



CORBY PRIMARY ACADEMY

THE PE CURRICULUM: A PROGRESSION

Whole School Science Progression Map

At Corby Primary Academy, our intent for Physical Education (PE) is to cultivate a lifelong passion for physical activity and a healthy lifestyle among all our pupils. Our PE curriculum is designed to allow pupils to **collaborate** using developed **language** skills, promoting physical literacy, personal and social development. We foster a safe, **inclusive** environment where children feel able to express themselves in each PE session. During each **memorable** lesson, we develop children's fundamental movement skills, ensuring these skills are accessible to every pupil, empowering them to be **bold** and therefore participate in a variety of sports and physical activities. With this intent, we focus on building **resilience**, **respect** and **responsibility** amongst our pupils, inspiring them to remain active beyond school.

PE in the Early Years

The seven areas of learning within the EYFS framework mean that it is structured differently to the National Curriculum. The planning provided for Nursery and Reception is tailored towards the National Curriculum Early years and foundation stage EYFS set standards. Our planning is focused on the development stage for 3-5 year olds. We aim to develop fundamental movements skills (FMS) through gross and fine motor skills (first pillar of Progression: Motor Competence). In turn, these develop both confidence and control in activities such as running, jumping dancing, hopping, skipping and climbing. Children have the opportunity to develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. These FMS form the building blocks for more complex movement skills in the future such as dance, gymnastics, sports and swimming (Development Matters, 2023).

3 and 4-year-olds will be learning to:

- 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 music and rhythm.
- 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.
- 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.

Early learning goal	End of Year 1 expectation
<ul style="list-style-type: none"> * Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. * Progress towards a more fluent style of moving, with developing 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. * 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, balancing, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> * 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. * 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. * Participate in team games, developing simple tactics for attacking and defending.

PE		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
N	Physical Development	<ul style="list-style-type: none"> Toileting Gross motor senses 	<ul style="list-style-type: none"> Gross motor Basic hygiene Manipulation Danger/safety 	<ul style="list-style-type: none"> Spatial awareness Manipulation of tools Fine motor Senses Getting dressed 	<ul style="list-style-type: none"> Basic hygiene Gross motor Healthy eating 	<ul style="list-style-type: none"> Healthy eating Fine motor Spatial awareness Toileting 	<ul style="list-style-type: none"> Fine motor Gross motor Danger/safety Getting dressed Manipulation of tools
R		<ul style="list-style-type: none"> Gross motor – ball skills & movement Basic hygiene Spatial awareness Senses Fine motor – mark making 	<ul style="list-style-type: none"> Fine motor – pencil grip Getting dressed Healthy eating Danger/ safety Fine motor - Manipulation of tools Balance 	Introduction to PE Unit 1	Introduction to PE Unit 2	Fundamentals of movement Unit 1	Fundamentals of movement Unit 2 (CPD – Gymnastics) Katie
Y1	Personal, Social and Emotional Development	Team Building	Yoga	Dance	Gymnastics (CPD) Katie	Sending and receiving	Fitness
	Physical Development	FUNDamentals	Ball Skills	Hockey (CPD) Josh	Target Games	Athletics	Invasion Games
Y2	Expressive Arts and Design Develop competence to excel in a broad range of physical activities.	Team Building	Fitness	Net and wall games	Dance	Yoga	Striking and fielding
	Are physically active for sustained periods of time.	Gymnastics (CPD) Katie	Ball Skills	Target Games	Basketball (CPD) Josh	Athletics	Football (CPD) Josh
Y3	Engage in competitive sports and activities.	Ball skills	Gymnastics (CPD) Katie	Dance	Basketball	Athletics	Cricket
		Tag Rugby (CPD) Josh	FUNDamentals	Fitness	Football	Swimming	Tennis (CPD) Debbie

PE		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y4	Lead healthy, active lives.	Dance	Dodgeball	Football	Fitness	Gymnastics (CPD) Katie	Hockey
		Basketball	Netball (CPD) Debbie	Swimming	Swimming	Athletics	Rounders
Y5		Swimming	Swimming	Gymnastics (CPD) Katie	Netball (CPD) Debbie	Athletics	Badminton
		Football	Football (CPD) Josh	Dance	Fitness	Tennis (CPD) Debbie	Cricket
Y6		Netball (CPD) Debbie	Basketball	Dance	Badminton	Cricket	Swimming
		Fitness	Football	Tennis (CPD) Debbie	Hockey	Athletics (CPD) Josh	Rounders

Dance/Yoga	Fundamentals and body management	Team games	Striking and fielding	Gymnastics	OAA – Team building	Swimming
------------	----------------------------------	------------	-----------------------	------------	---------------------	----------



Progression Journey: Dance

This unit links to the following strand of the NC:

KS1: perform dances using simple movement patterns.

KS2: perform dances using a range of movement patterns.

EYFS	1	2	3	4	5	6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.
Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.		



Progression Journey: **F.M.S** through fundamentals, fitness and athletics

These units link to the following strands of the NC:

KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.



Progression Journey: Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

These units link to the following strands of the NC:

KS1: master basic movements including throwing and catching.

Participate in team games, developing simple tactics for attacking and defending.

KS2: use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and

defending.

EYFS	1	2	3	4	5	6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.



Progression Journey: Body Management through yoga and gymnastics

These unit link to the following strands of the NC:

KS1: master basic movements as well as developing balance, agility and co-ordination. KS2: develop flexibility, strength, technique, control and balance.

EYFS	1	2	3	4	5	6
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.



Progression Journey: OAA through team building and OAA

These units link to the following strands of the NC:

KS1: participate in team games, developing simple tactics. KS2: take part in outdoor and adventurous activity challenges both individually and within a team.

EYFS	1	2	3	4	5	6
Follow simple instructions.	Follow instructions.	Follow instructions accurately.	Follow instructions from a peer and give simple instructions.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Use clear communication when working in a group and taking on different roles.	Communicate with others clearly and effectively when under pressure.
Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Confidently communicate ideas and listen to others before deciding on the best approach.	Begin to lead others, providing clear instructions.	Confident to lead others and show consideration of including all within a group.
Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Plan and apply strategies with others to more complex challenges.	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
Make decisions about where to move in space.	Copy a simple diagram/map.	Follow and create a simple diagram/map.	Orientate and follow a diagram/map.	Identify key symbols on a map and use a key to help navigate around a grid.	Orientate a map confidently using it to navigate around a course.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
Follow a path.						
Begin to identify personal success.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Explain why a particular strategy worked and alter methods to improve.	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.



Progression Journey: Swimming

NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.

Beginners

Submerge and regain feet in the water.

Breathe in sync with an isolated kicking action from poolside.

Use arms and legs together to move effectively across a short distance in the water.

Glide on front and back over short distances.

Float on front and back for short periods of time.

Confidently roll from front to back and then regain a standing position.

Developers

Confidently and consistently retrieve an object from the floor with the same breath.

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

Combine gliding and floating on front and back over an increased distance.

Float on front and back using different shapes with increased control.

Comfortably demonstrate sculling head first, feet first and treading water.

Intermediate

Confidently combine skills to retrieve an object from greater depth.

Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

Confidently demonstrate good technique in a wider range of strokes over increased distances.

Combine gliding and transitioning into an appropriate stroke with good control.

Confidently link a variety of floating actions together demonstrating good technique and control.

Select and apply the appropriate survival technique to the situation.



Progression Journey: SET

EYFS

1 2

3 4

5 6

SOCIAL

Take turns.
Learn to share equipment with others.
Share their ideas with others.

Encourage others to keep trying.
Talk to a partner about their ideas and take turns to listen to each other.
Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.
Work with others to achieve a shared goal.
Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.
Lead others and show consideration of including all within a group.
Communicate with others clearly and effectively.

EMOTIONAL

Try again if they do not succeed.
Practise skills independently.
Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.
Determined to complete the challenges and tasks set.
Explore skills independently before asking for help.
Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.
Understand what their best looks like and they work hard to achieve it.
Begin to use rules showing awareness of fairness and honesty.
Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.
Use different strategies to persevere to achieve personal best.
Compete within the rules showing fair play and honesty when playing independently.
Confident to attempt tasks and challenges outside of their comfort zone.

THINKING

Begin to identify personal success.
Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.
Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.
Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.
Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
Select and apply from a wider range of skills and actions in response to a task.
Provide feedback using key terminology.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.
Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
Select and apply appropriate skills for the situation when under pressure.