

## Real PE Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal	<b>STAY ON TASK WITH HELP</b> I enjoy working on simple tasks with help.	<b>STAY ON TASK</b> I can follow instructions, practise safely and work on simple tasks by myself.	<b>KEEP TRYING</b> I try several times if at first I don't succeed and I ask for help when appropriate.	<b>TAKE CONTROL</b> I know where I am with my learning and I have begun to challenge myself.	<b>CONSISTENTLY TRY TO IMPROVE</b> I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.	<b>EMBRACE CHALLENGE</b> I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.	<b>TAKE RESPONSIBILITY FOR MY LEARNING</b> I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.
Social	<b>PLAY WITH OTHERS WITH HELP</b> I can play with others and take turns and share with help.	<b>UNDERSTAND OTHERS</b> I can work sensibly with others, taking turns and sharing.	<b>HELP AND ENCOURAGE</b> I can help, praise and encourage others in their learning	<b>WORK WELL WITH OTHERS</b> I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	<b>ORGANISE AND GUIDE OTHERS</b> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	<b>IMPROVE OTHERS</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.	<b>LEAD OTHERS</b> I can involve others and motivate those around me to perform better.
Applying Physical	<b>TRAVEL IN DIFFERENT WAYS</b> I can move confidently in different ways.	<b>PERFORM SINGLE SKILLS</b> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	<b>PERFORM SIMPLE SEQUENCES</b> I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	<b>PERFORM WITH CONTROL</b> 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.	<b>LINK WITH QUALITY</b> 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.	<b>COMBINE WITH FLUENCY</b> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	<b>APPLY WITH CONSISTENCY</b> 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
Cognitive	<b>FOLLOW INSTRUCTIONS</b> I can follow simple instructions.	<b>OBSERVE AND DESCRIBE</b> I can understand and follow simple rules. I can name some things I am good at.	<b>RECOGNISE AND ORDER</b> I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.	<b>EXPLAIN WHY</b> I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	<b>DESCRIBE HOW TO IMPROVE</b> I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of	<b>MAKE GOOD DECISIONS</b> 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	<b>ANALYSE PERFORMANCE</b> I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game

					space and others to make good decisions.	success and I can develop methods to outwit opponents.	situations as they develop.
<b>Creative</b>	<b>OBSERVE AND COPY</b> I can observe and copy others.	<b>EXPLORE AND DESCRIBE</b> I can explore and describe different movements.	<b>COMPARE AND DEVELOP</b> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	<b>RECOGNISE AND RESPOND</b> I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	<b>REFINE AND CHANGE</b> I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.	<b>EXPRESS, ADAPT AND ADJUST</b> 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.	<b>VARIETY AND DISGUISE</b> I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
<b>Health and Fitness</b>	<b>DESCRIBE SIMPLE CHANGES</b> I am aware of the changes to the way I feel when I exercise.	<b>EXPLAIN BENEFITS OF EXERCISE</b> I am aware of why exercise is important for good health.	<b>PRACTISE SAFELY</b> I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	<b>EXPLAIN WHY</b> I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.	<b>EXPLAIN HOW TO EXERCISE</b> I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	<b>PREPARE MYSELF FOR ACTIVITY</b> I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.	<b>PLAN MY OWN FITNESS</b> I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.

### Physical Education Progression Map – broken down further into components

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Running</b>	Pupils can run at different speeds.	Pupils can run with developing co-ordination.	Pupils can run with co-ordination and can change direction on command.	Pupils can run at different speeds.	Pupils can sprint over a short distance and run at an appropriate pace over a longer distance.	Pupils choose the best pace for running.	Pupils show a range of speeds and stamina when running.
<b>Jumping</b>	Pupils can jump from two feet to two feet.	Pupils can jump from two feet to two feet with accuracy and increasing height.	Pupils can jump from one or two feet.	Pupils can jump from one or two feet with increasing height and distance.	Pupils can jump in a number of ways, including using a short run-up.	Pupils show control in take-off and landing when jumping.	Pupils choose the most appropriate technique for jumping in different situations.
<b>Catching and Throwing</b>	Pupils can roll a piece of equipment.	Pupils explore how to throw in different ways.	Pupils can throw in different ways. Pupils can throw and catch with one hand.	Pupils can throw and catch larger objects.	Pupils can throw and catch a ball with some control and accuracy, using different techniques.	Pupils use a variety of techniques to pass. Pupils are accurate when	Pupils show accuracy when passing and receiving in games.

		Pupils can catch with both hands				throwing for distance.	
<b>Apply basic principles for attack and defence</b>	Pupils begin to use rolling and throwing in a game situation.	Pupils can follow simple game rules.  Pupils are beginning to understand zones in game play.	Pupils can follow simple attack and defence game rules.  Pupils can use one tactic in a game.  Pupils begin to stay in a zone during game play.	Pupils know the difference between attack and defence and know some positions in games.	Pupils choose some appropriate tactics to cause problems for opponents.	Pupils can plan an approach to attacking and defending and choose the most appropriate tactics in a variety of situations.	Pupils can adapt their approach to attacking and defending.
<b>Develop flexibility, strength, technique, control and balance</b>	Pupils can make their bodies tense, curled, relaxed and stretched.	Pupils begin to control their bodies when travelling and balancing.  Pupils can climb safely.  Pupils can plan and show a sequence	Pupils show increased control in their movements.  Pupils can think of more than one way to create a sequence which follows a set of rules.  Pupils can work on their own or with a partner to create a sequence.	Pupils can use their body and a variety of equipment with some control and coordination.  Pupils can perform simple balances.  Pupils can use some techniques appropriate to the activity.	Pupils movements are clear and fluent.  Pupils show balance and control when they create shapes.  Pupils practice stretches to improve strength and flexibility.  Pupils can describe and show a variety of techniques.	Pupils movements are clear, accurate and consistent.  Pupils make complex sequences including changes in level, direction, speed and which use rotation.  Pupils combine action, shape and balances.  Pupils can analyse and improve my own technique	Pupils movements, balances, rotations and shapes all show control.  Pupils link actions in well-timed sequences.  Pupils analyse and suggest improvements for the techniques of others.
<b>Perform dances</b>	Pupils can move to music.	Pupils can copy dance moves.  Pupils can make up some simple dance moves.  Pupils can change rhythm, speed, level and direction.	Pupils can dance with some control and co-ordination.  Pupils can make a sequence by linking sections together.  Pupils can link some movement to show feeling.	Pupils link dance actions with some control and coordination.  Pupils can remember and repeat some dance movements and suggest what mood/feeling they show.	Pupils can improvise.  Pupils movements communicate an idea.  Pupils refine movements into sequences.  Pupils plan, perform and repeat sequences.  Pupils include speed and level changes in sequences.	Pupils are creative and imaginative when composing a dance.  Pupils use controlled movements to express emotion or mood.  Pupils can prepare to perform for an audience.	Pupils refine my dances with style and artistic intention.  Pupils dance matches the mood and rhythm and mood of music.  Pupils choose and develop my own moves.
<b>Take part in outdoor and</b>	Pupils begin to follow simple instructions.	With encouragement, pupils can share simple ideas and follow safety instructions carefully.	Pupils can follow two or three simple instructions.  Pupils can follow basic safety instructions.  Pupils can work in a team in simple game play situations.	Pupils can follow two or three simple instructions.  Pupils can follow basic safety instructions.	Pupils can follow multiple instructions.  Pupils can suggest how to work safely  Pupils can instruct others.	Pupils can explain why they have given instructions.  Pupils can work safely independently.	Pupils can evaluate instructions and ideas.  Pupils can analyse how safe an idea is.

<b>adventurous activities</b>		Pupils are practising their paired and team skills.	Pupils can share simple ideas.	Pupils can work in a team in simple game play situations.  Pupils can share simple ideas.	Pupils can support team-mates.  Pupils can suggest ways to improve teamwork.  Pupils can read a simple map.	Pupils can support team mates and begin to show trust in them.  Pupils can evaluate their ideas and those of others.  Pupils can follow a simple route on a map.	Pupils work effectively as part of a team.  Pupils communicate effectively.  Pupils can plan orienteering routes.
<b>Compare performances and demonstrate improvements to achieve personal bests</b>	With support, pupils can say what they like about others' performances.	With support, pupils can simply evaluate their own and others' performances.	Pupils can simply evaluate their own and others' performances.	Pupils can say if they were successful.	Pupils can suggest why a partner was successful. Pupils can record a personal best.	Pupils can identify areas for improvement. Pupils can set appropriate targets.	Pupils can suggest improvements for their own and others' performances. Pupils can practice for and attain targets and make personal bests.
<b>Swimming and water safety</b>	By the end of Year 6, pupils: <ul style="list-style-type: none"> <li>- swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- pupils use a range of strokes effectively</li> <li>- pupils perform safe self-rescue in different water-based situations</li> </ul>						