



PE Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	Say how the body feels when still and when exercising.	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Striking and fielding		Hit a ball with a bat/racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking	Demonstrate successful hitting and striking skills. Develop a range of skills	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.	Hit a bowled ball over longer distances. Use good hand-eye coordination



				<p>and fielding games.</p> <p>Position the body to strike a ball.</p>	<p>in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p>	<p>Accurately serve underarm. Build a rally with a partner.</p> <p>Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p>
<p>Attacking and Defending</p>	<p>Play a range of challenging</p>	<p>Play a range of chasing games.</p>	<p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p>	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to</p>



			Use simple attacking skills such as dodging to get past a defender.	a game successfully.				develop fielding strategies to prevent the opposition from scoring.
Compete and perform	Control my body when performing a sequence of movements. Participate in simple games.	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Gymnastics	Control my body when performing a sequence of movements.	Control my body when performing a sequence of movements.	Create and perform a movement sequence. Copy actions and movement	Copy, explore and remember actions and movements to create their own sequence.	Choose ideas to compose a movement sequence independently	Create a sequence of actions that fit a theme. Use an increasing range of	Select ideas to compose specific sequences of movements,	Create their own complex sequences involving the full range of actions and



			<p>sequences with a beginning, middle and end. Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed. Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p>	<p>Link actions to make a sequence. Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care. Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p>	<p>actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance</p> <p>. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways.</p> <p>Carry out balances,</p>	<p>shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p>	<p>movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently</p>
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			Carry out a range of simple jumps, landing safely. with control and care.		Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.	recognising the position of their centre of gravity and how this affects the balance.	Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances.	
Dance	Join a range of different movements together. Change the speed of their actions.	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the



		demonstrates their own ideas.	unison, canon and mirroring. Begin to improvise independently to create a simple dance.	unison, canon and mirroring.	create a larger sequence. Use simple dance vocabulary to compare and improve work.	Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group.	chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space.	chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.
Evaluate	Talk about what they have done.	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.



OOA					<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team. Identify symbols used on a key.</p>	<p>Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.</p> <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p>Use clear communication to effectively complete a particular</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Compete orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>
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						Associate the meaning of a key in the context of the environment	role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	
Swimming						Competent Swimmers (Meeting end of KS2 National Curriculum Requirements) Completes 25 metres in any stroke is able to apply learnt stroke skills and complete 25 metres at a competent level in the chosen stroke without pausing or sinking. Treads water for 60 seconds		



						<p>Knows to maintain pedalling legs and sculling arms with the body in an upright position and head out of the water, with the motion being slow and steady to allow for endurance.</p> <p>Sculls feet first Understands that sculling can be used to propel them in different directions. Knows the movements to scull feet first and can coordinate these:</p> <ul style="list-style-type: none">• Keep legs straight, together and still, with pointed toes.• Scull the hands with palms facing towards the head, pulling the water towards the head area and propelling themselves forwards, i.e. feet first <p>Swims 10 metres underwater</p> <p>In order to swim a distance underwater, knows that they must take a deep exhale. Understands that they can complete the distance more efficiently by keeping a flat body position underwater and by initially pushing themselves off the pool wall.</p> <p>Performs a series of floats without touching the pool floor Knows three different floats: star, pencil and tuck. Knows how to transition from one float to another</p>
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						without touching the pool floor or running out of breath. Knows to breathe in between each transition so that they are able to hold a breath while holding the shape of each float.		
Net and wall			<p>Controlling stopping Changing direction – avoiding others Show control and accuracy for rolling, underarm throwing, striking and kicking a ball</p> <p>Move inline with ball to receive it</p> <p>Understand the concept of aiming, hitting into space and taking ball to a</p>	<p>Pupils move into space to send / receive</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p> <p>Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run Choose and use tactics to suit</p>	<p>Throw accurately at target and into space Perform basic skills needed for games with control and consistency Vary speed and direction of the ball</p> <p>Play games using a racket, getting their body into positions, hitting a ball fed to them and keeping a rally going using a small range of shots</p>	<p>Can keep up continuous game (rally) Keep games going using a range of different ways of throwing / striking Direct the ball reasonably well towards their opponent’s court or target area</p> <p>Can use tactics (length, speed height) to send ball Can use</p>	<p>se forehand, back hand and overhead shots increasingly well in games they play Hit the ball with purpose, varying speed, height and direction</p> <p>Show good backswing, follow through and feet positioning</p> <p>Spot the spaces in their opponent’s court and try to</p>	<p>Hit the ball with purpose, varying speed, height and direction Play the correct shots when the opportunity arises in a game</p> <p>Use skills with confidence, control and accuracy Defend effectively, slowing games down and making it hard to find space</p>



			<p>good position for aiming Use skills differently, trying to win by changing the way they use skills in reaction to opponent Describe what they have done or seen others doing</p>	<p>different situations. React to situations in a way that helps their partners and makes it difficult for their opponents Know how to score and keep the rules of the games</p>	<p>Vary length, height & speed of ball to beat opponent Choose good places to stand when receiving and give reasons for their choice Use rules and keep games going without disputes.</p>	<p>tactics to defend own Court</p>	<p>hit the ball towards them. Position themselves well on court Change speed in attack and know what to do to score points in the games.</p>	<p>Position themselves well on court and use space effectively Show awareness of which skills relate to different parts of a game, or to different roles in a game Recognise, find and use space well in the games</p>
<p>Athletics</p>	<p>Running Run in different ways for a variety of purposes</p> <p>Jumping Jump in a range of ways, landing safely</p> <p>Throwing</p>	<p>Running Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line.</p>	<p>Running Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace</p>	<p>Running Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their</p>	<p>Running Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton</p>	<p>Running Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique.</p>	<p>Running Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start.</p>	<p>Running Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to</p>



	<p>Roll equipment in different ways. Throw underarm. Throw an object at a target.</p>	<p>Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p> <p>Jumping</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump</p>	<p>and speed for distance.</p> <p>Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p> <p>Jumping</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one</p>	<p>sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run</p> <p>Jumping</p> <p>Use one and two feet to take off and to land with. Develop an effective take-off for the</p>	<p>changeover technique. Speed up and slow down smoothly</p> <p>Jumping</p> <p>Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump. Land safely and with control</p> <p>Throwing</p>	<p>Speed up and slow down smoothly.</p> <p>Jumping</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p>Throwing</p> <p>Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for</p>	<p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Jumping</p> <p>Improve techniques for jumping for distance. Perform an effective</p>	<p>pass other competitors.</p> <p>Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Jumping</p> <p>Develop the technique for the standing vertical jump. Maintain control at each of the</p>
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		<p>as high as possible.</p> <p>Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.</p> <p>Throwing</p> <p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.</p>	<p>foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when</p>	<p>standing long jump.</p> <p>Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p>Throwing</p> <p>Throw with greater control and accuracy. Show increasing control in their overarm throw</p> <p>. Perform a push throw. Continue to develop techniques to throw for increased distance.</p>		<p>increased distance.</p>	<p>standing long jump. Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p> <p>Throwing</p>	<p>different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with</p>
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			<p>performing a jumping action.</p> <p>Throwing</p> <p>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>				<p>Perform a fling throw. Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>confidence and accuracy.</p> <p>Throwing</p> <p>Perform a heave throw. Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy</p>
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