

Physical Education (P.E.)

Curriculum progression Map

Level expected at the end of EYFS - We have selected the Early Learning Goals that link most closely to the P.E. National Curriculum.

Physical Development (Gross Motor Skills)	Expressive arts and Design (Being Imaginative and Expressive)
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.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending.	Pupils should be taught: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Knowledge / Skills to be covered

The following table comes from the Association of PE website and details the requirements of the National curriculum as well as the progression in learning across the Key Stages under key headings identified in the new curriculum (2014). The Key stage statements of 'what children should achieve' at each key stage are shown in black and reference to 'what pupils should be taught' are shown in red.

	Purpose of study	KS1	KS2
Movement	Develop competence to excel in a broad range of physical activities	Develop fundamental movement skills, becoming increasingly confident and competent Master basic movements such as running, jumping, throwing and catching	Continue to apply and develop a broader range of skills Use running, jumping, throwing and catching in isolation and in combination.
Using skills, techniques		Access a broad range of opportunities to extend their agility, balance and coordination Develop balance, agility and coordination	Learn how to use (skills) them in different ways and link them to make actions and sequences of movement Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics
Range of activities application		Begin to apply basic movements in a range of activities	...and in combination
Dance		Perform dances using simple movements	Perform dances using a range of movement patterns
Cooperation (social)	Opportunities to compete in sport and other activities, build character and help embed values such as respect and fairness	(work) individually and with others. Engage in cooperative physical activities	(enjoy) communicating with each other ...and within a team
Competition	A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport... Engage in competitive activities	Engage in competitive physical activities (both against self and against others)	(enjoy) competing with each other

Games		Participate in team games	Play competitive games, modified where appropriate
Tactics - Attack/defend		Developing simple tactics for attacking and defending	Apply basic principles suitable for attacking and defending
Challenge	...succeed and excel (in competitive sport) and other physically demanding activities	Range of increasingly challenging situations	Develop an understanding of how to improve in different physical activities and sports Take part in OAA challenges both individually and within and team
Analysis and evaluation			Learn how to evaluate and recognise their own success Compare their performances with previous ones and demonstrate improvement to achieve their personal best
Preparation for life and participation	It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness	Access a broad range of opportunities	
Health and fitness	Are physically active for sustained periods of time Lead healthy, active lives		

Hatch Warren Infant School – PE Skills Progression

	Reception	Year 1	Year 2
Skills – Fundamentals/games	• I can negotiate space safely. • I can follow instructions involving several actions. • I can take turns and show kindness when working with others. • I can decide which skills to use to complete a task. • I am confident to try new challenges. • I can move energetically for example, running, jumping, dancing, hopping, skipping and climbing. • I can treat the equipment safely and with respect. • I can persevere when trying new challenges. • I can listen to and repeat the rules. • I can play co-operatively and take turns. • I can send and receive apparatus. • I can get myself dressed independently.	• I can change direction when moving at speed. • I can recognise changes in my body when I do exercise. • I can run at different speeds. • I can show hopping and jumping movements and know what I need to do to stay balanced. • I can work with others respectfully to complete a task. • I show balance and co-ordination when static and moving slowly. • I can start to show perseverance when learning new skills. • I know how to, and can begin to catch with two hands. • I know how to, and I can begin to dribble a ball with my hands and feet. • I can begin to understand simple game tactics. • I know how to, and I can roll and throw with some accuracy towards a target. • I can say when someone was successful. • I can begin to apply basic movements in a range of activities. • I can begin to independently follow instructions.	• I have mastered basic movements including running, jumping, throwing and catching. • I can provide feedback respectfully, using key words. • I can describe how my body feels during exercise and explain why exercise is important. • I can show balance when changing direction and running at speed. • I can hop, skip and jump with good balance and control and know how to improve. • I can work co-operatively with a partner or small team. • I can select the appropriate equipment to use and make sure it's treated respectfully. • I can show perseverance when learning some new skills. • I know how to, and I can begin to dribble a ball with my hands and feet with some control. • I can use simple game tactics. • I know how to, and I can roll and throw a ball to hit a target. • I know how to, and I can receive a ball from a partner. • I can independently follow instructions.

Skills – Gymnastics	• I can combine movements. • I can negotiate space and obstacles safely, with consideration for others. • I know how to use my balance to negotiate obstacles. • I can follow instructions involving several actions. • I can cooperate with a partner respectfully. • I can confidently and safely use a range of small and large apparatus. • I know how to use apparatus safely. • I can choose creative ways to travel. • I can make a range shapes balancing on different body parts. • I can jump off an object and land safely.	• I am confident to perform in front of others. • I can link simple actions together to create a sequence. • I can choose creative ways to travel to link my sequence. • I can make my body tense, relaxed, straight and curled. • I know how to apparatus safely and wait my turn. • I can say what I like about someone else's performance. • I can watch someone else's performance respectfully.	• I am beginning to give feedback use key vocabulary. • I can show kindness when watching and evaluation the work of my peers. • I can perform basic actions with good control, co-ordination and balance. • I can plan and repeat simple actions using my own ideas. • I can show creativity when creating my own sequence.
Skills – Dance	• I can copy and explore basic body actions. • I can negotiate space and obstacles safely, with consideration for others. • I can combine movements. • I can use movement skills with strength, balance and co-ordination increasing control and grace and I know how to improve these. • I can try to move in time with music. • I can describe how the stimuli/music makes me feel. • I can respond creatively to a stimuli. • I can show respect when watching a performance.	• I can plan (verbally or written), copy, remember and repeat actions. • I can move confidently and safely. • I can use different parts of the body alone and together. • I can respond creatively to a range of stimuli. • I can work with others. • I can say what I like about someone else's performance with respect.	• I can plan (verbally or written) copy, remember, repeat and create dance sequences. • I can explore the elements of dance within my work (actions, dynamics, relationships, space) • I can work with a partner using mirroring and unison in our actions. • I am beginning to provide feedback using key words. • I can use simple movement patterns to create my own motif, using my own ideas.

2026-2027	Year R Fab Funky Friday provides lots of opportunities for the children to be physically active		Year 1		Year 2	
	Topic	NC link & Skills	Topic	NC link & Skills	Topic	NC link & Skills
Autumn1	All about me	What can my body do? Hampshire PE planning	Traditional tales Pirates	Dance Weather and pirates Team building	Let's go wild	Dance Circus and rainforest Team building
Autumn 2	Autumn When I grow up		It's a Wonderful World	Fundamentals Yoga	Poles apart	Fundamentals Yoga
Spring 1	Winter In the past	Motor Competence Solent Hampshire PE planning	Space	Gymnastics Ball skills	The Great Fire	Gymnastics (Exploring apparatus) Target games
Spring 2	Paddington Book week Spring Easter	Ball skills	Castles	Gymnastics Sending and receiving	Twisted Tales	Gymnastics Invasion
Summer 1	Spectacular stories	Fundamental movement skills/Games	Farms	Dance The Lost toy and on safari Athletics	Come outside	Dances from around the world Athletics
Summer 2 Sports Day	Under the sea Summer	Stories as a stimulus Hampshire PE planning	Once upon a time	Target games Athletics	Summer Fun	Net and wall games Athletics