

William Martin Schools and Nursery & St James' Church of England Primary School

PE Progression Map

EYFS

EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

Physical Development

3 and 4-year-olds will be learning to:

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.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

- Encourage children to transfer physical skills learnt in one context to another one. Suggestion: children might first learn to hammer in pegs to mark their Forest school boundary, using a mallet. Then, they are ready to learn how to use hammers and nails at the woodwork bench.
- Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along.
- Lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside.
- Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it.



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| <p>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.</p> | <ul style="list-style-type: none"> ➤ Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school. |
| <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> | <ul style="list-style-type: none"> ➤ Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow. |
| <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> | <ul style="list-style-type: none"> ➤ You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently. ➤ The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with. |
| <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> | <ul style="list-style-type: none"> ➤ Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own. |
| <p>Children in reception will be learning to:</p> | |
| <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping | <ul style="list-style-type: none"> ➤ Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings. ➤ Give children experience of carrying things up and down on different levels (slopes, hills and steps). ➤ Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. |



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| <ul style="list-style-type: none"> • climbing | <ul style="list-style-type: none"> ➤ Provide regular access to floor space indoors for movement. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. ➤ Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. ➤ Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others. ➤ Model precise vocabulary to describe movement and directionality, and encourage children to use it. |
| <p>Progress towards a more fluent style of moving, with developing control and grace.</p> | <ul style="list-style-type: none"> ➤ Provide children with regular opportunities to practise their movement skills alone and with others. ➤ Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. ➤ Encourage children to conclude movements in balance and stillness. ➤ Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den. |
| <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> | <ul style="list-style-type: none"> ➤ Encourage children to be highly active and get out of breath several times every day. ➤ Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. ➤ Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options. |
| <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> | <ul style="list-style-type: none"> ➤ Provide areas for sitting at a table that are quiet, purposeful and free of distraction. ➤ Give children regular, sensitive reminders about correct posture. ➤ Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. ➤ Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees. |



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| <p>Combine different movements with ease and fluency.</p> | <ul style="list-style-type: none"> ➤ Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. ➤ Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way. ➤ Encourage precision and accuracy when beginning and ending movements. |
| <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> | <ul style="list-style-type: none"> ➤ Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars. |
| <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | <ul style="list-style-type: none"> ➤ Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. ➤ Introduce full-sized balls when children are confident to engage with them. ➤ Introduce tennis balls, ping pong balls, beach balls and balloons. ➤ Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. ➤ Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. |
| <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <ul style="list-style-type: none"> ➤ Encourage children to draw freely. ➤ Engage children in structured activities: guide them in what to draw, write or copy. ➤ Teach and model correct letter formation. ➤ Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. ➤ Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time. |



Key Objectives:

| Elements | Athletics | Dance | Games | Gymnastics | Swimming | Evaluation |
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| Year 1 | <ul style="list-style-type: none"> ➤ Can run at different speeds. ➤ Can jump from a standing position ➤ Performs a variety of throws with basic control. | <ul style="list-style-type: none"> ➤ Dance to link in with learning theme ➤ Copy a dance pattern ➤ Move to a beat ➤ Link 2 dance movements together | <ul style="list-style-type: none"> ➤ Develop moving at different speeds. ➤ Begin to change speed and direction to gain an advantage. ➤ Starts and stops quickly on command. ➤ Beginning to develop hand-eye coordination ➤ Tap/ Kick a ball accurately. ➤ Beginning to catch a larger ball confidently ➤ Stop a rolling ball with one or two hands. ➤ Beginning to perform a range of throws. ➤ Receives a ball with basic control ➤ Begin to start to follow simple tactics. ➤ Participates in simple games | <ul style="list-style-type: none"> ➤ Copy and repeat simple skills ➤ Perform basic gymnastic actions like traveling, rolling and jumping ➤ Manage the space safely, showing good awareness of each other, mats and apparatus. ➤ Perform movements using a range of body parts. ➤ Watch, copy and describe what they and other have done. | | <ul style="list-style-type: none"> ➤ Can comment on own and others performance ➤ Can give comments on how to improve performance. ➤ Use appropriate vocabulary when giving feedback. |
| | | | | | | Health & Safety |
| | | | | | | <ul style="list-style-type: none"> ➤ Can describe the effect exercise has on the body ➤ Can explain the importance of exercise and a healthy lifestyle. |



| Key Objectives: | | | | | | |
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| | Athletics | Dance | Games | Gymnastics | Swimming | Evaluation |
| Year 2 | <ul style="list-style-type: none"> ➤ Can change speed and direction whilst running. ➤ Can jump from a standing position with accuracy. ➤ Performs a variety of throws with control and co-ordination. ➤ <i>preparation for shot put and javelin</i> ➤ Can use equipment safely | <ul style="list-style-type: none"> ➤ Dance to link in with learning theme ➤ Copy a dance pattern ➤ Move to a beat ➤ Link a short series of dance sequences together | <ul style="list-style-type: none"> ➤ Show control and co-ordination when moving at different speeds. ➤ Maintains balance whilst changing direction. ➤ Show control and accuracy in order to keep possession. ➤ Combine changes in speed and direction to gain an advantage. ➤ Beginning to develop an understanding of attacking/ defending ➤ Use simple tactics to attack and defend. ➤ Develop strong spatial awareness. ➤ Understand the importance of rules in games. | <ul style="list-style-type: none"> ➤ Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. ➤ Perform basic gymnastic actions like traveling, rolling and jumping ➤ Manage the space safely, showing good awareness of each other, mats and apparatus. ➤ Choose, use and vary simple compositional ideas in the sequences they create and perform. ➤ Perform movements using a range of body parts. ➤ Watch, copy and describe what they and other have done. | | <ul style="list-style-type: none"> ➤ Can comment on own and others performance ➤ Can give comments on how to improve performance. ➤ Use appropriate vocabulary when giving feedback. |
| | | | | | | Health & Safety |
| | | | | | | <ul style="list-style-type: none"> ➤ Can describe the effect exercise has on the body ➤ Can explain the importance of exercise and a healthy lifestyle. |



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| Year 3 | <ul style="list-style-type: none"> ➤ Beginning to run at speeds appropriate for the distance. <i>E.G sprinting and cross country</i> ➤ Can perform a running jump with some accuracy ➤ Performs a variety of throws using a selection of equipment. ➤ Can use equipment safely and with good control. | <ul style="list-style-type: none"> ➤ Create and perform a short sequence linking basic actions with a clear beginning, middle and end. ➤ Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. | <ul style="list-style-type: none"> ➤ Use changes in speed, direction or height effectively. ➤ Accelerates quickly from a stationary position to suitable spaces. ➤ Move into appropriate spaces to pass and receive. ➤ Apply tactics to attack and defend effectively. ➤ Demonstrate hand/eye co-ordination to execute movements <i>E.G-</i> striking a ball with a bat. ➤ Throw a ball overarm. ➤ Catch a ball accurately with one or two hands with a variety of ball sizes. ➤ Beginning to communicate with others during game situations. | <ul style="list-style-type: none"> ➤ Select and use skills and ideas with co-ordination and control ➤ Perform a competent forward roll, rug roll, shoulder roll ➤ Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel ➤ Practise an action or short sequence of movements, and improve the quality of the actions and transitions. ➤ Show control, accuracy and fluency of movement when performing actions on their own and with a partner. ➤ Describe and evaluate the effectiveness and quality of a performance. | | <ul style="list-style-type: none"> ➤ Watches and describes performances accurately. ➤ Beginning to think about how they can improve their own work. ➤ Work with a partner or small group to improve their skills. ➤ Make suggestions on how to improve their work, commenting on similarities and differences. |
| | | | | | | Health & Safety |
| | | | | | | <ul style="list-style-type: none"> ➤ Can describe the effect exercise has on the body ➤ Can explain the importance of exercise and a healthy lifestyle. ➤ Understands the need to warm up and cool down. ➤ Explain why regular safe exercise is good for fitness and health. ➤ Follow a set of rules safely. ➤ Explain how to stay safe while exercising. |



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| Year 4 | <ul style="list-style-type: none"> ➤ Beginning to build a variety of running techniques and use with confidence. ➤ Can perform a running jump with more than one component. E.G <i>hop skip jump (triple jump)</i> ➤ Demonstrates accuracy in throwing and catching activities. ➤ Describes good athletic performance using correct vocabulary. ➤ Can use equipment safely and with good control. | <ul style="list-style-type: none"> ➤ Create and perform a short sequence linking basic actions with a clear beginning, middle and end. ➤ Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. ➤ Plan and perform a movement sequence showing contrasts in speed/level and direction, ➤ Apply basic compositional ideas to create dance phrases with a partner and in a small group. | <ul style="list-style-type: none"> ➤ Use a range of changes in speed, direction or height confidently. ➤ Accelerates quickly from a stationary position in response to movement/ challenges E.G moves quickly to close down opponents. ➤ Work as part of a team to create space. ➤ Use a range of tactics to keep possession. ➤ Work effectively as part of a team, communicating to gain advantage. ➤ Use hand/eye co-ordination as part of skillful performance. ➤ Throw with accuracy to hit a target. ➤ When throwing for distance throw accurately. ➤ Catch a ball accurately with one hand. ➤ Use space effectively to improve performance. ➤ Shows confidence in using ball skills in various ways, and can link these together. E.G - <i>dribbling, bouncing, kicking</i> ➤ Takes part in competitive games with a strong understanding of tactics and composition. ➤ Apply basic skills for attacking and defending. | <ul style="list-style-type: none"> ➤ Develop the range of actions, body shapes and balances they include in a performance Perform skills and actions more accurately and consistently. ➤ Create a gymnastic sequence around a theme or set of conditions. ➤ Use devices when creating their sequences such as changing in speed, level and direction. ➤ Describe their work and others work making simple judgements about the quality of the performance and suggest ways they could be improved. | | <ul style="list-style-type: none"> ➤ Watches and describes performances accurately. ➤ Beginning to think about how they can improve their own work. ➤ Work with a partner or small group to improve their skills. ➤ Make suggestions on how to improve their work, commenting on similarities and differences. |
| | | | | | | <p style="text-align: center;">Health & Safety</p> <ul style="list-style-type: none"> ➤ Can describe the effect exercise has on the body ➤ Can explain the importance of exercise and a healthy lifestyle. ➤ Understands the need to warm up and cool down. ➤ Explain why regular safe exercise is good for fitness and health. ➤ Follow a set of rules safely. ➤ Explain how to stay safe while exercising. |



Key Objectives:

| | ➤ Athletics | Dance | Games | Gymnastics | Swimming | Evaluation |
|---------------|--|---|--|---|--|---|
| Year 5 | <ul style="list-style-type: none"> ➤ Beginning to build a variety of running techniques and use with confidence. ➤ Can perform a running jump with more than one component. E.G hop skip jump (triple jump) ➤ Beginning to record peers' performances, and evaluate these. ➤ Demonstrates accuracy and confidence in throwing and catching activities. ➤ Describes good athletic performance using correct vocabulary. ➤ Can use equipment safely and with good control. | <ul style="list-style-type: none"> ➤ Create and perform a short sequence linking basic actions, with a clear beginning, middle and end. ➤ Choose and link actions to create an expressive dance which shows some sensitivity to accompaniment. ➤ Plan and perform a movement sequence showing contrasts in speed, level and direction. ➤ Apply basic compositional ideas to create dance phrases with a partner and in a small group. ➤ Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance. ➤ Develop a longer and more varied movement sequence demonstrating smooth transitions between actions. | <ul style="list-style-type: none"> ➤ Use a wide range of changes in speed, direction or height effectively and with control. ➤ Consistently accelerates quickly from a stationary position to contribute to successful performance. ➤ Work individually or as part of a team to exploit space and gain an advantage. ➤ Choose effective tactics to possession. ➤ Choose different tactics to attack or defend accurately. ➤ Vary skills, actions and ideas and link these in ways that suit the games activity. ➤ Shows confidence in using ball skills in various ways, and can link these together. ➤ Takes part in competitive games with a strong understanding of tactics and composition. ➤ Apply skills for attacking and defending confidently. ➤ Uses running, jumping, throwing and catching in isolation and combination. | <ul style="list-style-type: none"> ➤ Performance shows precision, control and fluency ➤ Perform a range of rolls including backwards roll consistently. ➤ perform a range of actions and agilities with consistency, fluency and clarity of movement ➤ Choose and apply basic compositional ideas to the sequence they create and adapt them to new situations. ➤ Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner. | <p>By end of Y6:</p> <ul style="list-style-type: none"> ➤ Put face in water and blow bubbles ➤ Fully submerge under water ➤ Be able to swim 20metres across the pool without support ➤ To swim 10metres front crawl and back stroke ➤ To be able to swim 25 meters any style, unsupported. | <ul style="list-style-type: none"> ➤ Watches and describes performances accurately. ➤ Learn from others how they can improve their skills. ➤ Comment on tactics and techniques to help improve performances. ➤ Make suggestions on how to improve their work, commenting on similarities and differences. |
| | | | | | | Health & Safety |



Key Objectives:

| | Athletics | Dance | Games | Gymnastics | Swimming | Evaluation |
|---------------|--|---|--|--|--|---|
| Year 6 | <ul style="list-style-type: none"> ➤ Beginning to build a variety of running techniques and use with confidence. ➤ Can perform a running jump with more than one component. E.G hop skip jump (triple jump) ➤ Beginning to record peers' performances, and evaluate these. ➤ Demonstrates accuracy and confidence in throwing and catching activities. ➤ Describes good athletic performance using correct vocabulary. ➤ Can use equipment safely and with good control. | <ul style="list-style-type: none"> ➤ Create and perform a short sequence linking basic actions with a clear beginning, middle and end. ➤ Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. ➤ Plan and perform a movement sequence showing contrasts in speed/level and direction, ➤ Apply basic compositional ideas to create dance phrases with a partner and in a small group. ➤ Develop a longer and more varied movement sequence demonstrating smooth transitions between actions. ➤ Compare, develop and adapt movement motifs to create longer dances. ➤ From observations of others can you describe constructively how to refine, improve and modify performance? ➤ Refine own performance in response to others and self-analysis. | <ul style="list-style-type: none"> ➤ Staying in control, change speed, direction or height to maintain advantage. ➤ Adopt tactics to create space and exploit space individually and as part of a team. ➤ Use a variety of tactics to keep possession and progress towards E.G a goal. ➤ Use a range of tactics as part of a team to gain advantage. ➤ Devise own tactics to attack and defend effectively ➤ Shows confidence in using ball skills in various ways, and can link these together effectively. E.G dribbling, bouncing, kicking ➤ Keeps possession of balls during games situations. ➤ Consistently uses skills with co-ordination, control and fluency. ➤ Takes part in competitive games with a strong understanding of tactics and composition. ➤ Apply knowledge of skills for attacking and defending. ➤ Uses running, jumping, throwing and catching in isolation and in combination. | <ul style="list-style-type: none"> ➤ Consistent performance showing precision, control and fluency ➤ Perform a range of rolls showing different entrances and exits. ➤ perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy ➤ perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension ➤ Evaluate their own and others work by suggesting ways of making improvements. | <p>By end of Y6:</p> <ul style="list-style-type: none"> ➤ Put face in water and blow bubbles ➤ Fully submerge under water ➤ Be able to swim 20metres across the pool without support ➤ To swim 10metres front crawl and back stroke ➤ To be able to swim 25 meters any style, unsupported. | <ul style="list-style-type: none"> ➤ Watches and describes performances accurately. ➤ Learn from others how they can improve their skills. ➤ Comment on tactics and techniques to help improve performances. ➤ Make suggestions on how to improve their work, commenting on similarities and differences. |
| | | | | | Health & Safety | <ul style="list-style-type: none"> ➤ Can describe the effect exercise has on the body in detail using key vocabulary. ➤ Can explain the importance of exercise and a healthy lifestyle. ➤ Understands and can explain the need to warm up and cool down. |



