

P.E. Curriculum Progression Map - Mersea Island School 2025

Cultural Capital:

- Every child has an opportunity to participate in a range of sports.
- Every child has the opportunity to represent the school in sport.
- Take part in competitive sport.
- To encourage excellence in sport by offering opportunities to train and progress through county, national, international level.
- The opportunity to engage in watersports and to learn how to keep safe on and around water.
- Sporting achievements celebrated within and beyond the school setting.
- To ensure all children develop a secure understanding of healthy attitudes, including how exercise links to good physical and mental health.
- Strive to provide a wide range of extra-curricular activity to maximise engagement in sport for all.

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GAMES COVERAGE	Gymnastics Ball Skills Dance Using Equipment	Please see Curriculum Plan					
Indoor							
Outdoor	Athletics Ball Skills Movement and using Space						
Health and Fitness	Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Feel your heart beating quickly when exercising. Understand that equipment and tools must be used safely. Reception	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively.

	Describe how the body feels when still and when exercising. Understand that equipment and tools must be used safely.			Explain why it is important to warm-up and cool-down.	warming up and cooling down.		Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Striking and Hitting a Ball	Nursery Hold and swing a racket or bat securely. Reception Hit a ball with a bat or racket.	Year 1 Use hitting skills in a game. Practise basic striking, sending and receiving.	Year 2 Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Year 3 Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Year 4 Use a bat, racket or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Year 5 Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis/squash ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes.	Year 6 Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
Throwing and Catching	Nursery Hold a ball securely in one/both hands.	Year 1 Throw underarm and overarm. Catch and bounce a ball.	Year 2 Throw different types of equipment in different ways,	Year 3 Throw and catch with greater control and accuracy.	Year 4 Develop different ways of throwing and catching.	Year 5 Consolidate different ways of throwing and catching, and know when each is	Year 6 Throw and catch accurately and successfully under

	Release a ball in a given direction. Catch a large ball. Reception Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Use rolling skills in a game. Practise accurate throwing and consistent catching.	for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Perform a range of catching and gathering skills with control. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.	Practise the correct technique for catching a ball and use it in a game.	appropriate in a game.	pressure in a game.
Travelling with a Ball	Nursery Move around while holding a ball. Bounce and kick a ball. Reception Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Year 1 Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Year 2 Bounce and kick a ball whilst moving. Use dribbling skills in a game.	Year 3 Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Year 4 Move with the ball using a range of techniques showing control and fluency.	Year 5 Travel with and use ball skills in various ways, and begin to link together.	Year 6 Show confidence in using ball skills in various ways in a game situation, and link these together effectively.

Passing and Ball & Shooting	Nursery Roll, bounce and kick a ball. Reception Kick an object at a target.	Year 1 Pass the ball to another player in a game. Use kicking skills in a game.	Year 2 Know how to pass the ball in different ways.	Year 3 Pass the ball in two different ways in a game situation with some success. Shoot to score by applying correct technique with some success.	Year 4 Pass the ball with increasing speed, accuracy and success in a game situation. Shoot to score with increasing speed and accuracy in a game situation.	Year 5 Pass a ball with speed and accuracy using appropriate techniques in a game situation. Shoot to score with speed and accuracy by applying correct technique in a game situation. Begin linking skills together with fluency (e.g. receiving the ball, dribbling into position and taking the shot).	Year 6 Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Shoot to score with speed and accuracy in a game situation, linking skills together with fluency (e.g. receiving the ball, dribbling into position and taking the shot).
				Year 3 Know how to keep and win back possession of the ball in a team game.	Year 4 Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Year 5 Keep and win back possession of the ball effectively in a team game.	Year 6 Keep and win back possession of the ball effectively and in a variety of ways in a team game (tackling, interception,).
Using Space	Nursery	Year 1 Use different ways of travelling in different	Year 2 Use different ways of travelling at	Year 3 Find a useful space and get into it to	Year 4 Make the best use of space to pass	Year 5	Year 6

& Movement	Move around safely in space (avoiding contact with others). Mount steps/equipment using alternate feet. Walk downstairs, two feet to each step, while carrying a small object. Reception Move safely around the space and equipment when playing racing/chasing games with other children. Travel in different ways, including sideways, backwards, over and under.	directions or pathways. Run at different speeds. Begin to use space in a game.	different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	support teammates.	and receive the ball.	Demonstrate an increasing awareness of space. Use space effectively in a game situation.	Demonstrate a good awareness of space. Use space effectively in a game situation, especially under pressure.
	Nursery Play a range of movement games. Reception	Year 1 Begin to use the terms attacking and defending. Use simple defensive skills such as marking	Year 2 Begin to use and understand the terms attacking and defending.	Year 3 Use simple attacking and defending skills in a game.	Year 4 Use a range of attacking and defending skills and techniques in a game.	Year 5 Choose the best tactics for attacking and defending. Use fielding skills as a team to prevent	Year 6 Think ahead and create a plan of attack or defence. Apply knowledge of skills for

	Play a range of chasing games.	a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Use at least one technique to attack or defend to play a game successfully.	Use fielding skills to stop a ball from travelling past them.	Use fielding skills as an individual to prevent a player from scoring.	the opposition from scoring.	attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
Running	Nursery Run with stability. Be able to start and stop running confidently. Reception Run in different ways for a variety of purposes.	Year 1 Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Year 2 Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run	Year 3 Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running	Year 4 Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	Year 5 Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining	Year 6 Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace

			over different distances.	pace to suit the distance being run.		its importance for runners.	for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
Jumping	Nursery Jump forwards with stability. Jump and land safely on feet. Reception Jump in a range of ways, landing safely. Jump off an object and land appropriately.	Year 1 Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Year 2 Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances.	Year 3 Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Year 4 Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Year 5 Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy.	Year 6 Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts.

			Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.			Investigate different jumping techniques.	Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
Throwing	Nursery Release a ball in a given direction. Reception Roll equipment in different ways. Throw underarm. Throw an object at a target.	Year 1 Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Year 2 Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Year 3 Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a pull style throw (javelin). Continue to develop techniques to throw for increased distance.	Year 4 Perform a sling throw (discus) style – also cricket bowl and football throw-in). Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Year 5 Perform a push throw (shotput style) Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Year 6 Demonstrate correct technique when performing pull, push and sling style throws, with consideration for optimum trajectory. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to

							throw for accuracy.
	Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Hold different shapes using arms and legs.	Create and perform a movement sequence.	Copy, explore and remember actions and movements to create their own sequence.	Choose ideas to compose a movement sequence independently and with others.	Create a sequence of actions that fit a theme.	Select ideas to compose specific sequences of movements, shapes and balances.	Create their own complex sequences involving the full range of actions and movements:
	Stand momentarily on one foot when shown.	Copy actions and movement sequences with a beginning, middle and end.	Link actions to make a sequence.	Link combinations of actions with increasing confidence, including changes of direction, speed or level.	Use an increasing range of actions, directions and levels in their sequences.	Adapt their sequences to fit new criteria or suggestions.	travelling, balancing, holding shapes, jumping, leaping, vaulting and stretching.
	Move around with increasing stability in different ways, e.g. crawl, shuffle, walk, run, hop, jump, etc.	Link two actions to make a sequence.	Travel in a variety of ways, including rolling.	Develop the quality of their actions, shapes and balances.	Move with clarity, fluency and expression.	Perform jumps, shapes and balances fluently and with control.	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
Gymnastics	Reception	Recognise and copy contrasting actions (small/tall, narrow/wide).	Hold a still shape whilst balancing on different points of the body.	Move with coordination, control and care.	Show changes of direction, speed and level during a performance.	Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.	Confidently use equipment to vault and incorporate this into sequences.
	Create a short sequence of movements.	Travel in different ways, changing direction and speed.	Jump in a variety of ways and land with increasing control and balance.	Use turns whilst travelling in a variety of ways.	Travel in different ways, including using flight.	Use equipment to vault in a variety of ways.	Apply skills and techniques consistently, showing precision and control.
	Roll in different ways with control.	Hold still shapes and simple balances.	Climb onto and jump off the equipment safely.	Use a range of jumps in their sequences.	Improve the placement and alignment of body parts in balances.	Apply skills and techniques consistently.	Develop strength, technique and
	Travel in different ways.	Carry out simple stretches.	Move with increasing control and care.	Begin to use equipment to vault.	Use equipment to vault in a variety of ways.	Develop strength, technique and	
	Stretch in different ways.	Carry out a range of simple jumps, landing safely.			Carry out balances, recognising the position of their centre of gravity		
	Jump in a range of ways from one space to another with control.	Move around, under, over, and through different objects and equipment.					

	Begin to balance with control. Move around, under, over, and through different objects and equipment.	Begin to move with control and care.		Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	flexibility throughout performances. Combine equipment with movement.	flexibility throughout performances.
Dance	Nursery Hold different shapes using arms and legs. Move around with increasing stability in different ways, e.g. crawl, shuffle, walk, run, hop, jump, etc. Begin to move rhythmically. Imitate and create movement in response to music. Reception Join a range of different	Year 1 Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison. Begin to improvise independently to create a simple dance.	Year 2 Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music.	Year 3 Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	Year 4 Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli.	Year 5 Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they	Year 6 Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of

	movements together. Change the speed of their actions. Change the style of their movements. Move in time with music.		Improve the timing of their actions.		Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating
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							fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
Swimming						Year 5 Begin to perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over	Year 6 Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently

						a distance of at least 15 metres Begin to learn the differences between a range of swimming strokes, for example, front crawl, backstroke and breaststroke.	over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
OAA (Outdoor Adventurous Activity)				Year 3 Orientate themselves with increasing confidence and accuracy around a short trail. Identify and use effective communication to begin to work as a team. Identify symbols used on a key. Begin to choose equipment that is appropriate for the activity.	Year 4 Orientate themselves with accuracy around a short trail. Create a short trail for others. Start to recognise features of an orienteering course. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team.		Boating lake paddle boarding, kayaking, inflatables.

					Associate the meaning of a key in the context of the environment. Try a range of equipment for creating and completing an activity. Plan and organise a trail that others can follow.		
Compete/ Perform	Nursery Participate in simple games. Reception Control my body when performing a sequence of movements. Participate in simple games.	Year 1 Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Year 2 Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Year 3 Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Year 4 Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Year 5 Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Year 6 Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of

							tactics and composition.
Evaluate	Nursery Be able to say what they have done, e.g. a jump, a bounce. Reception Talk about what they have done. Talk about what others have done.	Year 1 Watch and describe performances. Begin to say how they could improve.	Year 2 Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Year 3 Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Year 4 Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Year 5 Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Year 6 Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.