

PE SKILLS AND PROGRESSION COVERAGE MAP 2025/2026

This PE skills and progression document is a working document based on overarching Real PE themes with games application – the objectives catalogued for each year group are non-negotiable as they describe a sequential progression carefully designed to build substantive and disciplinary concepts. The Real PE lessons listed however are suggested. Individual teaching teams may find alternative resources that teach the same objectives appropriately.

	National Curriculum	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns 			
	Skill	Year A - YEAR 3/4	Year B YEAR 3/4	Year A - YEAR 5/6	Year B - YEAR 5/6
Disciplinary Knowledge	Real PE Units	<ul style="list-style-type: none"> • To help, praise and encourage others. • To not give up and keep trying several times if at first I don't succeed • To explain what I am doing well and begin to identify areas of improvement. • To recognise similarities and differences in performances, with help • To ask for help when appropriate • To make up my own rule and versions of activities. 	<ul style="list-style-type: none"> • To cope well and react positively when things become difficult. • To cooperate well and give helpful feedback • To help organise roles and responsibilities and can guide a small group through a task. • To persevere with a task and improve my performance through regular practise • To understand (through criteria) to judge performances and identify specific parts to continue with • To change tactics or rules to make activities more fun or challenging. 	<ul style="list-style-type: none"> • To involve others to achieve a shared outcome. • To observe and provide feedback to my peers. • To identify individual strengths and weaknesses in a range of scenarios. • To acknowledge areas of challenge and use prior techniques to continue to improve. • To review, analyse and evaluate performances and identify strengths and weaknesses • To adapt game rules, tactics or activities to provide appropriate challenge or development of specific skills. 	<ul style="list-style-type: none"> • To review, analyse and evaluate my own and others strengths and weaknesses. • To see challenges as opportunities to learn and develop • To read and react to different game situations as they develop • To recognise and suggest patterns of play which will increase chances of success • To accept critical feedback and make changes as appropriate • To respond imaginatively to different situations, adapting and adjusting my skills, movement or tactics so they are different from others.
	National curriculum	<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns 			
Substantiv	Real Gym	Unit 1 (travel and rotation) <ul style="list-style-type: none"> • To explore shapes and travel using different pathways • To explore rotations 	Unit 2 (flight and balance) <ul style="list-style-type: none"> • To identify and practise body shapes. 	Unit 1 (hand and low apparatus) <ul style="list-style-type: none"> • To combine shapes and rotations with increasing speed, combined with hand apparatus. 	Unit 2 (partner work and high apparatus) <ul style="list-style-type: none"> • To explore ways to perform flight using large apparatus and begin to develop a group sequence

	<ul style="list-style-type: none"> • To develop sequences using a variety of rotations, levels, directions and speeds. • To consolidate and perform sequences • To explore partner balances and begin to link into a sequence • To develop sequences using a variety of partner balances, transitions and low apparatus • To consolidate and perform sequences 	<ul style="list-style-type: none"> • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. 	<ul style="list-style-type: none"> • To perform a range of balances (with patches, multiple points or weighted hands, with one leg horizontal) combined with hand apparatus. • To explore different ways to perform gymnastics skills with hand apparatus • To develop sequences using different types of hand apparatus with movement combining with gymnastic skills and changes in levels and speeds • To consolidate and perform sequences • To perform gymnastic skills using benches and begin to link these into a sequence • To develop sequences linking movements to include different timing and direction e.g. canon, synchronised, contrasting 	<ul style="list-style-type: none"> • To develop sequences by incorporating a variety of ways to use apparatus. • To consolidate and perform sequences and link them together to create a whole class performance.
Real Dance	Y3 Real Dance Unit 1 <ul style="list-style-type: none"> • To explore, improvise and combine movement ideas fluently and effectively. • Respond to a range of stimuli with a variety of movement. • Create and link sequences with movement with clear beginnings, middle and ends • Show contrasts in speed, level and direction within a dance phase. • Perform dances using simple compositional devices (canon, unison, repetition) • To work cooperatively with a group to create a dance piece. • To perform in front of others with confidence. 	Y4 Real Dance Unit 1 <ul style="list-style-type: none"> • Create longer dance phrases that communicate a mood, idea or theme • Apply changes of direction, level, speed and pathway in a dance • Work collaboratively to plan, rehearse and perform dances • To create partnered dances that reflect the dancing style and apply the key components of dance. • To perform dance using a range of movement patterns. • To perform and evaluate own and others' work. 	Y5/6 Real Dance Unit 1 <ul style="list-style-type: none"> • To create dance sequences using a variety of movement patterns. • To demonstrate clear expression, characterisation in dance. • To use a range of compositional devices (mirroring, unison, canon, contrast) • To create and perform an individual dance that reflects a chosen dance style. • To create group dances that reflect the dance style. • To perform and evaluate own and others' work 	Genre focus <ul style="list-style-type: none"> • To identify and practise the patterns and actions in a chosen dance style. • To demonstrate an awareness of the music rhythm and phrasing when improvising. • To create and perform dances that communicate narrative or abstract ideas clearly. • To select, combine and perform movements fluently with control and accuracy. • To work collaboratively in small groups to combine, refine and perform dances • To perform and analyse own and others' performance. • To respond and offer to constructive feedback.

National curriculum	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 			
Swimming	<ul style="list-style-type: none"> To travel a minimum of 10m on front and back To understand streamlining and be able to push and glide. To rotate laterally from a push and glide To explore different ways of travelling through water To float on front and back To feel comfortable in the water, able to fully submerge and get the face wet. To Know what to do if I fall in cold water To demonstrate shout and signal rescue To experience a range of stroked including front crawl, back crawl and breaststroke. To jump in and exit water at full depth To understand where is safe to swim and why. To demonstrate what to do if I fall in deep, cold water To understand how to keep warm in cold water To achieve the award 3 /4 swim and water safety award. 	<ul style="list-style-type: none"> To swim competently and proficiently over a distance of 25m on front and back. To use a range of strokes effectively maintaining a streamlined position with little splash or disturbance To adapt and demonstrate strokes to be used in different situations e.g. synchronised swimming, competitive strokes, swimming in clothes and sculling To perform self-rescue in different water-based situations to include – jump in and exit from deep water. To understand how to breathe effectively without disturbing strokes Demonstrate the ‘help’ and ‘huddle’ position to keep warm in cold water. To achieve Award 5/6 of the ‘school swim and water safety award’ To achieve the safe self rescue award 	Catch up sessions, where required.	Catch up sessions, where required.
Key Vocabulary	Front crawl, back crawl, push, glide, streamlined, submerge, signal, shout, rescue, safety, survival, floating	Front crawl, back crawl, breaststroke, butterfly, synchronised swimming, weighted swim, self-rescue, water safety, dive, tread, sculling		
National Curriculum	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team use running, jumping, throwing and catching in isolation and in combination 			

	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 			
Invasion Games	<p>Netball, Tag Rugby</p> <ul style="list-style-type: none"> To pass and catch a ball with increasing control and accuracy (chest, shoulder for netball; short pass and pop pass for Tag rugby) To move with the ball under control To use dodging and changes in direction to evade opponents To develop spatial awareness to move into space to receive a pass To demonstrate correct technique for tagging and passing in tag rugby To apply simple footwork and pivot in netball correctly. To begin to mark opponents when defending To understand basic rules for each game and apply when within small game situations. 	<p>Football, hockey</p> <ul style="list-style-type: none"> To control and stop a ball effectively using appropriate parts of the body (football) or stick (hockey) Dribble with increasing control To be able to change speed and direction to move around opponents or obstacles. Pass the ball accurately over a short distance Receive a ball safely and prepare for the next action Develop shooting skills, aiming at a target. To understand when to dribble or when to pass. Begin to understand team formations and roles in small games. Use basic attack and defence to outwit an opponent. Play mini competitions respecting the basic rules of football and hockey Use appropriate language during game play e.g. pass, move, shoot. 	<p>Netball and Tag Rugby</p> <ul style="list-style-type: none"> To pass and catch accurately under pressure using a range of passes. To move effectively with and without the ball to create attacking opportunities. To use dodging and footwork skills to evade defenders. To maintain control and possession through sustained passing sequences To tag accurately and safely in competitive tag rugby games To apply correct footwork, marking and shooting in netball. To mark opponents effectively, anticipating and intercepting passes To recognise the roles of different players in the team To play different positions within game situations, in both attack and defence. Apply more advanced rules, strategies and tactics within small-sided games (high 5 netball) To adapt tactics and strategies in response to feedback or changes in gameplay. 	<p>Football, hockey</p> <ul style="list-style-type: none"> To pass, control and dribble with both feet (or stick) under pressure. To use a variety of passing techniques To shoot accurately. To apply tackling, defensive and interception skills in play. To make decisions when to pass, shoot or dribble To create and exploit space through careful positioning and passing sequences To anticipate opponents' actions and make interceptions. To identify and use space effectively in attacking and defending situations. To work within a team to create formations and responsibilities. To understand and play the rules in a competitive scenario. To evaluate effectiveness or strategies and suggest adjustments for improvements.
Key Vocabulary	throw, catch, footwork, defender, attacker, pivot, intercept, dodge, try, tag belt, forward pass	dribble, space, goal, marking, tackle, foul, tactics	Offload, try, tagging, knock on, forward pass, try line, set play, positions (GS, GA, WA, C, WD, GD, GK), held ball, obstruction	Interception, offside, foul, penalty, dribbling, special awareness
Striking and fielding	<p>Rounders</p> <ul style="list-style-type: none"> To catch a ball with two hands To throw accurately over short and medium distances To strike a ball using a bat with increasing control 	<p>Cricket</p> <ul style="list-style-type: none"> To catch a ball reliably with two hands To throw accurately underarm and overarm over a range of distances. To strike a bowl using the correct technique 	<p>Rounders</p> <ul style="list-style-type: none"> To catch a ball consistently with control under pressure To throw over a range of distances, choosing appropriate techniques (overarm, underarm) 	<p>Cricket</p> <ul style="list-style-type: none"> To consistently catch the ball with control in a variety of situations To bowl with accuracy and appropriate pace using overarm technique

	<ul style="list-style-type: none"> To develop an underarm bowling technique To run safely around bases. To practise stopping and fielding a moving ball. To find and use the space in the field effectively. To understand the basic rules of rounders To identify simple tactics for both batting and fielding. To use sport-specific vocabulary (base, batter, fielder, bowl etc) 	<ul style="list-style-type: none"> To stop a moving ball using a long barrier and return it accurately. To develop safe and effective running between wickets. To develop an overarm bowling technique To play small-mini competitions To identify tactics to outwit opponents when batting and fielding To give feedback to peers and suggest one area for improvement. 	<ul style="list-style-type: none"> To strike a moving ball with consistency, aiming towards space To bowl with control, accuracy and an appropriate technique. To field the ball quickly and accurately to minimise scoring opportunities. To demonstrate the ability to be safe within a game situation. To identify weaknesses in the opposing team fielding position and target space when batting To work effectively to field strategically, covering bases etc. To understand and apply full rounders rules. 	<ul style="list-style-type: none"> To develop a range of batting shot, with increased control. To use developing fielding techniques (long barrier , catching balls, accurate throwing) To run with good judgement of taking risks. To apply consistently rules in conditioned games To understand and participate in a variety of roles within the game. To use a range of tactics within a game scenario for attacking and defending. To begin to understand the basic rules of scoring system in cricket.
Key Vocabulary	Bat, Bowler, batter, base, stumping, pitch, team, score, rounder, half rounder, fielder, throw	Bat, ball, bowler, wicket, run, catch, out, stump, wide ball, strike fielders	Bowler, batter, fielder, back stop, no ball (wide, body ball),	Bat, ball, bowler, batter, boundary, wicket, out, over, stump, LBW (leg before wicket)
Net and Wall			Tennis <ul style="list-style-type: none"> To develop forehand and backhand control To learn and practise underarm throw To develop footwork to move towards the ball quickly and safely To rally with a partner, sharing a sole goal. To understand the basic rules of tennis To develop awareness or where to place shots. 	
Key Vocabulary			Forehand, backhand, serve, rally, volley, deuce, game, set, advantage	
Athletics	<ul style="list-style-type: none"> To run in different directions and at different speeds, using a good technique To improve throwing technique To reinforce jumping techniques To understand the relay and passing the baton 	<ul style="list-style-type: none"> To select and maintain a running pace for different distances To practise throwing with power and accuracy To throw safely and with understanding 	<ul style="list-style-type: none"> To use correct technique to run at speed To develop the ability to run for distance To throw with accuracy and power To identify and apply techniques of relay running 	<ul style="list-style-type: none"> To investigate running styles and changes in speed Confidently and independently select the most appropriate pace for different distances and different parts of the run

	<ul style="list-style-type: none"> • To choose and understand appropriate running techniques • To complete in a mini-competition, recording scores (personal best) 	<ul style="list-style-type: none"> • To demonstrate good running technique. • To explore different footwork patterns • To understanding which technique is most effective when jumping for distance • To utilise all the skills learned in this unit in a competitive situation. 	<ul style="list-style-type: none"> • To explore different footwork patterns • To understand which technique is most for effective for jumping • To learn how to use skills to improve the distance of a pull throw • To demonstrate good techniques in a competitive situation. • To give feedback in order to improve. 	<ul style="list-style-type: none"> • To practise throwing with power and accuracy • To throw safely and with understanding • To demonstrate good running technique in a competitive situation • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • To regularly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Key Vocabulary	Sprint, pace, relay, underarm, overarm, take off, landing, aim, target, coordination, balance	Acceleration, endurance, reaction time, technique, standing jump, leap, flight, power, accuracy, distance, agility,	Sustained pace, long jump, pull throw, push throw, momentum, position, determination, perseverance, relay	Reaction drills, control, safe landing, grip, angle of release, timekeeper, under pressure, tactical, decision making
OAA		<ul style="list-style-type: none"> • Work cooperatively with others to complete simple tasks and challenges • To take turns and share ideas to solve problems as part of a team • To begin to understand the importance of communication • Follow simple maps and use basic symbols (Geog link) • To recognise and use simple compass directions (N, S, E, W) • To use landmarks and features in the environment to help find their way. • To show awareness of personal space and safety when working outdoors <p>Geography and forest school cross-curricular opportunities.</p>	<ul style="list-style-type: none"> • To use a basic map to navigate simple courses • To demonstrate safe and effective teamwork in group challenges • To use problem solving to overcome obstacles and tasks • To show increasing confidence in outdoor environments • To take on different roles within a team to support a task being completed • To use appropriate language to describe tasks and teamwork • To plan and discuss strategies in order to complete a challenge • To use appropriate language to describe tasks and teamwork (navigate, communicate, signal) <p>Geography and forest school cross-curricular opportunities</p>	<ul style="list-style-type: none"> • To navigate using a map with increased accuracy and independence • To lead small group tasks demonstrating leadership • To apply problem solving skills to unfamiliar task • To plan and design a course for others to take part in. • To demonstrate resilience and confidence during outdoor challenges. • To collaborate effectively to achieve a common goal • To analyse performance critically, identifying strengths and weaknesses. <p>Geography and forest school cross-curricular opportunities</p>
Key Vocabulary		Orienteering, key, map, navigation, problem solving, route, start point, finish point, left, right, forwards, backwards, route card,	Compass, grid reference, scale, landmark, obstacle course, resilience, problem solving, time limit, navigate, communication, signal	Route planning, map orientation, leadership, collaborative working, hazards, checkpoint, critical thinking, independence

