



Ludgvan School Subject Progression Document 2025-2026

Subject: PE

Scheme – REAL PE

Skills and Knowledge Progression

Year Group	Fundamentals Core REAL PE	Dance REAL Dance	Invasion Games	Body Management REAL Gym	OAA	Swimming (Not EYFS)
EYFS	<p>ELG: Gross motor skills</p> <ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others.Demonstrate strength, balance and coordination when playingMove energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>ELG: Fine motor skills</p> <ul style="list-style-type: none">Use a range of small tools, including scissors, paint brushes and cutlery <p>ELG: Self-regulation</p> <ul style="list-style-type: none">Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriateSet and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <p>ELG: Managing self</p> <ul style="list-style-type: none">Explain the reasons for rules, know right from wrong and try to behave accordingly <p>ELG: Building relationships</p> <ul style="list-style-type: none">Work and play cooperatively and take turns with others					



KS1 Readiness	<ul style="list-style-type: none"> *To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. *To use their core muscle strength to achieve a good posture. *To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	<ul style="list-style-type: none"> *To use a more fluent style of moving, developing control and grace. *To combine different movements with ease and fluency. 	<ul style="list-style-type: none"> *To negotiate space and obstacles safely, with consideration for themselves and others. *To combine different movements with ease and fluency. *To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. *To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> *To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. *To combine different movements with ease and fluency. 	<ul style="list-style-type: none"> *To negotiate space and obstacles safely, with consideration for themselves and others. *To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. 	Not EYFS
Y1	<ul style="list-style-type: none"> *Attempt to run at different speeds showing an awareness of technique *Begin to link running and jumping movements with some control. 	<ul style="list-style-type: none"> *Copy, remember and repeat actions. *Use changes of direction, speed and levels with guidance *Begin to use counts. 	<ul style="list-style-type: none"> *Drop and catch a ball after one bounce on the move. *Move a ball using different parts of the foot. *Throw and roll towards a target 	<ul style="list-style-type: none"> *Perform balances making their body tense, stretched and curled. *Take body weight on hands for short periods of time. *Demonstrate poses and movements that 	<ul style="list-style-type: none"> *Follow instructions. *Begin to work with a partner and a small group. *Understand the rules of the game and suggest ideas 	<p>Beginners</p> <p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p>



	<ul style="list-style-type: none"> *Jump, leap and hop and choosing which allows them to jump the furthest. *Throw towards a target *Show some control and balance when travelling at different speeds. *Begin to show balance and co-ordination when changing direction. 		<ul style="list-style-type: none"> with some varying techniques. *Kick towards a stationary target. *Catch a beanbag and a medium-sized ball. *Attempt to track balls and other equipment sent to them. *Strike a stationary ball using a racket. Run, stop and change direction with some balance and control. *Recognise space in relation to others. Begin to use simple tactics with guidance. 	<ul style="list-style-type: none"> challenge their flexibility *Remember, repeat and link simple actions together. 	<ul style="list-style-type: none"> to solve simple tasks. *Copy a simple diagram/map. *Identify own and others' success. 	<ul style="list-style-type: none"> Use arms and legs together to move effectively across a short distance in the water. Glide on front and back over short distances. Float on front and back for short periods of time. Confidently roll from front to back and then regain a standing position. <p>Developers</p> <p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p>
Y2	<ul style="list-style-type: none"> *Show balance and coordination when running at different speeds. *Link running and jumping movements with some control and balance. *Show hopping and jumping movements 	<ul style="list-style-type: none"> *Copy, remember and repeat actions. *Use pathways, levels, shapes, directions, speeds and timing with guidance. *Use mirroring and unison when completing actions with a partner. 	<ul style="list-style-type: none"> *Dribble a ball with two hands on the move. *Dribble a ball with some success, stopping it when required. *Throw and roll towards a target using varying 	<ul style="list-style-type: none"> *Perform balances on different body parts with some control and balance. *Take body weight on different body parts, with and without apparatus. *Show increased awareness of 	<ul style="list-style-type: none"> *Work co-operatively with a partner and a small group, taking turns and listening to each other. *Try different ideas to solve a task. 	



	<p>with some balance and control.</p> <p>*Change technique to throw for distance.</p> <p>*Show control and balance when travelling at different speeds.</p> <p>*Demonstrates balance and co-ordination when changing direction</p> <p>*Perform actions with increased control when co-ordinating their body with and without equipment</p>	<p>*Begin to use counts with help to stay in time with the music.</p>	<p>techniques with some success.</p> <p>*Show balance when kicking towards a target.</p> <p>*Catch an object passed to them, with and without a bounce.</p> <p>*Move to track a ball and stop it using feet with limited success.</p> <p>*Strike a ball using a racket.</p> <p>*Run, stop and change direction with balance and control.</p> <p>*Move to space to help score goals or limit others scoring.</p> <p>*Use simple tactics.</p>	<p>extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>*Follow and create a simple diagram/map.</p> <p>*Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water.</p>
Y3	<p>*Show balance, coordination and technique when running at different speeds, stopping with control.</p> <p>*Link running, hopping and jumping actions using different take offs and landing</p> <p>*Jump for distance and height with an</p>	<p>*Remember and perform a dance phrase</p> <p>*Create short dance phrases that communicate an idea.</p> <p>*Use canon, unison and formation to represent an idea</p> <p>*Use counts to stay in time with the music.</p>	<p>*Dribble the ball with one hand with some control in game situations.</p> <p>*Dribble a ball with feet with some control in game situations.</p> <p>*Use a variety of throwing techniques in game situations.</p>	<p>*Complete balances with increasing stability, control and technique.</p> <p>*Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>*Demonstrate increased flexibility</p>	<p>*Follow instructions from a peer and give simple instructions.</p> <p>*Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p>	<p>Intermediate</p> <p>Confidently combine skills to retrieve an object from greater depth.</p>



	<p>awareness of technique.</p> <p>*Throw a variety of objects, changing action for accuracy and distance.</p> <p>*Demonstrate balance when performing other fundamental skills.</p> <p>*Show balance when changing direction in combination with other skills.</p> <p>*Can co-ordinate their bodies with increased consistency in a variety of activities.</p>		<p>*Kick towards a partner in game situations.</p> <p>*Catch a ball passed to them using one and two hands with some success.</p> <p>*Receive a ball sent to them using different parts of the foot.</p> <p>*Strike a ball with varying techniques.</p> <p>*Change direction with increasing speed in game situations.</p> <p>*Use space with some success in game situations.</p> <p>*Use simple tactics individually and within a team.</p>	<p>and extension in their actions.</p> <p>*Choose actions that flow well into one another both on and off apparatus.</p>	<p>*Plan and attempt to apply strategies to solve problems.</p> <p>*Orientate and follow a diagram/map.</p> <p>*Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>
Y4	<p>*Demonstrate how and when to speed up and slow down when running.</p> <p>*Link hopping and jumping actions with some control.</p> <p>*Jump for distance and height showing balance and control.</p>	<p>*Copy, remember and adapt set choreography</p> <p>*Choreograph considering structure individually, with a partner and in a group</p> <p>*Use counts when choreographing short phrases</p>	<p>*Link dribbling the ball with other actions with increasing control.</p> <p>*Change direction when dribbling with feet with some control in game situations.</p> <p>*Use a variety of throwing techniques</p>	<p>*Use body tension to perform balances both individually and with a partner.</p> <p>*Demonstrate increasing strength, control and technique when taking own and others weight.</p>	<p>*Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>*Confidently communicate ideas and listen to others before deciding on the best approach.</p>	



	<ul style="list-style-type: none"> *Throw with some accuracy and power towards a target area. *Demonstrate good balance when performing other fundamental skills *Show balance when changing direction at speed in combination with other skills. *Begin to co-ordinate their body at speed in response to a task. 		<ul style="list-style-type: none"> with increasing success in game situations. *Catch a ball passed to them using one and two hands with increasing success *Receive a ball using different parts of the foot under pressure. *Strike a ball using varying techniques with increasing accuracy. *Change direction to lose an opponent with some success. *Create and use space with some success in game situations. *Use simple tactics to help their team score or gain possession. 	<ul style="list-style-type: none"> *Demonstrate increased flexibility and extension in more challenging actions. *Plan and perform sequences showing control and technique with and without a partner. 	<ul style="list-style-type: none"> *Plan and apply strategies to solve problems. *Identify key symbols on a map and use a key to help navigate around a grid. *Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. 	
Y5	<ul style="list-style-type: none"> *Run at the appropriate speed over longer distances or for longer periods of time. *Show control at take off and landing 	<ul style="list-style-type: none"> *Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing 	<ul style="list-style-type: none"> *Use dribbling to change the direction of play with some control under pressure. *Dribble with feet with some control 	<ul style="list-style-type: none"> *Show increasing control and balance when moving from one balance to another. *Use strength to improve the quality 	<ul style="list-style-type: none"> *Begin to lead others, providing clear instructions. *Plan and apply strategies with others to more complex challenges. 	



	<p>in more complex jumping activities.</p> <p>*Perform a range of more complex jumps showing some technique.</p> <p>*Show accuracy and power when throwing for distance.</p> <p>*Demonstrate good balance and control when performing other fundamental skills.</p> <p>*Demonstrate improved body posture and speed when changing direction.</p> <p>*Can co-ordinate a range of body parts at increased speed.</p>	<p>*Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus</p> <p>*Confidently perform choosing appropriate dynamics to represent an idea</p> <p>*Use counts accurately when choreographing to perform in time with others and the music</p>	<p>under increasing pressure.</p> <p>*Use a variety of throwing techniques with some control under increasing pressure.</p> <p>*Use a variety of kicking techniques with some control under increasing pressure.</p> <p>*Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>*Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>*Strike a ball using a wider range of skills.</p> <p>*Apply these with some success under pressure.</p> <p>*Use a variety of techniques to change direction to lose an opponent.</p> <p>*Understand the need for tactics and</p>	<p>of an action and the range of actions available.</p> <p>*Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>*Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>*Orientate a map confidently using it to navigate around a course</p> <p>*Explain why a particular strategy worked and alter methods to improve.</p>	
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			can identify when to use them in different situations.			
Y6	<ul style="list-style-type: none"> *Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time *Link running, jumping and hopping actions with greater control and co-ordination. *Perform jumps for height and distance using good technique. *Show accuracy and good technique when throwing for distance. *Show fluency and control when travelling, landing, stopping and changing direction. *Change direction with a fluent action and can transition smoothly between varying speeds. 	<ul style="list-style-type: none"> *Perform dances confidently and fluently with accuracy and good timing *Improvise and combine dynamics demonstrating an awareness of the impact on performance. *Use counts when choreographing and performing to improve the quality of work. 	<ul style="list-style-type: none"> *Use dribbling to change the direction of play with control under pressure. *Catch and intercept a ball using one and two hands with increasing success in game situations. *Receive a ball with consideration to the next move. *Strike a ball using a wider range of skills to outwit an opponent. *Confidently change direction to successfully outwit an opponent. *Effectively create and use space for self and others to outwit an opponent. *Work collaboratively to create tactics within their team and 	<ul style="list-style-type: none"> *Combine and perform more complex balances with control, technique and fluency. *Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. *Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. 	<ul style="list-style-type: none"> *Confident to lead others and show consideration of including all within a group. *Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. *Confidently and efficiently orientate a map, identifying key features to navigate around a course. *Accurately reflect on when challenges are solved successfully and suggest well thought out improvements. 	<p>Year 6 NC assessment</p> <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



			evaluate the effectiveness of these.			
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Vocabulary Progression

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
running, jumping, hopping, rolling, crawling, walking, climbing, dancing, moving, twisting turn(ing), space, bouncing, high, low	Control Passing Throwing Kicking Batting Leap Curl Stretch	Balance Coordination Control Perform Skipping Level Shapes Speed	Balance Coordination Landing Distance Height	Speed Technique Power Create Plan Possession	Distance Take off Landing Space Swim Direction	Fluency Accuracy Distance Control Confidence Strokes
Throw(ing) Catch(ing) Pass(ing) Kick(ing) Take turns, roll, crouch, straddle,	Pose Physical Aim(ing) Tactics Team	Dribble Direction Target Coordination Health Heart	Perform communication stability strength flexibility strike tactics receive	Body tension Confident(ly) Opponent Strategy Symbols Sequence Intra competition	Direction Choreography Perform Tactics intercept Strokes Dive Fitness	Outwit Critical Navigate Sequencing Float Fairness Mental health



Strength,aim(ing) coordination Balance Rules	Apparatus Accurate Direction Strike Agility Posture	Technical Extension Flexibility Direction Stationary Competition Pulse	Collaborative Consistent Combination Reflect Orientate Compete	Coordinate Choreography Accurately Evaluate Umpire Refine	Complex sequences Dynamics Explain Umpire Survival	Improvise Improve Choreographing Evaluate Reflect Umpire Buoyancy
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Subject Content Coverage and Timeline

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fundamentals Core Real PE – unit 1	Body management Real gym – unit 1 Fundamentals Core Real PE – unit 2	Invasion games -hockey -football Core Real PE – unit 3 Real gym – Unit 2	Dance- Street Real Dance – unit 1 Core Real PE – unit 4	Athletics/OAA Core Real PE – unit 5 Real dance – unit 2	Fundamentals Core Real PE – unit 6 (Enhancement) Balance bikes
Y1	Fundamentals Core Real PE- unit 1 Gymnastics Real gym – unit 1	Gymnastics Real gym – unit 2 Fundamentals Core Real PE – unit 2	Invasion games -Hockey -Football Fundamentals Core Real PE – unit 3	Dance – Jazz Real Dance – unit 1 Fundamentals Core Real PE – unit 4	Net games -tennis -Athletics Fundamentals Core Real PE – unit 5	Field -Cricket Fundamentals Core Real PE – unit 6



	OAA					(Enhancement - football) Swimming
Y2	Fundamentals Core Real PE - unit 1 Gymnastics Real gym – unit 1 OAA	Invasion games -Football -Hockey Fundamentals Core Real PE – unit 2	Gymnastics Real gym – unit 2 Core Real PE – unit 3	Dance – Bollywood Real Dance – unit 1 Core Real PE – unit 4	Field -Cricket -Rounders Core Real PE – unit 5 Swimming	Net games -Tennis Athletics Core Real PE – unit 6
Y3	Fundamentals Multiskills Core Real PE – unit 1 Gymnastics Real gym – unit 1	Fundamentals Core Real PE – unit 2 OAA (Enhancement - gymnastics)	Fundamentals Core Real PE – unit 3 Invasion -Hockey -Dodgeball -Basketball	Dance -Egyptian theme Real dance Core Real PE – unit 4 Swimming	Field -Rounders -Cricket Core Real PE – unit 5	Athletics Core Real PE – unit 6 Net games -Tennis
Y4	Fundamentals Multiskills Core Real PE – unit 1	Body Management Yoga/Gymnastics Real gym-unit 1 Fundamentals	Net games -Badminton -Volleyball Core Real PE – unit 3	Invasion games -Football -Crab football -Netball	Athletics Core Real PE – unit 5	Field -Cricket Core Real PE – unit 6



	(Enhancement - tennis)	Core Real PE – unit 2	Swimming	Core Real PE – unit 4 Dance - Zumba Real dance-unit 1		Orienteering
Y5	Fundamentals Core Real PE – unit 1 Gymnastics Real Gym – unit 1	Fundamentals Core Real PE – unit 2 Swimming	Invasion games -Hockey Handball/basketball Core Real PE – unit 3 (Enhancement – Pirates rugby)	Dance – celtic (St Pirans Day) Real Dance-unit 1 Core Real PE – unit 4	Net games -Tennis -Badminton Core Real PE – unit 5 OAA	Athletics Field -Cricket -Rounders Core Real PE – unit 6
Y6	Fundamentals Core Real PE – unit 1 Swimming	Body Management Core Real PE – unit 2 Gymnastics Real gym – unit 2	Invasion games -Basketball -Football Core Real PE – unit 3 (Enhancement – Pirates rugby)	Net games -Volleyball -Badminton -Tennis Core Real PE – unit 4	Athletics Core Real PE – unit 5 Field -Cricket	Dance – rock and roll Real Dance Core Real PE – unit 6 OAA

Exploring these activities encourages students to develop teamwork, coordination, and strategic thinking, while also appreciating the importance of physical health and creative expression. Each element—from competitive sports to expressive dance—offers



opportunities for individuals to discover new interests, challenge themselves, and celebrate achievements together. These experiences lay the groundwork for personal growth and the development of values that extend beyond the gym or playing field.

Intra sports competitions

	Autumn	Spring	Summer
EYFS	Fundamentals – team games	Invasion - football	Field – Athletics
Year 1	Fundamentals – team games	Invasion - football	Field – Athletics
Year 2	Invasion - Football	Gymnastics	Field - Cricket
Year 3	Invasion – Hockey	Gymnastics	Net - tennis
Year 4	Invasion – Football	Swimming	Field – Cricket
Year 5	Swimming	Invasion - Rugby	Field – Athletics
Year 6	Swimming	Invasion - Rugby	Field – Cricket

Concept questions -introduce at the beginning of the term and reflect at the end of the term

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
EYFS	How does doing sport make me feel?	How do I work as part of a sports team?	Which sport do I like the most?
Year 1	How do my actions affect others in sport?	How does interaction make us successful players?	How important is space in sport?
Year 2	Can a team play well together without communication?	How does movement affect how successful I am in sport?	Can my interactions with others make me more successful on the field?



Year 3	How can I adapt my abilities to achieve more?	Why are my choices important in sport?	How does looking at sport from a different perspective improve my game?
Year 4	Does a change of perspective improve my performance?	How does refining my movement improve my skills?	Can adapting my movement and skills improve my team's success?
Year 5	How do you become a successful sports person?	How do leadership skills improve my relationships in sport?	How can I improve my own performance in achieve more?
Year 6	How does adapting and refining skills make you a better sports person?	What skills does a successful adventurer need?	How do relationships affect success in sport?