

EYFS; KS1; KS2	These are the minimum end of year expectations for our EYFS learners in relation to PE		This document shows how PE objectives are designed in a progressive way to ensure learners become more proficient as they move through the school, securing and applying the PE mastery objectives. Each teacher should be aware of their own PE objectives and of those which have come before.					
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Potential hooks and driving context								
Enrichment/Trips / Residentials		As part of our school curriculum and enrichment we celebrate fitness Friday with sessions led by Time 4 Sport and teachers. Children have the opportunity to participate in both intra and inter school competitions. There are a variety of extra curricular clubs on offer.						
Gymnastics								
	Learning Objectives:							

PE Progression Mapping

	<p>I can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>I can walk down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability</p>	<p>I can begin to copy and explore basic movements with some control and coordination.</p> <p>I can begin to develop overall body strength, agility, balance and coordination</p>	<p>I can copy and explore basic movements with control and coordination.</p> <p><i>e.g. agility, balance, coordination (ABCs)</i></p> <p>I can perform different body shapes.</p> <p>I can perform at different levels.</p> <p>I can perform a 2 footed jump.</p> <p>I can use equipment safely.</p> <p>I can balance with some control.</p> <p>I can link 2-3 simple movements.</p>	<p>I can explore and create different pathways and patterns.</p> <p>I can use equipment in a variety of ways to create a sequence.</p> <p>I can link movements together to create a sequence.</p>	<p>I can apply compositional ideas independently and with others to create a sequence.</p> <p>I can copy, explore and remember a variety of movements and use these to create my own sequence.</p> <p>I can describe my own work using simple gym vocabulary.</p> <p>I can begin to notice similarities and differences between sequences.</p> <p>I can use turns whilst travelling in a variety of ways.</p> <p>I can begin to show flexibility in movements.</p> <p>I can begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>I can begin to link skills with control, technique, co-ordination and fluency.</p> <p>I can begin to use gym vocabulary to describe how to improve and refine performances.</p> <p>I can begin to develop strength, technique and flexibility throughout performances.</p> <p>I can combine equipment with movement to create sequences.</p>	<p>I can link skills with control, technique, co-ordination and fluency.</p> <p>I can understand composition by performing more complex sequences.</p> <p>I can use gym vocabulary to describe how to improve and refine performances.</p> <p>I can develop strength, technique and flexibility throughout performances.</p> <p>I can create sequences using various body shapes and equipment.</p>	<p>I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>I can adapt sequences to include a partner or a small group.</p> <p>I can gradually increase the length of a sequence of work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>I can draw on what I know about strategy, tactics and composition when performing and evaluating.</p> <p>I can analyse and comment on skills and techniques and how these are applied in my own and others' work.</p> <p>I can use more complex gym vocabulary to describe how to improve and refine performances.</p> <p>I can develop strength, technique and flexibility throughout performances.</p>
--	---	---	--	---	--	---	---	---



PE Progression Mapping



Dance	
Learning Objectives:	

PE Progression Mapping

	<p>I can begin to use movements which are related to music & rhythm</p> <p>I can use large muscle movements <i>e.g. to wave flags & streamers</i></p>	<p>I can begin to copy and explore basic movements and body patterns.</p> <p>I can begin to respond to a range of stimuli</p> <p>I can begin to perform solo or in groups</p>	<p>I can copy and explore basic movements and body patterns.</p> <p>I can remember simple movements and dance steps.</p> <p>I can link movements to sounds and music.</p> <p>I can respond to a range of stimuli.</p>	<p>I can copy and explore basic movements with clear control.</p> <p>I can vary levels and speed in a sequence.</p> <p>I can vary the size of body shapes.</p> <p>I can add a change of direction to a sequence.</p> <p>I can use space well and negotiate space clearly.</p> <p>I can describe a short dance using appropriate vocabulary.</p> <p>I can respond imaginatively to stimuli.</p>	<p>I can begin to improvise independently to create a simple dance.</p> <p>I can begin to improvise with a partner to create a simple dance.</p> <p>I can translate ideas from stimuli into movement with support.</p> <p>I can begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>I can begin to use simple dance vocabulary to compare and improve work.</p>	<p>I can confidently improvise with a partner or on my own.</p> <p>I can begin to create longer dance sequences in a larger group.</p> <p>I can demonstrate precision and some control in response to stimuli.</p> <p>I can begin to vary dynamics and develop actions and motifs.</p> <p>I can demonstrate rhythm and spatial awareness.</p> <p>I can modify parts of a sequence as a result of self-evaluation.</p> <p>I can use simple dance vocabulary to compare and improve work.</p>	<p>I can begin to exaggerate dance movements and motifs (using expression when moving)</p> <p>I can begin to demonstrate strong movements throughout a dance sequence.</p> <p>I can combine flexibility, techniques and movements to create a sequence.</p> <p>I can begin to move appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>I can begin to show a change of pace and timing in movements.</p> <p>I can use the space provided to its maximum potential.</p> <p>I can improvise, still demonstrating fluency across a sequence.</p> <p>I can modify parts of a sequence as a result of self and peer evaluation.</p> <p>I can begin to use more complex dance vocabulary to compare and improve work.</p>	<p>I can exaggerate dance movements and motifs (using expression when moving)</p> <p>I can perform with confidence, using a range of movement patterns.</p> <p>I can demonstrate a strong imagination when creating my own dance sequences and motifs.</p> <p>I can demonstrate strong movements throughout a dance sequence.</p> <p>I can combine flexibility, techniques and movements to create a fluent sequence.</p> <p>I can move appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>I can show a change of pace and timing in movements.</p> <p>I can move to the beat accurately in dance sequences.</p> <p>I can improvise with confidence, still demonstrating fluency across a sequence.</p> <p>I can dance with fluency, linking all movements and ensuring they flow.</p> <p>I can demonstrate consistent precision when performing dance sequences.</p> <p>I can modify parts of a</p>
--	---	---	---	--	---	---	---	---



PE Progression Mapping



Games	
Learning Objectives:	

PE Progression Mapping

	<p>I can run with spatial awareness & negotiate space successfully, adjusting speed or direction to avoid obstacles</p> <p>I can develop movement, balancing, riding (scooters, trikes & bikes)</p>	<p>I can negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles</p> <p>I can begin to use a range of ball skills <i>e.g. throwing, catching, kicking</i></p> <p>I can begin to develop confidence with activities that involve a ball</p> <p>I can begin to develop overall body strength, agility, balance and coordination <i>e.g. wheelbarrows, balance bikes & pedal bikes</i></p>	<p>I can travel in a variety of ways including running and jumping.</p> <p>I can begin to perform a range of throws.</p> <p>I can receive a ball with basic control.</p> <p>I can begin to develop hand-eye coordination.</p> <p>I can participate in simple games.</p>	<p>I can confidently send the ball to others in a range of ways.</p> <p>I can begin to apply and combine a variety of skills (to a game situation).</p> <p>I can develop strong spatial awareness.</p> <p>I can begin to develop my own games with peers.</p> <p>I can understand the importance of rules in games.</p> <p>I can develop simple tactics and use them appropriately.</p> <p>I can begin to develop an understanding of attacking/ defending.</p>	<p>I can understand tactics and composition by starting to vary how I respond.</p> <p>I can begin to communicate with others during game situations.</p> <p>I can use skills with co-ordination and control.</p> <p>I can develop my own rules for new games.</p> <p>I can work well in a group to develop various games.</p> <p>I can begin to understand how to compete with others in a controlled manner.</p> <p>I can begin to select resources independently to carry out different skills.</p>	<p>I can begin to vary skills, actions and ideas and link these in ways that suit the game's activity.</p> <p>I can begin to show confidence in using ball skills in various ways, and can link these together <i>e.g. dribbling, bouncing, kicking.</i></p> <p>I can begin to use skills with co-ordination, control and fluency.</p> <p>I can take part in competitive games with an understanding of tactics and composition.</p> <p>I can begin to create my own games using skills.</p> <p>I can work well in a group to develop various games.</p> <p>I can compare and comment on skills to support creation of new games.</p> <p>I can begin to make suggestions as to what resources can be used to differentiate a game.</p> <p>I can begin to apply basic skills for attacking and defending.</p> <p>I can begin to use running, jumping, throwing and catching in isolation and combination.</p>	<p>I can vary skills, actions and ideas and link these in ways that suit the game's activity.</p> <p>I can show confidence in using ball skills in various ways, and can link these together.</p> <p>I can use skills with co-ordination, control and fluency.</p> <p>I can take part in competitive games with a strong understanding of tactics and composition.</p> <p>I can begin to create my own games using knowledge and skills.</p> <p>I can make suggestions as to what resources can be used to differentiate a game.</p> <p>I can apply basic skills for attacking and defending.</p> <p>I can use running, jumping, throwing and catching in isolation and combination.</p>	<p>I can confidently vary skills, actions and ideas and link these in ways that suit the game's activity.</p> <p>I can keep possession of balls during game situations.</p> <p>I can consistently use skills with co-ordination, control and fluency.</p> <p>I can confidently take part in competitive games with a strong understanding of tactics and composition.</p> <p>I can create my own games using knowledge and skills.</p> <p>I can modify competitive games.</p> <p>I can compare and comment on skills to support creation of new games.</p> <p>I can confidently make suggestions as to what resources can be used to differentiate a game.</p> <p>I can apply knowledge of skills for attacking and defending.</p> <p>I can consistently use running, jumping, throwing and catching in isolation and combination.</p>
--	---	---	---	---	---	--	--	--

Athletics								
Learning Objectives:								
			<p>I can run at different speeds.</p> <p>I can jump from a standing position.</p> <p>I can perform a variety of throws with basic control.</p>	<p>I can change speed and direction whilst running.</p> <p>I can jump from a standing position with accuracy.</p> <p>I can perform a variety of throws with control and co-ordination.</p>	<p>I can begin to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>I can perform a running jump with some accuracy.</p> <p>I can perform a variety of throws using a selection of equipment.</p> <p>I can begin to use equipment safely and with good control.</p>	<p>I can begin to build a variety of running techniques and use them with confidence.</p> <p>I can begin to perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>I can begin to demonstrate accuracy in throwing and catching activities.</p> <p>I can begin to describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p>	<p>I can build a variety of running techniques and use them with confidence.</p> <p>I can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>I can begin to record peers' performances, and evaluate these.</p> <p>I can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p>	<p>I can use a variety of running techniques with confidence and control.</p> <p>I can confidently perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>I can record peers' performances, and evaluate these.</p> <p>I can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>I can confidently describe good athletic performance using correct vocabulary.</p>
OAA (Outdoor Adventure Activity)								
Learning Objectives:								
					<p>I can develop listening skills.</p> <p>I can create simple body shapes.</p> <p>I can listen to instructions from a partner/adult.</p> <p>I can discuss and work with others in a group.</p>	<p>I can develop strong listening skills.</p> <p>I can use simple maps.</p> <p>I can begin to think activities through and problem solve.</p> <p>I can choose and apply strategies to solve problems with support.</p>	<p>I can use and interpret simple maps.</p> <p>I can begin to think activities through and problem solve using general knowledge.</p> <p>I can choose and apply strategies to solve problems.</p>	<p>I can confidently use and interpret simple maps.</p> <p>I can think activities through and problem solve using general knowledge.</p> <p>I can confidently choose and apply strategies to solve problems.</p>
Swimming								
Learning Objective:								

PE Progression Mapping

									<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>I can perform safe self-rescue in different water-based situations.</p>
Appraise and Evaluate									
	Learning Objectives:								
		I can say what I like and don't like about about dance & performance art	I can comment on my own and others' performances.	<p>I can give comments on how to improve performance.</p> <p>I can use appropriate vocabulary when giving feedback.</p>	<p>I can begin to watch and describe performances accurately.</p> <p>I can begin to think about how I can improve my own work.</p>	<p>I can think about how I can improve my own work.</p> <p>I can work with a partner or small group to improve my skills.</p>	<p>I can watch and describe performances accurately.</p> <p>I can begin to make suggestions on how to improve individual and others work, commenting on similarities and differences.</p>	<p>I can comment on tactics and techniques to help improve performance.</p> <p>I can learn from others how I can improve my skills.</p> <p>I can make suggestions on how to improve individual and others work, commenting on similarities and differences.</p>	