Physical Education Curriculum Progression Map: HOLBECK 2025-26

NC content	Foundation	Year 1
Gymnastic Movements *Developing balance, agility and coordination, and begin to apply these in a range of activities*	**Physical: Gross motor skills** • ELG: 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. • **Runs & jumps confidently landing on both feet safely** • **Moves in a variety of ways; skipping, jumping, slithering, shuffling** • **Can peddle a trike** • **Can put their own coat & bag on and take it off** • **Can remove or put on their cardigan or jumper independently** • **Is aware of and follows some safety rules around school when travelling; eg walking through the classroom, not running** • **Negotiates obstacles when running** • **Can negotiate obstacles on a trike and scooter** • **Can change their t-shirt or shirt with only help with buttons if needed** • **Adjusts speed and direction when playing chasing games** • **Can adjust speed and direction on trikes, scooters & bikes (with stabilisers if necessary)** • **Travels skilfully and safely in and around school, following all safety rules** • **Skilfully & confidently; rolls, crawls, jumps, hops, skips & climbs** • **Can get changed for PE independently, except for zips and buttons** • **Can throw and kick a large ball** • **Can throw and kick a large ball with more accuracy and control to a friend** • **Can catch a large ball** • **Skilfully throws and kicks a large ball to a friend in an organised playground game**	• make body curled, tense, stretched and relaxed • control body when travelling and balancing • copy sequences and repeat them • roll, curl, travel and balance in different ways (Autumn)

EDIB foci throughout the curriculum

<table>
<tr>
<td>Basic movements and Team Games
Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</td>
<td rowspan="2">
• To catch a small ball with both hands

Physical: Fine motor skills

ELG: Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes, and cutlery, begin to show accuracy and care when drawing.

• Has a dominant hand
• Digital Pronate grasp used (palm facing downwards, movement from elbow, vertical/horizontal/circular lines can be copied)
• Four-finger grasp used (palm facing the pencil, fingers outstretched, movements occur from the wrist)
• Static Tripod grasp used (Three fingered grasp, movement from the wrist, all shapes/letters can be copied and are legible)
• Has a dominant hand
• Can copy some letters (name)
• Uses threading equipment with control (cotton reels)
• Uses large paint brushes & sponges
• Uses large scale construction equipment (duplo)
• Holds and uses easy-grip squeeze scissors
• Able to hold books and turn pages independently
• Uses small paint brushes
• Can form some letters legibly
• Uses a hole punch and joins items using treasury tags
• Uses a knife and fork with support/modelling
• Holds & uses scissors correctly
• Uses a wide variety of tools to paint and make marks (sticks, forks, cotton buds, etc)
• Can form most letters legibly
• Uses smaller scale threading equipment with control (beads/Hama beads)
• Uses a knife and fork to cut food with no support
• Can get dressed and undressed with support
• Can form all letters legibly
• Majority of letters sit on the line
• Can get dressed and undressed without support
</td>
<td>• throw underarm
• throw and kick in different ways</td>
</tr>
<tr>
<td>Dance
Perform dances using simple movement patterns</td>
<td>• perform own dance moves
• copy or make up a short dance
• move safely in a space</td>
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EDIB foci throughout the curriculum

Physical Education Curriculum Progression Map: SHERWOOD
2025-26

NC content	Year 2	Year 3
2 - Gymnastic Movements *Developing balance, agility and coordination, and begin to apply these in a range of activities* 3 - Gymnastics *Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*	• plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules'	• adapt sequences to suit different types of apparatus and criteria • explain how strength and suppleness affect performance
2 - Basic movements and Team Games *Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending* 3 - Competitive Games *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*	• use hitting, kicking and/or rolling in a game • decide the best space to be in during a game • use a tactic in a game • follow rules	• be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly
2 - Dance *Perform dances using simple movement patterns* 3 - Dance *Perform dances using a range of movement patterns*	• change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling	• improvise freely and translate ideas from a stimulus into movement • share and create phrases with a partner and small group • remember and repeat dance perform phrases
3 - Athletics *Use running, jumping, throwing and catching in isolation and in combination both individually and within a team*		• run at fast, medium and slow speeds; changing speed and direction • take part in a relay, remembering when to run and what to do
3 - Outdoor and Adventurous Activity *Take part in outdoor and adventurous activity challenges*		• follow a map in a familiar context • use clues to follow a route • follow a route safely
3 - Evaluate *Compare their performances with previous ones and show improvement to achieve their personal best*		• compare and contrast gymnastic sequences • recognise own improvement in ball games

EDIB foci throughout the curriculum

Physical Education Curriculum Progression Map: LANGWITH 2025-26

NC content	Year 4
Athletics *Use running, jumping, throwing and catching in isolation and in combination*	Summer 1 • sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed
Competitive Games *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*	Autumn 1 – Hockey; Spring 2 – Netball; Summer 2 - Rounders • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game
Gymnastics *Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*	Autumn 2 • move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases
Dance *Perform dances using a range of movement patterns*	Spring 1 • take the lead when working with a partner or group • use dance to communicate an idea
Outdoor and Adventurous Activity *Take part in outdoor and adventurous activity challenges both individually and within a team*	Summer 1 • follow a map in a (more demanding) familiar context • follow a route within a time limit
Evaluate *Compare their performances with previous ones and show improvement to achieve their personal best*	• provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others

EDIB foci throughout the curriculum

Physical Education Curriculum Progression Map: WELBECK
2025-26

NC content	Year 5	Year 6
Athletics *Use running, jumping, throwing and catching in isolation and in combination*	• controlled when taking off and landing • throw with increasing accuracy • combine running and jumping	Autumn 1 – Cross Country • demonstrate stamina and increase strength
Competitive Games *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*	• gain possession by working a team and pass in different ways (Football) • choose a specific tactic for defending and attacking (Handball, Football) • use a number of techniques to pass, dribble and shoot	• agree and explain rules to others (Cricket) • work as a team and communicate a plan (Cricket) • lead others in a game situation when the need arises (Cricket)
Gymnastics *Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*	• make complex extended sequences • combine action, balance and shape • perform consistently to different audiences	• combine own work with that of others • sequences to specific timings
Dance *Perform dances using a range of movement patterns*	• compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency	• develop sequences in a specific style • choose own music and style
Outdoor and Adventurous Activity *Take part in outdoor and adventurous activity challenges both individually and within a team*	Summer 2 – Orienteering • follow a map into an unknown location • use clues and a compass to navigate a route • change route to overcome a problem • use new information to change route	Summer 2 – Orienteering • plan a route and a series of clues for someone else • plan with others, taking account of safety and danger
Evaluate *Compare their performances with previous ones and demonstrate improvement to achieve their personal best*	• pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last	• know which sports they are good at and find out how to improve further

EDIB foci throughout the curriculum

	Holbeck	Sherwood	Langwith	Welbeck
A1	Motor Skills	Team Games	Hockey	Football
A2	Dance	Dance	Gymnastics	Dance
Sp1	Gymnastics	Gymnastics	Dance	Gymnastics
Sp2	Basic Movements	Ball Skills	Netball	Handball
Sm1	Ball Skills	Football	Athletics/Orienteering	Cricket
Sm2	Team Games	Athletics	Rounders	Athletics/Orienteering

EDIB foci throughout the curriculum

Physical Education Skills Progression

Key Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Copying actions from leader Repeating actions and skills Moving with control and care	Copying and remembering actions Repeating and exploring actions with control and coordination	Selecting and using the most appropriate skills, actions or ideas with adult guidance Moving and using actions with some control	Selecting and use the most appropriate skills, actions or ideas Moving and using actions with some co-ordination and control Making up their own small-sided game	Linking skills, techniques and ideas and applying them accurately and appropriately Showing good control and co-ordination in all their movements	Applying their skills, techniques and ideas consistently Showing precision, control and fluency
Evaluating and improving	Talking about what they have done Describing what other people did	Talking about what is different between what they did and what someone else did Saying one way in which they could improve their own performance	Explaining either how their work is similar or different from that of others Recognise how their own and other's performances could be improved with adult guidance	Explaining how their work is similar and different from that of others Independently recognise how their own and other's performances could be improved	Comparing and commenting on skills, techniques and ideas that they and others have used Using their observations to improve their work	Analysing and explaining why they have used specific skills or techniques Modifying use of skills or techniques to improve their work Creating their own success criteria for evaluating
Health and fitness	Describing how their body feels before, during and after an activity	Showing how to exercise safely Describing how their body feels during different activities Explaining what their body needs to keep healthy	Explaining why warming up is important Identifying some muscle groups used in stretching exercises	Explaining why it is important to warm-up and cool-down Explaining why keeping fit is good for their health	Explaining some important safety principles when preparing for exercise Explaining what effect exercise has on their body Explaining why exercise is important	Explaining how the body reacts to different kinds of exercise Choosing their own appropriate warm ups and cool downs Explaining why we need regular and safe exercise
Dance	Moving to music Copying dance moves	Dancing imaginatively Changing rhythm, speed, level and direction	Improvising freely, translating ideas from a stimulus into movement	Taking the lead when working with a partner or group	Composing their own dances in a creative and imaginative way	Developing imaginative dances in a specific style Choosing their own music, style and dance

EDIB foci throughout the curriculum

	Performing some dance moves Making up a short dance Moving around the space safely	Dancing with control and co-ordination Making a sequence by linking sections together Linking some movement to show a mood or feeling	Sharing and creating phrases with a partner and in small groups Repeating, remembering and performing these phrases in a dance	Using dance to communicate an idea Working on their movements and refining them Creating a clear and fluent dance	Performing to an accompaniment, expressively and sensitively Using controlled movements Showing clarity, fluency, accuracy and consistency in their dance	
Games	Throwing underarm Rolling a piece of equipment Hitting a ball with a bat Kicking a ball Moving and stopping safely Catching with both hands	Throwing in different ways – underarm, overarm. Kicking in different ways Using hitting, kicking and/or rolling in a game Staying in a 'zone' during a game Deciding where the best place to be is during a game Following the rules of a game	Throwing and catching with control when under limited pressure Being aware of space and using it to support team-mates and cause problems for the opposition Knowing and using rules fairly to keep games going Keeping possession with some success Use one tactic in a game	Catching with one hand Throwing and catching accurately when under pressure Hitting a ball accurately and with control Keeping possession of a ball Moving to find a space when they are not in possession during a game Varying tactics and adapting skills according to what is happening	Gaining possession by working as a team Passing accurately in different ways Using forehand and backhand with a racquet Fielding Choosing the best tactics for attacking and defending Using a number of techniques to pass, dribble and shoot.	Explaining and following complicated rules Making a team plan and communicating it to others Leading others in a game situation
Gymnastics	Making their body tense, relaxed, curled and stretched Controlling their body when travelling Controlling their body when balancing Copying sequences and repeating them Rolling in different ways Travelling in different ways	Planning and showing a sequence of movements Using contrast in their sequences Showing control in their movements Working on their own and with a partner to create a sequence Following a set of 'rules' to produce a sequence?	Using a greater number of their own ideas for movement in response to a task Adapting sequences to suit different types of apparatus and their partner's ability Explaining how strength and suppleness affects performances Comparing and contrasting gymnastic sequences,	Thinking of more than one way to create a sequence which follows a set of 'rules' Consistently working in a controlled way Including a change of speed in sequences Including a change of direction in sequences Including a range of shapes in sequences	Making complex or extended sequences Combining action, balance and shape Performing consistently to different audiences Ensuring all movements are accurate, clear and consistent	Combining their own work with that of others Linking their sequences to specific timings

EDIB foci throughout the curriculum

	Balancing in different ways Climbing safely Stretching in different ways Curling their body in different ways		commenting on similarities and differences	Working with a partner to create, repeat and improve a sequence with at least three phases.		
Athletics	Running safely in one direction Throwing underarm towards a target Jumping 2 foot take off to 2 foot landing	Running safely in different directions Throwing underarm and over arm aiming for a target Jumping 1 foot take off to 2 foot landing	Running at fast, medium and slow speeds, changing speed and direction to keep safe Jumping in different ways Linking running and jumping activities with some fluency, control and consistency Making up and repeating a short sequence of linked jumps Taking part in a relay activity, remembering when to run and what to do Throwing a variety of objects in different ways	Running over a long distance, choosing appropriate speed Sprinting over a short distance Hitting a target Jumping in different ways, changing technique to achieve height or distance Throwing a variety of objects, changing their action for different distances	Showing control in take- off and landing when jumping Throwing in a variety of ways with accuracy Combining running and jumping with fluency, control and consistency Following specific rules	Demonstrating stamina Using their skills in different situations
Outdoor / Adventurous	N/A	N/A	Following a map in a familiar context Moving from one location to another following a map Using clues to follow a route Following a route safely	Following a map in a more demanding familiar context Moving from one location to another following a map Using clues to follow a route Following a route accurately, safely and within a time limit	Following a map in an unknown location Using clues and compass directions to navigate a route Changing their route if there is a problem Changing their plan if they get new information	Planning a route and series of clues for someone else Planning with others taking account of safety and danger

EDIB foci throughout the curriculum

EDIB foci throughout the curriculum