



Physical Education (PE) Progression Map

Subject Intent

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of an active, healthy lifestyle, both in and out of school. A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. Our intent at Beverley School is to help pupils develop both personally and socially. Pupils will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They will take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations. Through our outdoor education programme, we support the development of our student's independence and communication skills and promote health and wellbeing through activities such as bushcraft, cycling, archery, problem solving and local community visits and walks.

Subject Implementation

At Beverley, we plan and deliver high quality, fun and engaging PE lessons focusing on the holistic benefits of physical activity. We encourage fair competition where pupils are celebrated for beating their own personal best. 'Preparation for Adulthood' themes of *employment, independent living, good health and community, friends and relations* are woven into our dynamic PE lessons, for example pupils:

- Develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement-based activities.
- Develop positive attitudes towards health, hygiene and fitness.
- Develop psycho-motor skills through a range of relevant movement-based activities. (***Improvement in all aspects of physical fitness***).
- Develop a sense of; fair play, sportsmanship and begin to design and apply simple rules. (***Improvement in the ability to understand and carry out instructions***).
- Develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- Work towards independence and positive communication with others. (***Working as part of a group/partner***)
- Develop the children's enjoyment of physical activity through creativity and imagination.

Subject Impact

At Beverley School, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active and this has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We plan effective and engaging lessons so that children enjoy PE. This will

then develop a love of sport, and physical activity, that they pursue outside of school and in future life outside of school. All pupils understand the values and importance of fair play and being a good sportsperson. Through CPD, staff voices, learning walks and observations, staff will be upskilled and educated on the holistic benefits of PE thus overall improving their teaching of PE. Lastly, children's social skills will increase from participating in PE, this is implemented by rewarding children not on how fast or far they can run but focusing on the different values that they show in lessons. These rewards are then celebrated and communicated to parents regularly.

Subject Progression

Level Expected at the End of EYFS

We have selected the most relevant statements from the Delivery Matters age ranges for 0 -3 and 3 – 4 years olds as well as highlighting the statements within the ELGs which feed into the programme of study for History.

PE		
0 - 3	Physical Education Physical Development	<ul style="list-style-type: none"> • I can fit into spaces, like tunnels, dens and large boxes, and move around in them. • I can start to kick, throw and catch balls • I Can walk, run, jump and climb – and start to use the stairs independently • I can sit on a push-along wheeled toy, use a scooter or ride a tricycle
3 – 4	Physical Education Physical Development	<ul style="list-style-type: none"> • I can continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • I can start taking part in some group activities which they make up for themselves, or in teams. • I can to use and remember sequences and patterns of movements which are related to music and rhythm.
Reception	Physical Education Physical Development	<ul style="list-style-type: none"> • I can revise and refine the fundamental movement skills they have already acquired: - rolling - walking

		<ul style="list-style-type: none"> - running - skipping - crawling - jumping - hopping – climbing • I can develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming • I can develop overall body-strength, balance, co-ordination and agility • I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
ELG	<p><u>Gross Motor Skills:</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing. • • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p><u>Fine Motor Skills:</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing

The following curriculum progression map comprehensively shows the progression of historical skills and concepts from Pre Milestone 1 – Milestone 3. For those students above Milestone 3 they will follow the appropriate National Curriculum/ Accreditation routes. Accreditation routes are in parentheses eg. (Entry Level 1 – Entry Level 2).

	Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)
Pre-Milestones (Applicable to all PE Activities)	<p style="text-align: center;">(Pre-Accreditation)</p> <p>P4</p> <ul style="list-style-type: none"> • I can demonstrate simple movement patterns. • I can demonstrate single actions. • I can respond appropriately to simple commands. • I can recognise equipment frequently used in activities. • I can select the correct equipment for a game. • I can show some basic awareness of cause and effect. • I can respond to praise by repeating an action. <p>P5</p> <ul style="list-style-type: none"> • I can perform two separate actions. • I can link two actions in a sequence. • I can follow simple instructions. • I can perform a variety of movements. 	<p style="text-align: center;">(Pre-Accreditation)</p> <p>P6</p> <ul style="list-style-type: none"> • I can work appropriately with another person. • I can work appropriately in a group activity. • I can follow instructions. • I can stay on task. • I can move in a variety a ways. • I can move in different directions. • I can link movements in simple sequences. • I can recognise some small apparatus. • I can recognise some large apparatus. • I can use some small apparatus safely and with control. • I can use some large apparatus safely and with control. • I can throw a ball in any direction. • I can kick a ball in any direction. <p>P7</p> <ul style="list-style-type: none"> • I can perform a simple movement pattern. 	<p style="text-align: center;">(Pre-Accreditation)</p> <p>P8</p> <ul style="list-style-type: none"> • I can move with some control and coordination. • I can perform various actions with control and coordination. • I can imitate simple movements. • I can imitate a sequence of movements. • I can combine a series of movements. • I can repeat a series of combined movements. • I can use small apparatus safely. • I can use large apparatus safely. • I am aware of the space around me. • I can move freely and safely within the available space. • I am aware of others. • I can use the equipment correctly and safely.

	<ul style="list-style-type: none"> • I can explore movement in water. • I can demonstrate some awareness of space. • I can move within the available space safely. • I can demonstrate an understanding of some basic concepts. • I can be patient and wait for my turn. • I can take turns with a partner. • I can take turns when part of a group. • I can recognise familiar pieces of equipment. • I can collect familiar pieces of equipment. 	<ul style="list-style-type: none"> • I can perform a sequence of simple movements. • I can experiment with moving in different ways. • I can demonstrate various control skills. • I can demonstrate various coordination skills. • I can "start" under command, with some accuracy. • I can "stop" under command, with some accuracy. • I can listen to and follow instructions. • I can work cooperatively with another person. • I can work cooperatively with two other people. • I can work in small groups. • I can wait for my turn patiently. • I can share equipment with others. • I can be aware of changes to my body from exercise. • I can describe how I feel after participating in different activities. 	<ul style="list-style-type: none"> • I can participate in command based games. • I can participate in simple invasion games. • I can participate in athletic games. • I can understand that games have rules • I can attempt to play within the rules of the game. • I can recognise changes to my body during exercise. • I can identify changes to my body after exercise.
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Games	Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2 – Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure – Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Y7+ (Level 2 Developing - GCSE 4+)
	<ul style="list-style-type: none"> • I can use the terms ‘opponent’ and ‘team-mate’. • I can use rolling, hitting, running, jumping, catching and kicking skills in combination. • I can develop tactics. • I can lead others when appropriate 	<ul style="list-style-type: none"> • I can throw and catch with control and accuracy. • I can strike a ball and field with control. • I can choose appropriate tactics to cause problems for the opposition. • I can follow the rules of the game and play fairly. • I can maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • I can pass to team mates at appropriate times. • I can lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • I can choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • I can work alone, or with team mates in order to gain points or possession. • I can strike a bowled or volleyed ball with accuracy. • I can use forehand and backhand when playing racket games. • I can field, defend and attack tactically by anticipating the direction of play. • I can choose the most appropriate tactics for a game. • I can uphold the spirit of fair play and respect in all competitive situations. • I can lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> • I can explain how to prepare for and recover from the activities. • I can involve others, motivate and lead those around me to perform better. • I can analyse and comment on how skills, techniques and ideas are used in my own and others? work and on compositional and other aspects of performance and suggest ways to improve. • I can select and combine skills, techniques and ideas. I can apply them in ways that suit the activity with consistent precision, control and fluency. <p>I can explain how different types of exercise contribute to my fitness and health and describe how I might get involved in other types of activities and exercise.</p>

Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2 – Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure – Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Y7+ (Level 2 Developing - GCSE 4+)
<ul style="list-style-type: none"> • I can copy and remember moves and positions. • I can move with careful control and coordination. • I can link two or more actions to perform a sequence. • I can choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • I can plan, perform and repeat sequences. • I can move in a clear, fluent and expressive manner. • I can refine movements into sequences. • I can create dances and movements that convey a definite idea. • I can change speed and levels within a performance. • I can develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> • I can compose creative and imaginative dance sequences. • I can perform expressively and hold a precise and strong body posture. • I can perform and create complex sequences. • I can express an idea in original and imaginative ways. • I can plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • I can perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<ul style="list-style-type: none"> • I can explain how to prepare for and recover from the activities. • I can involve others, motivate and lead those around me to perform better. • I can analyse and comment on how skills, techniques and ideas are used in my own and others? work and on compositional and other aspects of performance and suggest ways to improve. • I can select and combine skills, techniques and ideas. I can apply them in ways that suit the activity with consistent precision, control and fluency. • I can explain how different types of exercise contribute to my fitness and health and describe how I might get involved in other types of activities and exercise.

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<ul style="list-style-type: none"> • I can copy and remember actions. • I can move with some control and awareness of space. • I can link two or more actions to make a sequence. • I can show contrasts (such as small/tall, straight/curved and wide/narrow). • I can travel by rolling forwards, backwards and sideways. • I can hold a position whilst balancing on different points of the body. • I can climb safely on equipment. • I can stretch and curl to develop flexibility. 	<ul style="list-style-type: none"> • I can plan, perform and repeat sequences. • I can move in a clear, fluent and expressive manner. • I can refine movements into sequences. • I can show changes of direction, speed and level during a performance. • I can travel in a variety of ways, including flight, by transferring weight to generate power in movements. • I can show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base 	<ul style="list-style-type: none"> • I can create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures 	<ul style="list-style-type: none"> • I can explain how to prepare for and recover from the activities. • I can involve others, motivate and lead those around me to perform better. • I can analyse and comment on how skills, techniques and ideas are used in my own and others? work and on compositional and other aspects of performance and suggest ways to improve. • I can select and combine skills, techniques and ideas. I can apply them in ways that suit the activity with consistent precision, control and fluency.

	<ul style="list-style-type: none"> • I can jump in a variety of ways and land with increasing control and balance. 	<p>and organise body parts to create an interesting body shape).</p> <ul style="list-style-type: none"> • I can swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • linking skills. • I can hold shapes that are strong, fluent and expressive. • I can include in a sequence set pieces, choosing the most appropriate linking elements. • I can vary speed, direction, level and body rotation during floor performances. • I can practise and refine the gymnastic techniques used in performances (listed above). • I can demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • I can use equipment to vault and to swing (remaining upright). 	<ul style="list-style-type: none"> • I can explain how different types of exercise contribute to my fitness and health and describe how I might get involved in other types of activities and exercise.
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Athletic activities are combined with games in Years 1 and 2.	<ul style="list-style-type: none"> • I can sprint over a short distance up to 60 metres. • I can run over a longer distance, conserving energy in order to sustain performance. • I can use a range of throwing techniques (such as under arm, over arm). • I can throw with accuracy to hit a target or cover a distance. • I can jump in a number of ways, using a run up where appropriate. • I can compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • I can combine sprinting with low hurdles over 60 metres. • I can choose the best place for running over a variety of distances. • I can throw accurately and refine performance by analysing technique and body shape. • I can show control in take-off and landings when jumping. • I can compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> • I can explain how to prepare for and recover from the activities. • I can involve others, motivate and lead those around me to perform better. • I can analyse and comment on how skills, techniques and ideas are used in my own and others? work and on compositional and other aspects of performance and suggest ways to improve. • I can select and combine skills, techniques and ideas. I can apply them in ways that suit the activity with consistent precision, control and fluency. • I can explain how different types of exercise contribute to my fitness and health and describe how I might get involved in other types of activities and exercise.

Outdoor and adventurous activities

<p>Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2 – Entry Level 3)</p>	<p>Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)</p>	<p>Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure – Level 2 Emerging)</p>	<p>Milestone 4 Beverley Steps 16+ Y7+ (Level 2 Developing - GCSE 4+)</p>
<p><i>Not applicable</i></p>	<p>* I can select some appropriate equipment for outdoor and adventurous activity.</p> <ul style="list-style-type: none"> • I can identify a possible risk <p>*I can ask for advice and listen carefully.</p> <ul style="list-style-type: none"> • I can participate in leadership and team roles. • I can seek support from the team and the experts if in any doubt. • I can remain positive most of the time. 	<p>* I can select appropriate equipment for outdoor and adventurous activity.</p> <ul style="list-style-type: none"> • I can identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • I can embrace both leadership and team roles and gain the commitment and respect of a team. • I can empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • I can remain positive even in the most challenging circumstances, rallying others if need be. • I can use a range of devices in order to orientate myself. • I can quickly assess changing conditions and adapt plans to ensure safety comes first. 	<ul style="list-style-type: none"> • I can explain how to prepare for and recover from the activities. • I can involve others, motivate and lead those around me to perform better. • I can analyse and comment on how skills, techniques and ideas are used in my own and others? work and on compositional and other aspects of performance and suggest ways to improve. • I can select and combine skills, techniques and ideas. I can apply them in ways that suit the activity with consistent precision, control and fluency. • I can explain how different types of exercise contribute to my fitness and health and describe how I might get involved in other types of activities and exercise.

Communication Problem solving and team building		Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2 – Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure – Level 2 Emerging)
	Listen carefully and understand	<ul style="list-style-type: none"> • I can sift information and focus on the important points. • I can seek clarification when a message is not clear. • I can understand instructions with more than one point. 	<ul style="list-style-type: none"> • I can engage in discussions, making relevant points. • I can ask for specific additional information to clarify. • I can understand the meaning of some phrases beyond the literal interpretation. 	<ul style="list-style-type: none"> • I can understand how to answer questions that require more than a yes/no or single sentence response. • I can recognise and explain some idioms. • I can understand irony (when it is obvious).
	Develop a wide and interesting vocabulary	<ul style="list-style-type: none"> • I can use subject specific vocabulary to explain and describe. • I can suggest words or phrases appropriate to the topic being discussed. • I can identify homophones. 	<ul style="list-style-type: none"> • I can use time, size and other measurements to quantify. • I can use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • I can use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<ul style="list-style-type: none"> • I can use adventurous and sophisticated vocabulary. • I can explain the meaning of words, offering alternatives. • I can use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.

	<p>Speak with clarity</p>	<ul style="list-style-type: none"> • I can speak in a way that is clear and easy to understand. • I can demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • I can identify syllables within words. 	<ul style="list-style-type: none"> • I can use verbs with irregular endings. • I can use a mixture of sentence lengths to add interest to discussions and explanations. • I can use intonation to emphasise grammar and punctuation when reading aloud. 	<ul style="list-style-type: none"> • I can vary the length and structure of sentences. • I can ask questions and make suggestions to take an active part in discussions. • I can comment on the grammatical structure of a range of spoken and written accounts.
	<p>Hold conversations and debates</p>	<ul style="list-style-type: none"> • I can take turns to talk, listening carefully to the contributions of others. • I can vary language between formal and informal according to the situation. • I can add humour to a discussion or debate where appropriate. 	<ul style="list-style-type: none"> • I can make relevant comments or ask questions in a discussion or a debate. • I can seek clarification by actively seeking to understand others' points of view. • I can respectfully challenge opinions or points, offering an alternative. 	<ul style="list-style-type: none"> • I can negotiate and compromise by offering alternatives. • I can debate, using relevant details to support points. • I can offer alternative explanations when others don't understand.

Swimming	Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2 – Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure – Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Y7+ (Level 2 Developing - GCSE 4+)
	<ul style="list-style-type: none"> • I can swim unaided up to 25 metres. • I can use one basic stroke, breathing correctly. • I can control leg movements. 	<ul style="list-style-type: none"> • I can swim between 25 and 50 metres unaided. • I can use more than one stroke and coordinate breathing as appropriate for the stroke being used. • I can coordinate leg and arm movements. • I can swim at the surface and below the water. 	<ul style="list-style-type: none"> • I can swim over 100 metres unaided. • I can use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • I can swim fluently with controlled strokes. • I can turn efficiently at the end of a length. 	<i>Not applicable</i>

This Progression Map complements the Curriculum Map, which covers subject content over time.
 These are planned in Key Stages and can be found on TEAMS.

