Ashperton Primary Academy Physical Education Progression Document

Curriculum Intent

Our PE curriculum aims to develop confident, physically literate pupils who enjoy being active and understand the importance of physical activity for lifelong health and wellbeing. We aim to ensure that all pupils develop competence, confidence and creativity across a broad range of activities, including games, gymnastics, dance, athletics, outdoor adventurous activities and fitness.

We promote enjoyment, resilience, teamwork and fair play, while supporting pupils to develop the knowledge and skills needed to participate successfully in both competitive and non-competitive sport. Pupils are encouraged to lead healthy, active lifestyles and to understand the impact of exercise on both physical and mental wellbeing.

The curriculum is inclusive and progressive. It ensures that all pupils can access learning and make progress, with knowledge, skills and understanding carefully sequenced so that learning builds securely over time. All learners are appropriately challenged and supported to achieve their full potential.

Ashperton Primary Academy Physical Education Progression Document

Progression Overview

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
In EYFS, pupils develop fundamental movement skills and early physical confidence through play-based, active learning. They build strong foundations in coordination, balance, spatial awareness and social interaction through structured exploration and simple rules-based activity. Pupils develop fundamental movement skills through play-based learning, including: • Balancing, running, jumping, hopping and coordination • Exploring space safely and following instructions • Developing early cooperation, turn-taking and perseverance • Building fine and gross motor control through simple games and activities • Beginning to regulate behaviour, follow rules and respond to instructions	In year 1 and 2, pupils build secure fundamental movement skills and begin applying them in simple, structured games, dance and gymnastic activities. They start to understand rules, tactics and teamwork, and develop early physical literacy across a broad range of contexts. Pupils should develop fundamental movement skills, becoming increasingly competent and confident, and apply them in a range of activities individually and with others. They should engage in cooperative and competitive physical activity and begin to understand how to improve performance. Pupils will: • Master basic movements including running, jumping, throwing and catching	In year 3 and 4, pupils apply a broader range of skills with increasing control and tactical awareness. They begin to understand how to use skills effectively in competitive situations and develop more structured sequences, strategies and teamwork. Pupils should continue to develop a broader range of skills and apply them in different ways. They should enjoy communicating, collaborating and competing, and begin to evaluate performance and recognise improvement. Pupils will: • Use running, jumping, throwing and catching in isolation and combination • Develop control, accuracy and consistency under increasing pressure	In year 5 and 6, pupils refine skills and apply them with increasing independence, precision and tactical awareness in competitive situations. They develop leadership, evaluation skills and a deeper understanding of how to improve performance. Pupils should refine and apply a broad range of skills with control and adaptability. They should understand how to improve performance, evaluate success, and take on leadership and officiating roles. Pupils will: • Perform with precision, control and adaptability in complex situations • Apply advanced tactics and decision-making in competitive games

Ashperton Primary Academy Physical Education Progression Document

• Developing confidence, independence and resilience through physical challenge • Working and playing co-operatively with others • Demonstrating strength, balance and coordination in movement • Moving energetically through running, jumping, hopping, skipping, climbing and dancing	• Develop balance, agility and coordination in a range of contexts • Apply skills in simple games, sequences and movement patterns • Participate in team games and begin to develop simple attacking and defending tactics • Perform dances using simple movement patterns and respond to stimuli • Develop strength, flexibility, technique and control through gymnastics and movement • Work individually, in pairs and groups with increasing cooperation • Learn rules, scoring systems and safe participation • Compare performances with previous attempts and recognise improvement • Develop early decision-making, creativity and problem-solving in physical activity	• Apply tactical understanding in invasion, net/wall and striking/fielding games • Participate in increasingly competitive games and apply basic principles of attack and defence • Develop flexibility, strength, technique, control and balance through gymnastics and athletics • Create and perform dance sequences using dynamics, space, relationships and rhythm • Take part in outdoor and adventurous activities, working individually and in teams • Understand roles, rules and strategies within team and individual activities • Begin to evaluate performance and use feedback to improve outcomes • Demonstrate teamwork, communication, resilience and fair play	• Create, refine and evaluate complex sequences and performances • Use running, jumping, throwing and catching in increasingly complex combinations • Develop advanced understanding of invasion, net/wall and striking/fielding games • Lead, officiate and support others in PE and school sport • Develop creativity and compositional ideas in gymnastics and dance • Take part in outdoor adventurous challenges with strategic planning and leadership • Demonstrate resilience, sportsmanship and reflective practice • Evaluate performance and set targets for improvement

Ashperton Primary Academy Physical Education Progression Document

Impact

By the end of Year 6, pupils will have developed strong physical literacy, confidence across a wide range of physical activities, and an understanding of how to lead active, healthy lifestyles. They will leave primary school able to participate in sport and physical activity with enjoyment, competence and confidence.

Evaluation and Monitoring

Progress is monitored through ongoing teacher assessment, using the curriculum progression statements as the key reference point. Teachers observe pupils during lessons to assess skill development, application of tactics, understanding of rules, and personal qualities such as teamwork, resilience and leadership.

Assessment is continuous and includes unit-based reviews at the end of each block of learning, where pupils are judged against specific key skills. Evidence is gathered through observation, discussion, and performance tasks, and used to identify whether pupils are working towards, at, or exceeding expectations.

Progress is tracked across EYFS, KS1 and KS2 to ensure clear progression from fundamental movement skills through to confident, independent and tactical performance. Inclusion is central, with all pupils assessed against their own starting points and supported or challenged appropriately.

Subject leadership monitors progression through lesson observations, pupil voice, and curriculum reviews to ensure consistency and high standards across the school.

Ashperton Primary Academy Physical Education Progression Document

Swimming- Swim England

Our swimming curriculum is designed to ensure all pupils leave primary school as confident, competent and safe swimmers, meeting the expectations of the National Curriculum. We prioritise water safety, survival skills, and progressive stroke development so that pupils can participate safely in aquatic environments beyond school.

Key focus areas aligning with the national curriculum:

- *Developing fundamental movement skills*
- *Swim competently, confidently and proficiently over a distance of* ***at least*** *25 metres*
- *Teaching children to swim using the strokes of front crawl, backstroke and breaststroke*
- *Perform safe self-rescue in different water-based situations*
- *Fun and enjoyment in the water to help children learn*

Ashperton Primary Academy Physical Education Progression Document

Intent	Implementation	Progression of skills	Impact	Evaluation and monitoring
Our swimming curriculum is designed to ensure all pupils leave primary school as confident, competent and safe swimmers, meeting the expectations of the National Curriculum for KS2 PE. We prioritise water safety, survival skills, and progressive stroke development so that pupils can participate safely in aquatic environments beyond school. By the end of KS2, all pupils are expected to: • Swim at least 25 metres unaided	Swimming is delivered through a structured, progressive programme taught by qualified instructors and supported school staff. Lessons are carefully sequenced to develop confidence, competence and stamina over time. Key features of delivery include: • Small-group, ability-based teaching for targeted progression • Progressive skill development from water confidence to independent swimming	Pupils progress through clearly defined stages: 1. Water Confidence • Enter/exit water safely • Submerge face and control breathing • Basic buoyancy and supported floating 2. Developing Movement • Independent floating (front/back) • Push and glide with control	The impact of our swimming curriculum is evidenced through clear assessment data and pupil outcomes: • The majority of pupils achieve the National Curriculum 25m standard by the end of KS2 • Pupils demonstrate increasing confidence, stamina and technical control over time • Pupils can confidently explain and apply water	• Regular assessment of swimming attainment against progression criteria • Tracking of 25m achievement, stroke competence, and water safety skills • Staff moderation and review of pupil progress • Curriculum reviewed annually to ensure continued alignment with National Curriculum expectations

• Use a range of strokes effectively (minimum three) • Perform self-rescue and survival skills • Demonstrate safe behaviour in and around water	• Clear focus on stroke technique (front crawl, backstroke, breaststroke) • Regular embedding of water safety and survival skills • Adaptive support for pupils with additional needs (SEND), including buoyancy aids and scaffolded instruction • Ongoing formative assessment during lessons to inform next steps Water safety is explicitly taught throughout, including: • Safe entry and exit techniques	• Basic propulsion and travel up to 10 metres 3. Stroke Development • Developing front crawl, backstroke, breaststroke • Improved coordination, breathing and body position • Swimming increasing distances with control 4. Competent Swimming (KS2 Expected Standard) • Swim 25 metres confidently unaided	safety and survival principles • SEND pupils are supported effectively to make strong individual progress • Progression is tracked and evidenced across all year groups	

	• Floating and treading water • "Float to live" survival strategy • Understanding hazards in different aquatic environments • Safe response to emergencies (call, throw, tell – not enter)	• Use at least three strokes effectively • Tread water and demonstrate survival floating • Apply water safety knowledge independently		