



# St Felix Roman Catholic Primary School

## P.E PROGRESSION MAP



### Progression Journey: Fundamental Movement Skills through fundamentals, fitness and athletics

#### Early Years Statutory Framework

#### National Curriculum Expectations

EYFS	Key stage 1	Key stage 2
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping and throwing in isolation and in combination.</li> <li>Develop flexibility, strength, technique, control and balance</li> </ul>

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop running and stopping.	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 different ways to travel.	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.
Develop hopping and landing with control.	Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them	Show hopping and jumping movements with	Jump for distance and height with an	Jump for distance and height	Perform a range of more complex	Perform jumps for height and



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		to jump the furthest.	some balance and control.	awareness of technique	showing balance and control.	jumps showing some technique	distance using good technique.
Begin to throw beanbags into space.	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
Develop balancing.	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.
Develop changing direction.	Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrate 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.
Begin to move different body parts together.	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.