

## PE Progression Map - 2024 to 25 (detailing links to National Curriculum)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>Fundamental Movement Skills:</b></p> <p>Travel, push, roll, climb and throw.</p>	<p><b>Fundamental Movement Skills:</b></p> <p>Balance, throw, jump/land, climb under/over</p>	<p><b>Fundamental Movement Skills:</b></p> <p>Jump, hop, throw under/over arm, catch a ball</p>	<p><b>Fundamental Movement Skills:</b></p> <p>Jump/land, travel under, over and through equipment, catch, roll</p>	<p><b>Fundamental Movement Skills:</b></p> <p>Jump, travel low to ground, hop and skip, catch. Pull body weight on equipment</p>	<p><b>Fundamental Movement Skills:</b></p> <p>Move in different ways, control object by touching, pushing, throwing, catching.</p> <p>Move with control and co-ordination.</p>
Objective to work towards achievement of Early Learning Goal:	<p><b>Physical Development 3-4 years</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>Reception:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p>	<p><b>Physical Development 3-4 years</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>Reception:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p><b>Early Learning Goal:</b></p> <p><i>Move energetically such as running, jumping, hopping, skipping and climbing</i></p>	<p><b>Physical Development Consolidate - 3-4 years</b></p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p><b>Reception:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p><b>Early Learning Goals:</b></p> <p><b>Gross motor skills:</b></p> <p><i>Move energetically such as running, jumping, hopping, skipping and climbing</i></p>	<p><b>Physical Development Consolidate - 3-4 years</b></p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p><b>Reception:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p><b>Early Learning Goals:</b></p> <p><b>Gross motor skills:</b></p> <p><i>Move energetically such as running, jumping, hopping, skipping and climbing</i></p>	<p><b>Physical Development Reception:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p><b>Early Learning Goals:</b></p> <p><b>Gross motor skills:</b></p> <p><i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically such as running, jumping, hopping, skipping and climbing. Begins to show accuracy and care when drawing.</i></p>	<p><b>Physical Development Reception:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p><b>Early Learning Goals:</b></p> <p><b>Gross motor skills:</b></p> <p><i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically such as running, jumping, hopping, skipping and climbing. Begins to show accuracy and care when drawing.</i></p>

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<p><b>Year 1</b></p>	<p><b>Developing Fundamental Movement Skills</b></p> <p>Underarm throw Skipping Catching Running Jumping</p>	<p><b>Fundamental Movement Skills</b></p> <p>Developing FMS on apparatus</p>	<p><b>Gymnastics</b></p> <p>Travel in a variety of ways Rolling Jumping</p>	<p><b>Dance – Three Little Pigs</b></p> <p>Convey characters using movement.  Link movements together to sequence a story</p>	<p><b>FMS – kicking:</b></p> <p>Kick with increased accuracy.  Intercept a ball.</p>	<p><b>Athletics</b></p> <p>Running/changing direction quickly. Throwing underarm. Jumping – landing safely.</p>
<p><b>National Curriculum objective</b></p>	<p>Pupils should be taught to:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Pupils should be taught to:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Pupils should be taught to:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Pupils should be taught to:</p> <p>perform dances using simple movement patterns.</p>	<p>Pupils should be taught to:</p> <p>participate in team games, developing simple tactics for attacking and defending.</p>	<p>Pupils should be taught to:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>

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<p><b>Year 2</b></p>	<p>Demonstrate confidence in <b>FSM</b></p> <p>Throwing, Skipping, Catching, Bouncing, Running, Jumping, Kicking, Rolling.</p>	<p><b>Gymnastics</b></p> <p>Jumping, travelling on hands/feet. Egg, pencil and teddy bear roll.</p>	<p><b>Dance – Explorers</b></p> <p>Develop basic dance moves and key travelling skills.</p>	<p><b>Games – Net and wall</b></p> <p>Develop skills to: Catch a ball Hold a bat Strike a ball</p>	<p><b>FMS – assessment</b></p> <p>Throw underarm at target. Underarm for distance. Kick for distance. Catch a ball. Complete</p>	<p><b>Athletics</b></p> <p>Apply and develop FMS – increasing speed and accuracy each time.</p>
<p><b>National Curriculum objective</b></p>	<p>Pupils should be taught to:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Pupils should be taught to:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Pupils should be taught to:</p> <p>perform dances using simple movement patterns.</p>	<p>Pupils should be taught to:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Pupils should be taught to:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Pupils should be taught to:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>

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<p><b>Year 3</b></p>	<p><b>Dance – Superheroes</b></p> <p>Explore movement, communicating character.</p>	<p><b>Invasion Games – Basketball</b></p> <p>Pass with chest or bounce. Move into space. Dribble a ball. Outwit opponent.</p>	<p><b>Gymnastics</b></p> <p>Travel with control on 4 body parts. Balance on 2/3 body parts. Sequence with 6 actions.</p>	<p><b>Health related fitness</b></p> <p>Recognise fitness components that help maintain good health: Balance, speed, agility, co-ordination, power.</p>	<p><b>Striking and fielding – Rounders</b></p> <p>Underarm throw with accuracy. Catch a ball. Strike a ball. Apply simple game tactics.</p>	<p><b>Athletics</b></p> <p>Throw using a pull, push and sling action. Pass a quoit/baton to a teammate.</p>
<p><b>National Curriculum objective</b></p>	<p>Pupils should be taught to:  perform dances using a range of movement patterns.</p>	<p>Pupils should be taught to:  use running, jumping, throwing and catching in isolation and in combination.  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>Pupils should be taught to:  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  perform dances using a range of movement patterns.</p>	<p>Pupils should be taught to:  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Pupils should be taught to:  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>Pupils should be taught to:  use running, jumping, throwing and catching in isolation and in combination.  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve</p>

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<p><b>Year 4</b></p>	<p><b>Creative games – tag and target</b></p> <p>Dodge in a tag game. Demonstrate aiming skills in throwing and rolling. Send an object to a target.</p>	<p><b>Gymnastics</b></p> <p>Travel on feet/hands. Combine travelling, jumping and balance actions. Link 6 actions. Teach to partner and assess.</p>	<p><b>Invasion games – Basketball</b></p> <p>Demonstrate chest and bounce pass. Move into space after pass. Pass ball accurately in game. Use tactics to outwit opponent.</p>	<p><b>Net and wall – Tennis</b></p> <p>Explore throwing actions. Practise catching. Strike a ball using a racquet. Devise own game.</p>	<p><b>Striking and fielding – Cricket</b></p> <p>Demonstrate underarm throw. Catch a ball in a striking and fielding game. Bowling a ball underarm. Ample simple tactics in a competitive game.</p>	<p><b>Athletics</b></p> <p>Throw using a pull, push and sling action. Pass a baton to a teammate when running. Perform a hop, skip and jump over distance.</p>
<p><b>National Curriculum objective</b></p>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>Pupils should be taught to:</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns.</p>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

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<b>Year 5</b>	<p><b>Creative games</b></p> <p>Dribble, pass and receive a ball.</p> <p>Create rugby type game, outwit an opponent and apply attacking/defending tactics.</p>	<p><b>Gymnastics</b></p> <p>Perform partner balances. Create simple sequence of matched and mirror partner balances.</p> <p>Create sequence with counterbalance and counter tension with partner.</p>	<p><b>Invasion games – Netball</b></p> <p>Pass and catch a netball with consistency, accuracy and control.</p> <p>Apply simple tactics (attacking and defending) in a netball game.</p>	<p><b>Net and wall – Tennis</b></p> <p>Demonstrate forehand and backhand shot with consistency.</p> <p>Direct a ball to a partner to continue a rally.</p>	<p><b>Striking and fielding – Rounders</b></p> <p>Bowl underarm with accuracy.</p> <p>Catch a ball when fielding. Strike a ball with bat. Use overarm throw when fielding a ball.</p>	<p><b>Athletics</b></p> <p>Perform running techniques for long and short distances.</p> <p>Perform a pull and push throw.</p> <p>Run for distance.</p>
	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>
<b>National Curriculum objective</b>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p><b>Swimming and water safety</b></p> <p>Pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Pupils should be taught to:</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns.</p> <p><b>Swimming and water safety</b></p> <p>Pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p><b>Swimming and water safety</b></p> <p>Pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p><b>Swimming and water safety</b></p> <p>Pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p><b>Swimming and water safety</b></p> <p>Pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Pupils should be taught to:</p> <p>use running, jumping, throwing and catching in isolation and in combination.</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming and water safety</b></p> <p>Pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>

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Year 6	<b>Orienteering</b>  Orientate a map when moving around a simple course. Use 8 compass points to navigate a course. Plan a route.	<b>Gymnastics</b>  Perform shapes and balances with partner. Perform counterbalance and counter tension paired balances using apparatus. Create sequence with group.	<b>Invasion games – Rugby</b>  Demonstrate passing and catching a rugby ball with consistency, accuracy and control. Apply simple tactics in a rugby type game.	<b>Net and wall – Badminton</b>  Use a forehand and backhand shot with consistency. Direct a shuttlecock to hold a rally with partner. Demonstrate simple tactics on a game to score points.	<b>Striking and fielding – cricket</b>  Bowl underarm with accuracy. Catch a ball with accuracy. Strike a ball with a cricket bat off a tee. Bowl overarm with accuracy. Use tactics in a game.	<b>Athletics</b>  Perform running techniques for long and short distances. Perform a pull and push throw. Run for distance. Set personal goals to improve performance – time and distance measures.
National Curriculum objective	Pupils should be taught to:  take part in outdoor and adventurous activity challenges both individually and within a team.	Pupils should be taught to:  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  perform dances using a range of movement patterns.	Pupils should be taught to:  use running, jumping, throwing and catching in isolation and in combination.  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Pupils should be taught to:  use running, jumping, throwing and catching in isolation and in combination.  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Pupils should be taught to:  use running, jumping, throwing and catching in isolation and in combination.  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Pupils should be taught to:  use running, jumping, throwing and catching in isolation and in combination.  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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