Year 3 progression

Years 3 and 4 | 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
Netball Autumn | Get Set 4 PE CORE: travel, control, throw, catch SUPPORT: jump NOT FORMAL: feet, strike	Move into space, receive a pass, stop in balance, pivot and pass towards a moving teammate.	Observe a passing task and a small overload game with a clear footwork rule.	Teach ready hands, controlled landing and a stable pivot; use chest or bounce passes suited to the target. Words: pivot, chest pass, bounce pass, footwork
Gymnastics Autumn | realGym CORE: jump, control SUPPORT: travel NOT FORMAL: throw, catch, feet, strike	Combine balances, travel, rotation and jumps into a sequence with contrasting shapes and levels.	Observe a rehearsed floor or low-apparatus sequence and identify control through the rotation, transition and landing.	Teach weight transfer, body tension and planned landing space. Practise controlled rotation before linking contrasting shapes. Words: shape, contrast, rotation, transition
Dance Spring | realDance CORE: travel, control SUPPORT: jump NOT FORMAL: throw, catch, feet, strike	Apply familiar actions in a repeatable motif, using changes of level, pathway and timing to communicate an idea.	Observe a remembered motif more than once and ask pupils to explain how a movement choice communicates the idea.	Teach a clear motif, purposeful pathways and timing cues. Rehearse controlled transitions and a deliberate ending. Words: motif, pathway, timing, level

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

Year 3 progression continued

Years 3 and 4 | Outcome, evidence and teaching focus

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

Unit and assessment focus	Outcome	Evidence	Teaching focus
Fitness Spring | Get Set 4 PE CORE: pacing, technique and healthy participation SUPPORT: travel, jump, control NOT FORMAL: throw, catch, feet, strike	Maintain controlled movement in a circuit and choose a pace that can be sustained.	Observe movement quality across repeated intervals and ask the pupil to explain an effort choice.	Teach pacing, controlled changes of direction and recovery; simplify a movement before increasing repetitions. Words: stamina, pace, interval, recovery
Rounders Spring | Get Set 4 PE CORE: travel, throw, catch, strike SUPPORT: control NOT FORMAL: jump, feet	Strike a predictable feed, run between posts and field a manageable catch or ground collection before returning accurately.	Observe batting, a predictable catching feed, ground fielding and running decisions in a modified task.	Teach side-on preparation, eyes on contact, ready hands and an accurate return; rehearse running decisions separately. Words: batter, fielder, post, return
Dodgeball Summer | Get Set 4 PE CORE: travel, throw, catch SUPPORT: control NOT FORMAL: jump, feet, strike	Move away from a safe throw and use a controlled throw or catch within modified rules.	Observe a small game with age-appropriate soft equipment and clear boundaries.	Teach balanced evasion, tracking the ball and controlled throws to permitted areas; practise catching without pressure first. Words: dodge, track, boundary, react

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Year 3 progression continued

Years 3 and 4 | Outcome, evidence and teaching focus

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

Unit and assessment focus	Outcome	Evidence	Teaching focus
Fundamentals Years 3 and 4 Summer | Get Set 4 PE CORE: travel, jump, control NOT FORMAL: throw, catch, feet, strike	Combine travelling, jumping and controlled changes of body position in a fluent movement task.	Observe a short circuit repeated before and after feedback on one chosen movement.	Break combinations into parts, practise turning and landing mechanics, then join them with fewer pauses. Words: combine, coordinate, transition, control
Athletics Summer | Get Set 4 PE CORE: travel, jump, throw SUPPORT: control NOT FORMAL: catch, feet, strike	Apply running, jumping and throwing techniques and identify one useful performance adjustment.	Observe repeated events using consistent measuring procedures and a brief technique explanation.	Teach sprint posture, coordinated take-off and directed force; focus feedback on one manageable feature at a time. Words: acceleration, take-off, release, personal best
OAA local routes and teamwork Annual programme | Get Set 4 PE CORE: navigation, decisions and cooperation SUPPORT: travel, control NOT FORMAL: jump, throw, catch, feet, strike	Follow symbols and a short school-site route; share a checking role.	Observe a paired route and ask each pupil to explain a marker.	Teach a simple key, orientation and clear stop boundaries. Words: symbol, route, key

OAA forms part of the annual programme in Years 3 to 6. Navigation, cooperation and problem solving use their own unit-specific evidence.

Year 4 progression

Years 3 and 4 | Outcome, evidence and teaching focus

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

Unit and assessment focus	Outcome	Evidence	Teaching focus
Dodgeball Autumn | Get Set 4 PE CORE: travel, throw, catch SUPPORT: control NOT FORMAL: jump, feet, strike	Choose when to evade, throw or catch while maintaining balance in a modified game.	Compare a predictable catching task with decisions made during a small-sided game.	Teach scanning, controlled side steps and accurate release; reduce game variables when the movement breaks down. Words: evade, scan, anticipate, accuracy
Dance Autumn | realDance CORE: travel, control SUPPORT: jump NOT FORMAL: throw, catch, feet, strike	Combine actions with changes in dynamics and use unison or canon to shape a shared phrase.	Observe a partner or group phrase and identify where the taught timing relationship is visible.	Teach unison and canon through a short repeated motif; refine transitions and match movement quality to the idea. Words: unison, canon, dynamics, motif
Fitness Autumn | Get Set 4 PE CORE: pacing, technique and healthy participation SUPPORT: travel, jump, control NOT FORMAL: throw, catch, feet, strike	Control technique over sustained activity and explain how pacing affects the quality of movement.	Observe a repeated circuit and ask the pupil to identify a sensible adjustment in effort.	Teach steady pacing, movement alignment and recovery; keep the activity accessible through equivalent movement options. Words: sustain, technique, intensity, recover
Gymnastics Spring | realGym CORE: jump, control SUPPORT: travel NOT FORMAL: throw, catch, feet, strike	Combine balances, travel, rotation and flight with controlled level changes and coordinated partner timing.	Observe a repeat sequence, checking stable shapes, controlled rotation, safe landings and matching or mirroring.	Teach stable bases, planned pathways and controlled rotation. Establish matching or mirroring before more complex partner sequences. Words: flight, rotation, mirroring, stability

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

Year 4 progression continued

Years 3 and 4 | Outcome, evidence and teaching focus

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

Unit and assessment focus	Outcome	Evidence	Teaching focus
Handball Spring | Get Set 4 PE CORE: travel, throw, catch SUPPORT: jump, control NOT FORMAL: feet, strike Hand dribbling and shooting are also CORE.	Combine passing, receiving and controlled hand dribbling. Choose a pass or shot and use a useful attacking or defending position.	Observe moving passes, hand dribbling and a controlled shot, then decisions about space in a modified game.	Teach ready hands, controlled bouncing and accurate release. Rehearse the modified movement rules and finding a passing lane. Words: hand dribble, passing lane, possession, shoot
Cricket Summer | Get Set 4 PE CORE: travel, throw, catch, strike SUPPORT: control NOT FORMAL: jump, feet	Direct a manageable feed into space, bowl towards a wicket and combine fielding with an accurate return and sensible running decisions.	Observe batting placement, a controlled bowling action, catching or ground collection, and running between markers in modified play.	Teach bat preparation, a controlled bowling action and moving into line to catch or collect. Practise safe running and directed returns. Words: wicket, bowl, bat face, field
Athletics Summer | Get Set 4 PE CORE: travel, jump, throw SUPPORT: control NOT FORMAL: catch, feet, strike	Combine technique and controlled effort to improve a measured run, jump or throw.	Compare repeated attempts using the same procedure and ask which adjustment helped.	Teach acceleration and pacing, take-off coordination and a stable throwing base; evaluate quality as well as the result. Words: pacing, coordination, release, measure
OAA maps and problem solving Annual programme | Get Set 4 PE CORE: navigation, decisions and cooperation SUPPORT: travel, control NOT FORMAL: jump, throw, catch, feet, strike	Orientate a site map and solve a challenge through an agreed group plan.	Observe control-point checks and individual navigation decisions.	Teach map features and a plan-check-review routine; rotate roles. Words: orientate, control point, review

OAA forms part of the annual programme in Years 3 to 6. Navigation, cooperation and problem solving use their own unit-specific evidence.