



Brampton Village Primary School PE Curriculum Progression Map 2026-27

The curriculum at Brampton Village Primary School enables all children to learn skills alongside knowledge, ensuring that both are explicitly developed through clearly sequenced and structured plans. There are opportunities for cross-curricular teaching throughout the school so that the curriculum is broad, balanced, meaningful and relevant to all pupils and which enables them to be successful, independent and motivated learners in readiness for their next stage of education. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of all the pupils in our school such as Swimming Booster sessions for year 6 children provided by the temporary on site pool.

Through our high-quality **Physical Education (PE)** curriculum, we aim to inspire all pupils with a love of physical activity and sport through an understanding of healthy lifestyles, access to a wide range of activities and participation in different competitive opportunities. All children, regardless of starting point, will be supported to achieve their personal best and develop core skills that will provide the foundations for life-long physical activity. We aim for all children to leave Brampton physically active and with an awareness of how P.E. and sport can enrich their future lives.

Pupils in Key Stage 1 develop fundamental movement skills, become increasingly competent and confident; they have access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils in Key Stage 2 continue to apply and develop a broader range of skills; they have opportunities to enjoy communicating, collaborating and competing with each other.

Key Areas	Dance	Gymnastics	Games/Multi-skills	Athletics	Outdoor Adventurous Activities	Swimming	Evaluation	Healthy Lifestyles
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Key Areas	Year R	Y1	Y2	Y3&4	Y5&6
Dance	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60) Experiments with different ways of moving. (PD M&H 40-60) Jumps off an object and lands appropriately. (PD M&H 40-60) Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60)	I can copy and explore basic body patterns and movements. I can remember simple dance steps and perform them in a controlled manner. I can choose actions and link them with sounds and music. I can safely perform teacher led warm-ups and can describe and discuss others work.	I can perform with control and co-ordination. I can respond imaginatively to a variety of stimuli. I can vary the dynamics, levels, speed and direction of my phrase/motif. I can discuss my own and others' work with simple vocabulary. I understand the need for warm-up and cool down.	I can improvise freely on my own and with a partner. I can translate ideas from a variety of stimuli into movement. I can compare, develop and adapt movement motifs to create longer dances. I can use dance vocabulary to compare and improve my work. I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health.	I can demonstrate precision, control and fluency in response to stimuli. I can vary dynamics and develop actions with a partner or as part of a group. I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness. I can modify my performance and that of others. I can organise myself to warm up safely.

Gymnastics	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60) Experiments with different ways of moving. (PD M&H 40-60) Jumps off an object and lands appropriately. (PD M&H 40-60) Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60)	I can copy and explore basic gymnastics actions with some control and co-ordination. I can select and link basic gymnastics actions together. I can watch and discuss my own and others work. I can safely perform a teacher led warm-up and cool down and I can use space safely showing an awareness of others.	I can copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination. I can select and link basic gymnastics actions into fluent short movement phrases. I can identify and describe the difference between my own and others work.	I can copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and clarity. I can select and link gymnastics actions fluently into longer movement phrases and can apply basic compositional ideas. I can describe my own and others work noting similarities and differences and I can make suggestions for improvements. I can work safely, handling a range of hand, small and large apparatus and I can recognise changes in my body giving reasons why PE is good for health	I can copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity. I can select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of compositional ideas. I can identify and act upon criteria to refine, improve and modify gymnastics actions and sequences. I can demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body.
Games/Multi-Skills	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60) Children show good control and co-ordination in large and small movements. (PD – M&H ELG) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60) Experiments with different ways of moving. (PD M&H 40-60) They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)	I can stop a ball with basic control I can send a ball in the direction of another person and collect a ball I can take part in sending and receiving activities with a partner I can talk about exercising, safety and short term effects of exercise	I can stop/catch/strike a ball with control and accuracy I can pass a ball to someone else and receive a ball when moving I can take part in conditioned games with opponents I understand about exercising, being safe and the short term effects of exercise	I can control, strike, catch a ball whilst moving and keep possession with some accuracy. I can accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending. I am beginning to influence the conditioned games with opponents. I can describe what others do well. I can talk about why it is important to warm up / cool down and lead a partner through short warm up routines.	I can control, catch, send and receive a ball accurately whilst moving and keeping to the rules. I can move with a ball in opposed situations (quicksticks/ football) and attack and defend in a small sided game. I can take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance I understand and can use principles of exercise activities for warming up and recognise how exercise is good for health.
Athletics				I can run at a speed appropriate to the distance I am running. I can jump accurately from a standing position and I can take a running jump. I can demonstrate a range of throwing actions using a variety of objects. I can recognise a change in heart rate, temperature and breathing rate during exercise.	I can improve and sustain different running technique at different speeds in a variety of athletic events. I can demonstrate accuracy and technique in a range of throwing and jumping actions. I can identify and explain what makes a good athletic performance. I can explain how to improve technique in a variety of events.

					I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health.
Outdoor Adventurous Activities		Develops listening skills. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.
Swimming				To use a range of strokes to swim competently, confidently and proficiently over a distance of at least 25 metres. To perform safe self-rescue in different water based situations. Key concepts: Buoyancy, floating, streamlined, submerging, front crawl, backstroke, breaststroke, safe entry, personal survival.	To use a range of strokes to swim competently, confidently and proficiently over a distance of at least 25 metres. To perform safe self-rescue in different water based situations. Key concepts: Buoyancy, floating, streamlined, submerging, front crawl, backstroke, breaststroke, safe entry, personal survival.
Evaluation		I can comment on own and others performance I can give comments on how to improve performance. I can use appropriate vocabulary when giving feedback.	I can comment on own and others performance I can give comments on how to improve performance. I can use appropriate vocabulary when giving feedback.	Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.	Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.
Healthy Lifestyle		I can describe the effect exercise has on the body I can explain the importance of exercise and a healthy lifestyle.	I can describe the effect exercise has on the body I can explain the importance of exercise and a healthy lifestyle.	I can describe the effect exercise has on the body I can explain the importance of exercise and a healthy lifestyle. I understand the need to warm up and cool down.	I can describe the effect exercise has on the body I can explain the importance of exercise and a healthy lifestyle. I understand the need to warm up and cool down.