



St Patrick's Catholic Primary
School

PE Curriculum

2026

Reception

Movement skills	Ball skills	Gymnastics	Dance
<ul style="list-style-type: none"> · Be able to use communication skills to work with a partner and a group of no more than 5. · To be able to understand their own body movements and limits. · Be able to find a space not touching other children. · Be able to follow a pattern of activities, obstacle course of getting over and under objects. 	<ul style="list-style-type: none"> · Be able to roll a ball from one cone to another. · Be able to keep trying when they cannot complete a task. · Be able to throw and fetch a ball with a partner using both hands. · Be able to throw a bean bag into a hoop, matching colours. · Be able to catch a beanbag. 	<ul style="list-style-type: none"> · Use words such as stand, roll and lie down. · Be able to create shapes with their body and understand space around them. · Be able to jump with 2 feet, roll, crawl, stand and lie down. · Be able to balance on one leg. · Be able to travel around the room in different ways; running, skipping, walking, hopping. 	<ul style="list-style-type: none"> · Be able to work with a group to move around the space. · Be able to copy simple body movements. · Be able to express their own interests by responding to music. · Be able to find space to move in.

Hand/Eye coordination - Links to early literacy.

Year 1

Movement skills and athletics	Ball skills and invasion games	Striking and fielding	Gymnastics	Dance
<ul style="list-style-type: none"> • Can start and stop at speed, run in straight lines using a variety of speeds. • Attempt a variety of jumps taking off and landing with different feet combinations e.g. Jump with 2 feet and land on 1 foot, Jump with 1 foot and land 2 feet etc. • Move fluently, changing direction and speed easily and avoiding collisions. • Be able to twist and turn in multiple directions. 	<ul style="list-style-type: none"> • Pass a medium sized ball over a short distance accurately • Catch a medium sized ball from a short distance • Bounce a medium sized ball to self and attempt to bounce to others • Travel with a ball and keep under control when moving • Intercept, retrieve and stop a medium-sized ball with some consistency. 	<ul style="list-style-type: none"> • Able to strike a ball with increased confidence using hand or bat • Demonstrate hand and eye co-ordination to catch a smaller ball • Move towards a moving ball to return with hand or bat • Chase, stop and control balls and other objects such as beanbags and hoops • Identify space to strike a ball into 	<ul style="list-style-type: none"> • Identify and use simple gymnastic actions and shapes • Recognise actions and link them together • Can they demonstrate flexibility using their body to be tense, relaxed, stretched and curled • Link actions and remember and perform a simple sequence • Move on, off and over object with confidence • Perform in unison • Use words such as rolling, travelling, balancing, climbing 	<ul style="list-style-type: none"> • Perform basic body actions along with music • Use different parts of the body and combine arm and leg actions • Remember and repeat simple movement patterns • Move with control • Confident to explore space within their dances and movements • Recognise that dances can have themes and stories • Work with a partner • With help, compose a basic movement phrase

<ul style="list-style-type: none">• Be able to balance and hold balance when moving.• Demonstrate core strength to hold shapes and positions				
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St Patrick's

Year 2

Movement skills and athletics	Ball skills and invasion games	Striking and fielding	Net and wall games	Gymnastics	Dance
<ul style="list-style-type: none"> · Develop power, agility, coordination and balance over a variety of activities · Can throw and handle a variety of objects including quoits, beanbags, balls, hoops · Can negotiate obstacles showing increased control of body and limbs · Make choices about appropriate throws for different 	<ul style="list-style-type: none"> · Dribble effectively around obstacles · Show precision and accuracy when passing and receiving · Use a range of skills to help them keep possession and control of the ball when moving · Pass a ball accurately to a partner over a variety of distances · Select and apply a small range of simple tactics 	<ul style="list-style-type: none"> Demonstrate basic hitting skills in isolation and small games · Make attempts to catch balls coming towards player in games · Track the path of ball over a line/net and move towards it · Practise bowling/feeding a ball to other players Make attempts to catch balls coming towards player in games 	<ul style="list-style-type: none"> · Hit a ball using both hand and racquet with some consistency · Return a ball coming towards them using hand or racquet · Play in a modified game send and returning the ball over a line/net · Decide on and play with dominant hand Start a game using basic serving skills 	<ul style="list-style-type: none"> · Perform with control and consistency basic actions at different speeds and on different levels · Create and perform a simple sequence · Show contrasts in gymnastics shapes and actions · Comment on aspects of own and other performances · Work to improve flexibility and 	<ul style="list-style-type: none"> · Show some sense of dynamic, expressive and rhythmic qualities in their own dance · Use different parts of the body in isolation and combination · Perform with control and balance and demonstrating coordination · Explore and use basic choreography including levels, speed changes and cannon · Move with imagination responding to the music · Select movements that show a clear understanding of the

<p>types of activity</p> <ul style="list-style-type: none"> · Use agility in running games · Apply movement skills (Dodging) in a variety of activities to avoid opponent · Can identify areas of activities that need improve e.g. power in throws to throw further <p>Practise to improve skills</p>	<ul style="list-style-type: none"> · Show awareness of teammates and opponents in games · Apply catching and throwing skills to games <p>Begin to look for space to pass to or run to in order to receive</p>			<p>strength</p> <ul style="list-style-type: none"> · Attempt to use rhythm whilst performing a sequence · Use core strength to link gymnastic elements e.g. back support and half twist <p>Remember and repeat sequences</p>	<p>theme/story/idea of the dance</p> <ul style="list-style-type: none"> · Perform with expression · Attempt to work as part of a group to perform a dance
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Year 3

Movement skills and athletics	Ball skills and invasion games	Striking and fielding	Net and wall games	Gymnastics	Dance
<p>Link running and jumping activities with some fluency and consistency</p> <ul style="list-style-type: none"> · Control movements and body actions in response to specific instructions · Jump for height and distance with control and balance · Run at different speeds according to event and instruction · Run as part of a relay team 	<ul style="list-style-type: none"> · Send and receive a ball with some consistency to keep possession · Sometimes move into space to receive the ball · Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football · Play using basic rules of recognised game e.g. hockey or football 	<ul style="list-style-type: none"> · Adhere to some basic rules of recognised games such as rounders or cricket · Strike a ball with some consistency · Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling · Bowl accurately <p>Show ready position to catch a ball</p>	<ul style="list-style-type: none"> · Serve to begin a game · Play a continuous game using throwing and catching or some simple hitting · Keep count/score of a game · Can play within boundaries · Use a small range of basic racquet skills · Move towards a ball to return over a line/net <p>Play over a net</p>	<ul style="list-style-type: none"> · Modify actions independently using different pathways, directions and shapes · Perform sequences with contrasting actions · Show strength and flexibility to shapes and actions being performed · Remember and repeat sequences · Comment on other gymnastics sequences describing what they did well 	<ul style="list-style-type: none"> · Contribute ideas to the structure of the dance · Attempt to perform with a sense of dynamics · Competently include props and other ideas in their dance · Attempt short pieces of improvised dance responding to the structure/theme of the dance · Share and create short dance phrases with a partner and in small groups

<ul style="list-style-type: none"> · Throw a variety of objects using different recognised throws · Take part in basic scoring of different events <p>Throw more accurately and over greater distances</p>	<ul style="list-style-type: none"> · Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball · Work as part of a team to attack towards a goal <p>Recognise when you need to defend</p>			<ul style="list-style-type: none"> · Adapt basic sequences to include some apparatus · Identify similarities and differences in sequences <p>Develop body management over a range of floor exercises</p>	<ul style="list-style-type: none"> · Express moods and feelings throughout the dance piece · Perform movements with increased control <p>Describe using appropriate language features of dances performed by others</p>
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Year 4

Movement skills and athletics	Ball skills and invasion games	Striking and fielding	Net and wall games	Gymnastics	Dance
<ul style="list-style-type: none"> · Show differences between sprinting and running speeds over a variety of distances · Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone · Perform a range of jumps with consistency, sometimes approaching jump with a run up · Decide on ways to improve, run, jumps and 	<ul style="list-style-type: none"> · Send and receive the ball with accuracy, controlling to score points/goals · Working with team mates to make it difficult for the opposition · Keep possession of the ball as an individual using skills such as dribbling and running with the ball · Show speed and endurance in a game situation · Move into 	<ul style="list-style-type: none"> · Apply speed and decision making to run safely between scoring markers e.g. stumps, posts · With increasing consistency, choose where to direct a hit from a bowled ball · Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop · Use and apply the basic rules of the game · Track and intercept the ball along the 	<ul style="list-style-type: none"> · Explore shots on both sides of the body and attempt with confidence · Use a small range of racquet/hand skills · Work with a partner / small groups to return a served ball · Play competitively with others and against others in modified games · Use basic defensive tactics to defend the 	<ul style="list-style-type: none"> · Perform actions such as balance, body shapes and flight with control · Develop and increased range of body actions and shapes to use in longer, more complex sequences · Adapt actions and sequences to work with partners and small groups · Decide on ways to improve a piece of work using compositional elements and implement 	<ul style="list-style-type: none"> · Refine, repeat and remember short dance phrases · Show sensitivity to a dance idea/theme or story · Perform with increasing musicality with control and confidence · Perform dances with consistency · Show rhythm and style when performing as an individual and with others Dance using a variety of formations

<p>throws and implement changes</p> <ul style="list-style-type: none"> · Work with others to score and record distance and times accurately <p>Compete in running, jumping and throwing activities and compare their own performance with previous</p>	<p>space to help others and the ball over longer distances</p> <p>Use and apply the basic rules of the game</p>	<p>ground sometimes collecting with 1 hand</p> <p>Bowling a recognised action with some consistency</p>	<p>court i.e. moving to different positions on the court</p> <p>Choose ways to send the ball to make it difficult for opponent to return</p>	<p>changes</p> <ul style="list-style-type: none"> · Identify 'core muscles' and use them to improve quality of shapes and actions <p>Show smooth transitions and flow in sequences</p>	<p>confidently</p>
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Year 5

Movement skills and athletics	Ball skills and invasion games	Striking and fielding	Net and wall games	Gymnastics	Dance
<ul style="list-style-type: none"> · Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes · Able to run as part of a team in relay style events and demonstrate max effort pace · Perform a range of jumps in different activities · Identify how they can change an activity by using the STEP principle · Demonstrate 	<ul style="list-style-type: none"> · Able to combine basic skills such as dribbling and passing · Select and apply skills in game situation with some consistency · Know and apply the rules consistently in a game situation · Move balls over longer distances accurately, demonstrating power · Play in different positions with some success <p>Explain the</p>	<ul style="list-style-type: none"> · Use a variety of shots in an isolation and in a game situation · Recognise where increased flexibility and power is an advantage in striking and fielding the ball · In a game situation play using a range of simple tactics such as getting players out to restrict the attack · Use and apply the basic rules of the game fairly and consistently 	<ul style="list-style-type: none"> · Play a range of basic shots on both sides of the body, move feet to ball at most appropriate point · Play modified games with confidence sending and returning a ball this may be with differentiated equipment · Play with others with some flow to the game, keeping track of their own scores · Recognise where they should stand 	<ul style="list-style-type: none"> · Create longer and more complex sequences and adapt their performances · Perform symmetry individually, in pairs and as a group · Follow, copy and repeat other actions · Make a dynamic sequence with contrasting shapes and actions and balances · Remember and repeat longer sequences with more difficult 	<ul style="list-style-type: none"> · Perform different styles of dance clearly and fluently · Refine & improve dances adapting them to include use of space rhythm & expression · Adapt their skills to meet the demands of a range of dance styles · Recognise and comment on dances suggesting ways to improve · Confidently participate in

<p>a range of throwing actions using different equipment with some consistency and control</p> <p>Distinguish between good and poor performances and suggest ways to improve self and others</p>	<p>need for different tactics and attempt these in a game situation</p>	<ul style="list-style-type: none"> · Work collaboratively with others in the field to restrict runs <p>Throw with accuracy and consistency over short distances</p>	<p>on the court when playing on their own and with others</p> <ul style="list-style-type: none"> · Apply some control when returning the ball including foot placement, shot selection and aim <p>Suggest and lead warm ups that prepare the body appropriately for net/wall activities</p>	<p>actions such as cartwheels, shoulder rolls</p> <ul style="list-style-type: none"> · Select components for improvement and use information from others to do so <p>Explain the significance of a warmup and how it relates to gymnastics activity</p>	<p>dances from different cultures/parts of the world</p> <ul style="list-style-type: none"> · Create and use compositional ideas confidently such as pathways, step patterns and unison <p>Work collaboratively in groups to compose short dances</p>
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Year 6

Movement skills and athletics	Ball skills and invasion games	Striking and fielding	Net and wall games	Gymnastics	Dance
<ul style="list-style-type: none"> · Accurately and confidently judge across a range of athletics activities · Demonstrate accuracy and good technique when throwing for distance · Show good technique and control for jumping activities · Demonstrate improvement when working with self and others · Choose appropriate run up distance 	<ul style="list-style-type: none"> · Choose and implement a range of strategies to attack and defend · Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games · Work collaboratively in a team to play and keep possession of the ball · Suggest, plan and lead a warmup or drill · Play in a variety of positions (attacking and 	<ul style="list-style-type: none"> · Strike a bowled ball and attempt a small range of shots · Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting · Work collaboratively in teams to compete against themselves and others · Apply with consistency standard rules of (modified) games 	<ul style="list-style-type: none"> · Use forehand, backhand and overhead shots with more confidence in games · Make appropriate choices in games about the best shot to use · Start games with the appropriate serve · Begin to use full scoring systems · Develop doubles play (team play for volleyball) <p>Apply tactics in games effectively</p>	<ul style="list-style-type: none"> · Lead group warm up demonstrating the importance of strength and flexibility · Work independently and in small groups to make up sequences to perform to an audience · Perform increasingly complex sequences · Compose and practise actions and relate to music · Experience flight on and off of apparatus <p>Show clarity,</p>	<p>Interpret different stimuli with imagination and flair</p> <ul style="list-style-type: none"> · When working in groups/pairs take the lead suggesting ideas and refining actions of others · Warm up and cool down independently · Work creatively and imaginatively on their own, in pairs and in a group to create simple dances · Use recognised dance actions and adapt to

<p>as an individual for athletic jumps</p> <p>Use appropriate pace for different running distances</p>	<p>defensive)</p> <p>Make quicker decisions in games (on and off the ball)</p>	<p>· Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</p> <p>Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas</p>		<p>fluency, accuracy and consistency in their movements</p>	<p>create motifs and movement patterns</p> <p>Communicate the artistic intention of a dance clearly, fluently, musically and with control</p>
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Swimming - Year 3, 4, 5 & 6

Beginner	Intermediate	Advanced
<ul style="list-style-type: none"> · Swim a short distance between 5 and 20 metres unaided using one consistent stroke · Propel themselves over longer distances using swimming aids · Move with more confidence in water including submerging themselves fully · Enter and exit the water independently · Float and regain to standing confidently · Push and glide and transition from glide to stroke · Attempt skill of sculling and use to propel themselves <p>Apply basic arm and leg action to 'doggy paddle'</p>	<ul style="list-style-type: none"> · Swim over greater distance of 10 and 20 metres with confidence in shallow water · Begin to use basic swimming techniques including correct arm and leg action · Attempt to use basic breathing patterns when swimming · Enter and exit the water in a variety of ways · Work in collaboration to perform group challenges such as group floats · Submerge, sink, roll and rotate underwater <p>Attempt surface dive</p>	<ul style="list-style-type: none"> · Bring control and fluency to at least two recognised strokes · Compete as part of a team · Implement good breathing technique to allow for smooth stroke patterns · Have attempted personal survival techniques as an individual and a group with success · Link lengths together with turns and attempt a tumble turn in isolation and during stroke · Surface dive and travel to the bottom of the pool to collect objects · Work up to crouching dive · Work in pairs to refine stroke technique and suggest ways they can improve <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p>