



Physical Education: Whole-School Curriculum Progression Map



	EYFS	KS1		KS2				
	(30 - 50mths to ELGs)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
REAL PE: Personal	I enjoy working on simple tasks with help.	Staying on-task and persevering: I can follow instructions, practise safely and work on simple tasks by myself. I try several times if at first I don't succeed and I ask for help when appropriate.	Taking control: I know where I am with my learning and I have begun to challenge myself.	Consistently trying to improve: I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.	Embracing Challenge and taking responsibility for my learning: I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets I can create my own learning plan and revise when necessary. I can accept critical feedback and make changes.			
REAL PE: Social	I can play with others and take turns and share with help.	Helping, understanding and encouraging others: I can work sensibly with others, taking turns and sharing. I can help, praise and encourage others in their learning.	Working well with others: I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas	Organising and guiding others: I co-operate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	Leading and Improving Others: I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can involve others and motivate those around me to perform better.			
REAL PE: Applying Physical	I can move confidently in different ways.	Performing simple sequences, single skills and travelling in different ways: I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.	Performing with control: I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	Linking with quality: I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	Applying with consistency and fluency: I can use a combination of skills confidently in sport-specific contexts. I can perform a range of skills fluently and accurately in practice situations. I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.			

REAL PE: Cognitive	<p>I can follow simple instructions.</p>	<p>Observing, describing and following rules and instructions:</p> <p>I can understand follow simple rules.</p> <p>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>Explaining why:</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>Describing how to improve:</p> <p>I can understand ways (criteria) to judge performance and identify specific parts to continue to work upon.</p> <p>I can use my awareness of space and others to make good decisions.</p>	<p>Making good decisions and analysing performance:</p> <p>I have a clear idea of how to develop my own and others' work.</p> <p>I can recognise and suggest patterns of play which will increase chances of success and I can outwit opponents.</p> <p>I can review, analyse and evaluate my own and other's strengths and weaknesses.</p> <p>I can read and react to different game situations as they develop.</p>
REAL PE: Creative	<p>I can observe and copy others.</p>	<p>Observing, describing and developing:</p> <p>I can explore and describe different movements.</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can select and link movements together to fit a theme.</p>	<p>Recognising and responding:</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks or music.</p> <p>I can recognise similarities and differences in movements and expression.</p>	<p>Refining and changing:</p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging.</p>	<p>Expressing, adapting, adjusting and varying:</p> <p>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</p> <p>I can effectively disguise what I am about to do next.</p> <p>I can use variety and creativity to engage an audience.</p>
REAL PE: Health & Fitness	<p>I am aware of the changes to the way I feel when I exercise.</p>	<p>Describing and explaining benefits of exercise and practising safely:</p> <p>I am aware of why exercise is important for good health.</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>	<p>Explaining why:</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>I can explain why we need to warm-up and cool-down.</p>	<p>Explaining how to exercise:</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working.</p>	<p>Preparing myself for activity and planning my own fitness:</p> <p>I can self-select and perform appropriate warm-up and cool-down activities.</p> <p>I can identify possible dangers when planning an activity.</p> <p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>I can plan and follow my own basic fitness programme.</p>

Swimming	KS2 Year Groups swim for one term per year (with top-up swimming for Y5/6 non-swimmers in the summer term). Pupils should be taught to: Swim competently, confidently and proficiently over a distance of at least 25m	
	Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations	

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
Term by Term Planning (REAL PE & Other Units)	1	REAL PE (Personal)	REAL PE (Personal)	REAL PE (Personal)	REAL PE (Personal) Team Building	REAL PE (Personal)	REAL PE (Y5/6) (Creative)	Swimming Squash/ REAL PE (Y5/6) (Cognitive)	Multi-Sports Event
	2	REAL PE (Social)	REAL PE (Social)	REAL PE (Social)	REAL PE (Social) Team Building	REAL PE (Social)	Swimming	Squash/ REAL PE (Y5/6) (Cognitive) Circuit Training	Excalibur Challenge 1
	3	REAL PE (Cognitive)	REAL PE (Cognitive)	REAL PE (Cognitive)	REAL PE (Cognitive) Dance	Swimming REAL PE (Cognitive)	Squash/ REAL PE (Y5/6) (Social)	REAL PE (Y5/6) (Health & Fitness) Hockey	
	4	REAL PE (Creative)	REAL PE (Creative)	REAL PE (Creative)	Swimming REAL PE (Creative)	REAL PE (Creative)	Squash/ REAL PE (Y5/6) (Social)	Netball Benchball	Excalibur Challenge 2 Multi-Sports Event
	5	REAL PE (Applying Physical)	REAL PE (Applying Physical)	REAL PE (Applying Physical)	REAL PE (Applying Physical)	REAL PE (Applying Physical)	REAL PE (Y5/6) (Applying Physical)	REAL PE (Y5/6) (Personal) Athletics	
	6	REAL PE (Health & Fitness)	REAL PE (Health & Fitness)	REAL PE (Health & Fitness) Dance	REAL PE (Health & Fitness)	REAL PE (Health & Fitness) Dance	Athletics Rounders	Athletics Dance Cricket	Sports Week Excalibur Challenge 3 Multi-Sports Event