



Physical Education (PE) Progression Map

Learning in the EYFS at Longhoughton CE Primary School

Physical activity is vital in children's all-round development enabling them to pursue happy, healthy and active lives. As a prime area, physical development underpins all other areas of development in the Early Years. Children learn best through active play and by providing opportunities for physical play and games both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, coordination and agility as well as gross and fine motor skills.

The table below outlines the outcomes for 3 and 4 year olds, children in reception and the Early Learning Goals, brought together to match the programme of study for PE.

3 and 4 year olds	Children in Reception	Early Learning Goals,
<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. • Increasingly be able to use and remember sequences and patterns of movements which are related to 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. • Progress towards a more fluent style of moving, with developing Gross Motor Skills Fine Motor Skills control and grace. • 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. • Develop their small motor skills so 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing -

<p>music and rhythm.</p> <ul style="list-style-type: none"> • 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. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start eating independently and learning how to use a knife and fork. • 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. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands 	<p>that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - 	<p>using the tripod grip in almost all cases;</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
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<p>thoroughly.</p> <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and tooth brushing 	<p>toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. 	
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Dance					
Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<p>Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control. Varies levels and speed in sequence. Can vary the size of their body shapes. Add change of direction to a sequence. Uses the space well and negotiates space clearly. Can describe a short dance using appropriate</p>	<p>Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and</p>	<p>Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence, as a result of self-</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving). Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Uses the space provided to maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result</p>	<p>Exaggerate dance movements and motifs (using expression when moving). Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with</p>

	vocabulary. Responds imaginatively to stimuli.	improve work.	evaluation. Uses simple dance vocabulary to compare and improve work.	of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.
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Gymnastics

Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Copies and explores basic movements with some control and coordination. Can perform different body shapes. Performs at different levels. Can perform 2 footed jump. Can use equipment safely. Balances with some control. Can link 2-3 simple movements.	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence. Link movements together to create a sequence.	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in	Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on

		<p>movements. Beginning to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.</p>		<p>skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.</p>
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Games

Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<p>Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control. Beginning to develop hand-eye coordination. Participates in simple games.</p>	<p>Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation). Develop strong spatial awareness. Understand the importance of rules in games. Develop simple tactics and use them appropriately.</p>	<p>Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Works well in a group to develop various games. Beginning to understand how to compete with each</p>	<p>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. e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Works well in</p>	<p>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. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>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 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. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for</p>

	Beginning to develop an understanding of attacking/defending.	other in a controlled manner. Beginning to select resources independently to carry out different skills.	a group to develop various games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.		attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
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Athletics

Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Can run at different speeds. Can jump from a standing position. Performs a variety of throws with basic control.	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. preparation for shot put and javelin Can use equipment safely.	Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country. 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.	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). Demonstrates accuracy in throwing and catching activities. Describes good Athletic performance using correct vocabulary.	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 peer's 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.	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 peer's 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.

			Can use equipment safely and with good control.		
OAA					
Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	(Upper KS2 skills)	
Begins to develop listening skills. Begins to listen to instructions from a partner/ adult, think activities through and problem solve. Begins to discuss and work with others in a group. Starts to demonstrate an understanding of how to stay safe.	Begins to develop listening skills. Begins to listen to instructions from a partner/ adult, think activities through and problem solve. Begins to discuss and work with others in a group. Starts to demonstrate an understanding of how to stay safe.	Develops listening skills. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	
Activities include: Forest School, Beach School and Commando Joes.		Activities include: Forest School, Beach School and Commando Joes		Activities include: Forest School, Beach School and Commando Joes Y5/6 Residential Visit - Hawes End (Lake District), Mudlarks (Transition activity)	
Swimming					
(KS1)		(Lower KS2 skills)		(Upper KS2 skills)	
Knows how to keep safe in and around the pool. Builds confidence in water.		Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.			

Learns how to travel in water.		
Evaluation		
(KS1 skills)	(Lower KS2 skills)	(Upper KS2 skills)
Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.	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.	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.
Healthy Lifestyles		
(KS1 skills)	(Lower KS2 skills)	(Upper KS2 skills)
Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.	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.	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.