



PE Progression Map

2024 - 2025



	ELGS	Physical Skills	Thinking Skills	Personal Skills	Health Skills
Expected Standard	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance, and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> I can dress and undress myself I can demonstrate spatial awareness I can control my fundamental movement skills (e.g. stopping and starting on command, walking and running safely) I can develop fundamental movement skills (including running, jumping, throwing) I can identify a target and use effective throwing techniques I can move creatively using whole body (e.g. dancing, posing, balancing) I can develop basic strength and flexibility I can copy and perform basic movements 	<ul style="list-style-type: none"> I can listen to, understand and follow some of the basic rules I can show good awareness of personal space I can watch and comment on what I have seen 	<ul style="list-style-type: none"> I can develop confidence and resilience I can describe the differences in the way my body works and feels when playing different games I can compete fairly showing good sportsmanship 	<ul style="list-style-type: none"> I can identify the impact of physical activities on my body I can differentiate between healthy and unhealthy foods
	National Curriculum	Physical Skills	Thinking Skills	Personal Skills	Health Skills
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 	<ul style="list-style-type: none"> I can develop fundamental movement skills (including running, jumping, throwing and catching) I can improve running technique and run for longer distances I can perform a run and jump sequence I can develop an under and over arm throwing action I can maintain stillness on different bases of support with different body shapes I can develop basic strength and flexibility I can perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required I can link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end 	<ul style="list-style-type: none"> I can develop simple tactics for attacking and defending and ways to score I can describe some basic rules I can show good awareness of space and the actions of others I can watch, describe and comment on what I have seen I can develop ways to score I can show good awareness of space and the actions of others 	<ul style="list-style-type: none"> I can develop confidence and resilience I can describe the differences in the way my body works and feels when playing different games I can compete fairly showing good sportsmanship 	<p>I can identify the heart as a muscle that grows stronger with exercise, play and physical activity</p>

	National Curriculum	Physical Skills	Thinking Skills	Personal Skills	Health Skills
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • I can develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching) • I can show good awareness of space and the actions of others • I can compete in small sided games fairly showing good sportsmanship • I can develop basic strength and flexibility • I can run with a good technique at different speeds • I can perform a two footed jump • I can show a good throwing technique and extend accuracy and distance • I can perform basic gymnastic actions with control and coordination 	<ul style="list-style-type: none"> • I can show good awareness of space and the actions of others during games • I can use a variety of simple tactics in a small sided game • I can describe some basic rules • I can begin to watch others and focus on specific actions to improve my own skills • I can handle apparatus safely and recognise risks involved 	<ul style="list-style-type: none"> • I can work and compete individually and with others in a team • I know playing games is good for me and describe what it feels like • I know running, jumping and throwing is good for me and describe what it feels like • I can compete fairly showing good sportsmanship 	<ul style="list-style-type: none"> • I can identify physical activities that contribute to fitness • I can recognise the "good health balance" of nutrition and physical activity
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> • I can master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching) • I can throw and catch with control when under limited pressure to keep possession and score goals • I can show an awareness of opponents and team mates during games • I can select a running speed appropriate to the activity • I can make up and repeat a short sequence of linked jumps • I can adapt a gymnastic sequence to include different levels, speeds or directions • I can use more detailed plans and diagrams that take me from familiar to less familiar areas • I can develop gymnastic techniques and transitions 	<ul style="list-style-type: none"> • I can show good awareness of space and the actions of others • I can use simple rules fairly and extend me to devise my own games • I can recognise good performances in myself and others and use what I have learned improve my own work • I can take part in relay activities remembering when to run and what to do 	<ul style="list-style-type: none"> • I can begin to understand the importance of warming up • I can identify that playing extended games improves my stamina • I can compete fairly showing good sportsmanship individually and with others • I can develop competence and confidence • I can recognise when my body is warmer or cooler and when my heart beats faster/slower 	<ul style="list-style-type: none"> • I can recognise that strength and suppleness are important parts of fitness • I can develop calming techniques and self-regulate emotions with an adult
Year 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • I can throw and catch with control when under limited pressure to keep possession and score goals • I can change pace, length and direction to outwit my opponent • I can show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area • I can perform a range of gymnastic actions with increased consistency and fluency • I can perform a range of jumps showing contrasting techniques and sometimes using a short run up • I can work with a partner to show similar and contrasting actions on the floor and apparatus • I can combine actions and show clarity of shape in longer sequences, alone or with a partner • I can perform dances using a range of movement patterns 	<ul style="list-style-type: none"> • I can describe my own and others' performance, making simple judgements about the quality of performances and suggesting ways I could be improved • I can appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach me to others • I can work in cooperative groups to use different techniques, speeds and effort to meet challenges • I can handle apparatus safely and recognise risks involved 	<ul style="list-style-type: none"> • I can work and compete individually and with others • I understand how strength, stamina and speed can be improved by playing games • I can compete in small sided games fairly showing good sportsmanship • I can recognise when my body is warmer or cooler and when my heart beats faster and slower • I can recognise that strength and suppleness are important parts of fitness 	<ul style="list-style-type: none"> • I can examine the health benefits of participating in physical activity

<p>Year 5</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • I can use a large range of sending, receiving and travelling techniques in games, with varied control • I can demonstrate a range of throwing actions using modified equipment with some accuracy and control • I understand and demonstrate the differences between sprinting and distance running • I can demonstrate agility and full-body-control whilst changing direction in a confined space • I can show control in take-off activities • I can work cooperatively to put strategies and solutions into action • I can develop and refine orienteering and problem-solving skills when working in groups and on my own • I can perform dances using a range of movement patterns • I can perform combinations of gymnastic actions with different levels, speeds and directions 	<ul style="list-style-type: none"> • I know and can apply the basic strategic and tactical principles of some games and adapt me to different situations • I can show good awareness of space and the actions of others • I can appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach me to others • I can identify good performances and suggest ideas for practices that will improve my play • I can work in cooperative groups to use different techniques, speeds and effort to meet challenges • I can predict how different activities will affect heart rate, temperature and performance • I can evaluate a performance and suggest improvements to speed, direction and level, applying some basic criteria 	<ul style="list-style-type: none"> • I can work and compete individually and with others • I can compete in small sided games fairly showing good sportsmanship • I recognise that strength and suppleness are important parts of fitness • I recognise when my body is warmer or cooler and when my heart beats faster and slower 	<ul style="list-style-type: none"> • I understand fully why exercise is good for fitness, health and wellbeing • I can develop calming techniques and self-regulate emotions
<p>Year 6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best • take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> • I can use a large range of sending, receiving and travelling techniques in games, with varied control • I can perform skills with greater speed, fluency and accuracy in invasion, striking and net games • I can choose appropriate techniques for specific events • I can choose the best pace for a running event, in order to sustain running and improve my personal target • I can show control and power in take-off and landing activities • I can show accuracy and good technique when throwing for distance • I can find appropriate solutions to problems and challenges • I can perform dances using a range of movement patterns • I can work with a partner or small group to practice and refine a sequence 	<ul style="list-style-type: none"> • I can understand, choose and apply a range of tactics and strategies for defence and attack • With help, I can devise warm up and cool down activities and justify my choices • I appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach me to others • I can develop my ability to evaluate my own and others' work, and to suggest ways to improve it using appropriate terminology • I can develop strategies for coaching skills and techniques in others 	<ul style="list-style-type: none"> • I can work and compete individually and with others • I can compete in small sided games fairly showing good sportsmanship • I can compete in a range of team events 	<ul style="list-style-type: none"> • I can understand fully why exercise is good for fitness, health and wellbeing • I can identify activities that help develop stamina or power and suggest how some can be used in other types of activities

Swimming

	National Curriculum Objectives	Working Towards	Expected	Greater Depth
Mixed Ages	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> I can swim between 15 metres unaided I can keep swimming for 30 to 45 seconds, using swimming aids and support I can use a variety of basic arm and leg actions when on their front and on their back I can swim on the surface and lower themselves under water I can take part in group problem-solving activities on personal survival I can recognise how their body reacts and feels when swimming I can recognise and concentrate on what they need to improve 	<ul style="list-style-type: none"> I can swim 25 metres keep swimming for 45 to 90 seconds I can use 3 different strokes, swimming on their front and back I can control their breathing I can swim confidently and fluently on the surface and under water I can work well in groups to solve specific problems and challenges, sharing out the work fairly I can recognise how swimming affects their body and pace their efforts to meet different challenges I can suggest activities and practices to help improve their own performance 	<ul style="list-style-type: none"> I can swim further than 50 metres I can swim fluently and confidently for over 90 seconds I can use all 3 strokes with control I can swim short distances using butterfly I can breathe so that the pattern of their swimming is not interrupted I can perform a wide range of personal survival techniques confidently I can know what the different tasks demand of their body and pace their efforts well to meet challenges I can describe good swimming technique and show and explain it to others