



Subject: Progression Map

Term: Autumn 1	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic: Personal								
Knowledge	Real PE unit – pirate – one leg balance.	Gymnastics and Real PE unit - footwork	Dance and Real PE - balancing.	Gymnastics and Real PE - balancing.	Gymnastics and Real PE unit- balloon balance.	Basketball and Real PE unit – balancing whilst collecting objects.	Dance and Real PE unit – Endball (reaction and response)	Tag Rugby and Real PE unit - Endball reaction and response)
Skills	I can lift one leg and stand still on the other leg. I can place the equipment carefully using both hands.	Working on a simple task with help. I can stand still for 10 seconds. I can balance holding on with hands. I can hold a position and reach. I can begin to use low apparatus. I can create different shapes with different body parts on a mat. I can create a sequence, with help, to travel across the floor.	I can follow instructions, practise safely and work on simple tasks independently. I can ask for help when it is appropriate. I can stand still for 30 seconds and complete 5 mini squats. I can balance, in a position, with an object on my back. I can explore as many different standing shapes and floor shapes with your body as you can. Find interesting and inventive ways of moving between the standing and floor shapes.	I can follow instructions, practise safely and work on simple tasks independently. I can ask for help when it is appropriate. I can stand still for 30 seconds and complete 5 mini squats. I can balance, in a position, with an object on my back. I can create a shape with different parts of my body and balance on large apparatus. I can begin to use equipment and create a routine. I can learn points and patches balances. I can map pathways	I can coordinate my footwork skills, so I can move in a pattern and march fluidly, lifting knees. I can balance on one leg, holding on with one hand. I can make my body tense, relaxed, curled and stretched to perform different shapes. I can explore shapes and travel, beginning to link these to create a sequence	I can persevere with a task and improve my performance through regular practice. I can stand still on an uneven surface for 30 seconds and complete 10 ankle squats then progress to eyes closed. Throw with accuracy over a range of distances to a team mate. Catch objects, such as a basketball.	I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I can balance on an uneven surface on alternate legs, I can complete 10 squats into ankle extensions and progress to eyes closed. I can perform dances using simple movements and patterns. I can use movement imaginatively, responding to	I can create my own learning plan and revise that plan when necessary. I can accept critical feedback. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. I can throw and catch a range of objects with confidence and use this in game situations.



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			Find interesting and inventive ways of moving between standing and floor shapes with a partner. Make a repeatable sequence of movement.	and use them to travel on apparatus.	using apparatus.		stimuli, including music and performing basic skills. I can change rhythm, speed, level and direction of their movements. I can create and perform dances including those from different times and cultures. I can express and communicate ideas and feeling.	
Vocabulary	Fair balance	Balance Reach Position Hold Apparatus	Balance Squat Independent Position Sequence Repeat	Balance Squat Independent Position Pathways Apparatus Shape	Coordinate Fluidly Pattern Travel Body Tense Relaxed Curled Stretched Perform	Persevere Accuracy Basketball Progress Dribble	Strengths Weaknesses Communicate Cultures Rhythm Speed	Confidence Tactics Respect Critical Feedback



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Term: Autumn 2	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic: Social								
Knowledge	Space-jumping and landing.	Ball skills and Real PE unit – jumping and landing/seated balance	Gym and Real PE unit – jumping and landing/seated balance	Balls Skills Real PE unit – jumping and landing/seated balance	Dance Real PE unit – jumping and landing/seated balance	Gym and Real PE unit – jumping and landing/exchange objects/Seated balance	Gym and Real PE unit – dynamic balance (river crossing and Kabadi)	Handball and Real PE unit – dynamic balance (river crossing and Kabadi)
Skills	<p>I can complete different jumps with the correct shape and movement.</p> <p>I can land n the correct number of feet.</p>	<p>I can copy and watch others.</p> <p>I can play with others, take turns and share with help.</p> <p>I can jump from 2 feet to feet. I can roll a ball with 2 hands.</p>	<p>I can work sensibly with others, taking turns and sharing. I can help praise and encourage others in their learning.</p> <p>I can jump from 2 feet to 2 feet, with a quarter turn. I can throw, bounce, strike and catch a small ball. I can create a shape with different parts of my body and balance on large apparatus. I can begin to use equipment and create a routine. I can learn points and patches balances. I can map pathways</p>	<p>I can work sensibly with others, taking turns and sharing. I can help praise and encourage others in their learning.</p> <p>I can jump from 2 feet to 2 feet, with a quarter turn. I can throw, bounce, strike and catch a small ball.</p> <p>I can control the direction of the ball by giving it little shoves with your hand. I can use the correct amount of force to send it the right distance.</p>	<p>I show patience and support others, listening carefully to them about our work.</p> <p>I can jump from 2 feet to 2 feet, with a tucked jump. I can strike and kick with alternate hands/feet. I can move to music. I can copy dance moves. I can perform some dance moves. I am able to identify different shapes and movements that create a sequence. I am beginning to change rhythm, speed, level and direction.</p>	<p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>I can jump 2 feet to feet forwards, backwards and sideways. As well as one foot to the other and hopping. I can catch a large ball, close to and away from my body. I can make my body tense, relaxed, curled and stretched. I can control my body when travelling. I can control my body when balancing. I can climb safely. I can plan and show a sequence of</p>	<p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>I can jump 2 feet to 2 feet with 360° turn. I can throw and catch 2 small balls alternately. I can strike a small ball back to a partner with a racket.</p> <p>I can create different shapes with my body, whilst focusing on what muscles I am using. I can use hand apparatus and create sequences. I can travel between low</p>	<p>I can involve others and motivate those around me to perform better.</p> <p>I can throw and catch a range of objects with confidence and use this in game situations. . Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called.</p>



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			and use them to travel on apparatus.	Knees bend as you catch the ball. One foot is in front of the other. I can continue to full overarm throw.	I can count in different patterns to help my movements.	movements. I can make different shapes with my body.	apparatus, creating a circuit.	
Vocabulary	Tuck Star Straight Spring	Roll Turns Bending Swing	Points Patches Pathways Travel Dynamic Agility	Overarm Force Distance Patience Support Static	Speed Level Rhythm Sequence Encourage Competitive	Tense Relaxed Curled Stretched Travelling Cooperate Combination	Muscles Sequence Counter -balance Motivate	Responsibilities Negotiate Collaborate



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Term: Spring 1	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic: Cognitive								
Knowledge	Monkey – static balance seated	Dance and Real PE unit – dynamic balance on a line/stance	Ball skills and Real PE unit - dynamic balance on a line/stance	Dance- and Real PE unit - dynamic balance on a line/stance	Swimming (Mountbatten centre) – half term/Real PE unit – dynamic balance on a line/ball skills	Dance and Real PE unit – dynamic balance on a line/ball skills	Netball and Real PE unit – stance/footwork (dodgeball and bean bag raid)	Dance and PE unit – stance/footwork (dodgeball and bean bag raid)
Skills	I can hold a shape without wobbling. I can move equipment without dropping it.	I can follow simple instructions. I can explore as many different standing and floor shapes with your body as you can. Find interesting and inventive ways of moving between the standing and floor shapes. Put shapes into a sequence. Use shapes and moving between shapes to explore different music and changes to music.	I can understand and follow simple rules, I can name some things that I am good at. I can begin to order instructions, movements and skills with help. I can explain why someone is performing well. I can control the direction of the ball and put your weight behind the ball. I can squeeze the ball as you catch it. With elbows bent, move them into your body to secure the ball.	I can understand and follow simple rules, I can name some things that I am good at. I can begin to order instructions, movements and skills with help. I can explain why someone is performing well. I can explore different standing and floor shapes. Find interesting and inventive ways of moving between standing and floor shapes. I	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can make my body tense, relaxed, curled and stretched to perform different shapes. I can explore shapes and travel, beginning to link these to create a sequence using apparatus.	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space I can copy dance moves. I can make up a short dance. I can dance imaginatively. I can change rhythm, speed, level and direction. Am beginning to express and communicate ideas and feeling. I can count in different patterns to help my movements- variety	I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. Throw with accuracy over a range of distances to a team mate – netball. Catch objects, such as a netball with confidence.	I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. Developing and progressing year 5 skills: I can perform dances using simple movements and patterns. I can use movement imaginatively, responding to stimuli, including music and performing basic skills I can change rhythm, speed, level and direction of their movements. I can create and perform dances from different times and cultures.



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			I can develop to overarm sling.	can put shapes into a repeatable sequence. I can develop interesting and inventive ways of moving between standing and floor shapes with a partner. Make a repeatable sequence of movements alongside music.		of movements and counts.		I can express and communicate ideas and feeling. EG
Vocabulary	Mirror Position Dish	Standing Floor shapes sequence	Squeeze Overarm sling control	Inventive Repeatable sequence	Strokes Float Defending attack	Imaginatively Patterns Rhythm Speed Level direction	Dodge Tactics Attacking Defending	Strengths Weaknesses Receiving Extend Generate



Subject: Progression Map

Term: Spring 2	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic: creative								
Knowledge	Juggler – sending receiving	Gym and Real PE unit – ball skills/ counterbalance	Racket Skills and Real PE unit – ball skills/ counterbalance	Gym and Real PE unit – ball skills/ counterbalance	Swimming and Real PE unit – sending and receiving/ counterbalance	Hockey and Real PE unit – sending and receiving/ counterbalance	Gym and Real PE unit – static balance – seated (volleyball and scorpion handball)	Indoor Athletics and Real PE unit – static balance – seated (volleyball and scorpion handball)
Skills	I can keep control of a balloon. I can keep a balloon in the air for 10 seconds.	I can copy and watch others. I can begin to use low apparatus. I can create different shapes with different body parts on a mat. I can create a sequence, with help, to travel across the floor.	I can explore and describe different movements. I can begin to compare my movements and skills with others. I can select and link movements together to fit a theme. I can develop basic movements and apply these in a range of activities. I can hold a racket correctly and begin to hit a ball. With help use skills to play a target game.	I can explore and describe different movements. I can begin to compare my movements and skills with others. I can select and link movements together to fit a theme. I can create a shape with different parts of my body and balance on large apparatus. I can begin to use equipment and create a routine. I can learn points and patches balances. I can map pathways and use them to travel on apparatus.	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.	I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others I can create different shapes with my body, whilst focusing on what muscles I am using. I can use hand apparatus and create sequences. I can travel between low apparatus, creating a circuit.	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience Running- Identify the main strengths of a performance of self and others. Identify parts of the performance that need to be improved. Explain how warming up effects performance. Explain why athletics can help stamina and strength
Vocabulary	Hit Float Air force	Apparatus sequence	target	Points Patches Pathways Routine Equipment	Strokes Float Defending attack	Tactics Strike Pass respectful	Adapt adjust volley serve	Stamina Strength performance



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Term: Summer 1	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic: physical								
Knowledge	Fairy tales – reaction and response – (agility)	Racket Skills and Real PE unit – sending and receiving/reaction and response.	Gym and Real PE unit – sending and receiving/reaction and response.	Ball skills and Real PE unit – sending and receiving/reaction and response.	Cricket and Real PE unit – reaction and response and floorwork.	Gym and Real PE unit – reaction and response and floorwork.	Rounders and Real PE unit – jumping and landing and 1 leg balance. 9 jumpball)	Swim/Gym and Real PE unit – jumping and landing and 1 leg balance. 9 jumpball)
Skills	I can move different ways under, around, through and over equipment. I can bounce the ball without losing it.	I can move confidently in different ways. I can begin to develop the balance and coordination when holding a racket and make balance equipment onto the racket. Begin with help to play a target game.	I can perform a single skill or movement with some control. I can perform a small range of skills and link 2 movements together. I can perform a sequence of movements, changing direction, level or speed. I can create a shape with different parts of my body and balance on large apparatus. I can begin to use equipment and create a routine. I can learn points and patches balances. I can map pathways and use them to travel on apparatus.	I can perform a single skill or movement with some control. I can perform a small range of skills and link 2 movements together. I can perform a sequence of movements, changing direction, level or speed. I can control the direction of the ball by giving it little shoves with your hand. I can use the correct amount of force to send it the right distance. Knees bend as you catch the ball. One foot is in front of the other. I can continue to full overarm throw	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. Apply different skills to game situations, for example: Throwing and catching when fielding in cricket.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can make my body tense, relaxed, curled and stretched. I can control my body when travelling. I can control my body when balancing. I can climb safely. I can plan and show a sequence of movements. I can make different shapes with my body.	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. Apply different skills to game situations, for example: Throwing and catching when fielding in rounders. Catch objects, such as a tennis ball and a rounders ball, with confidence.	I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.



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Vocabulary	Shape Letter Round	Racket Movement Range Balance rebound	Direction Level Speed Control perform	Sequence Handling Consistency control	Tension Strike Controlled fielding	Variety Repeat Transfer	Combination Continuous Opposition fielding	Intercept Opponent Diving Coordination
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Subject: Progression Map

Term: Summer 2	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic: fitness								
Knowledge	Squirrel – ball chasing and sports practise.	Athletics And Real PE unit – ball chasing/floor work.	Athletics and Real PE unit – ball chasing/floor work.	Athletics and Real PE unit – ball chasing/floor work.	Athletics and Real PE unit- ball chasing/stance	Athletics and Real PE unit- ball chasing/stance	Athletics and Real PE unit- sending and receiving/ ball chasing (throlf and scatterball)	Athletics and Real PE unit- sending and receiving/ ball chasing (throlf and scatterball)
Skills	I can catch and collect a ball when it is moving. I can roll a ball in a straight line.	I am aware of the changes to the way I feel when I exercise. I can begin to use equipment with help. Athletics I can begin to run at different speeds; -move along some basic pathways, for example move in a straight or curved line; - begin to use the correct technique for jumping as high and as far as they can and land safely.	I am aware of why exercise is important for good health. I can say how my body feels, before, during and after exercise. I use equipment appropriately, move, and land safely. Athletics I can run at different speeds, recognising the difference between walking, jogging and sprinting; - move along a wide range of different pathways;	I am aware of why exercise is important for good health. I can say how my body feels, before, during and after exercise. I use equipment appropriately, move, and land safely. Athletics I can run at different speeds, selecting the appropriate speed for an activity; -move along a wide range of pathways at different speeds and begin to think	I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down. Athletics Running- Run smoothly at different speeds. Watch and describe specific aspects of running e.g. what arms and legs are doing. With guidance, set realistic targets of times to achieve over short and long distances. Jumping – Choose and perform different styles of jumping separately. Watch and describe specific aspects	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working Athletics- Running- Choose different styles of running at different distances. Pace and sustain effort over longer distances. Recognise and record how the body works in different types of challenges over different distances.	I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity I can record, monitor and assess how I am working, alongside a partner. Athletics – Running- Sustain pace over a long distance - 2 minutes. Relay change-overs. Set realistic targets for self, of time to achieve over a short and longer distance. Perform a range of warm up exercises specific to running over short and long distances. Jumping - Demonstrate a range of jumps showing power and control and consistency at both take-off and landing. Set realistic targets for self, when jumping for distance or for height. Throwing-	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness. Athletics- Running- Identify the main strengths of a performance of self and others. Identify parts of the performance that need to be improved. Explain how warming up effects performance. Explain why athletics can help stamina and strength



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			<ul style="list-style-type: none"> - jump as high and as far as possible using correct technique; - use different ways of jumping; - land safely with control; create a sequence of jumps and show it to a partner. 	<ul style="list-style-type: none"> of their own pathways; -use correct technique for jumping for height and distance, improving their own performance; - jump from a standing position with accuracy and control; - land safely with control and correct technique; - create and improve a sequence of jumps, acting on feedback. 	<ul style="list-style-type: none"> of jumping e.g. what arms and legs are doing. With guidance, set realistic targets when jumping for distance or height. Throwing – Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus). Throw with greater control. Watch and describe specific aspects of throwing e.g. what arms and legs are doing. With guidance, set realistic targets when throwing over an increasing distance 	<ul style="list-style-type: none"> Jumping- Perform combinations of jumps e.g. hop, step, jump showing control and consistency. Throwing- Consistently hit a target with a range of implements. 	<ul style="list-style-type: none"> Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Organise small groups to SAFELY take turns when throwing and retrieving implements 	<ul style="list-style-type: none"> Jumping- Refine jumping technique to improve on personal best and achieve the targets set. Throwing- Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others
Vocabulary	Tunnel through	Speed Pathways Straight curved	Range Technique Landing safely	Appropriate Feedback Control accuracy	Realistic Increasing Javelin slinging	Combination Pace implement Sustain	Efficiency Demonstrate Retrieving	Refine Achieve Personal best