

This long term progression map connects each of our units to the strands of the National Curriculum. At the top of each page, you'll find the corresponding NC strand alongside the units designed to fulfil it . By selecting at least one unit from each page per year, you ensure a structured, progressive learning journey that guides your pupils toward achieving the intended National Curriculum outcomes.



**PE Progression Document (September 2025)**

The Horsell Village School

	Reception	Year 1	Year 2
<b>Dance</b>	<b>KS1: Perform dances using simple movement patterns</b>		
	Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.
	Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.
	Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.
	Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Use mirroring and unison when completing actions with a partner.
	Begin to count to music.	Begin to use counts.	Show a character through actions, dynamics and expression.
			Use counts with help to stay in time with the music.
<b>F.M.S (Through Fundamentals, fitness and athletics)</b>	<b>KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</b>		
	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.
	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.
	Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.
	Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.
	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.
	Change direction at a slow pace	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.
	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
<b>Games (through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games)</b>	<b>KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</b>		
	Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move
	Move a ball with feet.	Move a ball using different parts of the foot.	Dibble a ball with some success, stopping it when required.
	Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.
	Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.

This long term progression map connects each of our units to the strands of the National Curriculum. At the top of each page, you'll find the corresponding NC strand alongside the units designed to fulfil it . By selecting at least one unit from each page per year, you ensure a structured, progressive learning journey that guides your pupils toward achieving the intended National Curriculum outcomes.

	Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.
	Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.
	Hit a ball with hands	Strike a stationary ball using a racket.	Strike a ball using a racket.
	Run and stop when instructed	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.
	Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring
	Make simple decisions in response to a situation.	Begin to use simple tactics with guidance	Use simple tactics.
<b>Body Management (through Parkour, Gymnastics and Yoga)</b>		<b>KS1: master basic movements as well as developing balance, agility and co-ordination.</b>	
	Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.
	Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.
	Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.
	Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique
<b>OAA (Through team building and OAA)</b>			
	Follow simple instructions.	Follow instructions.	Follow instructions accurately.
	Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other
	Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.
	Make decisions about where to move in space.	Copy a simple diagram/map.	Follow and create a simple diagram/map.
	Follow a path.	Identify own and others' success	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.
	Begin to identify personal success.		
<b>SET (Social, Emotional and Thinking)</b>			
Social	Take turns. Learn to share equipment with others. Share their ideas with others.	Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges.	
Emotional	Try again if they do not succeed. Practise skills independently. Confident to try new tasks and challenges.	Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussion and perform in front of others.	
Thinking	Begin to identify personal success. Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.	Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.	

This long term progression map connects each of our units to the strands of the National Curriculum. At the top of each page, you'll find the corresponding NC strand alongside the units designed to fulfil it . By selecting at least one unit from each page per year, you ensure a structured, progressive learning journey that guides your pupils toward achieving the intended National Curriculum outcomes.

	Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.	
--	---	--