

Physical Education Progression Map



Please refer to the individual learning blocks for key vocabulary.

| Year Group | TITLE/CONCEPT | | | |
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| | Dance | Gymnastics | Games | Athletics |
| EYFS (Nursery) | <p>I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I can use large muscle movements to wave flags & streamers.</p> | <p>I can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>I can walk down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability.</p> | <p>I can grasp and release with two hands to throw and catch a large ball, beanbag or object.</p> <p>I can run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can develop my movement, balancing, riding (scooters, trikes & bikes).</p> | <p>I know how to skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I know how to climb up stairs, steps and move across equipment using alternate feet.</p> <p>I know how to crawl, walk and run across a plank.</p> |
| EYFS (Reception) | <p>I can revise and refine the fundamental movement skills I have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing.</p> <p>I am beginning to use a more fluent style of moving, with developing control and grace.</p> | <p>I can develop overall body- strength, balance, co- ordination and agility.</p> <p>I can use their core muscle strength to achieve a good posture.</p> <p>I can combine different movements with ease and fluency.</p> | <p>I am beginning to develop a more fluent and controlled style of moving.</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>I am beginning to develop a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> | <p>I can roll, crawl, walk, jump, run, hop, skip and climb with growing control and confidence and with a more fluent style of moving.</p> <p>I can combine different movements with ease and fluency.</p> |
| Year 1 | <p>I can copy basic movements and patterns with basic control.</p> <p>I can remember simple movements and steps.</p> <p>I can link movement to sound.</p> <p>I can respond to a stimulus.</p> <p>I can move safely in space.</p> | <p>I can use control and coordination when copying basic movements.</p> <p>I can create a variety of shapes with my body.</p> <p>I can use different levels in my performances.</p> | <p>I can throw and catch with both hands.</p> <p>I can throw and kick in different ways with some accuracy.</p> <p>I can receive a ball with basic control.</p> <p>I can begin to develop hand-eye coordination.</p> <p>I can hit a ball with a bat.</p> | <p>I can move and stop safely.</p> <p>I can run at different speeds.</p> <p>I can jump from a standing position.</p> <p>I can perform a variety of throw with basic control.</p> |

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| | | <p>I can perform a variety of rolls, travels and balances with basic control.</p> <p>I can perform a variety of jumps with some control.</p> <p>I can use equipment safely.</p> <p>I can link 2-3 movements together to make a sequence.</p> | <p>I can participate in simple games.</p> | |
| Year 2 | <p>I can copy basic movements and patterns with clear control.</p> <p>I can respond to a stimulus imaginatively.</p> <p>I can use space well and move around clearly.</p> <p>I can describe a short dance using appropriate vocabulary.</p> <p>I can change direction in a sequence.</p> <p>I can vary my body shape.</p> <p>I can use different levels and speed in my sequences.</p> | <p>I can plan and perform a sequence of movements.</p> <p>I can improve my sequence based on feedback.</p> <p>I can think of more than one way to create a sequence that follows 'rules'.</p> <p>I can work on my own and with a partner.</p> <p>I can explore and create different pathways and patterns.</p> <p>I can use equipment in a variety of ways to create a sequence.</p> | <p>I can use hitting, kicking and rolling in a game.</p> <p>I can send the ball to a team mate in a range of ways.</p> <p>I can combine a variety of skills in a game.</p> <p>I can create my own game with my peers.</p> <p>I can understand the importance of rules and be able to follow them.</p> <p>I can decide the best place to be during a game.</p> <p>I can begin to understand attacking and defending tactics.</p> | <p>I can change speed and direction whilst running.</p> <p>I can jump from standing with accuracy.</p> <p>I can perform a variety of throws with clear control.</p> <p>I can use equipment safely.</p> |
| Year 3 | <p>I can create and share a simple dance independently and with a partner.</p> <p>I can turn ideas into movements from a stimulus compare and adapt my movements to create longer sequences.</p> | <p>I can compose my own and other people's ideas to create a sequence.</p> <p>I can copy, explore and remember multiple movements and use them to create a sequence.</p> <p>I can describe my own work using simple vocabulary.</p> | <p>I can throw and catch with control and whilst moving.</p> <p>I can use space to support team mates.</p> <p>I know and use rules fairly.</p> <p>I understand tactics and composition.</p> | <p>I can run at sensible speeds depending on the distance.</p> <p>I can perform a running jump with some accuracy.</p> <p>I can perform a variety of throws using a selection of equipment.</p> |

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| | <p>I can use simple vocabulary to compare and improve my work.</p> | <p>I can notice similarities and differences between sequences.</p> <p>I can use turns while traveling in a variety of ways.</p> <p>I can show flexibility in my movements.</p> <p>I can develop technique when travelling, balancing and using equipment.</p> <p>I can adapt a sequence to suit a variety of apparatus.</p> | <p>I can use skills, actions and ideas and link these to a game situation.</p> <p>I can communicate with others during a game.</p> <p>I can work well in a team.</p> <p>I can use my skills with coordination and control.</p> <p>I can develop my own rules for new games.</p> <p>I can begin to compete in a controlled manner with support.</p> <p>I can select equipment and resources independently.</p> | <p>I can use equipment safely and with good control.</p> |
| <p>Year 4</p> | <p>I can create and share longer dances independently and with a large group.</p> <p>I can improvise with my partner or on my own confidently.</p> <p>I can demonstrate precision and control in response to a stimulus.</p> <p>I can vary dynamics and develop actions and motifs.</p> <p>I can demonstrate rhythm and spatial awareness.</p> <p>I can modify performances based on feedback or self-evaluation.</p> | <p>I can link skills with control, technique, coordination and fluency.</p> <p>I can understand composition by performing complex sequences.</p> <p>I can begin to use gym vocabulary to describe how to improve and refine performances.</p> <p>I can develop my strength, technique and flexibility in performances.</p> <p>I can create sequences using various body shapes and equipment.</p> <p>I can combine equipment and movements in my performances.</p> | <p>I can throw and catch with one hand.</p> <p>I can hit a ball with clear control.</p> <p>I can vary my skills, tactics and actions and link these to a game situation.</p> <p>I can show confidence when using ball skills in various ways and can link them together.</p> <p>I can use skills with coordination, control and fluency.</p> <p>I can take part in competitive games with a strong understanding of tactics and composition.</p> <p>I can work well on my own and in a group to develop games using knowledge and skills.</p> | <p>I can run smoothly at different speeds walking, jogging and running and choose different styles of running of different distances and identify a running technique which works for them.</p> <p>I can use pace and sustain their effort over longer distances and begin to estimate distances covered in set times and watch and describe specific aspects of running e.g. what arms and legs are doing.</p> <p>I can recognise and record how the body works in different types of challenges over different distances.</p> <p>I can carry out stretching and warm-up safely With guidance, set realistic targets of times to achieve over a short and longer distance</p> |

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| | <p>I can use simple vocabulary to compare and improve my work.</p> | | <p>I can make suggestions about what equipment and resources can be used to differentiate a game.</p> <p>I can apply basic attacking and defending.</p> <p>I can use running, jumping, throwing and catching in isolation and combination.</p> | <p>I can pass a baton using a quoit, using the correct change over technique and how to hold it when running as well as when and how to hand it over.</p> |
| <p>Year 5</p> | <p>I can exaggerate dance movements using expression.</p> <p>I can use strong movements throughout a sequence.</p> <p>I can combine flexibility, technique and movements to create a fluent sequence.</p> <p>I can move in relation to a stimulus and its style.</p> <p>I can show different paces and timing in movements use the space provided to its full potential.</p> <p>I can improvise with confidence while demonstrating fluency.</p> <p>I can modify parts of a sequence as a result of self and peer evaluation.</p> <p>I can use complex dance vocabulary to compare and improve work.</p> | <p>I can select and combine skills, techniques and ideas.</p> <p>I can apply combined skills accurately, consistently showing precision, control and fluency.</p> <p>I can use strategy, tactics and composition when performing and evaluating.</p> <p>I can analyse and comment on skills and techniques on my own and others' work.</p> <p>I can use more complex gym vocabulary to describe how to improve and refine performances.</p> <p>I can develop strength, technique and flexibility throughout performances.</p> <p>I can understand composition by performing more complex sequences.</p> | <p>I can choose appropriate tactics for attacking and defending.</p> <p>I can understand the need for tactics and can identify when to use them in different situations</p> <p>I can use running, jumping, throwing and catching in isolation and combination.</p> <p>I can gain possession when working in a team.</p> <p>I can use dribbling to change the direction of play with some control under pressure.</p> <p>I can use a variety of throwing techniques with some control under increasing pressure.</p> <p>I can catch and intercept a ball using one and two hands with some success in game situations.</p> | <p>I can perform a range of warm-up exercises specific to running for short and longer distances.</p> <p>I can explain how warming up affects performance and experiment with a variety of starting positions and evaluate impact e.g. starting from sitting position, standing and correct starting position</p> <p>I can begin to build a variety of running techniques and use with confidence</p> <p>I can look at peers performances and evaluate these.</p> <p>I can demonstrate all basic jumps showing power and control and consistency at both take-off and landing and confidently perform a jump with more than one component e.g. triple jump</p> <p>I can set realistic targets for self, when jumping for distance using different techniques</p> <p>I can throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action</p> |

Year 6

I can perform with confidence using a range of movement patterns.

I can demonstrate a strong imagination when creating own dance sequences.

I can dance with fluency linking all movements and ensuring they flow.

I can choose my own music and style of dance to perform

I can work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.

I can plan and perform with precision, control and fluency.

I can show a wide range of actions including variations in speed, levels and direction.

I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.

I can adapt sequences to include a partner or group.

I can increase the length of my sequences using the floor, mats and apparatus.

I can use more complex gym vocabulary to describe how to improve and refine performances develop strength, technique and flexibility throughout performances

I can experience flight on and off of high apparatus and perform increasingly complex sequences.

I can combine own ideas with others to build sequences.

I can keep possession during a game situation.

I can take part in competitive games with a strong understanding of tactics and composition.

I can confidently use skills with coordination, control and fluency to create my own game using knowledge and skills.

I can modify competitive games.

I can compare and comment on skills to support creation of new games.

I can select what equipment and resources can be used to differentiate a game.

I can explain rules and umpire games.

I can lead others in a game situation.

I can confidently change direction to successfully outwit an opponent and create scoring opportunities.

I can work collaboratively to create tactics within their team and evaluate the effectiveness of these.

I can set realistic targets for self, of times to achieve over a short and longer distance and I can identify the main strengths of a performance of self and others

I can identify parts of the a jumping run up that need to be improved

I can explain how warming up affects performance and explain why athletics can help stamina and strength

I can work in pairs, one thrower, one scorer, to create a scoring system, which includes understanding and adhering to rules

| TITLE/CONCEPT | | | |
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| Year Group | Outdoor adventure activities | Health and Fitness | Evaluation |
| EYFS (F1) | | I know the changes that happen to the body after exercise, such as getting hot | |
| EYFS (F2) | | I know the changes that happen to the body after exercise, such as heart beating faster. | |
| Year 1 | <p>I can follow instructions.</p> <p>I can begin to work with a partner and a small group.</p> <p>I can understand the rules of the game and suggest ideas to solve simple tasks.</p> | <p>I can describe the effect that exercise has on my body.</p> <p>I can explain the importance of exercise and having a healthy lifestyle.</p> <p>I know that the body needs food to help me grow.</p> <p>I can explain how to keep myself safe in the sun.</p> <p>I know that washing my hands well, and covering my mouth when I cough and sneeze helps prevent the spread of germs.</p> <p>I can talk about people that help me and know that a doctor and nurse helps me with my health.</p> <p>I can keep up activity over a period of time (maintain a jog for 300m).</p> | <p>I can comment on my own and others' performance.</p> <p>I can give comments on how to improve performance.</p> <p>I can use appropriate vocabulary when giving feedback.</p> |
| Year 2 | <p>I can work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>I can try different ideas to solve a task.</p> <p>I can understand when a challenge is solved successfully and begin to suggest simple ways to improve</p> | <p>I can describe the effect that exercise has on my body.</p> <p>I can explain the importance of exercise and having a healthy lifestyle.</p> <p>I can describe how the body reacts during different types of activity and how this</p> <p>I can keep up activity over a period of time (maintain a jog for 300m+).</p> | <p>I can find out how difficult about keeping possession or winning the ball back in a game.</p> <p>I can describe patterns of play. Help them to say how they could improve their chances of scoring or defending successfully.</p> <p>I can Identify the most effective parts of my play.</p> |

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| <p>Year 3</p> | <p>I can listen to instructions from adults or my partners</p> <p>I can think about how to solve a problem with a solution.</p> <p>I can communicate with others in my group.</p> <p>I can use clues to follow a route safely understand how to stay safe.</p> | <p>I can know how to improve stamina to recognise which activities help their speed, strength and stamina.</p> <p>I can to recognise when speed, strength and stamina are important in games.</p> <p>I understand the need to warm up and cool down.</p> <p>I can recognise and describe the short term effects of exercise on the body during different activities</p> <p>I can understand the importance of suppleness and strength.</p> <p>I can keep up activity over a period of time (maintain a jog for 400m).</p> | <p>I can make suggestions on how to improve work, commenting on similarities and differences.</p> <p>I can suggest ideas on how to improve as an individual and as a team.</p> |
| <p>Year 4</p> | <p>I can use simple maps.</p> <p>I can follow a route within a time limit.</p> <p>I can think about how to solve a problem with a solution.</p> <p>I can choose and apply strategies to solve problems.</p> <p>I can communicate with others in my group.</p> <p>I can understand how to stay safe.</p> | <p>I can describe the effect exercise has on the body and why it is important to improve my health and fitness</p> <p>I can take the lead when working in a small group.</p> <p>I can keep up activity over a period of time (maintain a jog for 500m)</p> | <p>I can identify what parts of the task they have completed, and which parts they still need to make up or practice</p> <p>I can compare and contrast similar performances and skills to suggest ways to improve the quality of a task.</p> <p>I can use appropriate language to assess the quality of movement.</p> |

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| <p>Year 5</p> | <p>I can use and interpret simple maps.</p> <p>I can use clues and compasses to navigate a route.</p> <p>I can use new information to change a route.</p> <p>I can find solutions to problems and challenges.</p> <p>I can communicate with others in my group.</p> <p>I can suggest ways to improve my group's performance</p> | <p>I can understand why warming up and cooling down are important for good quality performance and suggest ways to prepare for the activity ahead.</p> <p>I can measure and describe the short -term effects of exercise</p> <p>I can keep up activity over a period of time (maintain a jog for 600m).</p> | <p>I can describe what I see and comment on techniques and tactics that went well and talk about something that needs improving.</p> <p>I can think about how to get everyone involved in games and how to make them fairer.</p> <p>I can help others to improve performance and value and support other people's ideas.</p> |
| <p>Year 6</p> | <p>I can use and interpret simple maps.</p> <p>I can adapt to new situations and changing environments.</p> <p>I can use clues and compasses to navigate a route.</p> <p>I can plan a route and a series of clues for someone else.</p> <p>I can use new information to change a route.</p> <p>I can understand challenges and problems and what needs to be achieved.</p> <p>I can identify effective performances.</p> | <p>I can understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves –including activity and healthy diet.</p> <p>I can carry out warm ups and cool downs safely and effectively, selecting static and dynamic movements appropriately.</p> <p>I can explain the importance of hygiene as part of an active lifestyle.</p> <p>I can understand the need to prepare properly for games by selecting, preparing and putting away equipment safely.</p> <p>I can measure and describe the Long -term effects of exercise.</p> <p>To keep up activity over a period of time (600m+)</p> | <p>I can recognise when I am playing well and can give feedback.</p> <p>I can listen to the way they help each other improve and talk about my observations, eg successfully completed passes.</p> <p>I can ask why I have chosen one particular area that needs practising.</p> <p>I can listen to their ideas on how to adapt games and make sure that everyone has a part to play.</p> |

Swimming National Curriculum references:

Each pupil is required to be able to do the following:

- Swim competently, confidently and proficiently over a distance of at least 25m.
- Use a range of strokes effectively, for example: front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water based situations.

We follow the Swim England program of study that teaches in stages:

Stage 1

By completing this Award, with or without floatation equipment or support, you will be able to:

1. Enter the water safely.
2. Move forward for a distance of 5 metres, feet may be on or off the floor.
3. Move backwards for a distance of 5 metres, feet may be on or off the floor.
4. Move sideways for a distance of 5 metres, feet may be on or off the floor.
5. Scoop the water and wash the face.
6. Be comfortable with water showered from overhead.
7. Move from a flat floating position on the back and return to standing.
8. Move from a flat floating position on the front and return to standing.
9. Push and glide in a flat position on the front from a wall.
10. Push and glide in a flat position on the back from a wall.
11. Give examples of two pool rules.
12. Exit the water safely.

Head to our [Learn to Swim Stage 1 page](#) to find out more about this Award.

Stage 2

By completing this Award, with or without floatation equipment or support, you will be able to:

1. Jump in from poolside safely.
2. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.
3. Move from a flat floating position on the back and return to standing without support.
4. Move from a flat floating position on the front and return to standing without support.
5. Push from a wall and glide on the back – arms can be by the side or above the head.
6. Push from a wall and glide on the front with arms extended.
7. Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.
8. Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.
9. Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.
10. Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.
11. Perform a log roll from the back to the front.
12. Perform a log roll from the front to the back.
13. Exit the water without support.

Head to our [Learn to Swim Stage 2 page](#) to find out more about this Award.

Stage 3

By completing this Award, without floatation equipment or support, you will be able to:

1. Jump in from poolside and submerge.
2. Sink, push away from wall and maintain a streamlined position.
3. Push and glide on the front with arms extended and log roll onto the back.
4. Push and glide on the back with arms extended and log roll onto the front.
5. Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.
6. Fully submerge to pick up an object.

7. Correctly identify three of the four key water safety messages.*
8. Push and glide and travel 10 metres on the back.
9. Push and glide and travel 10 metres on the front.
10. Perform a tuck float and hold for three seconds.
11. Exit the water without using steps.

***The four key water safety messages include:**

1. **Stop and Think** – Always swim in a safe place.
2. **Stay Together** – Always swim with an adult.
3. **Float** – If you fall in, float, breathe and relax.
4. **Call 999** – If someone else in trouble, call 999.

Head to our [Learn to Swim Stage 3 page](#) to find out more about this Award.

For more information on water safety, [visit the RNLI website](#) and take a look at our [Water Safety and Survival Awards](#).

Stage 4

By completing this Award, without floatation equipment or support, you will be able to:

1. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.
2. Push and glide from the wall towards the pool floor.
3. Kick 10 metres backstroke (one item of equipment optional).
4. Kick 10 metres front crawl (one item of equipment optional).
5. Kick 10 metres butterfly on the front or on the back.
6. Kick 10 metres breaststroke on the front (one item of equipment optional).
7. Perform a head first sculling action for 5 metres in a flat position on the back.
8. Travel on back and log roll in one continuous movement onto front.
9. Travel on front and log roll in one continuous movement onto back.
10. Push and glide and swim 10 metres, choice of stroke is optional.

Head to our [Learn to Swim Stage 4 page](#) to find out more about this Award.

Stage 5

By completing this Award you will be able to:

1. Perform a flat stationary scull on the back.
2. Perform a feet first sculling action for 5 metres in a flat position on the back.
3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.
4. Tread water for 30 seconds.
5. Perform three different shaped jumps into deep water.
6. Push and glide and swim 10 metres backstroke (performed to Swim England expected standards).
7. Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).
8. Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).
9. Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).
10. Perform a handstand and hold for a minimum of three seconds.
11. Perform a forward somersault.
12. Demonstrate an action for getting help.

Head to our [Learn to Swim Stage 5 page](#) to find out more about this Award.

Stage 6

By completing this Award you will be able to:

1. Give two examples of how to prepare for exercise and understand why it is important.
2. Sink, push off on side from the wall, glide, kick and rotate into backstroke.
3. Sink, push off on side from the wall, glide, kick and rotate into front crawl.
4. Swim 10 metres wearing clothes.
5. Push and glide and swim front crawl to include at least six rhythmical breaths.
6. Push and glide and swim breaststroke to include at least six rhythmical breaths.
7. Push and glide and swim butterfly to include at least three rhythmical breaths.

8. Push and glide and swim backstroke to include at least six regular breaths.
9. Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards).
10. Perform a 'shout and signal' rescue.
11. Perform a surface dive.

Head to our [Learn to Swim Stage 6 page](#) to find out more about this Award.

Stage 7

By completing this Award you will be able to:

1. Push and glide and swim 25 metres backstroke (performed to Swim England expected standards).
2. Push and glide and swim 25 metres front crawl (performed to Swim England expected standards).
3. Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards).
4. Push and glide and swim 25 metres butterfly (performed to Swim England expected standards).
5. Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills:
Sculling: head first, feet first
Rotation: forward or backward somersault, log roll
Floating: star on the front or on the back, tuck float, create own
Eggbeater: Moving, lifting one or both arms out of the water
6. Perform a sitting dive or dive.
7. Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards).
8. Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards).
9. Tread water using eggbeater action for 30 seconds.
10. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.