



Progression Map: Physical Education

Year Group: Foundation

Personal	Social	Cognitive	Creative	Applying Physical	Health and Fitness
Fundamental Movement Skill Focus:					
Coordination: Footwork Static Balance: One Leg	Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Dynamic Balance: On a Line Static Balance: Stance	Coordination: Ball Skills Counterbalance: With a Partner	Coordination: Sending and Receiving Agility: Reaction/Response	Agility Ball Chasing Static Balance: Floor Work
Skills:					
1. I can follow instructions, practise safely and work on simple tasks by myself 2. I enjoy working on simple tasks with help	1. I can work sensibly with others, taking turns and sharing 2. I can play with others and take turns and share with help	1. I can understand and follow simple rules and can name some things I am good at 2. I can follow simple instructions	1. I can explore and describe different movements 2. I can observe and copy others	1. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together 2. I can move confidently in different ways	1. I am aware of why exercise is important for good health 2. I am aware of the changes to the way I feel when I exercise

Numbers reflect complexity

1. Exceeding
2. Expected
3. Emerging

Progression Map: Physical Education (Sports)

Year 1

Athletics	Striking and Fielding	Invasion Games	Net Games	Swimming
Athletics: - To be able to walk in co-ordinated ways with control - To be able to jump forwards, backwards and sideward landing on two feet - Push pass and bounce pass to a partner Vocab: <i>Jump, run, walk, backwards, sideways, forwards, throw, push pass, bounce pass</i>	Bat and Ball: - To be able to roll a ball to a partner - To be able to stop the ball from partner - I can hold a bat correctly Vocab: <i>Ball, bat, roll, partner</i>	Kicking/Receiving: - To be able to send a ball in a direction using my feet - To be able to slow down the ball when passed to me - To be able to get the ball off floor when kicking Football: - To be able to pass to a team member- who is 5 meters away - To be able to begin to tackle as a defender - To be able to begin to shoot the ball towards a target Endball: - To be able to pass the ball to a team member, using a push-pass or a bounce pass - To be able to move into space allowing team mates to make passing easier - To know how to shoot into a goal to score a goal. Vocab: <i>Pass, kick, control, aim, throw, catch, shoot, score, tackle, block</i>	<i>See Bat and Ball</i>	



Progression Map: Physical Education (REAL PE)

Year 1

Personal	Social	Cognitive	Creative	Applying Physical	Health and Fitness
Fundamental Movement Skill Focus:					
Coordination: Footwork Static Balance: One Leg	Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Dynamic Balance: On a Line Static Balance: Stance	Coordination: Ball Skills Counterbalance: With a Partner	Coordination: Sending and Receiving Agility: Reaction/Response	Agility Ball Chasing Static Balance: Floor Work
Skills:					
3. I try several times if at first I don't succeed and ask for help when appropriate 4. I can follow instructions, practice safely and work on simple tasks by myself 5. I enjoy working on simple tasks with help	3. I can help praise and encourage others in their learning 4. I can work sensibly with others, taking turns and sharing 5. I can play with others and take turns and share with help	3. I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance 4. I can understand and follow simple rules and can name some things I am good at 5. I can follow simple instructions	3. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme 4. I can explore and describe different movements 5. I can observe and copy others	3. 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 4. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together 5. I can move confidently in different ways	3. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely 4. I am aware of why exercise is important and good for health 5. I am aware of the changes to the way I feel when I exercise

Numbers reflect complexity

1. Exceeding
2. Expected
3. Emerging

Progression Map: Physical Education (Sports)

Year 2

Athletics	Striking and Fielding	Invasion Games	Net Games	Swimming
Athletics: - To be able to walk and run with great balance and control - To be able jump: 2ft to 2ft, 1ft to 2ft, 2ft to 1ft, 1ft-1ft (just forward and backwards) - To be able to throw/ send an object using underarm and overarm Vocab: <i>Hop, balance, overarm, underarm, pass, receive</i>	Bat and Ball: - To roll a ball to a target - To be able to balance a ball on a bat for 5 seconds - To begin to strike a ball when dropped from height Vocab: <i>Balance, aim, target</i>	Kicking/Receiving (Football): - To be able to choose my preferred foot to send a pass - To be able to begin to control a ball with feet. - To be able to aim my kick to a large target about 5/10 meters away Vocab: <i>Shoot, pass, kick, control, aim</i>	Tennis: (also see Bat and Ball): - To be able to stand in the correct stance and hold a bat with both hands - To be able to bounce a ball on a bat 10 times - To hit a ball from bat to a wall Vocab: <i>Control, tap, stance</i>	Introduction to Swimming: - To be able to enter the water safely. - To be able to put face in water and blow bubbles - To fully submerge under water - To be able to swim 10 metres across the pool with support. - To know how to stay safe in and around the pool Vocab: <i>Submerge, strokes, underwater, float</i>



Progression Map: Physical Education (REAL PE)

Year 2

Personal	Social	Cognitive	Creative	Applying Physical	Health and Fitness
Fundamental Movement Skill Focus:					
Coordination: Footwork Static Balance: One Leg	Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Dynamic Balance: On a Line Static Balance: Stance	Coordination: Ball Skills Counterbalance: With a Partner	Coordination: Sending and Receiving Agility: Reaction/Response	Agility Ball Chasing Static Balance: Floor Work
Skills:					
1. I know where I am with my learning and I have begun to challenge myself 2. I try several times if at first I don't succeed and I ask for help when appropriate 3. I can follow instructions, practise safely and work on simple tasks by myself	1. I show patience and support others. I am happy to show and tell others about my ideas 2. I can help praise and encourage others in their learning 3. I can work sensibly with others, taking turns and sharing	1. I can explain what I am doing well and I have begun to identify areas for improvement 2. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well 3. I can understand and follow simple rules and can name some things I am good at	1. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music 2. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme 3. I can explore and describe different movements	1. I can select and apply a range of skills with good control and consistency 2. I can perform a range of I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some change in level, direction or speed 3. I can perform a single skills or movement with some control. I can perform a small range of skills and link two movements together.	1. I can describe how and why my body feels during and after exercise 2. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely 3. I am aware of why exercise is important for good health

Numbers reflect complexity

1. Exceeding
2. Expected
3. Emerging



Progression Map: Physical Education (Sports)

Year 3

Athletics	Striking and Fielding	Invasion Games	Net Games	Swimming
Athletics: - To develop walking and running with control and posture - Develop jumping from Years 1 and 2 - To be able to throw one-handed - Reflect on self-performance on throwing Vocab: <i>Reflect, control, side step</i>	Cricket: - To be able to stand correctly and strike by connecting with the ball on multiple times - To consistency catch and stop the ball once it is hit towards you - To be able to bowl a ball towards the target (Wicket) resulting in the opponent to be out of the game Vocab: <i>Bat, ball, wicket, catch, stop</i>	Netball: - To be able throw a Netball up and catch it without dropping it - To be able pass a Netball to a partner using chest pass - To be able receive a Netball from a partner using both hands - To be able to pivot on one foot, practising on both feet - To be able to invade a space working in small groups Vocab: <i>Invade, pass, receive, pivot, chest pass, basket, teamwork, shoot, stance</i>		Swimming: development of strokes (2 half terms) - To put face in water and blow bubbles - To fully submerge under water - To swim 20 metres across the pool without support - To develop swimming strokes of back stroke and a front stroke over the distance of 10 metres - To know how to keep myself safe around water Vocab: <i>Backstroke, breaststroke, submerge, front stroke, kick, paddle, length, width</i>



Progression Map: Physical Education (REAL PE)

Year 3

Personal	Social	Cognitive	Creative	Applying Physical	Health and Fitness
Fundamental Movement Skill Focus:					
Coordination: Footwork	Dynamic Balance to Agility: Jumping and Landing	Dynamic Balance: On a Line	Coordination: Sending and Receiving	Agility: Reaction/Response	Agility Ball Chasing
Static Balance: One Leg	Static Balance: Seated	Coordination: Ball Skills	Counterbalance: With a Partner	Static Balance: Floor Work	Static Balance: Stance
Skills:					
1. I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice 2. I know where I am with my learning and I have begun to challenge myself 3. I try several times if at first I don't succeed and I ask for help when appropriate	1. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities 2. I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas 3. I can help praise and encourage others in their learning	1. I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon 2. I can explain what I am doing well and I have begun to identify areas for improvement 3. I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance	1. 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 2. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music 3. I can begin to compare my own movements and skills with those of others. I can select and link movements together to fit a theme	1. 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 2. 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 3. 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.	1. I can describe the basic fitness components and explain how often and how long I should exercise to be healthy 2. 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 3. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

Numbers reflect complexity

1. Exceeding
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Progression Map: Physical Education (Sports)

Year 4

Athletics	Striking and Fielding	Invasion Games	Net Games	Swimming
Athletics: - To maintain excellent running techniques - To be able to run up then co-ordinate a jump back using 1 foot to 2 feet (Long jump) - To be able to use a two-handed push throw and a sling throw. Vocab <i>Two-handed push throw, sling throw</i>	Rounders: - To be able to throw a ball to a partner using different techniques- especially underarm for bowling - To be able to receive a ball from a partner using different techniques - To be able to hit a ball on a base - To be able to connect a ball to a bat Vocab: <i>Bowl, bat, field, pass, receive, underarm</i>	Football: - To be able to pass to a team member 10 meters away using the correct technique - To be able to tackle an attacker - To be able to dribble past an opponent using ball control Vocab: <i>shoot, pass, tackle, dribble, kick, control, attacker</i> Tag Rugby: - To be able to show good technique when passing a Rugby Ball using the width of the ball - To be able to change direction quickly and run past an opponent - To be able to pass a ball at distance Vocab: <i>Pass, backwards, tag, belt, opponent, stance, teamwork, grip</i>	Tennis: - Have a good stance and tight grip on a racket, understanding that it is the wrist and arm that move the racket. - Begin returning a ball using a forehand and lob shot. - Understand the area of a tennis court and when the ball is out or when a point is scored. Vocab: <i>Grip, racket, forehand, lob</i>	



Progression Map: Physical Education (REAL PE)

Year 4

Personal	Social	Cognitive	Creative	Applying Physical	Health and Fitness
Fundamental Movement Skill Focus:					
Coordination: Footwork Static Balance: One Leg	Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Dynamic Balance: On a Line Coordination: Ball Skills	Coordination: Sending and Receiving Counterbalance: With a Partner	Agility: Reaction/Response Static Balance: Floor Work	Agility Ball Chasing Static Balance: Stance
Skills:					
1. I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice 2. I know where I am with my learning and I have begun to challenge myself 3. I try several times if at first, I don't succeed and I ask for help when appropriate	1. I cooperate well with others and give helpful feedback. I can guide a small group through a task 2. I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas 3. I can help praise and encourage others in their learning	1. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions 2. I can explain what I am doing well and I have begun to identify areas for improvement 3. I can begin to order instructions, movements and skills. I can explain why someone is working or performing well	1. 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 2. I can make up my own rules and versions of activities. I can recognise similarities and differences in movements and expression 3. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit within a theme.	1. 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 2. 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 3. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some change in level, direction or speed	1. I can describe the basic fitness components. I can record and monitor how hard I am working 2. 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 3. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

Numbers reflect complexity

1. Exceeding
2. Expected
3. Emerging

Progression Map: Physical Education (Sports)

Year 5

Athletics	Striking and Fielding	Invasion Games	Net Games	Swimming
Athletics: - To be able to accelerate from a standing position and crouching position - To be able to jump in a sequence in the form of a triple jump - To be able to accurately throw a ball at a target Vocab: <i>Accelerate, triple jump, crouch.</i>	Cricket: - To be able to work as a team when fielding - To develop catching and stopping the ball once it is hit towards you- using long barrier - To confidently aim and target your shot Vocab: <i>Long barrier, team work, connect, strike,</i>	Handball: - To know how to confidently use a different range of passes (lob, underarm, chest pass, bounce pass), and know which technique is best in order to score a goal. - To know where you are best positioned in order to gain an advantage against an opponent by making room for a shot or being in the correct place for an interception. - To know how to tactically win and be successful in a game-based scenario, using knowledge of the rules Vocab: <i>Chest pass, score, communicate, opponent, end zone, intercept, block, bounce, possession, space, underarm, over arm</i>	Badminton: - To maintain a strong and correct stance while hitting the shuttlecock - To develop movement to manoeuvre around the court to help return a shot - To confidently hit a shot over the net to develop a rally. - To confidently serve in badminton using one of the techniques taught. Vocab: <i>Stance, rally, return, serve, underarm, shuttlecock</i>	

		Basketball: • To develop passing a basketball using a range of passes (chest, bounce. Lob) • To develop receiving a basketball using both hands • To develop pivoting on one foot • To be able to invade a space working in a large group and be able to defend a large space by intercepting. • To be able to throw a ball connecting with a basket Vocab: <i>Invade, defend, pass, receive, pivot, chest pass, teamwork, score, control, communicate, opponent, stance, intercept</i>		
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Progression Map: Physical Education (Sports)

Year 6

Athletics	Striking and Fielding	Invasion Games	Net Games	Swimming
Athletics: - To be able to accelerate from various static positions - To be able to throw a ball using different techniques with power and precision - To be able to critique own performance to gain better outcomes Vocab: <i>Precision, static positions, accelerate, critique</i>	Rounders: - To be able to pass a ball around in a group using different techniques - To be able to receive a ball around in a group - To develop connecting a ball to a bat. - To develop hitting a ball on a base. - To be able to bowl Vocab: <i>Hit base, bowl, field, pass, receive, underarm, teamwork, stance</i>	Tag Rugby: - To develop passing a Rugby Ball with the correct technique using the width of the ball - To be able to attack and tag an opponent during a game. - To be able to use different footwork and to show good agility Vocab: <i>Agility, opponent, stance, officiate, foul</i>	Tennis: - To hit a ball from a bat to a partner, in the form of a rally. - To be able to return a ball using different techniques (Forehand, Backhand and Lob) - To be able to serve a ball over a net using correct technique Vocab: <i>Smash, return, rally, forehand, backhand, lob</i>	Swimming: 25m confidence and safety: - To be able to swim 25 metres any style, unsupported. - To understand how to keep myself and others safe around water - To be able to swim in the deep end of the pool with confidence. - To dive down below the water surface to pick up an item. Vocab: <i>Breaststroke, front crawl, backstroke, butterfly, dive, depth, surface, glide</i>



Progression Map: Physical Education (REAL PE)

Year 5 and 6

Personal	Social	Cognitive	Creative	Applying Physical	Health and Fitness
Fundamental Movement Skill Focus:					
Coordination: Ball Skills	Dynamic Balance: On a Line	Static Balance: Stance	Static Balance: Seated	Dynamic Balance to Agility: Jumping and Landing	Coordination Sending and Receiving
Agility Reaction/Response	Counter Balance: With a partner	Coordination: Footwork	Static Balance Floor Work	Static Balance: One Leg	Agility: Ball Chasing
Skills:					
1. I recognise my strengths and weaknesses and can set myself appropriate targets. I see all new challenges as opportunities to learn and develop 2. I can cope well and react positively when things become difficult I can persevere with a task and improve my performance through regular practice 3. I know where I am with my learning and I have begun to challenge myself	1. I can negotiate and collaborate appropriately I can give and receive sensitive feedback to improve myself and others 2. I can help organise roles and responsibilities and can guide a small group through a task I cooperate well with others and give helpful feedback 3. I am happy to show and tell others about my ideas I show patience and support others	1. I can develop methods to outwit an opponent I can suggest patterns of play which will increase changes of success 2. I can use awareness of space/others to make good decisions I can understand ways (criteria) to judge performance 3. 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	1. I can adapt and adjust my skills, movements or tactics so they are different to others I can respond imaginatively to different situations 2. I can change tactics, rules or tasks to make activities more fun or more challenging I can link actions and develop sequences of movements that express my own ideas 3. I can recognise similarities and differences in movements and expression I can make up my own rules and versions of activities	1. I can perform a range of skills fluently and accurately I can use combinations of skills confidently in specific contexts 2. I can link actions together, so they flow I can perform a variety of movements and skills with good body tension 3. I can select and apply a range of skills with good control and consistency I can perform and repeat sequences with clear shapes and controlled movement	1. I can self-select and perform appropriate warm-up and cool down activities I can identify possible dangers when planning an activity 2. I can record and monitor how hard I am working I can explain how often and how long I should exercise to be healthy I can describe the basic fitness components 3. I can explain why we need to warm-up and cool down I can describe how and why my body changes during and after exercise

Numbers reflect complexity

1. Exceeding
2. Expected
3. Emerging



Progression Map: Physical Education (REAL PE)

Fundamental Movement Skills 1 to 4

Numbers reflect number of steps/stages:

	Static Balance: 1 Leg	Static Balance: Seated	Static Balance: Floorwork	Static Balance: Stace
	On both legs: 1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand. 2. Perform above challenge with eyes closed. 3. Stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.	1. Reach and pick up cones on the floor whilst on a bench, without losing balance. 2. Turn 360° in either direction, first on the floor then on a bench. 3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds. 4. Reach and pick up cones on the floor whilst on an uneven surface.	1. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back. 2. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed.	1. Throw and catch small ball, catching across body with either hand. 2. Throw and catch 2 balls alternately, catching across body with either hand. 3. Volley large ball back to a partner with either foot.
	On both legs: 1. Complete 5 ankle extensions with eyes closed. 2. Complete 10 squats into ankle extensions with eyes closed. 3. Complete above 2 challenges on uneven surface with eyes open. 4. Complete first 2 challenges on uneven surface with eyes closed.	1. Reach and pick up cones from in front, to the side and from behind. 2. Reach and pick up cones from in front, to the side and from behind with eyes closed. 3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force. 4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force.	1. Hold front support position with only 1 foot in contact with floor and transfer cone on and off back. 2. Rotate fluently from front support to back support, and then continue rotating with fluency.	1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body. 2. Strike small ball back to a partner with a racket. 3. Strike a small ball back to a partner from across body with a racket.
Expected – End of Upper Key Stage 2				
	On both legs: 1. Stand still on uneven surface for 30 seconds. 2. Stand still on uneven surface for 30 seconds with eyes closed. 3. Complete 10 squats into ankle extensions. 4. Complete 5 squats with eyes closed.	1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). 3. Hold a V-shape with straight arms and legs for 10 seconds.	1. Transfer tennis ball on and off back in a front support. 2. Transfer cone on and off tummy in back support. 3. Transfer tennis ball on and off tummy in back support.	1. Raise alternate knees to opposite elbow 5 times. 2. Catch large ball thrown at knee height and above head. 3. Catch large ball thrown away from body. 4. Catch small ball thrown close to and away from body.

Expected – End of Lower Key Stage 2

	On both legs: 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions.	1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.	1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support.	1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. 4. Catch ball at chest height and throw it back.
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Expected – End of Key Stage 1

	On both legs: 1. Stand still for 30 seconds. 2. Complete 5 mini-squats.	1. Pick up a cone from one side, swap hands and place it on the other side. 2. Return the cone to the opposite side.	1. Place cone on back and take it off with other hand in mini- front support. 2. Hold mini-back support position. 3. Place cone on tummy and take it off with other hand in mini- back support.	1. Stand on low beam with good stance for 10 seconds.
	On both legs: 1. Stand still for 10 seconds.	1. Balance with both hands/ feet down. 2. Balance with 1 hand/ 2 feet down. 3. Balance with 2 hands/ 1 foot down. 4. Balance with 1 hand/ 1 foot down. 5. Balance with 1 hand or 1 foot down. 6. Balance with no hands or feet down.	1. Hold mini-front support position. 2. Reach round and point to ceiling with either hand in mini-front support.	1. Stand on line with good stance for 10 seconds.



Progression Map: Physical Education (REAL PE)

Fundamental Movement Skills 5-8

Numbers reflect number of steps/stages:

	Dynamic Balance: On a Line	Dynamic Balance: Jumping and Landing	Counter Balance: In Pairs	Coordination Sending and Receiving
	1. Lunge walk backwards. 2. Lunge walk backwards with opposite elbow at 90°. 3. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90°. 4. Perform above challenges with eyes closed.	1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides). 2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides). 3. Jump 2 feet to 2 feet with 360° turn (in both directions).	1. Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position. 2. Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining counter balance position.	1. Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously. 2. Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously.
	1. Sidestep in both directions. 2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots 3. Move sideways, stepping across body (lateral step-over). 4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat). 5. Complete blue challenges then above challenges with eyes closed.	1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions). 2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions). 3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides).	1. Complete all blue challenges with eyes closed. 2. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together. 3. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms.	1. With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes. 2. With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds.
Expected – End of Upper Key Stage 2				
	1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle. 4. Complete all red challenges with eyes closed.	1. Jump 2 feet to 2 feet forwards, backwards and side-to-side. 2. Hop forward and backwards, freezing on landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing. 4. Hop sideways, raising knee and freezing on landing. 5. Jump 1 foot to other sideways, raising knee and freeze on landing.	1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. 2. Stand on 1 leg while holding on to partner's opposite foot.	1. Alternately throw and catch 2 tennis balls against a wall. 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 3. Throw 2 tennis balls against a wall in a circuit, in both directions.

Expected – End of Lower Key Stage 2

	1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing.	1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.	1. Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. 3. Perform above challenges with eyes closed	1. Strike a ball with alternate hands in a rally. 2. Kick a ball with the same foot. 3. Kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning.
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Expected – End of Key Stage 1

	1. Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to bottom.	1. Jump from 2 feet to 2 feet with quarter turn in both directions. 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).	1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.	1. Throw tennis ball, catch rebound with same hand after 1 bounce. 2. Throw tennis ball, catch rebound with same hand without a bounce. 3. Throw tennis ball, catch rebound with other hand after 1 bounce. 4. Throw tennis ball, catch rebound with other hand without a bounce. 5. Strike large, soft ball along ground with hand 5 times in a rally.
	1. Walk forwards with fluidity and minimum wobble. 2. Walk backwards with fluidity and minimum wobble.	1. Jump from 2 feet to 2 feet forwards, backwards and side- to-side	1. Sit holding hands with toes touching, lean in together then apart. 2. Sit holding 1 hand with toes touching, lean in together then apart. 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.	1. Roll large ball and collect the rebound. 2. Roll small ball and collect the rebound. 3. Throw large ball and catch the rebound with 2 hands.



Progression Map: Physical Education (REAL PE)

Fundamental Movement Skills 9-12

Numbers reflect number of steps/stages:

	Coordination: Ball Skills	Coordination: Footwork	Agility: Ball Chasing	Agility Reaction and Response
	In 20 seconds or less: - Complete 12 long circle (forwards and then backwards). - Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions).	- Move backwards in 3-step zigzag pattern with foot behind. - Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind.	- Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce. - Perform above challenge but catch ball on instep of foot and lower it to the ground.	From 1, 2 and 3 metres: - React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg. - Perform above challenge but react to sound of bounce rather than call. - Perform above challenges, but also step across body and bring hand across body to catch ball with one hand.
	In 20 seconds or less: - Stand with legs apart and complete 20 front to back catches with a bounce in between. - Perform above 30 times without ball bouncing in between. - Complete above tasks with head up throughout. - Complete 11 overhead throw and catches.	- Move in 3-step zigzag pattern while alternating knee raise and foot behind. - Move backwards in-3 step zigzag pattern with cross-over (swerve). - Move backwards in 3-step zigzag pattern with knee raise across body.	- Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce. - Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce.	From 1, 2 and 3 metres: - React to call from partner when they drop a ball, turn and catch it after 1 bounce. - Perform above challenge but react to sound of the bounce rather than call.
Expected – End of Upper Key Stage 2				
	In 20 seconds or less: - Stand with legs apart and move ball in figure of 8 around both legs 12 times. - Move ball around waist into figure of 8 around both legs 10 times. - Move ball around waist and then around alternate legs 12 times. - Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.	- Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. - Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. - Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.	- Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. - Perform above challenge with tennis ball. - Roll and chase large ball, stopping it with head in front support position facing opposite direction.	From 1, 2 and 3 metres: React and step across body, bring hand across body and catch tennis ball after 1 bounce.

Expected – End of Lower Key Stage 2

	In 20 seconds or less: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times.	1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.	1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 3. Complete above challenges with tennis ball.	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.
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Expected – End of Key Stage 1

	1. Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand.	1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left).	1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce.
	1. Sit and roll a ball along the floor around body using 2 hands. 2. Sit and roll a ball along the floor around body using 1 hand (right and left). 3. Sit and roll a ball down legs and around upper body using 2 hands. 4. Stand and roll a ball up and down legs and round upper body using 2 hands.	1. Side-step in both directions. 2. Gallop, leading with either foot. 3. Hop on either foot. 4. Skip.	1. Roll a ball, chase and collect it in balanced position facing opposite direction. 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.	From 1, 2 and 3 metres: 1. React and catch large ball dropped from shoulder height after 2 bounces. 2. React and catch large ball dropped from shoulder height after 1 bounce.