

Curriculum Progression Overview for P.E



This should be used alongside the EYFS Long Term Plan 2026-27 which breaks down each area of the EYFS and intended learning for each term. Each area of the EYFS is also reflected throughout the continuous provision within the learning environment both inside and outside – this enables children to be independent in their own learning and practice and develop skills taught.

Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CONTENT	Indoor Introduction to PE 1 Forest School	Indoor Dance 1 Forest School	Indoor/Outdoor: Fundamentals 1 Forest School	Indoor Gymnastics 1 Forest School	Outdoor Athletics and Eight Step Skills / Games 1 Forest School	Outdoor Ball skills 1 Forest School
OBJECTIVES (knowledge)	Indoor: • To explore moving safely in a space and begin to control my body in different ways. Forest School: <i>Please see the objectives relating to the headings below at the end of this document</i> • Building, Problem-Solving and Teamwork • Science/Nature/Environment • Physical Development/Healthy Lifestyles • Global Citizenship/ Understanding of the World	Indoor: • To explore different ways of moving my body to music and express ideas through dance Forest School: <i>Please see the objectives relating to the headings below at the end of this document</i> • Building, Problem-Solving and Teamwork • Science/Nature/Environment • Physical Development/Healthy Lifestyles • Global Citizenship/ Understanding of the World	Indoor: • To explore and practice fundamental movement skills Forest School: <i>Please see the objectives relating to the headings below at the end of this document</i> • Building, Problem-Solving and Teamwork • Science/Nature/Environment • Physical Development/Healthy Lifestyles • Global Citizenship/ Understanding of the World	Indoor: • To explore different body shapes and balances with control Forest School: <i>Please see the objectives relating to the headings below at the end of this document</i> • Building, Problem-Solving and Teamwork • Science/Nature/Environment • Physical Development/Healthy Lifestyles • Global Citizenship/ Understanding of the World	Outdoor: • To move safely and play simple games with control Forest School: <i>Please see the objectives relating to the headings below at the end of this document</i> • Building, Problem-Solving and Teamwork • Science/Nature/Environment • Physical Development/Healthy Lifestyles • Global Citizenship/ Understanding of the World	Outdoor: • To explore and develop basic ball control skills Forest School: <i>Please see the objectives relating to the headings below at the end of this document</i> • Building, Problem-Solving and Teamwork • Science/Nature/Environment • Physical Development/Healthy Lifestyles • Global Citizenship/ Understanding of the World

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CONTENT	Outdoor Fundamentals FOREST SCHOOL	Outdoor FOREST SCHOOL Indoor Dance (for nativity)	Outdoor Ball skills Indoor Gymnastics	Outdoor Fitness Indoor Gymnastics	Outdoor Athletics/Eight Step Skills FOREST SCHOOL	Outdoor Striking and Fielding
OBJECTIVES (knowledge)	Outdoor: To develop basic balancing, running, jumping and changing direction skills with increasing control Forest School: Please see the objectives relating to the headings below at the end of this document Building, Problem-Solving and Teamwork Tool Work Science/Nature/Environment Art Cooking Physical Development/Healthy Lifestyles Global Citizenship/Understanding of the World	Outdoor: - To explore and perform simple dance actions using different body parts and movements Indoor: - Copy and repeat actions. - Put a sequence of actions together to create a motif. - Vary the speed of their actions. - Use simple choreographic devices such as unison, canon and mirroring. - Begin to improvise independently to create a simple dance.	Outdoor: - To develop control, accuracy and coordination using a ball Indoor: - To explore and perform balances, shapes and travelling movements with control	Outdoor: - To understand how exercise affects the body and to develop fitness through active movement Indoor: - To explore balances, shapes and travelling safely using the wall bars.	Outdoor To develop running, jumping and throwing skills through different athletics activities Forest School: Please see the objectives relating to the headings below at the end of this document Building, Problem-Solving and Teamwork Tool Work Science/Nature/Environment Art Cooking Physical Development/Healthy Lifestyles Global Citizenship/Understanding of the World	Outdoor: To develop sending and receiving skills through simple striking and fielding activities

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CONTENT	Outdoor: Fundamentals FOREST SCHOOL Indoor: Team building	Outdoor: Ball skills FOREST SCHOOL Indoor: Dance	Outdoor: Sending and receiving Indoor: Gymnastics	Outdoor Fitness Indoor Gymnastics	Outdoor: Athletics/Eight Step Skills Indoor: Target games	Outdoor: Striking and fielding
OBJECTIVES (knowledge)	Outdoor: - To develop and apply balancing, running, jumping and changing direction skills with control and coordination Indoor: - To work cooperatively with others to solve problems and complete challenges Forest School: <i>Please see the objectives relating to the headings below at the end of this document</i> - Building, Problem-Solving and Teamwork - Tool Work - Science/Nature/Environment - Art - Cooking - Physical Development/Healthy Lifestyles - Global Citizenship/Understanding of the World	Outdoor: - To develop accuracy, control and coordination when rolling, throwing, catching and dribbling a ball Indoor: - To create and perform simple dance sequences using actions, pathways and body shapes	Outdoor: To develop accuracy and control when sending and receiving a ball or other equipment Indoor: To create and perform balances, shapes and travelling actions with control and coordination	Outdoor: - To improve fitness by developing speed, balance, coordination and stamina through physical activity. Indoor: - To explore balances, shapes and travelling safely using the wall bars	Outdoor: To develop and improve running, jumping and throwing skills through athletic activities Indoor To develop accuracy and control when aiming at and hitting targets	Outdoor: To develop striking and fielding skills and apply them in simple games

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Year 3	Autumn 1	Autumn 2	Spring	Spring 2	Summer	Summer 2
CONTENT	Outdoor: Ball skills Indoor: Gymnastics	Outdoor: Netball Indoor: Gymnastics	Outdoor: Hockey Indoor: Dodgeball	Outdoor Fitness Indoor: Dance	Outdoor: Athletics/Eight Step Skills Orienteering	Outdoor: Tennis / rounders
OBJECTIVES (knowledge)	Outdoor: To develop accuracy, control and consistency when passing, receiving, dribbling and aiming with a ball Indoor: To create and perform a sequence using balances, rolls, shapes and travelling actions with control and fluency	Outdoor: To develop passing, receiving and moving skills and apply them in simple netball games Indoor: To explore and perform balances, shapes and sequences safely using the wall bars	Outdoor: - To develop dribbling, passing and receiving skills using a hockey stick and ball Indoor: - To develop throwing, catching, dodging and movement skills then apply them in dodgeball	Outdoor: To develop speed, stamina, strength and coordination through a range of fitness activities Indoor: To create and perform a dance sequence using actions, formations and changes in dynamics	Outdoor: - To improve running, jumping and throwing techniques and apply them in athletic events - To develop map reading, navigation and teamwork skills through orienteering challenges	Outdoor: To develop sending and receiving skills using a racket or bat and apply them in simple games

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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CONTENT	Outdoor: Golf Indoor: Gymnastics	Outdoor: Netball Indoor: Gymnastics	Outdoor: Rugby Indoor: Dance	Outdoor Fitness Indoor: Yoga	Outdoor: Athletics/Eight Step Skills Orienteering	Outdoor: Tennis / Rounders
OBJECTIVES (knowledge)	Outdoor: • To develop putting and striking skills with accuracy and control and apply them in simple golf challenges Indoor: • To create and perform a gymnastics sequence showing control, fluency and balance	Outdoor: • To develop passing, footwork and movement skills and apply them in netball games Indoor: • To use the wall bars safely to create and perform balances, movements and sequences with control and fluency	Outdoor: • To develop passing, receiving and evasive running skills and apply them in simple rugby games Indoor: • To create and perform a dance sequence using actions, formations and dynamics to communicate a theme or idea •	Outdoor: • To improve speed, stamina, strength and coordination through a range of fitness activities and challenges Indoor: • To develop balance, flexibility, strength and focus through a range of yoga poses and movements	Outdoor: • To develop and apply running, jumping and throwing techniques to improve performance and athletic activities • To use map-reading and navigation skills to solve challenges and work efficiently as part of a team	Outdoor: • To develop forehand, back hand, serving and rallying skills and apply them in simple games

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CONTENT	Outdoor: Netball Indoor: Yoga	Outdoor: Hockey Indoor: Dance	Outdoor: Rugby Indoor: Gymnastics	Outdoor Fitness Indoor Gymnastics	Outdoor: Athletics/Eight step skills OAA	Outdoor: Cricket / Rounders
OBJECTIVES (knowledge)	Outdoor: - To develop passing, movement, defending and shooting skills and apply them effectively in netball games Indoor: - To develop strength, flexibility, balance and mindfulness through a range of yoga poses and flows.	Outdoor: To develop dribbling, passing, receiving and defending skills and apply them in competitive hockey games. Indoor: To create and perform a dance using a range of actions, dynamics and formations to communicate an idea or theme	Outdoor: - To develop passing, attacking and defending skills and apply them in tag rugby games. Indoor: - To create and perform a gymnastics sequence showing control, fluency, balance and creativity.	Outdoor: - Know and understand the reasons for warming up and cooling down. - Explain some safety principles when preparing for and during exercise. Indoor: - To create and perform a gymnastics sequence on the wall bars showing control, fluency, strength and balance.	Outdoor: To apply and refine running, jumping and throwing techniques to improve in athletics events. To work collaboratively to solve problems and complete outdoor challenges using communication, teamwork and navigation skills	Outdoor: To develop batting, bowling and fielding skills and apply them in a game of cricket/rounders.

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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CONTENT	Outdoor: Tennis Indoor: Gymnastics	Outdoor: Netball Indoor: Gymnastics	Outdoor: Fitness Indoor: Dance	Outdoor: Football Indoor: Yoga	Outdoor: Athletics/Eight Step Skills OAA	Outdoor: Cricket / rounders Indoor: Dodgeball
OBJECTIVES (knowledge)	Outdoor: - To apply a range of tennis shots and tactics to maintain rallies and outwit opponents in competitive games Indoor: - To create and perform complex gymnastic sequences showing control, fluency, creativity and precision.	Outdoor - To apply advanced passing, movement, shooting and defending skills while using tactics in competitive netball games. Indoor: - To create and perform complex gymnastic sequences on the wall bars showing control, fluency, strength, creativity and precision.	Outdoor: - To develop and apply speed, strength, agility and coordination through a range of fitness challenges Indoor: - To create, perform and evaluate a dance that communicates a theme or idea using a range of movement skills, formations and dynamics.	Outdoor: - To apply passing, dribbling, and defending skills effectively while using tactics in competitive football matches. Indoor: - To develop strength, flexibility, balance and mindfulness through advanced yoga poses and sequences.	Outdoor: - To apply and refine advanced running, jumping and throwing techniques to improve performance and achieve personal bests. - To work collaboratively to solve complex problems and complete navigational challenges using communication, teamwork and leadership skills.	Outdoor: - To apply batting, fielding, bowling and tactical skills in competitive rounders/cricket games. Indoor: - To apply throwing, catching, dodging and tactical skills in competitive dodgeball games.



Curriculum Progression Overview for P.E



Moreton CE Primary School – Forest School Curriculum Progression of Skills

	Skills	Activities
Foundation and Key Stage 1 - Age Group 5-7	Building, Problem-Solving and Teamwork I can work in a team. I can play team games. I can think about how to solve problems before asking a grown-up for help. I can communicate my ideas to adults and other children. I can work with my team to create a shelter.	Bookbag Keyrings
	Tool Work I can whittle using age-appropriate tools (potato peeler) (1:6) I can use a palm drill. I can use a bodkin I can use a stone (in place of a mallet) I can use secateurs. (1:1)	Bug Hotel Damper Bread Elder Pencil Hedgehogs
	Science/Nature/Environment I can identify and name a variety of wild and garden plants. I can describe the plant structure (including trees). I can identify and name a variety of common animals from amphibians – mammals. I can record what I see within the leaf litter layer of the woodland. I can name sounds that I hear. I can name animals in the environment and group them. I understand the importance of worms within our ecosystem.	Leaf College/People/Animals Loo Roll Residence Medallions Nature Weave
	Art I can use natural materials to create artwork that I can talk about. I can make clay animals.	S'Mores Spider Webs
	Cooking I can be safe around a campfire. I understand why it is important to be safe around a campfire. I can toast a marshmallow on a stick. I can cook on an open fire with appropriate supervision.	Wormeries

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Physical Development/Healthy Lifestyles

I know how to travel safely on rough ground.

I can carry sticks safely.

I can talk about how being outside makes me feel.

I can describe the benefits of being outside.

I know what I need to survive (food, water, air.)

Global Citizenship/Understanding of the World

I know why it is important to look after the environment.

I understand I have a responsibility to help take care of our local community and the wider world.

Lower Key Stage 2 - Age Group 7-9

Building, Problem-Solving and Teamwork

I can make and play woodland versions of common games (pick-up sticks, noughts and crosses for example).

I can work in a team during wide games and scavenger hunts.

I can build trust with my peers through playing games.

Tool Work

I can whittle using age-appropriate tools.

I can use a palm drill.

I can make sparks with a fire steel.

Science/Nature/Environment

I can identify deciduous and evergreen trees.

I can name some common birds and talk about their features and the sounds they make.

I can match tracks and other signs to animals.

I can identify and classify things I observe.

I can talk about how to encourage wildlife into an area.

Art

I can sketch trees and plants.

I can choose shapes in nature and use them to inspire my artwork.

I can use the method Hapa Zome (a traditional Japanese printing method).

Bookbag Keyrings

Bug Hotel

Damper Bread

Forage

Medallions

Nature Weave

S'Mores

Spider Webs

Understanding Habitats



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Cooking

I can be safe around a fire and explain the fire circle.
I can light a fire safely with close supervision.
I can toast a marshmallow on a stick.
I can cook on an open fire with appropriate supervision.

Physical Development/Healthy Lifestyles

I can describe my flexibility, strength, control and balance when participating in outdoor activities. I can carry equipment around safely.
I can take part in outdoor activities and challenges on my own and in a team.
I understand and can describe the benefits of being outside.

Global Citizenship/Understanding of the World

I can describe different ways to look after the environment.
I understand why I have a responsibility to help take care of our local community and the wider world.
I play an active part in my local community.

Upper Key Stage 2 - Age Group 9-11

Building, Problem-Solving and Teamwork

I can explain what humans need to survive.
I can work with others to research and obtain survival essentials.
I understand the rules for safe foraging.
I can work with a team to build a waterproof shelter using tarpaulins.
I can use a range of simple knots.

Tool Work

I can use a palm drill.
I can saw wood with support.
I can make and tend a fire.
I can tie suitable knots for different purposes.

Bookbag Keyrings

Bug Hotel

Damper Bread

Egyptian Amulets

Forage

S'Mores



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Spider Webs

Understanding Habitats

Whittling Butterknife

Science/Nature/Environment

I can name and identify some trees in our grounds by using a simple ID guide.
I can name and identify wildlife in and around our grounds by using a simple ID guide.
I can recognise pollution indicators in different habitats.
I can group objects according to my own criteria.
I am beginning to know the eight points on a compass.

Art

I can plan, make and create a decoration.
I can use natural shapes and structures to inspire my artwork.
I can print using natural materials.

Cooking

I can be safe around a fire and explain the fire circle.
I can prepare the fire-lighting equipment and light a fire safely with close supervision.
I can toast a marshmallow on a stick.
I can cook on an open fire.

Physical Development/Healthy Lifestyles

I can carry equipment around safely.
I can follow and make trails.
I can take part in outdoor activities and challenges on my own and in a team.
I understand and can describe the benefits of being outside.

Global Citizenship/Understanding of the World

I can describe different ways to look after the environment.
I understand why I have a responsibility to help take care of our local community and the wider world.
I play an active part in my local and wider community.