

PE

Progression Curriculum

Dance

Athletics

Games

Gymnastics

Outdoor and Adventure

Swimming

Dance

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10
To respond to changes in sound or music with body movements. To link simple actions in dance.	Explore a range of movements Explores basic body actions Experiments with moving to music To change the speed of their actions	To copy and repeat simple dance actions Explore the timing of their actions to movement To change the speed of their actions with control	To copy repeat and remember dance actions with support Improve the timing of their actions to movement To vary the speed of their actions	To copy and repeat and remember a simple two-part dance movement Begin to move in time with the music Change the speed and level of their actions (high, low etc)	To join two different movements together to create a dance sequence independently Begin to move in time with the music with developed control Create a short motif inspired by the chosen music (a short clip)	To join a few different movements together to create a short dance sequence independently Continue to develop a sense of rhythm to move to music Create a short motif from different music styles	Begin to improvise with a partner to create a simple 2-3 sequence dance Continue to develop a sense of rhythm to move to music Compose longer dance sequences with a partner to a chosen music style To have an awareness of space around them	Improvise with a partner to create a short dance sequence To move in time to music Compose longer dance sequences with a partner to a chosen music style To have an increased spatial awareness when dancing Change parts of a dance in result of self-evaluation with teacher support	To move in time to music Perform a dance sequence using a range of movements confidently To demonstrate good spatial awareness when dancing Modify parts of a sequence because of self and peer evaluation

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Lesson ideas									
Warm up									
Main input									
Play “follow the leader” dance game: copy simple movements	Explore moving like animals or objects to music	Work in pairs to combine different body movements	Use ribbon wands or scarves and create a short routine to a chosen piece of music	Create a story dance based on a book (like <i>We’re Going on a Bear Hunt</i>) where each section has movements they must copy and remember in sequence.	Choose a theme (e.g., weather, jungle) and create movements	Set up "dance style stations" with different music genres (pop, classical, hip-hop), and let children create a short dance combining movements from each.	Use a “mirror dance” game where partners copy each other's movements, then create a short partner routine to music using two or three movements.	Use a "dance battle" format where pairs improvise short sequences to different songs, then reflect and refine their routine with teacher feedback.	Run a mini "Dance Showcase" where small groups perform their routines to the class, then reflect on feedback and refine the performance.
Freeze dance: respond to changes in music	Make shapes on the floor or with arms and legs	Play a “freeze and repeat” game where you show a short dance move, they copy it, freeze, and then try it again at different speeds.	Create a jungle-themed dance where children learn and repeat moves for different animals (e.g., monkey swing, tiger crawl)	Teach a "space explorer" routine with two contrasting sections: one slow and low (walking on the moon), the other fast and high (flying through space).	Play a “create your own combo” game where students pick two cards with movement actions and join them into a short sequence to music.	Challenge students to invent a short dance routine with three different moves that show beginning, middle, and end—like a dance story.	Play a “dance duet challenge” where pairs create a 2-3 movement sequence inspired by a chosen setting (e.g., the beach, the circus) and perform in their own space.	Create a themed dance (e.g., “rainstorm” or “volcano”) with a partner and use space effectively, then record and watch back to evaluate and improve.	Do a “remix your dance” session where children take a dance they've created and change one part based on peer or self-assessment (e.g., change the speed, direction, or level).
Evaluate									

Athletics

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10
Explore moving different body parts (arms, legs, head) and basic body awareness	To walk and run safely in a space without bumping into others.	To run short distances with basic control of arms and legs.	To run steadily for longer distances and control breathing.	To accelerate over short distances using arms and legs in coordination.	To pass a baton smoothly in a simple relay race.	To change running pace by speeding up and slowing down smoothly.	To start a sprint using a crouched position for an explosive start.	To build power and stamina by sprinting uphill or on an incline.	To change direction quickly while running around cones or markers with control.
Respond to simple movement cues like stop, go, and jump	To jump forward from two feet and land safely.	To throw a beanbag or soft ball underarm towards a target.	To throw a ball overarm with growing accuracy and power.	To attempt jumping over a low obstacle, focusing on approach and landing.	To combine running speed with a controlled long jump.	To aim and throw at targets at varying distances with improved accuracy.	To perform the hop-step-jump sequence in triple jump basics.	To perform a javelin-style throw safely, focusing on technique and distance.	To perform a long jump combining a controlled sprint approach and balanced landing.
Develop basic balance by standing and taking a few steps independently	To take turns and move between simple activities like running, jumping, and throwing in a circuit.	To complete a simple circuit moving between running, jumping, and throwing stations.	To participate in a multi-skill challenge rotating through sprint, jump, and throw activities.	To set personal bests while completing a circuit of running, jumping, and throwing.	To work cooperatively in relay circuits combining sprinting, jumping, and throwing.	To complete an obstacle course involving running, jumping, and throwing.	To complete a timed multi-event circuit demonstrating sprint, jump, and throw skills.	To set and track personal goals in an athletics challenge circuit.	To take part in a mixed athletics challenge including sprinting, jumping, and throwing with personal effort.

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Lesson ideas									
Warm up									
Main input									
Play a game of "traffic lights" where red means stop, green means go, and amber means walk slowly, helping children control their movement and spatial awareness.	Set up an "animal movements" trail where children mimic animal actions across the space, developing spatial awareness.	Use story-based play (e.g., pirate adventure) where each movement links to a story scene to move between stations.	Play a game of “long distance treasure hunt” where children jog from one clue to the next across the playground.	Use a jungle theme where children imagine jumping over logs or rivers as they travel along a trail.	Organise a relay game where teams race and pass batons at designated spots with encouragement on smooth transitions.	Use traffic light commands during running activities to help children develop control of speed changes.	Create a mini-Olympics style event where children complete all three stations and record times and distances.	Use foam javelins and teach a two-handed safe throw, encouraging children to throw with control and follow-through.	Play tag-based games where children must change direction rapidly to avoid being caught.
Use a low bench or mat for children to step up and jump off with support, encouraging balance and control.	Build a mini "frog jump" game where children crouch and leap like frogs into lily pads (hoops).	Set up themed stations like “feeding the monster” where children throw beanbags into a decorated box with a mouth cut-out.	Create a superhero training camp with stations for speed (run), power (jump), and aim (throw) where children rotate and try each skill.	Create an athletics passport where children record their sprint time, jump distance, and throw length over multiple lessons.	Use a race-to-jump format where children sprint to a marker then jump from that spot into a measured zone.	Run a challenge where children must knock down different coloured cones by throwing beanbags from a marked line.	Organise short sprint races where children begin in the crouched position and explode forward when they hear “go.”	Play a game of “hill relay” where teams run up the incline and back in turns, building stamina.	Organise an end-of-unit "athletics day" where children participate in all three disciplines and aim for their best.
Evaluate									

Games

Teacher to choose one game to focus on: [football](#), [basketball](#) or [rounders](#)

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10
To play near others and begin to take turns with help. To kick a large soft ball in any direction. To push or roll a ball with both hands to a friend. To roll a big ball towards a cone or target.	To take turns and share equipment in simple group games. To kick a ball towards a target or to a partner with support. To bounce a ball using both hands while standing still. To gently hit a ball using a large foam bat.	To begin playing with others and listen to simple game instructions. To stop a ball with their foot and pass it back to a partner. To bounce and catch a ball using two hands. To roll or throw a soft ball underarm to a partner standing nearby.	To work with a partner and begin helping others in team tasks. To dribble a ball slowly using both feet around cones or markers. To bounce a ball with one hand while standing still. To stop a rolling ball and throw it gently back to a teammate.	To follow simple rules and play fairly with others. To kick the ball to a teammate and try to score in a small-sided game. To pass and catch a ball with a partner using two hands. To hit a ball off a tee and run to a cone with support.	To take on different team roles such as leader or helper in simple games. To move into space to receive the ball during football activities. To dribble a basketball with increased control using one hand. To run to a base after hitting a ball and return when called out.	To encourage teammates and demonstrate positive sporting behaviours. To defend and attack in small football games, showing awareness of team strategy. To pass and catch a ball on the move using chest and bounce passes. To hit a moving ball with a bat and begin running around bases.	To give simple feedback to teammates and use advice from others. To use dribbling, passing, and shooting skills in combination during small football matches. To move into space to receive a pass and return it while on the move. To throw and catch a rounders ball in a pair, showing readiness and focus.	To help resolve small disagreements in games using positive language. To use tactics such as marking and intercepting during football play. To perform a bounce or chest pass in a small game and support teammates. To stop, catch, and return a fast-moving ball with increasing control.	To work effectively in a team, showing good sportsmanship, cooperation, and leadership. To combine dribbling, passing, and shooting confidently in a team football game. To perform fast, accurate passes and catch reliably in game situations. To play a mini rounders game using batting, fielding, and base-running

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Lesson ideas									
Warm up Main Input									
Play a “Waiting in Line” game where children practice waiting their turn for a toy or ball, cheering when others get a turn.	Play “Pass the Smile” where children pass a smile around the circle while waiting patiently for their turn in a game.	Play “Follow the Leader” where one child leads and others copy, promoting listening and cooperation.	Organise a “Helping Hands” game where children work in pairs to complete a task, encouraging cooperation and support.	Use a “Fair Play Relay” where children pass a ball between teammates and cheer each other on, following simple rules.	Run a “Team Roles” game where children take turns being leader, helper, or cheerleader during simple team challenges.	Host a “Positive Play” challenge where children encourage teammates and use kind words during team games.	Facilitate a “Team Talk” session where children give and receive simple feedback on how to improve teamwork.	Lead a “Conflict Resolution” activity where children role-play resolving small disagreements with positive language.	Organise a “Team Leader” task where children demonstrate leadership, cooperation, and good sportsmanship in mini-tournament
Roll balls to partners across a short distance, encouraging children to push and receive balls with both hands.	Use a “Kick and Stop” relay, where children kick the ball towards a cone and then run to collect it, practicing simple control.	Play “Bounce and Catch” pairs where children bounce the ball and catch it, taking turns, building hand-eye coordination.	Set up a “Dribble Around Cones” course where children slowly dribble a ball with their feet, focusing on control.	Organise a “Hit and Run” activity where children hit the ball off a tee and run to a cone with support.	Set up a dribbling relay where children dribble the ball with one hand around cones before passing to a teammate.	Play “Attack and Defend” small games where children practice simple tactics like marking opponents and passing.	Organise “Partner Sequences” where pairs create and perform short passing and moving routines.	Host a “Fielding Challenge” where children stop, catch, and return fast-moving balls with increasing confidence.	Run a “Game Play” session encouraging confident passing, catching, and strategic movement on the court.
Evaluate									

Gymnastics

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10
To squat and pick up objects securely. To move around, under over and through different objects and equipment To travel in different ways on two feet (march, as an animal etc) To explore jumping from one space to another Explore balancing	To move around, under over and through different objects and equipment with developed control Link two actions to make a sequence To travel in different directions and speeds (forward, backward, fast, slow) To explore jumping from one space to another with developed control Begin to balance with some control	Climb onto and off low equipment safely (bench) Link three actions to create a sequence To travel in different ways through rolls (pencil roll etc) To spring and land safely on the spot – 2-foot take off and 2-foot landing Begin to balance with developed control	Climb onto and off a range of equipment safely (bench) To copy, explore and remember actions and sequences of movements To travel in different ways through rolls (egg roll, teddy roll etc) To carry out a range of simple jumps, landing safely Begin to balance with control Hold still shapes and simple balances	To add still shapes to sequences. To use turns whilst travelling in a variety of ways Climb onto and jump off low equipment safely (benches) To balance on different body parts and points.	To copy and remember gymnastic sequences with control. To travel in a variety of ways through flight (movements where both feet leave the ground at the same time (e.g. jumping, leaping)). Climb onto and jump off a variety of equipment safely with developed control To hold a balance for 5 seconds	Choose own ideas to compose a movement sequence independently To undertake a forward roll. Jump in a variety of ways and land with increasing control and balance Develop the quality of their balances To begin to develop good technique when travelling and balancing on equipment	Create a sequence of actions that would fit a theme Select ideas to compose movement sequences including jumps, balances and rolls Use a range of jumps in their gymnastic sequences Create interesting body shapes while holding balances with control	To incorporate equipment into movement sequences Select ideas to compose sequences of movement, shapes and balances To compose sequences including jumps, balances and rolls with developed control To combine rotations and jumps in a controlled sequence Improve the placement and alignment of body parts within balances	To confidently and safely use equipment into movement sequences Create their own sequence involving the full range of actions – travelling, balancing, holding shapes, jumping, leaping, stretching, rolling Performs jump, shapes and balances fluently with control Confidently develop the placement of their body parts in a range balance

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Lesson Ideas									
Warm up									
Main input									
Create an “Animal Adventure” obstacle course	Challenge children to travel fast, slow, forward, and backward around cones, finishing with a controlled jump and a balance hold.	Teach a “Jump, Roll, Balance” sequence	Lead a “Sequence Copycat” game where children watch and repeat a short sequence combining climbing, rolling, and jumping.	Guide children to create a simple sequence adding a turn between movements, including a jump off a bench and a balance on one foot or hands.	Teach a 4-move gymnastic sequence including a leap, balance hold, and jump off equipment; children practice copying and performing it smoothly.	Perform combinations of jumps with control. Obstacle circuits using jumps and balance	Assign themes like “Under the Sea” or “Space Adventure” and have children create sequences using jumps, balances, and rolls inspired by the theme.	Use equipment like hoops, ribbons, or small apparatus for children to include in their sequences	Challenge children to choreograph and perform a full gymnastics routine including traveling, balancing, rolling, jumping
Simple body awareness games	Jumping and landing relay	Create a mini obstacle course using benches to climb onto and off, linked with rolling mats for pencil rolls, ending in a controlled two-foot jump and balance.	Set up stations for egg rolls, teddy rolls, and safe jumping off low equipment, with children practicing holding balance shapes at each station.	Play a “Balance Freeze” game where children move around, then freeze on a chosen body part when called out, incorporating turns and jumps before freezing.	Set up “Flight and Land” stations where children practice different jumps/leaps and hold balances on beams or mats for 5 seconds.	Set up a “Balance and Roll” circuit with forward rolls, jumping pads, and balance beams, encouraging technique focus.	Host a “Body Shape Art” session where children hold creative shapes during balances and transitions between jumps and rolls.	Have children film or watch themselves to evaluate body alignment during balances and work on improving placement.	Run a “Balance Perfection” workshop where children refine the control of their balances and shapes, supported by peer feedback.
Evaluate/Reflect									

Outdoor and Adventure

(+ Forest School)

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10
To climb on/off objects safely To crawl through tunnels To go down slides	To move freely around obstacles To climb small frames and move on equipment in different ways To pedal and steer tricycles	To climb up/down equipment without falling To navigate simple courses or mazes To use playground equipment appropriately	To actively take part in outdoor challenges To initiate physical activity for pleasure To change speed and direction while moving	To initiate physical activity for five minutes continuously To undertake a range of active pursuits To move confidently across varied terrain	To challenge themselves in distance and time To demonstrate perseverance in outdoor tasks To undertake directed physical activity for 15 minutes	To demonstrate control, strength, speed, and stamina in a variety of outdoor activities To sustain running or movement at a consistent pace To participate in cooperative outdoor games.	To demonstrate stamina to play in a variety of positions and participate in track and field events To control movement pace during outdoor games and challenges To undertake aerobic, bone-strengthening, flexibility, and muscle-strengthening activities s.	To participate confidently in competitive outdoor sports outside school settings To demonstrate strategic thinking in outdoor physical challenges To maintain physical effort during prolonged activities	To combine endurance, speed, and strength effectively across a range of outdoor and adventurous activities To demonstrate leadership and teamwork during outdoor challenges To sustain motivation and physical effort over extended periods

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Lesson ideas									
Warm up									
Main input									
Obstacle Safari: Climb, crawl, slide through simple course pretending to be jungle explorers.	Animal Relay: Pedal or move like animals around obstacles.	Maze Explorer: Navigate simple maze crawling and climbing over obstacles.	Challenge Stations: Rotate through crawling, climbing, balancing challenges.	Endurance Explorer: Move continuously for five minutes mixing walking, jogging, skipping.	Distance Dash: Race short distances trying to beat personal bests.	Relay Races: Team relays with running, jumping, crawling sections.	Pace Challenge: Run laps at different speeds on cue.	Sports Tournament: Friendly football or rounders games encouraging teamwork.	Adventure Course: Long course combining running, climbing, balance, team challenges.
Slide and Splash: Slide down safely, land softly on mats or grass.	Follow the Leader: Copy leader's climbing, crawling, and steering moves.	Treasure Hunt: Find hidden treasures on playground equipment safely.	Tag with a Twist: Change speed/direction quickly to avoid being tagged.	Terrain Adventure: Move confidently over grass, gravel, and pavement.	Perseverance Puzzle: Complete outdoor team tasks, encouraging persistence.	Cooperative Course: Work in pairs helping each other over obstacles.	Adventure survival mini challenges	Capture the Flag: Strategically capture flags while navigating obstacles.	Endurance Games: Team cross-country runs and relay challenges.
Evaluate									

Swimming

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10
To blow bubbles and follow instructions with support in water. To hold the side of the pool. To move in water with support.	To blow bubbles independently To float on front and back with support To move hands and feet to propel in water with support	To submerge face and hold breath briefly To float independently on front or back for 3 seconds To perform basic kicking movements to move in water	To coordinate arm and leg movements for short distance swimming with support To enter and exit the water safely with assistance To maintain floating position with control	To swim 5-10 metres using combined arm and leg movements To float and glide independently on front and back To perform safe entries and exits to the pool	To swim 10-15 metres using front crawl and backstroke To perform basic breath control techniques To perform a safe jump into the water	To swim 15-20 metres with coordinated strokes To perform a streamlined push off the pool wall To tread water for 10 second	To swim 20-25 metres confidently using front crawl and backstroke To perform a simple breaststroke kick To practice safe self-rescue skills (floating, signalling)	To swim 25 metres proficiently using front crawl, backstroke, and breaststroke To demonstrate improved breath control and stamina	To swim 50 metres confidently using a range of strokes To perform self-rescue techniques in different water situations To demonstrate safe water awareness and skills

Progression PE Curriculum

Lesson ideas									
Encourage children to blow bubbles while supported at the poolside and practice kicking with support.	Float Like a Starfish: Practice floating on back with support, encouraging kids to spread out arms and legs like a starfish.	Kick to the Island: Swim or kick from one floating mat (island) to another, practicing independent floating and kicking.	Magic Carpet Ride: Kids hold a pool noodle or float and practice coordinated arm and leg movements while pretending to ride a magic carpet.	Short distance swimming challenges using front crawl or dog paddle.	Bubble Blowers Race: Swim front crawl or backstroke while blowing bubbles rhythmically, turning it into a friendly competition.	Relay races to practice push-offs and strokes over short distances.	Distance swimming challenges combining strokes.	Practice timed 25-metre swims using multiple strokes.	Water Safety Adventure: Scenario games where children practice self-rescue skills, floating, and helping “friends” in mock emergencies
Play a “Follow the Leader” game moving around the shallow pool holding the side or using floatation aids.	Bubble Treasure Hunt: Children blow bubbles and try to “catch” floating foam shapes or toys in the water.	Submarine Game: Kids pretend to be submarines by holding their breath and submerging their faces briefly to find hidden toys underwater.	Work on safe water entry and exit routines with adult help.	Glide and Freeze: Swim and glide off the poolside or steps, then freeze in a fun pose when the instructor calls “freeze!”	Play a “Jump and Swim” game, focusing on safe jumping and swimming to a target.	Treading water games like “Stay afloat” challenges.	Water safety role play where children practice floating and signalling for help.	Games that include diving for objects and breath control exercises.	Full swimming relay combining strokes and distances