

Mapping progression across

KS1 to KS2

National Curriculum Framework March 2015

Physical Education

This document maps out the statements in the new National Curriculum, for years 2016/17 and 2017/18, across the key stages to show progression. Children will work in a range of relevant contexts e.g. home and school, gardens and playgrounds, local community, industry and the wider environment.

It is divided up into the following sections:



Pupil should be taught to...	
KS1	Lower KS2
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities Aut 1 & 2 - multi-skills Sp 1 & 2 - multi-skills / ball skills / gymnastics Sum 1 & 2 - athletics	Use running, jumping, throwing and catching in isolation and in combination Aut 2 - multi-skills (set stations and rotate) Sum 1 & 2 - athletics
Participate in team games, developing simple tactics for attacking and defending Sum 1 & 2 - athletics Sum 1 - team games Sum 2 - net and wall	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending, e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis Aut 1 - football Sp 2 - rugby / hockey Sum 2 - striking games - rounders and cricket
Perform dances using simple movement patterns Aut 1 & 2 - dance	Perform dances using a range of movement patterns Aut 1 & 2 - dance Sp 1 - Scottish dancing
	Develop flexibility, strength, technique, control and balance, e.g. through athletics and gymnastics Sp 1 & 2 - gymnastics Sum 1 & 2 - athletics
	Compare their performances with previous ones and demonstrate improvement

	<p>to achieve their personal best</p> <p>Aut 1 & 2 - dance Sp 1 - athletics / gymnastics / dance (Scottish) Sum 1 & 2 - athletics / competitive games - tennis Sum 2 - striking games - rounders and cricket</p>
	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p>