



PE - Whole-School Curriculum Progression Map



REAL PE UNIT	EYFS (also see below)	KS1	KS2		
	Reception	Year 1/2	Year 3/4	Year 5/6	Greater Depth
PERSONAL	I enjoy working on simple tasks with help	<p>I can follow instructions, practise safely and work on simple tasks by myself</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p>	<p>I know where I am with my learning and I have begun to challenge myself</p>	<p>I cope well and react positively when things become difficult.</p> <p>I can persevere with a task and improve my performance with regular practice</p>	<p>I see all challenges as opportunities to learn and develop – I recognise my strengths and weaknesses and can set myself appropriate targets</p> <p>I can create my own learning plan and revise that plan when necessary based on critical feedback</p>
SOCIAL	I can play with others and take turns and share with help	<p>I can work sensibly with others, taking turns and sharing</p> <p>I can help, praise and encourage others in their learning</p>	<p>I show patience and support others, listening carefully to them about our work and I am happy to show and tell them about my ideas</p>	<p>I co-operate well with others and give helpful feedback</p> <p>I help organise roles and responsibilities and I can guide a small group through a task</p>	<p>I can give and receive sensitive feedback to improve myself and others</p> <p>I can involve others and motivate those around me to perform better</p>
APPLYING PHYSICAL	I can move confidently in different ways	<p>I can perform a single skill or movement with some control and I can perform a small range of skills and link two movements together</p> <p>I can perform a range of skills with some control and consistency and I can perform a sequence of movements with some changes in level, direction or speed</p>	<p>I can repeat longer sequences with clear shapes and controlled movement</p> <p>I can select and apply a range of skills with good control and consistency</p>	<p>I can perform a variety of skills and movements with good body tension</p> <p>I can link actions together so that they flow in running, jumping and throwing activities</p>	<p>I can use combinations of skills confidently in sport-specific contexts and I can perform a range of skills fluently and accurately in practice situations</p> <p>I can effectively transfer skills and movements across a range of activities and sports in challenging and competitive contexts</p>
COGNITIVE	I can follow simple instructions	<p>I can understand and follow simple rules and I can name some things I am good at</p> <p>I can begin to order instructions, movements and skills</p> <p>With help, I can recognise similarities and differences in performance and explain why someone is working or performing well</p>	<p>I can understand the simple tactics of attacking and defending attacking and defending</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement</p>	<p>I can understand criteria to judge performance and I can identify specific parts to continue to work on</p> <p>I can use my awareness of space and others to make good decisions</p>	<p>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</p> <p>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations and they develop</p>

CREATIVE	I can observe and copy others	I can explore and describe different movements I can begin to compare my movements and skills with those of others and I can select and link movements together to fit a theme	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	I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from others I can effectively disguise what I am about to do next and I can use variety and creativity to engage an audience
	HEALTH & FITNESS	I am aware of the changes I feel when I am exercising	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 and move and land safely	I can describe why and how my body changes during and after exercise I can explain why we need to warm up and cool down	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
					I can self-select and perform appropriate warm up and cool down activities and I can identify possible dangers when planning an activity 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 programme

PE in the Early Years Foundation Stage	
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule.
Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • 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. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Unit Planning Overview

TERM	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
1	EYFS gross motor activities planned, observed and assessed through continuous provision	REAL PE (Personal) Get set4 PE - Fitness	REAL PE (Personal) GetSet4PE - Invasion	REAL PE (Personal) GetSet4PE - Outdoor and adventurous – team building	REAL PE (Personal) GetSet4PE – Tag Rugby	REAL PE (Creative) GetSet4PE - Handball	REAL PE (Cognitive) Tag Rugby	Multi-Sports Event
2	EYFS gross motor activities planned, observed and assessed through continuous provision	REAL PE (Social) Get Set 4 PE - Gymnastics	REAL PE (Social) GetSet4PE - Ball Skills	REAL PE (Social) GetSet4PE - Gymnastics	REAL PE (Social) GetSet4PE – Hockey	GetSet4PE - Hockey Circuit training/fitness	GetSet4PE – Dodgeball GetSet4PE - Fitness Swimming	Excalibur I (Inter-House Competition)
3	EYFS gross motor activities planned, observed and assessed through continuous provision FORMAL PE STARTS IN T3 Get Set 4 PE- Introduction to PE Unit 1 Dance – traditional rhymes and circle games	REAL PE (Cognitive) Get Set 4 PE - Fundamentals	REAL PE (Cognitive) GetSet4PE - Yoga	REAL PE (Cognitive) GetSet4PE - Hockey	REAL PE (Cognitive) GetSet4PE – Badminton Swimming	REAL PE (Social) REAL PE (Gymnastics) Swimming	REAL PE (Health & Fitness) GetSet4PE - Gymnastics	
4	EYFS gross motor activities planned, observed and assessed through continuous provision Get Set 4 PE- Introduction to PE Unit 2	REAL PE (Creative) Get Set 4 PE - Target Games and Invasion	REAL PE (Creative) GetSet4PE - Dance	REAL PE (Creative) GetSet4PE - Dance	REAL PE (Creative) GetSet4PE – Tennis	GetSet4PE - Tennis GetSet4PE – Dance Top-up Swimming	REAL PE (Personal) GetSet4PE – Netball Top-up Swimming	Excalibur II (Inter-House Competition) Multi-Sports Event
5	EYFS gross motor activities planned, observed and assessed through continuous provision Get Set 4 PE- Dance: Unit 1 Sports Day Preparation	REAL PE (Applying Physical) Get Set 4 PE - Teambuilding	REAL PE (Applying Physical) GetSet4PE - Gymnastics	REAL PE (Applying Physical) GetSet4PE - Basketball	REAL PE (Applying Physical) GetSet4PE - Dance	REAL PE (Applying Physical) GetSet4PE - Cricket	GetSet4PE - Athletics GetSet4PE - Hockey	
6	EYFS gross motor activities planned, observed and assessed through continuous provision Get Set 4 PE – Games: Unit 1	REAL PE (Health & Fitness) Get Set 4 PE - Dance	REAL PE (Health & Fitness) GetSet4PE – Athletics	REAL PE (Health & Fitness) GetSet4PE - Athletics	REAL PE (Health & Fitness) GetSet4PE - Athletics	GetSet4PE - Athletics OAA	GetSet4PE - Cricket GetSet4PE - Dance	Sports Week Excalibur III (Inter-House Competition) Multi-Sports Event