

Curriculum Progression Map - Physical Education 2025-2026

Year group	Term	Week	Knowledge and skills	Key vocabulary
Reception	Autumn 1 Gymnastics	Ongoing	To describe how their bodies feel when still and when exercising	Balance, control, jump, space, sequence, forwards, backwards, sideways, bench, mat, long, roll, slow, curled, stretched, tuck, body parts tall, small, shape, hold, still, jump, hop, bounce, travel, copy
		1	To create and perform a movement sequence tiptoe, step, jump, hop	
		2	To roll in different ways with control.	
		3	To stretch in different ways.	
		4	To jump in a range of ways from one space to another with control	
		5	To begin to balance with control standing balances	
		6	To consolidate and assess	
Year 1	Autumn 1 Gymnastics	Ongoing	To describe how their bodies feel before, during and after exercise To carry equipment safely Daily Mile	Stretch, pull, push, hop, skip, step, spring, crawl, still, slowly, tall, long, wide, narrow, up, downs, forwards, high, low, elbows, bottom, back, around, through, extension, roll, copy, pathway, along, jump, land, balance, tension, curved, straight, zig- zag, shape, over, hang, grip
		1	To create and perform a movement sequence. tiptoe, step, jump, hop, hopscotch, skipping, galloping	
		2	To copy actions and movement sequences with a beginning, middle and end. To link two actions to make a sequence. Rolls - log (controlled) curled side (egg roll - controlled) teddy bear (controlled)	
		3	To recognise and copy contrasting actions (small/tall, narrow/wide).	
		4	To travel in different ways, changing direction and speed.	
		5	To hold still shapes and simple balances. standing balances, kneeling balances, pike, tuck, star, straight, straddle shapes	

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		6	To consolidate and assess	
Year 2	Autumn 1 Gymnastics	Ongoing	To describe how their bodies feel during and after different physical activities To explain why they need to stay healthy Daily Mile	In front, speed, slow, fast, wide, shape, narrow, long, land, over, jump, off, high, low, stretch, point, balance, twisted, curled, level, medium, backwards, sideways, forwards, zig-zag, angular, under, through, behind, tension, copy, smooth, sequence, height
		1	To copy, explore and remember actions and movements to create their own sequence	
		2	To link actions to make a sequence Tiptoe, step, jump, hop, hopscotch, skipping, galloping, straight jump half turn	
		3	To travel in a variety of ways, including rolling Log roll (controlled), curled side roll (egg roll - controlled) Teddy bear roll (controlled) Rocking forward roll, crouched forward roll	
		4	To travel in a variety of ways, including rolling Log roll (controlled), curled side roll (egg roll - controlled) Teddy bear roll (controlled) Rocking forward roll, crouched forward roll	
		5	To hold a still shape whilst balancing on different parts of the body standing, kneeling, large body part, on apparatus, partner work, pike, tuck, star, straight, straddle shapes: Front and back support	
		6	Consolidation and assess	
Reception	Autumn 2 Gymnastics	Ongoing	To describe how their bodies feel when still and when exercising	Balance, control, jump, space, sequence, forwards, backwards, sideways, bench, mat, long, roll, slow, curled,
		1	To move around, under, over and through different objects and equipment To begin to move with control and care	
		2	To carry out different rolls - curled side (egg) log roll (pencil) teddy bear roll	
		3	To carry out different rolls - curled side (egg) log roll (pencil) teddy bear roll	

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				stretched, tuck, body parts tall, small, shape, hold, still, jump, hop, bounce, travel, copy
		4	To carry out a range of simple jumps, landing safely - straight jump, tuck jump, jumping jack, half turn jump	
		5	To carry out a range of simple jumps, landing safely - straight jump, tuck jump, jumping jack, half turn jump	
		6	Assessment and consolidation	
Year 1	Autumn 2 Gymnastics	Ongoing	To describe how their bodies feel before, during and after exercise To carry equipment safely Daily Mile	Stretch, pull, push, hop, skip, step, spring, crawl, still, slowly, tall, long, wide, narrow, up, downs, forwards, high, low, elbows, bottom, back, around, through, extension, roll, copy, pathway, along, jump, land, balance, tension, curved, straight, zig-zag, shape, over, hang, grip
		1	To carry out simple stretches.	
		2	To begin to move with control and care.	
		3	To move around, under, over and through different objects and equipment.	
		4	To carry out a range of simple jumps, landing safely - straight jump, tuck jump, jumping Jack, half turn jump, cat spring	
		5	To complete straight jump off springboard.	
		6	Consolidate and assess.	
Year 2	Autumn 2 Gymnastics	1	To jump in a variety of ways and land with increasing control and balance. jumps - straight jump, tuck jump, jumping jack, half turn jump, cat spring, cat spring to straddle.	In front, speed, slow, fast, wide, shape, narrow, long, land, over, jump, off, high, low, stretch, point, balance, twisted,

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		2	To jump in a variety of ways and land with increasing control and balance· jumps - straight jump, tuck jump, jumping jack, half turn jump, cat spring, cat spring to straddle· To move with increasing control and care	curled, level, medium, backwards, sideways, forwards, zig-zag, angular, under, through, behind, tension, copy, smooth, sequence, height
		3	To jump in a variety of ways and land with increasing control and balance· jumps - straight jump, tuck jump, jumping jack, half turn jump, cat spring, cat spring to straddle· To move with increasing control and care	
		4	To jump in a variety of ways and land with increasing control and balance· jumps - straight jump, tuck jump, jumping jack, half turn jump, cat spring, cat spring to straddle· To move with increasing control and care	
		5	To jump in a variety of ways and land with increasing control and balance· jumps - straight jump, tuck jump, jumping jack, half turn jump, cat spring, cat spring to straddle· To move with increasing control and care	
		6	Consolidation and assess·	
Reception	Spring 1 Games	Ongoing	To describe how the body feels when still and when exercising·	Throw, catch, pass, target, ball, bean bag, quoit, roll, underarm
		1	To hit a ball with a bat or racquet·	
		2	To roll equipment in different ways·	
		3	To throw underarm·	
		4	To throw an object at a target·	
		5	To catch equipment using two hands·	
		6	Consolidation and assess	
Year 1	Spring 1 Games	Ongoing	To describe how the body feels before, during and after exercise· To carry and place equipment safely·	Throw, catch, pass, target, skills, hitting, underarm, overarm,
		1	To use hitting skills in a game·	

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		2	To practice basic striking, sending and receiving.	rolling, ball, bean bag quoit, bounce
		3	To throw underarm and overarm.	
		4	To catch and bounce a ball.	
		5	To use rolling skills in a game.	
		6	Consolidation and assess.	
Year 2	Spring 1 Games	Ongoing	To recognise and describe how the body feels during and after different physical activities. To explain what they need to stay healthy.	Throw, catch, pass, target, skills, hitting, underarm, overarm, rolling, ball, bean bag quoit, body, strike, bounce, partner, striking, fielding
		1	To strike or hit a ball with increasing control.	
		2	To learn skills for playing striking and fielding games.	
		3	To position the body to strike a ball.	
		4	To throw different types of equipment in different ways, for accuracy and distance.	
		5	To throw, catch and bounce a ball with a partner.	
		6	Consolidation and assess.	
Reception	Spring 2 Games	Ongoing	To describe how the body feels when still and when exercising.	Throw, catch, pass, target, ball, bean bag, quoit, roll, underarm
		1	To move a ball in different ways, including bouncing and kicking.	
		2	To use equipment to control a ball.	
		3	To kick an object at a target.	
		4	To move safely around the space and equipment whilst using balls and other objects.	
		5	To travel in different ways, including sideways and backwards	
		6	Consolidation and assessment	
Year 1	Spring 2 Dance	Ongoing	To describe how the body feels before, during and after exercise. To carry and place equipment safely.	Throw, catch, pass, target, skills, hitting,

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		1	To copy and repeat actions.	underarm, overarm, rolling, ball, bean bag quoit, bounce	
		2	To put a sequence of actions together to create a motif.		
		3	To vary the speed of actions.		
		4	To use simple choreographic devises such as mirroring.		Travel, sequence, stillness, direction, space, body parts, movement, level position
		5	To use simple choreographic devises such as mirroring.		
		6	Consolidation and assessment.		
Year 2	Spring 2 Dance	Ongoing	To recognise and describe how the body feels during and after different physical activities. To explain what they need to stay healthy.	Travel, sequence, stillness, direction, space, body parts, movement, level position	
		1	To copy, remember and repeat actions.		
		2	To create a short motif inspired by a stimulus.		
		3	To change the speed and level of their actions.		
		4	To use simple choreographic devises such as mirroring.		
		5	To use simple choreographic devises such as mirroring.		
		6	Consolidation and assessment.		
Reception	Summer 1 Dance	Ongoing	To describe how the body feels when still and when exercising.	Sequence, movement, steps,	
		1	To join in with a range of different movements together.		
		2	To change the speed of their actions.		
		3	To change the style of their movements.		
		4	To create a short movement phrase which demonstrates their own ideas.		
		5	To create a short movement phrase which demonstrates their own ideas.		
		6	Consolidation and assess.		

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Year 1	Summer 1 Games	Ongoing	To describe how the body feels before, during and after exercise. To carry and place equipment safely.	Travel, sequence, stillness, direction, space, body parts, movement, level position
		1	To practice accurate throwing and consistent catching	
		2	To travel with a ball in different ways. To travel with a ball in different directions (side to side, forwards and backwards) and control and fluency.	
		3	To pass the ball to another player in a game.	
		4	To use kicking skills in a game.	
		5	To use different ways of travelling in different directions or pathways. To run at different speeds. To use space within a game.	
		6	Consolidation and assess.	
Year 2	Summer 1 Games	Ongoing	To recognise and describe how the body feels during and after different physical activities. To explain what they need to stay healthy.	Throw, catch, pass, target, skills, hitting, underarm, overarm, rolling, ball, bean bag quoit, body, strike, bounce, partner, striking, fielding
		1	To use throwing and catching skills in a game.	
		2	To throw a ball for distance.	
		3	To use hand-eye coordination to control a ball. To know how to pass the ball in different ways.	
		4	To vary types of throw used.	
		5	To bounce and kick a ball whilst moving. To use kicking skills in a game. To use dribbling skills in a game.	
		6	Consolidation and assess.	
Reception	Summer 2 Dance	Ongoing	To describe how the body feels when still and when exercising.	Sequence, movement, steps,
		1	To control bodies when performing a sequence of movements.	
		2	To develop a sequence linked to carnival to perform for others.	
		3	To develop a sequence linked to carnival to perform for others.	

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		4	To develop a sequence linked to carnival to perform for others.	
		5	To talk about what they have done. To talk about what others have done.	
		6	Consolidation and assess.	
Year 1	Summer 2 Dance	Ongoing	To describe how the body feels before, during and after exercise. To carry and place equipment safely.	Travel, sequence, stillness, direction, space, body parts, movement, level position
		1	To begin to improvise independently to create a simple dance. (carnival)	
		2	To begin to improvise independently to create a simple dance. (carnival)	
		3	To perform using a range of actions and body parts with some coordination.	
		4	To begin to perform learnt skills with some control.	
		5	To watch and describe performances and say how things could be improved.	
		6	Consolidation and assess.	
Year 2	Summer 2 Dance	Ongoing	To recognise and describe how the body feels during and after different physical activities. To explain what they need to stay healthy.	Travel, sequence, stillness, direction, space, body parts, movement, level position
		1	To use different transitions within a dance motif To move in time to music (carnival)	
		2	To use different transitions within a dance motif To move in time to music (carnival)	
		3	To improve timing of actions.	
		4	To perform sequences of their own composition and coordination. To perform learnt skills with increasing control. To compete against self and others.	
		5	To watch and describe performances, and improve own performance. To talk about differences between own work and of others.	
		6	Consolidation and assessment.	