

# Skerton St Luke's CE Primary School

## PE Curriculum Progression Map (EYFS–Year 6)

Based on the Lancashire PE Passport & LPDS Progression Guidance:

### **Overview**

At Skerton St Luke's, our PE curriculum follows the structured, progressive sequence provided by Lancashire PE Passport, ensuring that pupils build physical competence, confidence, and understanding year by year.

Progression is planned across six key strands:

### **Our 6 Core Strands**

1. Fundamental Movement Skills (FMS)
2. Games
3. Gymnastics
4. Dance
5. Athletics
6. Outdoor & Adventurous Activities (OAA)
  - Swimming (KS2)
  - Leadership (Upper KS2)

### **EYFS – Reception**

Children will:

- Develop fundamental movement patterns through continuous and enhanced provision
- Explore balance, coordination, travelling, jumping and climbing
- Begin to handle equipment safely (balls, hoops, beanbags, small apparatus)
- Participate in simple games, following instructions and taking turns
- Express themselves through movement and rhythm (Early Dance)
- Begin to understand basic healthy habits and self-care
- Build confidence, teamwork and cooperative play

## **Key Stage 1 (Years 1 & 2)**

**Focus: Mastering Fundamental Skills & Applying Them in Simple Contexts**

### **Fundamentals (FMS)**

- Develop agility, balance, coordination
- Improve running, jumping, throwing and catching
- Combine movements with increasing control

### **Games**

- Participate in simple team games
- Develop basic sending, receiving, dribbling and striking skills
- Understand simple tactics: space, direction, moving into space

### **Gymnastics**

- Develop body tension, shapes, and balances
- Perform simple sequences with control
- Use apparatus safely

### **Dance**

- Respond to music and a range of stimuli
- Create simple movement patterns
- Begin to link movement phrases

### **Athletics**

- Explore running, jumping and throwing fundamentals
- Compete against themselves (personal best focus)

### **OAA**

- Follow simple trails and instructions
- Work cooperatively with a partner

## **Lower Key Stage 2 (Years 3 & 4)**

**Focus: Applying Skills, Developing Technique, Decision-Making**

### **Fundamentals**

- Use running, jumping, throwing & catching with greater control
- Combine FMS into more complex movement patterns

### **Games**

- Apply attacking and defending principles
- Develop accuracy and control in passing, dribbling, striking, shooting
- Begin small-sided competitive games

### **Gymnastics**

- Create longer, more complex sequences
- Use canon, unison, levels and pathways
- Perform balances and transitions with control

### **Dance**

- Perform dances with structures, patterns and fluency
- Use motifs, canon, dynamics and formations

### **Athletics**

- Develop efficient running technique
- Improve control in throws (push, pull, sling actions)
- Measure performance and improve personal bests

### **OAA**

- Problem-solving challenges
- Developing basic map skills
- Small-group collaborative tasks

## **Upper Key Stage 2 (Years 5 & 6)**

**Focus: Mastery, Control, Competition, Leadership**

### **Fundamentals**

- Apply refined FMS into complex movement, game situations & performance

### **Games**

- Use advanced tactics: marking, attacking plays, defensive systems
- Apply skills in competitive contexts (School Games aligned)
- Demonstrate leadership: refereeing, coaching peers, team strategy

### **Gymnastics**

- Create and perform complex sequences with fluency and expression
- Use equipment for vaulting, balances and flight work
- Evaluate and improve their own and others' work

### **Dance**

- Perform advanced choreographed routines
- Use formations, transitions, dynamics and themes with clarity
- Work collaboratively to create group compositions

### **Athletics**

- Apply accurate running, jumping and throwing techniques
- Use strategy to improve performance
- Compete against self and others with resilience and fairness

### **OAA**

- Map reading, orienteering skills, team leadership roles
- Apply problem-solving in challenging environments

## **Swimming (KS2)**

- Develop water confidence
- Swim competently using strokes (front crawl, backstroke, breaststroke)
- Begin safe self-rescue

## **Swimming (end of KS2 expectation)**

By the end of Year 6 pupils should be able to:

- Swim 25 metres confidently
- Use a range of strokes effectively
- Perform safe self-rescue skills

## **Leadership**

- Officiate small-sided games
- Lead warm-ups and drills
- Support younger pupils (service and responsibility focus)

## **Whole-School Progression Themes**

Across EYFS–Y6, progression is also built through:

### **1. Physical Competence**

Increasing control, precision, speed and fluency

### **2. Cognitive Understanding**

Rules, strategies, tactics, decision-making, evaluation

### **3. Social & Emotional Development**

Teamwork, communication, empathy, Christian values of respect & service

### **4. Health & Wellbeing**

Understanding fitness, Active 60 Minutes, lifelong habits

### **5. Representation & Inclusion**

- Every child will represent the school by end of Y6
- Equal access for SEND and disadvantaged pupils
- Inclusive festival opportunities and leadership roles