacher	YDP	Teacher	YDP	
R	Personal, Social and Emotional Development Physical Development Expressive Arts and Design	Motor Competence (Fundamental Movement Skills) Including Context-Specific Simple Tactics Rules, Strategies and Tactics Healthy Participation	First PE (FMS)	Fitness and FMS	Superhero Dance EY	EY Gymnastics	Pirate Fitness	Enjoy a Ball! (Throwing and catching)	Mini Muay Thai	Multi-skills	Dance Dinosaur	EY Tennis Skills	Sports Day EY	EY Athletic Skills	**PSED ELG:** Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing Work and play cooperatively and take turns with others. **PD ELG:** 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. **EAD ELG:** Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
1	Develop competence to excel in a broad range of physical activities. Are physically active for sustained periods of time. Engage in competitive sports and activities. Lead healthy, active lives.		Gymnastics	Multi skills and FUNS	Dance Fairytales	Fitness Pirates	Dance Jungle	Ball games	Jungle Yoga	Rugby FUNdamentals	Mini Muay Thai	Athletics (indoors)	Team Games: (Dodgeball)	Sports day (multi-skills)	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
2			Gymnastics	Multi-Skills	Dance Great fire of London	Football FUNdamentals	Dance Fairytales	Ball Skills	Fitness (pirate).	Team Games: (Dodgeball)	Jungle Yoga	Athletics	OAA	Sports day (multi-skills)	
3			Gymnastics	Quicksticks	Yoga	Fitness	Target Games Dodgeball	Football	Dance Egyptians	Tennis	Rounders	Athletics	OAA	Kwik Cricket	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
4			Yoga	Quicksticks	Gymnastics	Target games Dodgeball	Dance Eco Warrior	Football	Swimming	Tennis	Rounders	Athletics	OAA	Kwik Cricket	
5			Gymnastics	Netball	Target games Dodgeball	Football	Greatest Showman Dance	Fitness	Swimming	Yoga	Tennis	Rounders	OAA	Athletics	**Swimming and water safety** Swim competently, confidently and proficiently over a distance of at least 25 metres

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6			**OAA**	**Netball**	**Dance WW2**	**Dodgeball**	**Gymnastics**	**Quick cricket**	**Yoga**	**Tennis**	**Football**	**Rounders**	**Swimming**	**Athletics**	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.
KS3 AIMS	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.														