



Essendon C of E Primary School

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PE Curriculum

Progression of Skills, using Get Set PE

Mixed-Age updated: December 2026

Review Date: December 2027

PE Overview 26-27

	Year 3/4	Year 5/6
<p>Pupils should be taught to:</p> <p>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.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching isolation and in combination.</p> <p>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis) and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>	

Games								
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Games	<p>I can respond to signals.</p> <p>I can roll a piece of equipment.</p> <p>I can throw underarm.</p> <p>I can catch with both hands.</p> <p>I can kick in different ways.</p>	<p>I can move fluently by changing direction and speed easily, avoiding collisions and stopping safely.</p> <p>Throw, bounce and catch a ball with partner (catching both hands).</p> <p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p> <p>Choose and use skills effectively for particular games, understand the concepts for aiming and hitting into a space.</p> <p>Take the ball to a good position for aiming. Hit a ball with a bat. I can kick more accurately in different ways.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Pass a ball accurately to a partner over a variety of distances.</p> <p>Show a good awareness of others in running, chasing and avoiding games.</p> <p>I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control and use these in a game.</p> <p>I can make simple decisions about when and where to run.</p> <p>I can show some understanding of simple tactics.</p> <p>Choose and use tactics to suit different situations.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>I can stay in a "zone" during a game.</p> <p>I can follow rules</p>	<p>I can throw and catch with control when under limited pressure.</p> <p>I know and use rules fairly to keep games going.</p> <p>I am aware of space, when playing a game and use it for attacking and defending.</p> <p>I am aware of teammates and the opposition and am starting to use tactics in light of this.</p> <p>I can use the correct technique to throw overarm.</p> <p>I can throw and catch a ball, whilst moving.</p> <p>I can demonstrate a range of throwing actions using a variety of objects.</p> <p>I can run fast, medium and slow speeds; changing speed and direction, when asked.</p> <p>I know and use rules fairly.</p>	<p>I can throw and catch with control when under limited pressure.</p> <p>I know and use rules fairly to keep games going.</p> <p>I am aware of space, when playing a game and use it for attacking and defending.</p> <p>I am aware of teammates and the opposition and am starting to use tactics in light of this.</p> <p>I can use the correct technique to throw overarm.</p> <p>I can throw and catch a ball, whilst moving.</p> <p>I can demonstrate a range of throwing actions using a variety of objects.</p> <p>I can run fast, medium and slow speeds; changing speed and direction, when asked.</p> <p>I know and use rules fairly.</p>	<p>Keep a game going using a range of different ways of throwing.</p> <p>Strike a ball with intent (accuracy and control) and throw it more accurately when bowling and/or fielding.</p> <p>I can catch with one hand.</p> <p>I can throw and catch more accurately using underarm and overarm.</p> <p>Keep and use rules they are given.</p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and height.</p> <p>I can move into space when I am not in possession during a game.</p> <p>I am beginning to vary tactics depending on what is happening around me.</p>	<p>Travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>Use a range of techniques when passing, e.g. high, low, bounced, fast, slow.</p> <p>Hit the ball with purpose, varying speed, height and direction.</p> <p>Hit the ball from both sides of the body.</p> <p>I can gain and keep possession by working as a team.</p> <p>I can use a number of techniques to dribble and shoot.</p> <p>Independently I can find an appropriate place to field.</p> <p>I can vary tactics and adapt skills according to what is happening.</p> <p>I can choose the best tactics for attacking and defending.</p>	<p>Dribble effectively around obstacles.</p> <p>Show precision and accuracy when sending and receiving.</p> <p>Perform skills with accuracy, confidence and control.</p> <p>Combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game use different way of bowling.</p> <p>Play competitive games (modified where appropriate) showing tactical awareness of attacking and defending and some knowledge of rules and scoring.</p> <p>Respond consistently in the games they play, choosing and using skills which meet the needs of the situation</p>

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Gymnastics

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>I can make my body tense, relaxed, curled and stretched.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll in different ways.</p> <p>I can travel in different ways.</p> <p>I can balance in different ways.</p>	<p>Use simple apparatus safely and with confidence.</p> <p>I can make my body tense, relaxed, curled and stretched.</p> <p>I can control my body when travelling.</p> <p>I can control my body when balancing.</p>	<p>Use simple apparatus safely and with confidence.</p> <p>Watch, copy and describe what others have done, with increasing detail.</p> <p>Improve their work using information they have gained by watching and listening.</p> <p>I can use contrast in my sequences.</p>	<p>Improve the quality of their actions, body shapes and balance.</p> <p>Select appropriate actions and consolidate simple ideas.</p> <p>I can explain how strength and suppleness affect performances.</p> <p>Evaluate their work and quality of their performance.</p> <p>Recognise how their work can be improved.</p>	<p>Develop a range of actions, body shapes and include a performance.</p> <p>Create gymnastic sequences that meet a theme or set of objectives.</p> <p>Make simple judgments on their own and others work.</p> <p>Suggest ways performance can be improved.</p> <p>I can adapt sequences to suit different types of apparatus and their</p>	<p>Perform actions in a fluent and consistent performance.</p> <p>Create sequences and adapt.</p> <p>Evaluate and improve their own and others work.</p> <p>I can include change of speed.</p> <p>I can include change of direction.</p> <p>I can include a range of shapes.</p> <p>I can follow a set of 'rules' to</p>	<p>Combine and perform gymnastic actions, shapes and balances fluently.</p> <p>Evaluate their own work and the work of others and suggest ways to improve.</p> <p>I can make complex or extended sequences.</p> <p>I can perform consistently to different audiences.</p> <p>My movements are</p>
	<p>I can stretch in different ways.</p> <p>I can curl in different ways.</p>	<p>I can climb safely.</p> <p>I can copy a sequence of movements</p> <p>I can roll, curl, travel and balance in different ways.</p>	<p>My movements are controlled.</p> <p>I can think of more than one way to create a sequence which follows a set of 'rules'.</p> <p>I can work on my own and with a partner to create a sequence.</p>	<p>I can use a greater number of my own ideas for movement in response to a task.</p>	<p>partner's ability.</p> <p>I can work in a controlled way.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>produce a sequence.</p> <p>I can combine actions, balance and shape.</p>	<p>accurate, clear and consistent.</p>

Dance							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely.	I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely.	<p>Watch and describe dance phrases and dances, and use what they learn to improve their own performance.</p> <p>I can change rhythm, speed, level and direction.</p> <p>I can dance with control and coordination.</p> <p>I can make a sequence by linking sections together.</p> <p>I can link some movement to show a mood or feeling.</p>	<p>Improvise freely, on their own or with a partner.</p> <p>Translate ideas into a dance.</p> <p>Create and link phrases using a simple dance structure.</p> <p>Perform dances with an awareness of rhythm on their own or in a group.</p>	<p>Evaluate their own performance and comment on improvements.</p> <p>I can use dance to communicate an idea.</p> <p>I can take the lead when working with a partner or group.</p> <p>I can make sure my dance moves are clear and fluent.</p>	<p>Compose dances expressively.</p> <p>Organise their own warm up and cool down to suit activities.</p> <p>I can work on my movements and refine them.</p> <p>I can compose my own dances in a creative and imaginative way.</p> <p>My movements are controlled.</p>	<p>Explore, improvise and combine movements.</p> <p>Create structure in sections of dance using a range of movement patterns.</p> <p>Comment on their own work and the work of others.</p> <p>I can perform to an accompaniment, expressively and sensitively.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p> <p>I can develop imaginative dances in a specific style.</p>

Athletics							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	N/A	N/A	N/A	<p>I can perform a basic pull throw.</p> <p>I can run at fast, medium and slow speeds, changing speed and direction.</p>	<p>Jump for height and distance with control and balance.</p> <p>Throw with speed and power and apply appropriate force (push and pull throw).</p>	<p>I can sprint over a short distance with a controlled and effective technique.</p> <p>I can throw in different ways, with increased power, using an increased range of equipment.</p>	<p>Can sustain pace over short and longer distances, and use tactics in a race in relation to my own strength.</p> <p>Able to run as part of a relay team working at their maximum speed.</p> <p>Can perform a range of jumps and throws demonstrating increasing power and accuracy.</p> <p>Are able to identify key strengths of a performer when running, jumping and throwing.</p> <p>I am controlled when taking off and landing in a jump.</p> <p>I can throw with accuracy and follow specific rules.</p>
				<p>I can make up and repeat a short sequence of linked jumps.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p>	<p>I can link running and jumping activities with some fluency, control and consistency (long jump).</p> <p>I can run over a long distance.</p> <p>I can sprint over a short distance.</p>	<p>I can jump in different ways. I can combine running and jumping. (including long jump and triple jump).</p>	

OAA and Swimming							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA	N/A	N/A	N/A	<p>I can follow a map in a familiar context.</p> <p>I can move from one location to another following a map.</p> <p>I can use clues to follow a route.</p> <p>I can follow a route safely.</p>	<p>I can follow a map in a (more demanding) familiar context.</p> <p>I can follow a route accurately, safely and within a time limit.</p>	<p>I can follow a map in an unknown location.</p> <p>I can use clues and compass directions to navigate a route.</p> <p>I can change my route if there is a problem.</p> <p>I can change my plan if I get new information.</p>	<p>I can plan a route and series of clues for someone else.</p> <p>I can plan with others taking account of safety and danger.</p>
Swimming	N/A	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> •swim competently, confidently and proficiently over a distance of at least 25 metres •use a range of strokes effectively such as front crawl, backstroke and breaststroke. •perform safe self-rescue in different water-based 	<ul style="list-style-type: none"> •swim competently, confidently and proficiently over a distance of at least 25 metres. •use a range of strokes effectively such as front crawl, backstroke and breaststroke. •perform safe self-