



PE



Progression Document 2026

EYFS to Year 6

This document sets out how pupils build physical knowledge, movement competence, tactical understanding and healthy participation from the earliest nursery experiences to Year 6. It should be read alongside PE Mastery unit planning, school risk assessments and the school curriculum overview.

Motor Competence	Rules Strategy and Tactics	Healthy Participation
Control, coordination, balance, locomotion and manipulation.	Rules, decisions, composition, strategy, tactics and creative thinking.	Safety, self-regulation, reflection, active lifestyles, teamwork and STAR values.

The curriculum is organised through the three equally important PE Mastery pillars. Declarative knowledge is what pupils know about movement, rules, health and performance. Procedural knowledge is how pupils use that knowledge when moving, competing, composing, evaluating and collaborating. Teachers revisit and secure learning before introducing greater complexity.

Pillar	What progresses	What adults look for
Motor Competence	Locomotor skills; body awareness; stability; manipulative skills; linking, combining and applying movement.	Increasing control, accuracy, fluency, precision and transfer.
Rules Strategy and Tactics	Rules; strategic and tactical choices; composition; dance elements; creative and critical thinking.	Increasing independence, adaptation, reasoning and self-management.
Healthy Participation	Emotional regulation; evaluation; healthy active lifestyles; teamwork and communication; STAR values.	Safe participation, perseverance, reflection, cooperation and leadership.

EYFS Physical Development progression

Physical Development is a prime area of the EYFS. PE Mastery complements continuous provision and daily movement by developing gross motor competence, safe participation, simple rules and cooperation. Fine motor development remains part of the wider EYFS curriculum and supports control, strength and independence.

Sky Nursery two year olds and rising threes

Autumn	Spring	Summer
Walk steadily; stop and start; climb with support; copy large lines and circles; begin to use tools and self-care routines.	Climb with increasing confidence; propel ride-on toys; build, thread and manipulate; develop grip and coordinated hand movements.	Walk, run and jump with two feet; throw and catch a large ball; pedal a trike; copy simple patterns; use tools with growing control.

Ocean Nursery three and four year olds

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Climb, balance, run and jump; develop strength and self-care.	Move to music; balance and climb; develop tool and scissor control.	Use action songs and rhymes; dance; build and move outdoors.	Complete obstacle courses; balance, climb and develop coordinated movement.	Move like animals; use large movements; balance and coordinate.	Explore outdoors and water play; use large and small movements independently.

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Move safely in space; run, stop and change direction.	Control a ball with feet; jump, land safely and move to rhythm.	Refine balance, coordination and agility; hop, skip and climb.	Throw, catch, kick and aim accurately; link movement sequences.	Travel over, under, around and through apparatus with control.	Combine running, jumping, dancing, hopping, skipping, climbing and balancing.

EYFS Physical Development and Gross Motor Skills Reception end point: pupils negotiate space and obstacles safely; demonstrate strength, balance and coordination; move energetically in a range of ways; follow simple instructions and rules; work cooperatively; and begin to reflect on and celebrate achievement.

Long term overview for Key Stages 1 and 2

Unit titles reflect the current Shawclough overview and PE Mastery sequence. Teachers use the relevant PE Mastery unit planning. Year 3 has swimming only in Spring 2, Summer 1 and Summer 2; no other PE sessions are timetabled in those half terms.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Balance Shape and Rotation	Travelling and Jumping; Ball Skills Hands	Ball Skills Kicking; Health and Fitness	Teamwork; Attacking and Defending	Striking and Hitting; Dance	Dance; Running and Jumping
Year 2	Balance Shape and Rotation	Travelling and Jumping; Ball Skills Hands	Ball Skills Kicking; Health and Fitness	Teamwork; Attacking and Defending	Striking and Hitting; Dance	Dance; Running and Jumping
Year 3	Travelling and Jumping; Balance Shape and Rotation	Fundamental Movement Skills; Teamwork and Communication	Health and Fitness; Navigation and Orienteering; Attacking and Defending	SWIMMING ONLY	SWIMMING ONLY	SWIMMING ONLY
Year 4	Travelling and Jumping; Balance Shape and Rotation	Fundamental Movement Skills; Teamwork and Communication	Health and Fitness; Intro to Net and Wall	Attacking and Defending	Dance; Run Jump Throw	Dance; Celebration of Sport
Year 5	Travelling and Jumping; Balance Shape and Rotation	Fundamental Movement Skills; Attacking and Defending	Health and Fitness; Navigation and Orienteering	Sport Specific Unit	Dance; Athletics	Dance; Intro to Striking and Fielding; Sport Specific Unit
Year 6	Travelling and Jumping; Balance Shape and Rotation	Fundamental Movement Skills; Teamwork and Communication	Health and Fitness; Intro to Net and Wall	Sport Specific Unit	Dance; Athletics	Dance; Celebration of Sport

Motor Competence progression

Stage	Progression statement
Reception	Explore simple locomotor movements; control body parts; develop balance and stability; manipulate objects; link fundamental movements.
Year 1	Perform simple locomotor movements with increasing control; move with purpose; develop balance and equipment control; link movements with developing fluency.
Year 2	Demonstrate control and coordination; intentionally control body movements; show consistent stability; manipulate objects accurately; begin to combine skills.
Year 3	Show consistent control; begin specialised locomotor and manipulative skills; combine and apply fundamental movements fluently. Swimming develops water confidence, efficient movement and water safety.
Year 4	Perform increasingly complex movements with control and precision; use flexibility, strength, body tension, balance and agility; apply specialised skills accurately.
Year 5	Perform complex and specialised movements consistently; select correct techniques; combine an increasing repertoire fluently and transfer learning to less familiar situations.
Year 6	Demonstrate mastery, control and precision; perform intricate, correctly formed movements; apply specialised manipulative skills accurately and transfer them across familiar and unfamiliar contexts.

Key strands

Locomotor	Body awareness	Stability	Manipulative skills	Combining and applying
Running, jumping, hopping, skipping and travelling.	Position, flexibility, strength, tension and quality of movement.	Static and dynamic balance, agility and controlled landing.	Sending, receiving and controlling objects and equipment.	Selecting, linking, applying and transferring skills.

Rules Strategy and Tactics progression

Stage	Progression statement
Reception	Follow simple rules and instructions; work towards a simple goal; create and follow movement sequences; use dance fundamentals to communicate ideas; discuss choices.
Year 1	Respond to simple rule changes; make simple strategic decisions; create and adapt sequences; plan movement to communicate; make and explain simple choices.
Year 2	Explain why rules are needed; begin to apply strategies and tactics; build sequences from a repertoire; combine dance elements; use creativity to support performance.
Year 3	Apply increasingly complex rules; use simple strategies and tactics; create and adapt routines; respond to changing stimuli; use feedback and critical thinking to improve.
Year 4	Apply and adapt complex rules; begin to self-manage; select tactics appropriately; link increasingly complex routines; combine dance elements in varied ways.
Year 5	Self-manage games; apply and review strategies and tactics; justify creative choices; vary dance elements for ideas, feelings and narratives.
Year 6	Apply complex rules fairly and confidently; lead and adjust tactical decisions; justify choices; create intricate routines for different purposes and audiences.

Key PE Mastery language In dance, BEST means Body, Energy, Space and Time. Self-management means pupils can organise and manage games independently or as part of a group, with decreasing adult intervention.

Healthy Participation progression

Stage	Progression statement
Reception	Begin to regulate emotions and keep self and others safe; reflect on activity; recognise immediate bodily effects; work cooperatively; notice STAR values.
Year 1	Participate actively and follow routines; identify strengths and improvements; recognise immediate effects of exercise; cooperate and communicate respectfully; show STAR values when prompted.
Year 2	Persevere when challenged; explain how feedback improves performance; explain short-term effects of activity; listen and cooperate; increasingly demonstrate STAR values independently.
Year 3	Develop perseverance and cope with outcomes; respond to feedback; understand longer-term health effects; communicate towards a shared goal; demonstrate STAR values with developing independence.
Year 4	Show resilience; set simple targets and give constructive feedback; explain long-term health benefits; collaborate to solve problems; identify and demonstrate STAR values increasingly independently.
Year 5	Regulate emotions and persevere; give and use feedback and targets; explain lifelong activity benefits; communicate and make collective decisions; demonstrate STAR values independently.
Year 6	Regulate emotions in competition and challenge; assess performance against criteria; explain how to lead an active life; communicate and lead respectfully; demonstrate STAR values confidently in and beyond PE.

STAR values progression

STAR stands for Spirit, Teamwork, Attitude and Respect. These values are explicitly taught, noticed, discussed and revisited in every unit. They support safe, inclusive participation and connect PE with Shawclough's wider drivers and expectations.

Value	Pupil friendly meaning	What it may look like
Spirit	I join in, keep trying and celebrate effort.	Enthusiasm, courage, perseverance, fair competition and gracious responses.
Teamwork	I listen, communicate and help the group succeed.	Taking turns, sharing roles, encouraging others and solving problems together.
Attitude	I am ready to learn and respond positively.	Safe choices, focus, resilience, using feedback and taking responsibility.
Respect	I value myself, other people, rules and equipment.	Honesty, fairness, inclusion, careful use of space and equipment, and respectful language.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know STAR and show it when prompted.	Describe STAR and begin to show it independently.	Identify and show STAR with developing independence.	Show STAR increasingly independently and explain its positive impact.	Show STAR independently across activities.	Show STAR confidently in challenging situations and explain its impact in PE and beyond.

Vocabulary progression

Stage	Core vocabulary to introduce and revisit
Sky Nursery	move, stop, walk, run, climb, jump, ball, safe
Ocean Nursery	balance, throw, catch, kick, space, turn, team, rules
Reception	hop, skip, roll, aim, control, sequence, cooperate, feelings
Year 1	pathway, direction, level, speed, shape, rotation, underarm, target, teammate, pulse
Year 2	control, accuracy, technique, dodge, intercept, rebound, sequence, feedback, strength, stamina, coordination
Year 3	agility, tactic, strategy, opponent, possession, communicate, navigate, route, compass, water safety, stroke
Year 4	precision, fluency, adapt, self-manage, attack, defend, net, wall, pace, rhythm, resilience, collaboration
Year 5	transfer, sport-specific, evaluate, criteria, adjust, leadership, endurance, officiate, refine, decision-making
Year 6	mastery, analyse, justify, competitive, non-verbal communication, lifelong participation, performance criteria, tactics

Vocabulary is taught through movement, modelling, questioning and reflection. Staff select a manageable number of words for each lesson, revisit them in different contexts and expect pupils to use them when explaining, evaluating and improving performance.