



P.E. Progression Maps

Reception P.E. Progression Map

| Multi-Skills | Gymnastics | Games |
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| <ul style="list-style-type: none"> • Run in different ways for a variety of purposes • Jump in a range of ways, landing safely. • Roll equipment in different ways. • Throw underarm. • Throw an object at a target. • Control my body when performing a sequence of movements. • Participate in simple games | <ul style="list-style-type: none"> • Create a short sequence of movements. • Roll in different ways with control. Travel in different ways. • Stretch in different ways. • Jump in a range of ways from one space to another with control. • Begin to balance with control. • Move around, under, over, and through different objects and equipment. • Curled side roll (egg roll) • Log roll (pencil roll) • Teddy bear roll • Jumps • Straight jump • Tuck jump • Jumping Jack • Half turn jump | <ul style="list-style-type: none"> • Roll equipment in different ways. • Throw underarm. • Throw an object at a target. • Catch equipment using two hands. • Move a ball in different ways, including bouncing and kicking. • Use equipment to control a ball • Kick an object at a target. • Move safely around the space and equipment. • Travel in different ways, including sideways and backwards. Play a range of chasing games. • Follow simple rules |

Year One P.E. Progression Map

| DANCE | GYMNASTICS | GAMES /ATHLETICS | MULTI-SKILLS |
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| <ul style="list-style-type: none"> • Perform basic body actions; • Use different parts of the body singly and in combination; • Show some sense of dynamic, expressive and rhythmic qualities in their own dance; • Choose appropriate movements for different dance ideas; • Remember and repeat short dance phrases and simple dances; • Move with control; • Vary the way they use space; • Describe basic body actions and simple expressive and dynamic qualities of movement • Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control. • Watch and describe performances. | <ul style="list-style-type: none"> • Show basic control and coordination when travelling and when remaining still; • Choose and link 'like' actions; • Remember and repeat these actions accurately and consistently; • Find and use space safely, with an awareness of others; • Identify and copy the basic actions of gymnasts; • Use words such as rolling, travelling, balancing, climbing; • Make their body tense, relaxed, stretched and curled; • Describe what they do in their movement phrases • Experiment with the following movements • Log roll (controlled) • Curled side roll (egg roll) (controlled) • Teddy bear roll (controlled) | <ul style="list-style-type: none"> • Use hitting skills in a game. • Practise basic striking, sending and receiving. • Able to send an object with increased confidence using hand or bat; • Moves towards a moving ball to return with hand or bat; • Scores points against opposition over a line/net; • Selects and applies skills to win points; • Chases, stops and controls balls and other objects such as beanbags and hoops; • Identifies space to send a ball; • Be able to send an object in isolation; • Moves towards a moving ball to return it with hand or bat; • Be able to demonstrate basic sending skills in isolation; • Begin to use the terms attacking and defending. | <ul style="list-style-type: none"> • Running: • Vary their pace and speed when running. • Run with a basic technique over different distances. • Show good posture and balance. Jog in a straight line. • Change direction when jogging. Sprint in a straight line. • Change direction when sprinting. • Maintain control as they change direction when jogging or sprinting. • Jumping: • Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Perform a short jumping sequence. • Jump as high as possible. • Jump as far as possible. Land safely and with control. • Work with a partner to develop the control of their jumps. |

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| <ul style="list-style-type: none">• Begin to say how they could improve. | <ul style="list-style-type: none">• Straight jump• Tuck jump• Jumping jack• Half turn jump• Cat spring• Tiptoe, step, jump and hop• Hopscotch• Skipping• Galloping• Standing balances• Kneeling balances• Pike, tuck, star, straight, straddle shapes | | <ul style="list-style-type: none">• Hopping and skipping• Side-stepping• Throwing/catching:• Throw underarm and overarm.• Throw a ball towards a target with increasing accuracy.• Improve the distance they can throw• Improve basic catching skills with bean bags and balls• Begin to perform learnt skills with some control.• Engage in competitive activities and team games. |
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Year Two P.E. Progression Map

| DANCE | GYMNASTICS | GAMES / ATHLETICS | MULTI-SKILLS |
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| <ul style="list-style-type: none"> • Perform body actions with control and coordination; • Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; • Link actions; Remember and repeat dance phrases; • Perform short dances, showing an understanding of expressive qualities; • Describe how dancing affects their body; • Know why it is important to be active; • Suggest ways they could improve their work; • Be able to link and perform a series of Movements based on imaginary characters • Perform sequences of their own composition with coordination. | <ul style="list-style-type: none"> • Plan and repeat simple sequences of actions; • Show contrasts in shape; • Perform a sequence that shows clear change of speed; • Perform the basic gymnastic actions with coordination, control and variety; • Recognise and describe how they feel after exercise; • Describe what their bodies feel like during gymnastic activity; • Describe what they and others have done; • Say why they think gymnastic actions are being performed well • Be able to perform a sequence that flows; • Carry out the following movements: • Log roll (controlled) • Curled side roll (egg roll) (controlled) • Teddy bear roll (controlled) | <ul style="list-style-type: none"> • Demonstrates basic sending skills in isolation and small games; • Tracks the path of ball over a line/net and move towards it; • Hits a ball using both hand and racquet with some consistency; • Returns a ball coming towards them using hand or racquet; • Plays in a modified game send and returning the ball over a line/barrier; • Decides on and play with dominant hand; • Be able to send a ball in small games with increased confidence; • Tracks the path of a ball over a line/net and moves towards it; • Be able to demonstrate sending skills in isolation and basic games • Begin to use and understand the terms attacking and defending. • Use simple defensive skills such as marking a player or defending a space. • Use simple attacking skills such as dodging to get past a defender. | <ul style="list-style-type: none"> • Running: • Run at different paces, describing the different paces. • Use a variety of different stride lengths. • Travel at different speeds. • Begin to select the most suitable pace and speed for distance. • Complete an obstacle course. • Vary the speed and direction in which they are travelling. • Run with basic techniques following a curved line. • Be able to maintain and control a run over different distances. • Jumping: • Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Combine different jumps together with some fluency and control. |

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| <ul style="list-style-type: none"> • Perform learnt skills with increasing control. • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. • Compete against self and others | <ul style="list-style-type: none"> • Rocking for forward roll • Crouched forward roll • Straight jump • Tuck jump • Jumping jack • Half turn jump • Cat spring • Cat spring to straddle • Hurdle step onto springboard • Straight jump off springboard • Tuck jump off springboard • Bunny hop • Front support wheelbarrow with partner • T Lever • Scissor kick • Travelling and Linking Actions • Tiptoe, step, jump and hop • Hopscotch • Skipping • Galloping • Straight jump half-turn • Shapes and Balances • Standing balances • Kneeling balances • Large body part balances • Balances on apparatus • Balances with a partner • Pike, tuck, star, straight, straddle shapes • Front and back support | <ul style="list-style-type: none"> • Use at least one technique to attack or defend to play a game successfully. | <ul style="list-style-type: none"> • Jump for distance from a standing position with accuracy and control. • Investigate the best jumps to cover different distances. • Choose the most appropriate jumps to cover different distances. • Know that the leg muscles are used when performing a jumping action. • Throwing and Catching: • Throw different types of equipment in different ways, for accuracy and distance. • Throw with accuracy at targets of different heights. • Investigate ways to alter their throwing technique to achieve greater distance. • Be able to throw and catch balls with team members • Perform learnt skills with increasing control. • Compete against self and others. |
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