Reception progression

Reception to Year 2 | Outcome, evidence and teaching focus

CORE (C) main assessed learning; SUPPORT (S) supporting practice; NOT FORMAL (NF) not a designated formal evidence point.

These are St Mary's curriculum end points. CORE, SUPPORT and NOT FORMAL identify assessment opportunities, not pupil grades. Access is adapted while the purpose of the learning is retained.

Unit and assessment focus	Outcome	Evidence	Teaching focus
Introduction to PE 1 Autumn | Get Set 4 PE CORE: travel, control SUPPORT: jump NOT FORMAL: throw, catch, feet, strike	Find a personal space, move safely and stop on a familiar signal.	Observe short follow-the-leader and stop-start games in a clearly marked space.	Model looking ahead, keeping space around the body and slowing before stopping; practise the signal repeatedly. Words: space, stop, start, safe
Gymnastics 1 Autumn | realGym CORE: jump, control SUPPORT: travel NOT FORMAL: throw, catch, feet, strike	Make stable wide or narrow shapes, turn with control and jump from two feet to a balanced landing.	Observe floor shapes, a controlled turn and low jumps, with a still finish after landing.	Model body shapes, a clear turning space and soft landings. Establish floor control before adding apparatus. Words: shape, turn, wide, land
Introduction to PE 2 Autumn | Get Set 4 PE CORE: travel, control SUPPORT: jump NOT FORMAL: throw, catch, feet, strike	Choose a pathway around obstacles and combine travel with a balanced stop.	Use a simple obstacle route and check whether the pupil avoids others without repeated prompts.	Demonstrate going around rather than through others; reduce speed and obstacle density before increasing challenge. Words: pathway, around, balance, control
Dance 1 Autumn | realDance CORE: travel, control SUPPORT: jump NOT FORMAL: throw, catch, feet, strike	Copy contrasting actions and hold a shape in response to music or a story.	Watch a short repeated movement phrase with a recognisable beginning and ending.	Model one action at a time, use clear musical cues and explore contrasting shapes. Rehearse a recognisable start and finish. Words: action, music, still, copy

Travel = running and travelling; control = balance and body control; feet = kicking and foot dribbling. Teaching includes feedback, practice and a clear next step.

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Fundamentals 1 Spring | Get Set 4 PE CORE: travel, jump, control NOT FORMAL: throw, catch, feet, strike	Run, hop and jump with developing coordination and recover a steady body position.	Observe repeated short movement stations, allowing more than one attempt.	Show opposite arm and leg action, small controlled hops and soft landings; vary the space to support success. Words: run, hop, jump, steady
Gymnastics 2 Spring | realGym CORE: jump, control SUPPORT: travel NOT FORMAL: throw, catch, feet, strike	Link a shape, a safe travelling or rolling action and a low jump with a controlled finish.	Observe a short floor sequence twice, checking the shape, movement link and balanced landing.	Teach body tension, a simple floor roll and clear landing space. Offer seated or supported versions that retain the movement purpose. Words: sequence, roll, tension, finish
Fundamentals 2 Spring | Get Set 4 PE CORE: travel, jump, control NOT FORMAL: throw, catch, feet, strike	Change speed or direction and link travel with a jump and balanced finish while keeping space.	Observe a route with a stop, turn, low jump and change of movement.	Use visual markers for turns, look in the new direction and rehearse soft landings before linking the actions. Words: speed, turn, direction, space
Dance 2 Spring | realDance CORE: travel, control SUPPORT: jump NOT FORMAL: throw, catch, feet, strike	Choose and link actions that show an idea, changing level or speed to fit a cue.	Watch a short solo or paired phrase and ask the pupil to identify one chosen action.	Offer a small action bank, model high and low levels and rehearse the transition between contrasting movements. Words: level, fast, slow, idea

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Ball skills 1 Summer | Get Set 4 PE CORE: throw, feet SUPPORT: travel, control, catch NOT FORMAL: jump, strike	Roll towards a target, stop an arriving ball and guide a ball with the feet.	Use close targets and slow partner feeds; observe control before increasing the distance.	Show an underarm rolling action, watch the approaching ball and use gentle foot touches to keep it nearby. Words: roll, target, stop, gentle
Games 1 Summer | Get Set 4 PE CORE: travel, throw, catch SUPPORT: jump, control NOT FORMAL: feet, strike	Send to a partner, receive a manageable object and move into a safe space ready for the next turn.	Observe sending, a catch or supported reception, and safe repositioning in a cooperative game with a large soft ball.	Face the partner, prepare the hands early and allow a bounce or trap where needed; keep game rules simple. Words: partner, send, receive, ready
Ball skills 2 Summer | Get Set 4 PE CORE: throw, catch, feet SUPPORT: travel, control NOT FORMAL: jump, strike	Throw towards a target, receive a manageable feed and control a ball along a short foot pathway.	Observe throws, catches or supported receptions and close-control dribbling in separate tasks.	Teach eyes on the object, hands ready, gentle release and small foot touches; adjust object size before speed. Words: throw, catch, touch, control
Games 2 Summer | Get Set 4 PE CORE: travel, throw, catch SUPPORT: jump, control NOT FORMAL: feet, strike	Send and receive, follow a simple rule and return to a useful space.	Observe a small cooperative game and check whether the pupil repeats the taught sending and receiving action.	Rehearse the rule away from competition, model where to stand and provide short turns with frequent successful practice. Words: rule, turn, space, repeat

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Ball skills Autumn | Get Set 4 PE CORE: throw, catch, feet SUPPORT: travel, control NOT FORMAL: jump, strike	Roll or throw accurately, catch a predictable feed and dribble with small foot touches.	Check each action in a simple partner or pathway task before observing a game.	Point towards the target, watch the ball into the hands and soften the reception; keep the ball close when using feet. Words: accuracy, underarm, receive, dribble
Dance Autumn | realDance CORE: travel, control SUPPORT: jump NOT FORMAL: throw, catch, feet, strike	Remember and link simple movement patterns with a clear start and finish.	Observe the same short phrase twice, checking control and the order of actions.	Teach action order, contrasting levels and a still finish; use visual cues and repeated practice with music. Words: pattern, level, order, finish
Fundamentals Autumn | Get Set 4 PE CORE: travel, jump, control NOT FORMAL: throw, catch, feet, strike	Run and stop with control, jump and land safely, and balance during simple changes of movement.	Use a familiar circuit and compare the quality of repeated attempts.	Model coordinated running, soft knees and a steady base; practise the component movement before joining actions. Words: balance, coordination, landing, pathway
Gymnastics Spring | realGym CORE: jump, control SUPPORT: travel NOT FORMAL: throw, catch, feet, strike	Combine a balance, a travelling or rolling action and a jump into a controlled sequence with a clear finish.	Observe a rehearsed floor sequence, checking stability, controlled rotation and movement between actions.	Teach strong shapes, a controlled floor roll and balanced landings. Introduce low apparatus after the component actions are secure. Words: balance, roll, jump, sequence

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Invasion games Spring | Get Set 4 PE CORE: travel, throw, catch SUPPORT: jump, control NOT FORMAL: feet, strike	Send to a teammate, receive a manageable pass and move into space. Use a simple defending position to protect a target.	Observe passing, receiving, movement into space and a simple defending response in an adapted game with few rules.	Teach ready hands, an accurate pass and movement after release. Model protecting a space while keeping play non-contact. Words: teammate, pass, space, defend
Target games Summer | Get Set 4 PE CORE: throw SUPPORT: control NOT FORMAL: travel, jump, catch, feet, strike	Choose a rolling or underarm sending action and adjust force towards a target.	Observe several attempts from the same position, then a change of target distance.	Use a steady stance, look at the target and control the release; discuss how much force is needed. Words: aim, force, target, release
Athletics Summer | Get Set 4 PE CORE: travel, jump, throw SUPPORT: control NOT FORMAL: catch, feet, strike	Run with coordination, jump from a controlled take-off and throw towards a clear landing area.	Observe separate running, jumping and throwing tasks with time to repeat each skill.	Teach arm drive, take-off and soft landing; organise one-way throwing and teacher-directed collection. Words: take-off, landing, sprint, throw

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Invasion games Autumn | Get Set 4 PE CORE: travel, throw, catch SUPPORT: jump, control NOT FORMAL: feet, strike	Pass and receive more consistently and use movement to support an attacker or mark a space.	Observe a modified small-sided game and a short passing task without opposition.	Teach moving into line with the ball, aiming away from an opponent and recovering to a useful position. Words: attack, defend, support, intercept
Gymnastics Autumn | realGym CORE: jump, control SUPPORT: travel NOT FORMAL: throw, catch, feet, strike	Link balances, rolls, travel and jumps with smoother transitions and consistent control of body shape.	Observe repeated individual or paired sequences, checking control within actions and at each transition.	Teach body tension, controlled rotation, changes of level and deliberate pathways. Match apparatus and partner work to readiness. Words: rotation, transition, tension, pathway
Dance Spring | realDance CORE: travel, control SUPPORT: jump NOT FORMAL: throw, catch, feet, strike	Create a short sequence with changes in level, direction and speed that communicate an idea.	Watch the sequence and ask the pupil to identify a movement chosen to show the idea.	Teach simple action selection, rhythmic repetition and smooth transitions; rehearse one change at a time. Words: rhythm, direction, contrast, sequence
Fitness Spring | Get Set 4 PE CORE: pacing, technique and healthy participation SUPPORT: travel, jump, control NOT FORMAL: throw, catch, feet, strike	Sustain movement at an appropriate pace and describe a simple body response to activity.	Observe a familiar circuit and ask how the pupil adjusted effort or recovered.	Model a manageable pace, controlled repetitions and recovery breaks; compare movement quality rather than rank children. Words: pace, effort, breathing, recover

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Ball skills Spring | Get Set 4 PE CORE: throw, catch, feet SUPPORT: travel, control NOT FORMAL: jump, strike	Throw and catch with increasing consistency. Guide a ball through a turn with the feet, then pass towards a partner.	Observe repeated throws and catches, then a controlled foot dribble, turn and pass. Check control before increasing speed.	Teach ready hands and cushioning, then a step towards the feed. Use small foot touches, a controlled turn and a directed pass. Words: cushion, control, turn, accurate
Striking and fielding games Summer | Get Set 4 PE CORE: travel, throw, catch, strike SUPPORT: control NOT FORMAL: jump, feet	Strike a stationary ball or manageable feed into space, run between markers, and catch or collect before returning the ball.	Observe striking, a predictable fielding catch, ground collection, an accurate return and safe running between markers.	Teach a controlled swing, eyes on contact and ready hands. Practise running and stopping rules; keep fielders clear of the striking area. Words: strike, field, collect, return
Athletics Summer | Get Set 4 PE CORE: travel, jump, throw SUPPORT: control NOT FORMAL: catch, feet, strike	Use improving technique in running, jumping and throwing and compare a repeated performance fairly.	Repeat a familiar event with the same start point and equipment; discuss a change in technique.	Teach faster arm drive, coordinated take-off and a directed release; introduce simple fair measuring routines. Words: technique, distance, measure, improve

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