

# PE Curriculum Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY	SPACIAL AWARENESS, BALANCE AND BASIC MOVEMENT	ACTIVITY SKILLS	DANCE	GYM	TEAM BUILDING	ACTIVITY SKILLS
RECEPTION	TEAM-BUILDING	DANCE	GYM	ACTIVITY SKILLS	DODGEBALL	ATHLETICS
YEAR 1	ACTIVITY SKILLS	DANCE	GYM	TRI-GOLF & DODGEBALL	STRIKING AND FIELDING GAMES	ATHLETICS
YEAR 2	BASKETBALL	DANCE- Bhangra	GYM	TENNIS	TRI-GOLF & DODGEBALL	ATHLETICS
YEAR 3	BASKETBALL	DANCE- Water	GYM	BADMINTON	CRICKET	ATHLETICS
YEAR 4	HOCKEY	DANCE- Around the world	GYM	NETBALL	TENNIS	ATHLETICS
YEAR 5	BASKETBALL	DANCE- Dance through the ages	GYM	BADMINTON	LACROSSE/ ROUNDERS SWIMMING	ATHLETICS SWIMMING
YEAR 6	TAG-RUGBY	DANCE- Hip Hop/street dance	GYM	HOCKEY	ROUNDERS	ATHLETICS/ VOLLEYBALL

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	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Dance	<p>I can join in with dancing and ring games</p> <p>I can begin to respond to music well as beginning to move rhythmically.</p> <p>I can move freely to music.</p> <p>I can imitate some movements in response to music.</p> <p>Has some control over their body when performing a sequence of movements.</p> <p>I have an awareness of space</p>	<p>I can change the speed of my actions.</p> <p>I can create a short movement phrase, which demonstrates some of my own ideas.</p> <p>I can experiment with different ways to move.</p> <p>Pathways through travel (paint on feet on a white sheet/shower curtain/paper)</p> <p>Has control of their body when performing small and large movements.</p> <p>Awareness of space Begins to build a repertoire of songs and dances</p> <p>I can initiate new combinations of movement and gesture in order to</p>	<p>I can copy and repeat actions of basic movements and body patterns.</p> <p>I can put a sequence of simple actions together to create a motif.</p> <p>I can vary the speed of my actions.</p> <p>I can use simple choreographic devices such as unison, canon and mirroring.</p> <p>I can begin to improvise independently to create a simple dance.</p> <p>I can perform using a range of actions and body parts with some coordination.</p> <p>I can begin to perform learnt skills with some control.</p> <p>I can link movements to sounds and music. Responds to range of stimuli.</p>	<p>Copy, remember and repeat basic movements with clear control.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Varies level, speed, size (of body shapes) and direction in a sequence.</p> <p>Perform learnt skills with increasing control.</p> <p>Use simple choreographic devices such as unison, canon and mirroring within a sequence.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Develop the quality of the actions in their performances.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Can make some improvises with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Uses the space provided to his maximum potential.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still</p>

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		express and respond to feelings, ideas and experiences.		<p>Responds imaginatively to stimuli.</p> <p>Compete against self and others.</p> <p>Uses space well and negotiates space clearly.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance because of self-evaluation.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Modify parts of a sequence because of self and peer evaluation.</p> <p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence because of self and peer evaluation.</p> <p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p>

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Dance Evaluation	<p>Talk about what they have done with an adult or peer- 'I was jumping so high, I was crawling like a cat'. Can give a preference on music- does it make you feel happy or sad? Can you move like a happy person (jumping).</p>	<p>Talk about what they have done.  Talk about what others have done.  Give preference on music and dance moves.</p>	<p>Watch and describe performances- retelling what they saw.  Begin to comment on improvements.</p>	<p>Can describe a short dance using appropriate vocabulary.  Describe what went well and what could be improved.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time.</p>	<p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.  Choose and use criteria to evaluate own and others' performances.  Use more complex dance vocabulary to compare and improve work</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.  Use complex dance vocabulary to compare and improve work</p>
Dance Vocabulary	<p>Travel, jump, shuffle, roll, crawl, follow, watch, copy, share, wait, before, after, stretching, curling, reaching, twisting, turning, strong, gentle, heavy, floppy, happy, excited, sad, between, through, above backwards, sideways, forwards, like, dislike, prefer.</p>	<p>Dance, speed, fast, slow, sluggish, quick, rapid, mood, happy, sad, miserable, cross, cheerful, jolly, movement, actions, create, ideas, thoughts, music, sing, songs, rhymes, style, stomp, stamp, march, stride, tramp, clump, plod, trudge, clomp, bang, thump, wallop, bash, swish, swoosh, swing, crash, big, tall, scary, fierce, terrifying, shuffle, travel, twisting,</p>	<p>Travel, gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue, forwards, backwards, sideways, near, far, in and out, on the spot, own, beginning, middle end, jolly, stormy, fast, strong, gentle, expression, partner, freeze-frame, equipment, determination, unison, canon, long, short, mirroring, sequence, style, speed, freestyle, rhythm, beat, dhol drum, lotus flower.</p>	<p>Stimulus, high, medium, low, curved, zigzag, bounce, tap, happy, angry, calm, excited, sad, lonely, tired, hot, sweaty, heart rate, warm up, cool down, expression, partner, freeze-frame, equipment, determination, unison, canon, long, short, mirroring, sequence, style, speed, freestyle, rhythm, beat, dhol drum, lotus flower.</p>	<p>Hot sweaty, heart rate, warm up, cool down, expression, partner, freeze-frame, equipment, push, pull, lift, turn, screw, press, rotate, jerk, swing, circle, shake, link, motif, flow, dynamics, rhythm, expression. Square, circle, line, partner, copy, follow lead, unison, canon, repeat, structure, improvisation, explore, beat.</p>	<p>Heart rate, warm up, cool down, expression, partner, freeze-frame, equipment, trigger, motif, character, narrative, describe, analyse, interpret, evaluate, communication, gesture, beat, words to describe choreographic devices, eg unison, canon, repetition, action and reaction, mobilise joints, diet.</p>	<p>Heart rate, warm up, cool down, expression, partner, freeze-frame, equipment, improvisation, unison, canon, action and reaction, motif, phrase, section, form, artistic intention, exploration, interpretation, choreograph, isolation, rondo (a dance structure of recurring sections (ABACAD)). Hip hop, slides, back spin, knee spin, pivots, three step.</p>	

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		curling, stretch, movement, motif, freeze, pose, music, evaluate, improve, like, dislike, prefer, floor pathway.						

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Gym	<p>Single balance</p> <p>Balancing on one foot momentarily</p> <p>Experiments with different ways of moving</p>	<p>Create a short sequence of movements.</p> <p>Roll in different ways with control- curled side roll (egg roll), log roll (pencil roll) and teddy bear roll</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with some control such as, straight jump, tuck jump, jumping jack and half turn jump.</p> <p>Begin to balance whilst standing with control.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>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.</p> <p>Can perform rolls- Log roll (controlled), curled side roll (egg roll) (controlled), teddy bear roll (controlled).</p> <p>Bunny hop</p> <p>Front support wheelbarrow with partner</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link actions to make a sequence e.g. Tiptoe, step, jump and hop, hopscotch, skipping, galloping, straight, jump and half-turn.</p> <p>Travel in a variety of ways, including rolling e.g. log roll (controlled), curled side roll (egg roll) (controlled), teddy bear roll (controlled), rocking for forward roll and crouched forward roll.</p> <p>Hold a still shape whilst balancing on different points of the body e.g. standing balances, kneeling</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence e.g. tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn and Cat leap.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances e.g. large and small body part balances, including standing and kneeling balances, balances on apparatus, matching and contrasting partner balances, pike, tuck,</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Understands composition by performing more complex sequences.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight, rolls (forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle), jumps (straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, straight jump</p>	<p>Understands composition by performing sequences that are more complex.</p> <p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform fluently with control: jumps- straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump half-turn, straight jump full-turn, cat leap, cat leap half-turn and split leap- shapes and balances e.g. 1, 2, 3 and 4-point balances, balances on apparatus, part body weight partner balances, pike, tuck, star, straight, straddle shapes, front and back support.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their: actions- forward roll from standing, straddle forward roll, pike forward roll, dive forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, pike backward roll. shapes- straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump half-</p>

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		<p>Move around, under, over, and through different objects and equipment- tiptoe, step, jump and hop</p> <p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games</p> <p>Bunny hop (vaulting)</p>	<p>Hold still shapes and simple balances e.g. standing balances, kneeling balances, pike, tuck, star, straight, straddle shape.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely e.g. straight jump, tuck jump, jumping jack, half turn jump and cat spring.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control</p>	<p>balances, large body part balances, balances on apparatus, balances with a partner, pike, tuck, star, straight, straddle shapes and front and back support</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Bunny hop</p> <p>Front support wheelbarrow with partner</p> <p>T-lever</p> <p>Scissor kick</p> <p>Move with increasing control and care</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control</p>	<p>star, straight, straddle shapes</p> <p>Front and back support</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways e.g. crouched forward roll, forward roll from standing, tucked backward roll.</p> <p>Use a range of jumps in their sequences e.g. straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn and cat leap.</p> <p>Begin to use equipment to vault-squat on vault, star jump off, straddle jump off and pike jump off.</p> <p>Create interesting body shapes while holding balances with control and confidence-handstand, lunge into</p>	<p>full-turn, cat leap, cat leap half-turn).</p> <p>Improve the placement and alignment of body parts in balances- including, 1, 2, 3 and 4- point balances, balances on apparatus, balances with and against a partner and pike, tuck, star, straight, straddle shapes.</p> <p>Front and back support</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance e.g. when lunging into handstand and lunging into cartwheel.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Travel in different ways, including using flight, rolls (forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle),</p> <p>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>Apply skills and techniques consistently.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> <p>Perform own longer, more complex</p>	<p>turn, straight jump full-turn, cat leap, cat leap half-turn, cat leap full-turn, split leap, stag leap balances- 1, 2, 3 and 4- point balances, balances on apparatus, develop technique, control and complexity of part-weight partner balances, group formations, pike, tuck, star, straight, straddle shapes, front and back support.</p> <p>Apply skills and techniques consistently, showing precision and control-lunge into cartwheel, lunge into round-off, hurdle step, hurdle step into cartwheel, hurdle step into round-off.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with</p>

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					<p>handstand and cartwheel.</p> <p>Begin to show flexibility in movements.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Develops strength, technique and flexibility throughout performances.</p>	<p>sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p>
Gym Evaluation	Talk about what they have done with an adult.	<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	Begin to comment on improvements.	Can comment on basic improvements of their own work and beginning to comment on others.	<p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p>	<p>Beginning to use gym vocabulary to describe how to improve and refine performances both theirs and peers.</p>	<p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are</p>	<p>Begin to record their peers' performances, and evaluate these.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p>

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							<p>applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>	<p>Uses more complex gym vocabulary to describe how to improve and refine performances</p>
Gym Vocabulary	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn, stretch, tuck, squat, tall, long, wide, narrow, tight, demonstrate, observe, link, repeat, travel, levels	Stretch, tuck, squat, tall, long, wide, narrow, tight, demonstrate, observe, link, repeat, travel, levels, tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap.	Stretch, tuck, squat, tall, long, wide, narrow, tight, demonstrate, observe, link, repeat, travel, levels, tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn, pivot, coordination, movement, straddle, pike, under/over bridge, arch, shape support, v-sit.	Coordination, movement, straddle, pike, under/over bridge, arch, shape support, v-sit, forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, tuck shape, straddle, pike, stretch, posture, balance, arch, table position, dish shape, reverse, three point balance, coordination, creative, pose.	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle tiptoe, step, jump and hop Hopscotch skipping, chassis steps, tuck shape, straddle, pike, stretch, posture, balance, arch, table position, dish shape, reverse, three point balance, coordination, creative, pose.	Tuck shape, straddle, pike, stretch, posture, balance, arch, table position, dish shape, reverse, four point balance, coordination, creative, pose. Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot, fluency, challenge, observe, evaluate, synchronised,

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Games	<p>Can kick a large ball</p> <p>Can catch a large ball</p> <p>Runs skilfully, negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Hit a ball with a bat or racquet.</p> <p>Roll equipment in different ways. Throw underarm.</p> <p>Throw an object at a target. Catch equipment using two hands.</p> <p>Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.</p> <p>Kick an object at a target.</p> <p>Move safely around the space and equipment.</p>	<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving. Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Beginning to develop hand-eye coordination by practising throwing and catching</p> <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Pass the ball to another player in a game.</p>	<p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p> <p>Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p> <p>Bounce and kick a ball whilst moving.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p> <p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Develop different ways of throwing and catching.</p> <p>Move with the ball using a range of techniques showing</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p>	<p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination 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>Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and</p>

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
		<p>Travel in different ways, including sideways and backwards</p> <p>Play a range of chasing games.</p> <p>Follow simple rules.</p> <p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Use kicking skills in a game.</p> <p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</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>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Begin to choose and use the best space in a game.</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 a game successfully.</p> <p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Develop a safe and effective overarm bowl.</p> <p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Beginning to communicate with others during game situations</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>Apply and follow rules fairly.</p>	<p>control and fluency-kicking, dribbling, and bouncing.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Make the best use of space to pass and receive the ball.</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>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>	<p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p> <p>Demonstrate an increasing awareness of space.</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>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>	<p>receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</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 develop fielding strategies to prevent the opposition from scoring.</p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Communicate plans to others during a game.</p>

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
				<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Works well in a group to develop various games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities with a strong understanding of tactics and composition.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Lead others during a game.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>
Games Evaluation	Talk about what they have done.	<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
						Compares and comments on skills to support creation of new games.		
Games Vocabulary	Catch, throw, run, jog, walk, slow, fast, space, obstacles; cones, bean bags, hoops.	Catch, throw, run, jog, walk, slow, fast, speed, space, obstacles; cones, bean bags, hoops, kick, aim, target, chase, sideways, observe, racquet.	Catch, throw, run, jog, walk, slow, fast, speed, space, obstacles; cones, bean bags, hoops, kick, aim, target, chase, sideways, observe, racquet, defend, attack, pathways, control, pass, chest pass, over arm throw, under arm throw.	Catch, throw, run, jog, walk, slow, fast, speed, space, obstacles; cones, bean bags, hoops, kick, aim, target, chase, sideways, observe, racquet, defend, attack, pathways, control, pass, chest pass, over arm throw, under arm throw, rules, dribble, bounce, hand eye coordination, hit, position, slam, dunk, guard, net, jump shot, rebound, forehand.	Receive, send, run, jog, walk, speed, space, obstacles, kick, aim, target, chase, sideways, observe, racquet, defend, attack, pathways, control, pass, chest pass, over arm throw, under arm throw, rules, dribble, bounce, hand eye coordination, strike, position, technique, invasion, communicate, equipment, accuracy, competitive, tactics, fielding, prevent, invasion, communicate, slam, dunk, guard, net, jump shot, rebound, forehand, marking.	Receive, send, run, jog, walk, speed, space, obstacles, kick, aim, target, chase, sideways, observe, racquet, defend, attack, pathways, control, pass, chest pass, over arm throw, under arm throw, rules, dribble, bounce, hand eye coordination, strike, position, technique, invasion, communicate, equipment, accuracy, competitive, tactics, fielding, prevent, fluency, rally, serve, match point, forehand, backhand, marking.	Receive, send, run, jog, walk, speed, space, obstacles, kick, aim, target, chase, sideways, observe, racquet, defend, attack, pathways, control, pass, chest pass, over arm throw, under arm throw, rules, dribble, bounce, hand eye coordination, strike, position, technique, invasion, communicate, equipment, accuracy, competitive, tactics, fielding, prevent, fluency, rally, consistent, adapt, possession, tackle, strokes, effective, bowled, slam, dunk, guard, net, jump shot, rebound, serve, forehand, backhand, intercept, marking, cradle.	Receive, send, run, jog, walk, speed, space, obstacles, kick, aim, target, chase, sideways, observe, racquet, defend, attack, pathways, control, pass, chest pass, over arm throw, under arm throw, rules, dribble, bounce, hand eye coordination, strike, position, technique, invasion, communicate, equipment, accuracy, competitive, tactics, fielding, prevent, fluency, rally, consistent, adapt, possession, tackle, strokes, effective, strong, composition, differentiate, strategy, bowled, intercept, marking.

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Athletics	<p>Awareness of space</p> <p>Runs skilfully, negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Experiments with different ways of moving</p> <p>Can catch a large ball</p>	<p>Run in different ways for a variety of purposes.</p> <p>Jump in a range of ways, landing safely.</p> <p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Control their body when performing a sequence of movements</p> <p>Participate in simple game</p>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line. Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</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.</p> <p>Perform a short jumping sequence.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their 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>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p>	<p>Build a variety of running techniques and use with confidence.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate</p>	<p>Build a variety of running techniques and use with confidence.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently, select the most appropriate pace for different distances and</p>

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
			<p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p> <p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Perform learnt skills with increasing control.</p>	<p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p> <p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Land safely and with control.</p> <p>Begin to measure the distance jumped</p> <p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Can use equipment safely and with good control.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>stamina, explaining its importance for runners</p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>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.</p> <p>Investigate different jumping techniques.</p> <p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p>	<p>different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the 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>

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
				Compete against self and others.			<p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Can use equipment safely and with good control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>confidence and accuracy.</p> <p>Perform a heave throw.</p> <p>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> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Can use equipment safely and with good control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<b>Athletics Evaluation</b>	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.	Describes athletic performance using correct vocabulary.  Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time	Describes good athletic performance using correct vocabulary.  Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result.	Describes good athletic performance using correct vocabulary.  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.	Describes good athletic performance using correct vocabulary.  Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements
<b>Athletics Vocabulary</b>	Catch, throw, run, jog, walk, slow, fast, space, obstacles; cones, bean bags, hoops, roll jump.	Catch, throw, run, jog, walk, slow, fast, space, obstacles; cones, bean bags, hoops, roll, underarm, target, land, jump.	Catch, throw, sprint, jog, walk, slow, fast, space, obstacles; cones, bean bags, hoops, roll, underarm, target, land, high, far, swing, power, control, underarm, overarm, posture, balance, jump- two footed etc. distance.	Catch, throw, sprint, jog, walk, slow, fast, space, obstacles; cones, bean bags, hoops, roll, underarm, target, land, height, swing, power, control, underarm, overarm, posture, balance, jump- two footed etc. distance, compete, alter, accuracy, muscles, maintain.	Catch, throw, sprint, jog, walk, slow, fast, space, obstacles, roll, underarm, target, land, height, swing, power, control, underarm, overarm, posture, balance, jump- two footed etc. distance, compete, alter, accuracy, technique, increase, push throw, flight, long jump, hurdles, trail leg, leading leg, action.	Catch, throw, sprint, jog, walk, slow, fast, space, obstacles, roll, underarm, target, land, height, swing, power, control, underarm, overarm, posture, balance, jump- two footed etc. distance, compete, alter, accuracy, technique, increase, push throw, flight, long jump, hurdles, trail leg, leading leg, action, equipment, pull throw, hop step, standing triple jump, relay, changeover technique, baton, tactics, measure, record, fling throw, standing vertical jump, stamina.	Catch, throw, sprint, jog, walk, slow, fast, space, obstacles, roll, underarm, target, land, height, swing, power, control, underarm, overarm, posture, balance, jump- two footed etc. distance, compete, alter, accuracy, technique, increase, push throw, flight, long jump, hurdles, trail leg, leading leg, action, equipment, pull throw, hop step, standing triple jump, relay, changeover technique, baton, tactics, measure, record, fling throw, standing vertical jump, stamina.	Catch, throw, sprint, jog, walk, slow, fast, space, obstacles, roll, underarm, target, land, height, swing, power, control, underarm, overarm, posture, balance, jump- two footed etc. distance, compete, alter, accuracy, technique, increase, push throw, flight, long jump, hurdles, trail leg, leading leg, action, equipment, pull throw, hop step, standing triple jump, relay, changeover technique, baton, tactics, measure, record, fling throw, standing vertical jump, stamina.

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
								reaction, precision, support, heave throw, stride pattern.

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Outdoor Adventurous Activities	<p>Children show good control and co-ordination in large and some small movements</p> <p>They move in a range of ways, safely negotiating space.</p>	<p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively.</p>	<p>Develops listening skills.</p> <p>Listens to instructions from an adult.</p> <p>Beginning to think activities through and problem solve with some adult guidance.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Orientate themselves with some confidence and accuracy around a short trail adult led.</p> <p>Communicate within a team with adult prompting.</p> <p>Begin to choose equipment that is</p>	<p>Develops listening skills.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Thinking activities through and beginning to problem solve.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Orientate themselves with some confidence and accuracy around a short trail.</p> <p>Communicate within a team.</p> <p>Identify some symbols used on a key</p>	<p>Develops listening skills.</p> <p>Listens to instructions from a partner/ adult. Thinking activities through and problem solving.</p> <p>Demonstrates an understanding of how to stay safe.</p> <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.</p> <p>Identify symbols used on a key</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps. Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Orientate themselves with accuracy around a short trail.</p> <p>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>Develops strong listening skills.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</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 role in a team.</p>	<p>Develops strong listening skills.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p>

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
			appropriate for an activity.	Begin to choose equipment that is appropriate for an activity.	Begin to choose equipment that is appropriate for an activity.	<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>Associate the meaning of a key in the context of the environment.</p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p> <p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify and navigate the quickest route to accurately navigate an orienteering course.</p> <p>Begin to use compass for navigation.</p> <p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p>	<p>Use a range of map styles and make an informed decision on the most effective.</p> <p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p> <p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Use a compass for navigation.</p>

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
							<p>Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>Improve a trail to increase the challenge of the course.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Demonstrates an understanding of how to stay safe.</p>
Outdoor Adventurous Activity Evaluation	Can describe what they have just done.	Can describe theirs and a partner's performance.	Watches and describes theirs and peers' performance.	<p>Watches and describes theirs and peers' performance.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Offer an evaluation of both personal performances and activities.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Listen to feedback and improve an orienteering course from it.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p>
Outdoor Adventurous Activity Vocabulary	Create, build, scavenge, burn, cook, discover, observe, find,	Create, build, scavenge, burn, cook, discover, observe, find,	Map, symbols, key, survival, create, build, scavenge, burn, cook, discover,	Orienteering, map, symbols, key, survival, create, build, scavenge,	Orienteering, map, symbols, key, survival, create, build, scavenge,	Orienteering, map, symbols, key, survival, create, build, scavenge,	Orienteering, map, symbols, key, survival, create, build, scavenge,	Orienteering, map, symbols, key, survival, create, build, scavenge,

# PE Curriculum Progression Map

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1 (KS1 skills)</b>	<b>Year 2 (KS1 skills)</b>	<b>Year 3 (Lower KS2 skills)</b>	<b>Year 4 (Lower KS2 skills)</b>	<b>Year 5 (Upper KS2 skills)</b>	<b>Year 6 (Upper KS2 skills)</b>
	nature, trail, friendship, help, together.	nature, trail, friendship, help, together.	observe, find, nature, persevere, determined, trail.	burn, cook, discover, observe, find, nature, persevere, determined, trail.	burn, cook, discover, observe, identify, nature, persevere, determined, trail, equipment, problem solving, accuracy.	burn, cook, discover, observe, identify, nature, persevere, determined, trail, equipment, problem solving, accuracy, course, decide, organise, communicate, succeed, strategy.	burn, cook, discover, observe, identify, nature, persevere, determined, trail, equipment, problem solving, accuracy, course, decide, organise, communicate, succeed, strategy, technique, evaluate, navigate.	burn, cook, discover, observe, identify, nature, persevere, determined, trail, equipment, problem solving, accuracy, course, decide, organise, communicate, succeed, strategy, technique, evaluate, personal, individual, compete, compass.

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Swimming							<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	

# PE Curriculum Progression Map

	Nursery	Reception	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)
Healthy Lifestyles	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise	<p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Recognise and describe how the body feels during and after different physical activities</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
Healthy Lifestyles Vocabulary	Heart rate, fast, slow, hot, sweaty, cold, red, out of breath.	Heart rate, measure, fast, slow, hot, sweaty, cold, red, breathing, fast, maintain, stretching, muscles, contract, relax, warm up, cool down, fitness, diet, health, energy.	Heart rate, pulse, measure, beathing, maintain, stretching, muscles, contract, relax, warm up, cool down, fitness, diet, health, energy.	Heart rate, pulse measure, maintain, stretching, muscles, contract, relax, warm up, cool down, fitness, diet, health, carbohydrates, fats, sugar, energy.	Heart rate, pulse measure, stamina, maintain, circulation, stretching, muscles, contract, relax, warm up, cool down, fitness, diet, well-being, health, carbohydrates, fats, sugar, energy.	Heart rate, pulse measure, stamina, maintain, circulation, stretching, muscles, contract, relax, warm up, cool down, fitness, diet, well-being, health, carbohydrates, fats, sugar, energy.	Heart rate, pulse, stamina, maintain, circulation, endurance, measure, stretching, muscles, contract, relax, warm up, cool down, fitness, diet, well-being, health, carbohydrates, fats, sugar, energy, nutrition.

# PE Curriculum Progression Map

## Year 1

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance.</li> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> <li>• The pupil understands how to apply the skills they know.</li> </ul>	<p><b><u>GYMNASTICS</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can bounce, hop, spring and jump using a variety of take-offs and landings.</li> <li>The pupil can demonstrate different stretched balances to show wide and narrow body shapes. Or movements.</li> <li>• The pupil can transfer work safely from the floor to the apparatus.</li> <li>• The pupil can spin, rock, roll and turn with control on various parts of the body.</li> </ul> <p><b><u>DANCE</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can respond to a range of stimuli.</li> <li>• The pupil can communicate their ideas through dance and unfold a character or story.</li> <li>• The pupil can choose appropriate movements to show recognition of different rhythms, dynamics and relationships</li> </ul> <p><b><u>GAMES</u></b></p> <ul style="list-style-type: none"> <li>• The pupil knows and can show different ways of using a ball including with a bat.</li> <li>• The pupil can skip with a rope.</li> <li>• The pupil understands how to use apparatus safely for its intended purpose.</li> <li>• The pupil can use and develop their sending, receiving and travelling with skills in games.</li> </ul> <p><b><u>ATHLETICS</u></b></p> <ul style="list-style-type: none"> <li>• The pupil demonstrates basic jumps and can make up simple combinations with a partner.</li> <li>• The pupil can move at different speeds and change direction with a pivot action.</li> <li>• The pupil can use both underarm and overarm throws with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil demonstrates the ability to communicate with others.</li> <li>The pupil demonstrates the ability to work with other children (collaborate).</li> <li>• The pupil demonstrates the ability to compete with other children whilst showing good sporting values.</li> <li>• The pupil shows enthusiasm and commitment to the topic.</li> </ul>

# PE Curriculum Progression Map

## Year 2

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance.</li> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> <li>• The pupil understands how to apply the skills they know</li> </ul>	<p><b><u>GYMNASTICS</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can travel at different heights, different speeds and different directions.</li> <li>• The pupil can balance confidently on different body parts.</li> <li>• The pupil can link movements to create a sequence.</li> <li>• The pupil can perform a limited range of skills with a partner.</li> <li>• The pupil can turn, spin and twist different body parts with control and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil demonstrates the ability to communicate with others.</li> <li>• The pupil demonstrates the ability to work with other children (collaborate).</li> <li>• The pupil demonstrates the ability to compete with other children whilst showing good sporting values.</li> <li>• The pupil shows enthusiasm and commitment to the topic.</li> </ul>
	<p><b><u>DANCE</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can demonstrate change and vary their movements to convey emotions.</li> <li>• The pupil can copy and perform simple movements/rhythmic patterns and respond to stimuli</li> <li>• The pupil can use different levels of speed, direction and levels.</li> </ul>	
	<p><b><u>GAMES</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can throw, catch and bounce balls when standing still and moving.</li> <li>• The pupil can develop and apply skills relevant to specific games.</li> <li>• The pupil can remember, repeat and link combinations of skills in a game.</li> <li>• The pupil can use and vary simple tactics.</li> <li>• The pupil can improve the co-ordination, control and consistency of their actions.</li> </ul>	
	<p><b><u>ATHLETICS</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can demonstrate a range of take-offs and landings and combine some of them into patterns of jumping.</li> <li>• The pupil can show the difference between running at speed and jogging and be able to maintain a steady rhythm.</li> <li>• The pupil can take part in a relay activity.</li> <li>• The pupil can throw with increasing accuracy using a variety of games equipment.</li> <li>• The pupil can use different techniques for running, jumping and throwing.</li> </ul>	

# PE Curriculum Progression Map

## Year 3

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance.</li> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> <li>• The pupil understands how to apply the skills they know.</li> </ul>	<p><b><u>GYMNASTICS</u></b></p> <ul style="list-style-type: none"> <li>• The pupil understands and can use change of front and direction.</li> <li>• The pupil can travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes (transferring and receiving body weight safely)</li> <li>• The pupil is able to move into and from a range of travelling, jumping and turning movements with control and accuracy.</li> <li>• The pupil can understand and identify asymmetry and symmetry.</li> <li>• The pupil can identify and use flexible and direct pathways using appropriate movements.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil demonstrates the ability to communicate with others.</li> <li>• The pupil demonstrates the ability to work with other children (collaborate).</li> <li>• The pupil demonstrates the ability to compete with other children whilst showing good sporting values.</li> <li>• The pupil shows enthusiasm and commitment to the topic.</li> </ul>
	<p><b><u>DANCE</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can perform dance actions with greater control, fluency and coordination.</li> <li>• The pupil can improvise using a stimulus to create ideas</li> <li>• The pupil can shape movements into a whole dance with simple structure.</li> <li>• The pupil can perform with an awareness of rhythm, dynamic and expressive qualities.</li> </ul>	
	<p><b><u>GAMES</u></b></p> <ul style="list-style-type: none"> <li>• The pupil has consolidated and improved the quality and consistency of their skills.</li> <li>• The pupil has improved their ability to apply a range of simple tactics.</li> <li>• The pupil can play small sided games.</li> <li>• The pupil can use appropriate skills.</li> <li>• The pupil has developed the range of skills used.</li> </ul>	
	<p><b><u>ATHLETICS</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can run at fast, medium and slow speeds and be able to change speeds and direction.</li> <li>• The pupil can link combinations of jumps with some fluency and control.</li> <li>• The pupil can confidently take part in a range of relay activities.</li> <li>• The pupil can throw a range of objects and equipment consistently and accurately.</li> </ul>	

# PE Curriculum Progression Map

## Year 4

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance.</li> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> <li>• The pupil understands how to apply the skills they know.</li> </ul>	<p><b><u>GYMNASTICS</u></b></p> <ul style="list-style-type: none"> <li>• Pupils can identify and use different body parts to balance on and know which combinations produce the most stable basis.</li> <li>• The pupil understands how different body parts are capable of transferring and receiving body weight.</li> <li>• The pupil can rotate and roll on different body parts and roll in different directions showing different shapes, speeds and sizes.</li> <li>• The pupil can move into and from a range of skills with control and accuracy</li> </ul> <p><b><u>DANCE</u></b></p> <ul style="list-style-type: none"> <li>• The pupil is able to develop simple motifs</li> <li>• The pupil can perform dances expressing the mood clearly and fluently</li> <li>• The pupil can remember, refine and repeat dance phrases</li> <li>• The pupil can structure a dance with a partner</li> </ul> <p><b><u>GAMES</u></b></p> <ul style="list-style-type: none"> <li>• The pupil has consolidated their skills and improved their control and quality of them.</li> <li>• The pupil can vary their skills and employ them appropriately.</li> <li>• The pupil can use, adapt and transfer appropriate principles of play and tactics.</li> <li>• The pupil has developed the range and consistency of their skills in the games played.</li> <li>• The pupil can play in small games using a variety of formations.</li> </ul> <p><b><u>ATHLETICS</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can run at different speeds smoothly and with consistency.</li> <li>• The pupil can demonstrate different combinations of jumps, showing control, coordination and consistency.</li> <li>• The pupil can throw a range of objects in to a target area using a range of techniques with some accuracy and power.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil demonstrates the ability to communicate with others.</li> <li>• The pupil demonstrates the ability to work with other children (collaborate).</li> <li>• The pupil demonstrates the ability to compete with other children whilst showing good sporting values.</li> <li>• The pupil shows enthusiasm and commitment to the topic.</li> </ul>

# PE Curriculum Progression Map

## Year 5

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance.</li> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> <li>• The pupil understands how to apply the skills they know</li> </ul>	<p><b><u>GYMNASTICS</u></b></p> <ul style="list-style-type: none"> <li>• The pupil is able to balance on different body parts to create the bridge shapes both as individuals and with a partner.</li> <li>• The pupil understands and demonstrates five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet.</li> <li>• The pupil can identify and use spinning, rotation and rolling around three different axes.</li> <li>• The pupil adapts, refines and improves specific skills.</li> <li>• The pupil can transfer flight safely onto apparatus</li> <li>• The pupil understands that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil demonstrates the ability to communicate with others.</li> <li>• The pupil demonstrates the ability to work with other children (collaborate).</li> <li>• The pupil demonstrates the ability to compete with other children whilst showing good sporting values.</li> <li>• The pupil shows enthusiasm and commitment to the topic.</li> </ul>
	<p><b><u>DANCE</u></b></p> <ul style="list-style-type: none"> <li>• The pupil is able to translate narrative ideas to movement.</li> <li>• The pupil can show clear changes in mood and dynamics when performing</li> <li>• The pupil can remember and perform the whole dance</li> <li>• The pupil can use a variety of rhythm</li> </ul>	
	<p><b><u>GAMES</u></b></p> <ul style="list-style-type: none"> <li>• The pupil applies basic tactics and strategies for attacking play.</li> <li>• The pupil can develop new skills relevant to specific games.</li> <li>• The pupil has developed the range and consistency of their skills in games activities.</li> <li>• The pupil can select and apply skills more consistently in specific activities and games.</li> <li>• The pupil can select and apply basic principles of games and apply them to different situations.</li> <li>• The pupil has consolidated their existing skills and is developing new ones.</li> </ul>	
	<p><b><u>ATHLETICS</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can run more rhythmically and sustain their pace over longer distances.</li> <li>• The pupil can throw with greater control and accuracy.</li> <li>• The pupil can perform a range of jumps showing control and consistency.</li> <li>• The pupil can demonstrate the basic principles of running (including relays)</li> </ul>	

# PE Curriculum Progression Map

## Year 6

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance.</li> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> <li>• The pupil understands how to apply the skills they know</li> </ul>	<p><b><u>GYMNASTICS</u></b></p> <ul style="list-style-type: none"> <li>• The pupil is able to match and mirror the movements of their partner.</li> <li>• The pupil is able to synchronise and canon the movements of their partner.</li> <li>• The pupil can balance on different body parts using different levels and shapes.</li> <li>• The pupil can use a variety of clear body shapes when jumping.</li> <li>• The pupil can use counter balance and counter tension with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil demonstrates the ability to communicate with others.</li> <li>• The pupil demonstrates the ability to work with other children (collaborate).</li> <li>• The pupil demonstrates the ability to compete with other children whilst showing good sporting values.</li> <li>• The pupil shows enthusiasm and commitment to the topic.</li> </ul>
	<p><b><u>DANCE</u></b></p> <ul style="list-style-type: none"> <li>• The pupil works creatively and imaginatively, on their own and with a partner.</li> <li>• The pupil performs expressively and sensitively to accompaniment.</li> <li>• The pupil can perform set patterns and dances fluently and with control.</li> <li>• The pupil can create and structure motifs, phrases, sections and whole dances.</li> </ul>	
	<p><b><u>GAMES</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can combine and perform skills more fluently.</li> <li>• The pupil can use skills appropriately in a game situation.</li> <li>• The pupil shows consistency and accuracy in their skills.</li> <li>• The pupil can use attacking and defending strategies more consistently.</li> <li>• The pupil can apply a range of tactics for attack and defence.</li> <li>• The pupil can play small sided and modified versions of games.</li> </ul>	
	<p><b><u>ATHLETICS</u></b></p> <ul style="list-style-type: none"> <li>• The pupil can throw with greater control, accuracy and efficiency.</li> <li>• The pupil can sustain their pace over longer distances.</li> <li>• The pupil can perform a range of jumps showing power, control and consistency at both take off and landing.</li> <li>• The pupil can demonstrate the basic principles of running (including relays).</li> </ul>	