



# PE - Whole-School Curriculum Progression Map 2024-25



| REAL PE UNIT             | EYFS<br>(also see below)                                  | KS1   | KS2  |   |  |
|--------------------------|---|---|--|---|--|
|                          | Reception   | Year 1/2  | Year 3/4   | Year 5/6  | Greater Depth  |
| <b>PERSONAL</b>          | 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>   |
| <b>SOCIAL</b>            | 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>   |
| <b>APPLYING PHYSICAL</b> | 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>   |
| <b>COGNITIVE</b>         | 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</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> |

|                 |                               |   |  |  |   |
|-----------------|-------------------------------|---|--|--|---|
| <b>CREATIVE</b> | I can observe and copy others | I can explore and describe different movements<br><br>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<br><br>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<br><br>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<br><br>I can effectively disguise what I am about to do next and I can use variety and creativity to engage an audience |
|                 | <b>HEALTH &amp; FITNESS</b>   | I am aware of the changes I feel when I am exercising   | I am aware of why exercise is important for good health<br><br>I can say how my body feels before, during and after exercise<br><br>I use equipment appropriately and move and land safely         | I can describe why and how my body changes during and after exercise<br><br>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<br><br>I can record and monitor how hard I am working  |

| <b>PE in the Early Years Foundation Stage</b>     |   |
|---|---|
| <b>Personal, Social and Emotional Development</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul>  |
| <b>Physical Development</b>                       | <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> |

## Unit Planning Overview – 2024-25

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