

Key skills
Develop life-long healthy attitudes to exercise and nutrition and develop understanding of the key skills of balance, control, co-ordination, agility and strength to prepare for on-going activities into later life.



Physical Education Curriculum Progression Map

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1 and 2		Year 3 and 4		Year 5 and 6	
Gymnastics	Body Management. Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.	Show control when travelling. To understand how to jump and land correctly. Showing control of balancing and travelling. Introducing rolls and jumps.	Embedding basic movement. Continue to develop coordination, agility and balance when travelling in a variety of ways. Balancing on different body parts with control and stability. Travelling in a variety of ways whilst varying the speed. Showing more stability and	Introducing basic gymnastic shapes. Showing stability and control when balancing. Combining a variety of elements to create a sequence. Developing balances within groups. To modify actions independently using different shapes, directions and pathways.	To become increasingly competent and confident to perform skills more consistently. To perform routines in unison with a group. To take weight of others for balances.	To create longer and more complex sequences and adapt performances. Taking lead in a group when preparing a sequence. To take responsibility for warming themselves up. To perform more complex actions, shapes and balances with consistency.	To lead warm ups showing understanding of strength and flexibility. Demonstrating accuracy, consistency and clarity of movement. To create own sequences. To perform increasingly complex sequences. To combine own ideas with others to build sequences.

			control within jumps.	To show increasing flexibility.			
Dance and movement.	Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music.	To change direction during travelling moves. To link moves together. To use a variety of moves. To explore basic body patterns. To use a variety of moves that change speed and direction. To link together dance moves with gestures in time to music. To practise taking off from different positions.	To explore different speeds of movement. To compose and perform simple dance phrases. To show contrasts in simple dances with good body shape and position. To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control.	To explore dance movements and create patterns of movement. To work with a partner to create dance patterns. To perform a dance with rhythm and expression. To use knowledge of dance to create a story in small groups. To develop precision of movement. To work co-operatively with a group to create a dance piece. To perform in front of others with confidence.	To identify and practise the patterns and actions of chosen dance style. To demonstrate an awareness of music's rhythm and phrasing when improvising. To create an individual dance that reflects the chosen dancing style. To create partnered dances that reflect the dancing style and applying the key components of dance. To perform dances using a range of movement patterns.	To identify and practise the patterns and actions of chosen dance styles. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create and perform individual dances that reflect the chosen dance style. To create partnered dances that reflect the dancing style and applying the key components of dance. To create group dances that reflect the dance style.	To identify and practise the patterns and actions in a street dance style. To demonstrate an awareness of the music's rhythm when improvising. Create a dance that represents a street dance style. To create a dance as a group, using any street dance moves. To create a dance as an individual, using any street dance moves. To perform and analyse own and others' performance.

					To perform and evaluate own and others' work.	To perform a range of movement patterns. To perform and evaluate own and others' work.	
Athletics	Run and stop with some control. Explore skipping as a travelling action, Jump and hop with bent knees. Throwing larger balls and bean bags into space. Balance whilst stationary and on the move. Change direction at a slow pace. Explore moving different body parts together.	To use varying speeds when running To explore footwork patterns To explore arm mobility To explore different methods of throwing. To practise short distance running.	To run with agility and confidence. To learn best jumping techniques for distance. To throw different objects in a variety of ways. To hurdle and obstacle and maintain effective running style. To run for distance. To complete an obstacle course with control and agility.	To run in different directions at varying speeds using effective technique. To reinforce jumping techniques. To choose and understand appropriate running techniques. To understand a relay and how to pass a baton. To improve throwing technique.	To select and maintain running pace for different distances. To practise throwing with power and accuracy. To understand which technique is most effective when jumping for distance. To explore different footwork patterns. (Long jump, triple jump). To throw safely with understanding. To practise throwing with	To use correct technique to run at speed. To develop the ability to run for distance. To throw with accuracy and power. To identify and apply techniques of relay running. To explore different footwork patterns. To understand which technique is most effective when jumping for distance (run up). Learn how to use skills to improve the distance of a	To investigate running styles and changes of speed. To practise throwing with power and accuracy. To throw safely and with understanding. To demonstrate good running technique in a competitive situation. To explore different footwork patterns. To understand which technique is most effective when jumping for height and distance.

					power and accuracy. To utilise all skills in a competitive situation.	pull throw. (Javelin). To demonstrate good techniques in a competitive situation.	
Invasion Games	Drop and catch with two hands. Move a ball with feet. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands Run and stop when instructed. Move around showing limited awareness of others. Making simple decisions in response to a situation.	To master basic sending and receiving techniques. To develop balance, agility co-ordination. To master basic and receiving skills. To make use of co-ordination, accuracy and weight transfer. To develop receiving skills. To use ball skills in game-based activities.	To use hand-eye-coordination to control a ball. To catch a variety of objects. To vary types of throw. To kick and move with a ball. To develop catching and dribbling skills. To use ball skills in a variety of small sided adapted games.	To be aware of others when playing games To choose the correct skills to meet a challenge. To perform a range of actions, maintaining control of the ball. To master the basic catching technique. To catch with increasing control and accuracy. To develop passing techniques. To apply skills and tactics in	To keep possession of a ball. To use agility, balance and co-ordination techniques to keep control of a ball in a competitive situation. To use accurate passing and dribbling in a game. To identify and apply ways to move the ball towards an opponent's goal. To learn concepts of attack and defence.	To demonstrate basic passing and receiving skills. To understand the basic rules of footwork for netball/ basketball. To use good hand-eye coordination to pass and receive and ball successfully. To develop a range of passes and understand which pass is most effective for distance. To understand the importance of being in space to receive a pass.	To understand the rules of rugby. To work as a team, developing tactics. To pass and carry a ball using ABC. To apply rules and skills to small sided games.

				small sided games. To identify and follow the rules of a game. To choose a use simple attacking and defensive tactics to suit situations.	To play in a mini-competition.	To understand ways of creating space by losing defenders. To demonstrate a range of defending skills and how to mark an opponent. To understand how to intercept a pass. To learn how to shoot. To understand different positions in invasion games. To recognise which positions are attacking and which are defending.	
Net/ Wall Games				To become familiar with rackets and ball. To get the ball into play. To learn to serve underarm.	To continue to develop their familiarity of equipment. To serve accurately underarm. To build a rally, focusing on the	To identify and apply techniques for hitting a tennis ball. To develop the techniques for ground strokes and volleys.	To demonstrate and use the correct grip of the racket and understand how to get into the ready position. To use hand eye coordination to connect with the centre of the racket.

				To attempt to begin a rally. To explore different ways of hitting the ball. To play adapted, fun non-competitive games.	accuracy of strokes. To play a variety of shots and discuss when these could be played. To play a competitive short tennis match. To understand the scoring system for badminton.	To develop a backhand technique and use it in a game. To practise techniques for all strokes. To use the scoring system for singles tennis. To learn overhead serves. To play a competitive game of tennis using the correct scoring system.	To recognise the difference in the length of serves. To understand drop shots and overhead clear shots. To understand and show different tactics for winning points.
Striking and Fielding Games.		To learn skills for striking and fielding games. To practise basic striking, sending and receiving. To use throwing and catching skills in a game. To practice accuracy of throwing and consistent catching.	To learn skills for playing striking and fielding games. To position the body to strike a ball. To develop catching skills. To throw a ball for distance.	To consolidate and develop of range of skills for striking and fielding. To develop and investigate different ways of throwing and to know when it is appropriate to use them. To consolidate and develop a range of skills for	To develop and investigate ways of throwing, and to know when each is appropriate. To use ABC to field a ball well. To use ABC to move into a good position for fielding. To use hand-eye coordination to	To develop skills in batting and fielding. To choose fielding techniques. To run between wickets. To run, throw and catch in a game situation. To develop a safe and effective overarm throw.	To throw and catch under pressure. To use fielding skills to stop the ball effectively. To develop batting control. To learn the role of backstop and be able to perform correctly. To progress their knowledge of tactics

		To strike with a racket or bat. To play a game fairly in a sporting manner. To use fielding skills to play a game.	To play a game fairly and in a sporting manner. To use fielding skills to play a game.	striking and fielding. To practise the correct technique for catching. To practise the correct technique for batting. To practise the correct technique for fielding and use in a game situation. To consolidate the throwing, catching and batting skills. To strike a ball for distance. To play a striking and fielding game competitively.	strike a moving and stationary ball. To develop fielding skills and understand their importance when playing a game. To play in a competitive situation and demonstrate sporting behaviour.	To learn to bat with accuracy. To learn tactics to win games.	and apply this to competitive matches.
Swimming and Water Safety		N/A	N/A	N/A	N/A	Year 5 only Swim competently, confidently and proficiently over a distance of at least 25 metres	Year 6 pupils that were unable to achieve objectives in the previous year will continue to swim in year 6.

						To use a range of strokes effectively To perform safe self-rescue in different water-based situations	
Outdoor and Adventurous Activities.	Follow simple instructions. Share ideas with others. Explore activities making own decisions in response to a task. Make decisions about where to move in space. Follow a path. Begin to identify personal success.	Follow instructions Begin to work with a partner and small group. Understand the rules of the game and suggest ideas to solve simple tasks. Copy a simple diagram/ map. Identify own and others success.	Follow instructions accurately Work co-operatively with a partner and a small group, taking turns and listening to each other. Try different ideas to solve a task. Follow and create and simple diagram/ map. Understand when a challenge is solved successfully.	Adventure Day / Camping 1 night. Follow instructions from a peer and give simple instructions. Work collaboratively with a partner and a small group, listening to and accepting others' ideas. Orientate and follow a diagram/ map. Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Adventure Day / Camping 1 night. Accurately follow instructions given by a peer and give clear and usable instructions to a peer. Confidently communicate ideas and listens to others before deciding on the best approach. Plan and apply strategies to solve problems. Identify key symbols on a map and use a key to help navigate around a grid. Watch, describe and evaluate the	Camping 2 Days Use clear communication when working in a group and taking on different roles. Begin to lead others, providing clear instructions. Plan and apply strategies with others to more complex challenges. Orientate a map confidently using it to navigate around a course. Explain why a particular strategy worked and methods to improve.	Communicate with others clearly and effectively when under pressure. Confident to lead others and show consideration of including all within a group. Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. Confidently and efficiently orientate a map, identifying key features to navigate around a course. Accurately reflect on when challenges are solved successfully and suggest well

					effectiveness of their strategy giving ideas for improvements.		thought out improvements.
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