



TAYLOR MADE EDUCATION
PE CURRICULUM PROGRESSION MODEL
YEARS 1–11

FOUNDATION

DEVELOPMENT

INTERMEDIATE

ADVANCED

PERFORMANCE

A coherent curriculum journey from fundamental movement to independent performance and lifelong participation

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PE Curriculum Progression Model | Years 1–11

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Foundation: Years 1–2 | Development: Years 3–4 | Intermediate: Years 5–6 | Advanced: Years 7–9 | Performance: Years 10–11

PE CURRICULUM ACTIVITY-STRAND PROGRESSION | YEARS 1-11

FOUNDATION Years 1-2	DEVELOPMENT Years 3-4	INTERMEDIATE Years 5-6	ADVANCED Years 7-9	PERFORMANCE Years 10-11
MOVEMENT / ATHLETICS Locomotion: running, jumping and dodging; agility, balance and coordination	MOVEMENT / ATHLETICS Athletics: athletic challenges; Moving Well	MOVEMENT / ATHLETICS Fitness training methods and personal performance	MOVEMENT / ATHLETICS Athletics; Sportshall Athletics	MOVEMENT / ATHLETICS Personal performance, training and event leadership
INVASION GAMES Sending, receiving, dribbling, passing and scoring	INVASION GAMES Attack and defence principles; netball and basketball	INVASION GAMES Football, handball, hockey, netball, tag rugby, cultural/global games and transferable principles	INVASION GAMES American football, basketball, football, hockey, netball and rugby	INVASION GAMES Tactical systems, competitive performance, coaching and officiating
NET / WALL GAMES Tracking, sending, receiving and striking foundations	NET / WALL GAMES Tactics and pickleball; target games	NET / WALL GAMES Badminton and tennis	NET / WALL GAMES Badminton, table tennis and volleyball	NET / WALL GAMES Advanced rally construction, tournament play and officiating
STRIKING / FIELDING Pushing, hitting and striking	STRIKING / FIELDING Fielding, batting and racing rounders	STRIKING / FIELDING Rounders and cricket	STRIKING / FIELDING Cricket, rounders and transferable striking/fielding	STRIKING / FIELDING Role specialism, match strategy, analysis and officiating
DANCE Brilliant Body and Weather; Journeys and Dances from Around the World	DANCE Dance language and Traditional British Isles	DANCE Environmental, traditional and USA line dance	DANCE Contemporary composition and performance	DANCE Choreography, production, performance and leadership
GYMNASTICS Movement, balances, pathways and sequences	GYMNASTICS Movement, balances, symmetry and sequences	GYMNASTICS Travel, balance, flight and apparatus	GYMNASTICS Movement quality embedded across dance, athletics and fitness; no named specialist unit	GYMNASTICS Optional movement composition, coaching and performance pathway
OAA / ORIENTEERING Working together and team building	OAA / ORIENTEERING Team challenges and problem-solving	OAA / ORIENTEERING Navigation and team problem-solving embedded; no named specialist unit	OAA / ORIENTEERING Orienteering	OAA / ORIENTEERING Navigation strategy, leadership, risk management and event design
HEALTH / FITNESS Exercise, agility, balance, coordination and wellbeing	HEALTH / FITNESS Mindfulness, balance, relaxation and Moving Well	HEALTH / FITNESS Training methods and personal performance	HEALTH / FITNESS Embedded through athletics and activity units; no standalone unit	HEALTH / FITNESS Personal training, lifestyle management and lifelong participation

PE Lesson Element Sequence

A systematic lesson sequence for PE lessons to ensure structured progress for all students to improve knowledge, application and performance.

Element	Description & Purpose	Key Features / Activities	Teacher Role	Time
Learning Objectives	Share learning objectives with the pupils. Provides a clear focus of the lesson.	The learning objectives are presented through Head, Heart and Hands.	Establish expectations and challenge pupils to achieve.	1-3 min
Warm-up	Prepares body & mind. Raises heart rate, mobilises joints, introduces focus & links to prior learning. Inclusive & safe.	Pulse-raising, mobility, dynamic stretches, simple skill-linked games. Share objectives.	Engage, set scene, ensure accessibility.	5–8 min
Explore	Introduce/recap skills & concepts. Free or guided discovery to build confidence.	Open tasks, free practice, problem-solving, partner exploration.	Observe, guide questions, keep activity high.	8–10 min
Develop	Refine skills with focus on quality, consistency & control. Use teaching points.	Guided drills, progressive challenges, STEP differentiation, self/peer feedback.	Demonstrate, give key cues, facilitate refinement, evaluate and improve.	10–15 min
Apply	Use skills in complex/game situations. Select, combine & adapt under pressure.	Conditioned games, modified performances, tactical challenges.	Facilitate, question tactics, support peer feedback.	10–15 min
Plenary	Strong learning-review focus. Recall, consolidate & evaluate against objectives. Reflect on progress & next steps.	Calm stretches + review: “What did we learn?”, traffic lights, partner feedback, “show me”, next-step targets.	Lead focused questions, celebrate progress, set next steps.	3-5 min

PE Differentiation

Differentiation strategies to increase and reduce the level of difficulty of lessons and activities to ensure pupils are adequately challenged.

STEP Element	Meaning in PE Differentiation	Examples
S - Space	Modifying the physical environment, boundaries, or distances to change difficulty or accessibility.	1. Enlarging the playing grid to give attacking players more time to make decisions. 2. Shrinking a basketball zone to force tighter dribbling and quicker ball control. 3. Moving target lines or goals closer for beginners and further back for advanced student
T - Task	Altering the rules, roles, speed, or complexity of the activity to suit different learning needs.	1. Changing the speed by requiring all players to walk instead of run during a game. 2. Adding a condition that every team member must touch the ball before a goal can be scored. 3. Allowing beginners multiple bounces in tennis while advanced players play standard rules. 4. Breaking down a complex gymnastic routine into smaller, isolated balance positions.
E - Equipment	Changing the physical objects used in the lesson to vary the skill level required for success.	1. Swapping standard tennis rackets for short-handled rackets to make hitting the ball easier. 2. Using larger, softer, or slower-moving balls to simplify catching and tracking. 3. Lowering the height of a net or basket to make scoring accessible for shorter or less experienced students. 4. Introducing sound-assisted balls (e.g., balls with bells inside) for visually impaired participants.
P - People	Adjusting the group sizes, team numbers, peer interactions, or player matchups.	1. Organizing an uneven matchup (e.g., 3 vs. 1 or 4 vs. 2) to give the attacking team a better chance. 2. Pairing students of similar ability levels together so they can challenge each other equally. 3. Assigning distinct non-playing roles, such as referee, coach, statistician, or team captain. 4. Implementing mixed-ability pairs where a stronger peer acts as a mentor or guide.

Metacognition, Oracy and Assessment for Learning

Ensuring the “Education” in PE is at the forefront of all lessons taking advantage of the unique opportunities the subject offers.

Area	Purpose	What It Looks Like	Example Prompts / Support
Metacognition – Before (Plan)	Helps pupils think about what they already know, understand the success criteria and choose an appropriate approach before starting.	Pupils identify prior learning, key teaching points, possible strategies and what successful performance should look like.	<i>What do I already know that will help me? What does success look like? Which technique or strategy will I use? What is the most important thing to remember?</i>
Metacognition – During (Monitor)	Helps pupils assess their own performance while taking part and make adjustments.	Pupils notice what is working, respond to feedback and alter technique, tactics or decision-making during practice.	<i>Is my technique helping me achieve the outcome? What is working well? What should I change on my next attempt? How can I use the feedback I have received?</i>
Metacognition – After (Evaluate)	Helps pupils reflect on what they learned, why improvement happened and how learning can be transferred.	Pupils identify strengths, areas for improvement, useful feedback and next steps.	<i>What improved most today? What helped me improve? What would I do differently next time? Where else could I use this skill or strategy?</i>
Oracy	Develops pupils’ ability to explain, justify, question, give feedback and use subject-specific language. It also helps make pupils’ thinking visible.	Structured partner discussion, peer coaching, questioning, feedback and explanation using PE vocabulary.	<i>I chose to ____ because...I noticed that when I ____, the result was...One strength was ____ because...One improvement would be...Next time I would... because...</i>
Why Oracy Matters in PE	Supports communication, teamwork, leadership, tactical understanding and deeper learning rather than pupils simply completing physical activity.	Pupils describe what happened, explain why, justify decisions, question themselves and others, and communicate feedback clearly.	Encourage pupils to move beyond responses such as “that was good” to explanations based on evidence, e.g. “The pass was successful because I stepped towards the target and followed through.”
Assessment for Learning (AfL)	Helps teachers and pupils identify where learning is now, where it needs to go next and what actions will improve performance. It ensures assessment is used continuously to shape teaching and learning rather than only judging performance at the end.	Clear learning objectives and success criteria; teacher questioning; observation; self and peer assessment; immediate feedback; mini-plenaries; checking understanding; adapting tasks in response to pupil performance; identifying individual next steps.	<i>What are the key success criteria? Which part are you currently doing well? What evidence can you see that shows this? What is your next improvement? What feedback would help your partner most?</i>

Fully Inclusive PE

Integration of SEND, EAL and all targeted groups into PE lessons ensuring all students make progress.

Area	Purpose and Importance	What High-Quality Practice Looks Like	Practical Strategies / Example	Intended Impact
SEND Support	Enables pupils to access the same learning intention while removing barriers to participation. Adaptations should support success without unnecessarily lowering expectations.	Teachers adapt the task, equipment, space, rules, communication or level of challenge according to individual need. Instructions are clear, visual and broken into manageable steps.	Use larger or slower equipment, bigger targets, shorter distances, additional practice time, visual cue cards, supportive peer pairings and simplified task stages. For example, a pupil learning a tennis forehand may use a larger ball and receive a shorter hand feed.	Greater participation, confidence and independence while allowing pupils to demonstrate what they know and can do.
EAL Support	Helps pupils develop both PE understanding and subject-specific language . Physical demonstrations can support learning, but technical vocabulary and complex instructions may still create barriers.	Teachers combine demonstrations, concise instructions, visuals and repeated key vocabulary. Understanding is checked through showing and explaining rather than simply asking whether pupils understand.	Pre-teach key words, use diagrams and gestures, provide sentence stems and pair pupils with supportive language models. For example: Recover – return to the ready position. <i>“After my shot, I recovered by...”</i>	Improved understanding, confidence and ability to communicate using appropriate PE vocabulary.
Bringing It All Together	Metacognition, oracy, AfL, SEND and EAL should be integrated into normal teaching rather than treated separately.	Pupils understand the objective, think about learning before, during and after , receive feedback, discuss performance and access appropriate support.	Before: clarify objectives and success criteria. During: question, observe, self/peer assess and adapt tasks. After: reflect on progress and identify next steps. SEND/EAL scaffolds support pupils throughout.	Pupils become active learners who understand what they are doing, why they are doing it and how to improve.
Overall Impact	Develops pupils who are physically competent, reflective, articulate and increasingly independent while maintaining inclusive, high expectations.	Pupils can explain learning, evaluate performance, respond to feedback, select strategies and identify their next steps.	Support is gradually reduced as pupils become more confident. Pupils increasingly answer: What am I learning? How am I doing? What do I need to improve? How will I improve it?	Stronger performance, deeper understanding, better communication, greater inclusion and increased ownership of learning.

Embedding Fitness Through Every Activity

Fitness is taught as an embedded curriculum thread rather than as a sequence of separate fitness schemes. Teachers identify the fitness knowledge and physical qualities already present in each activity, make them explicit through the warm-up, main learning and plenary, and assess whether pupils can apply them to move safely and perform more effectively. This protects time for rich activity-specific learning while ensuring every pupil repeatedly encounters healthy-participation content.

Activity Family	FOUNDATION Years 1-2	DEVELOPMENT Years 3-4	INTERMEDIATE Years 5-6	ADVANCED Years 7-9	PERFORMANCE Years 10-11
MOVEMENT / ATHLETICS	Teach: Build running, jumping, throwing, dodging, agility, balance and coordination through active games and short circuits. Pause to notice a warmer body, faster breathing and heartbeat; use comfortable effort and generous recovery. Evidence: Controlled movement, safe stopping and landing, positive participation and one personal-best improvement.	Teach: Use athletic challenges and Moving Well tasks to develop speed, coordination, balance, mobility and stamina. Introduce progressive warm-ups, simple pacing and a 1-5 effort scale; repeat measured tasks after technique feedback. Evidence: Paces safely, records honestly and explains how a cue or recovery changed performance.	Teach: Embed RAMP warm-ups, circuit, continuous, fartlek and interval training, plus low-volume plyometric, yoga or Pilates work where appropriate. Monitor pulse, talk test or RPE and connect each method to a component and personal goal. Evidence: Selects a suitable method, maintains technique and compares personal data.	Teach: Match conditioning to sprint, endurance, jump or throw demands. Develop speed, power, aerobic or muscular endurance and mobility through event practices, short circuits and intervals. Use baseline and repeat measures, RPE or heart rate, and teach specificity, progressive overload, recovery and quality before intensity. Evidence: Adapts a supervised plan from split times, distances, heights, technique and recovery data.	Teach: Create an individual event programme from a baseline, a SMART goal and relevant methods. Apply FITT and training principles, schedule workload, recovery and tapering, and monitor performance, RPE and wellbeing. Pupils can lead warm-ups, testing, coaching or event preparation. Evidence: Justifies, completes, evaluates and safely adapts the programme using valid data.

Activity Family	FOUNDATION Years 1-2	DEVELOPMENT Years 3-4	INTERMEDIATE Years 5-6	ADVANCED Years 7-9	PERFORMANCE Years 10-11
INVASION GAMES	Teach: Use inclusive small-sided games with frequent touches to develop movement endurance, agility, balance and coordination. Alternate short play bouts with recovery; help pupils notice effort and return ready to play. Evidence: Moves into space, changes direction safely and describes one body response.	Teach: Use 2v2 or 3v3 games, dribble-pass relays and movement-to-space challenges. Vary work and rest, teach controlled acceleration, deceleration and recovery, and use a simple effort scale. Evidence: Sustains purposeful movement and retains skill control as the game demand increases.	Teach: Use ball-based circuits and conditioned games to develop aerobic endurance, speed, agility and muscular endurance. Compare continuous play, fartlek movement and intervals; manipulate court size, player numbers and work-to-rest ratio. Evidence: Links a fitness component or method to game demands and records RPE, repetitions or performance outcomes.	Teach: Analyse positional and team demands, then use small-sided games, repeated-sprint practices, SAQ, aerobic intervals and controlled strength or power work. Monitor RPE, heart rate or work-to-rest data and assess whether skill and decision-making survive fatigue. Adapt rules rather than adding disconnected running. Evidence: Uses match evidence to justify and refine activity-specific conditioning.	Teach: Plan position-specific conditioning from match analysis and relevant tests. Combine repeated-sprint or HIIT work, agility, strength/power and aerobic recovery; manage weekly load, recovery and competition timing. Pupils coach safe warm-ups and adjust practices from performance and wellbeing evidence. Evidence: Evaluates whether the plan improves both physical output and tactical execution.
NET / WALL GAMES	Teach: Develop tracking, ready position, balance and coordination through throw-catch, send-recover and short cooperative rallies. Use brief movement bursts with recovery and never use exercise as a penalty. Evidence: Returns to ready position, controls feet and body, and sustains an accessible rally.	Teach: Build reaction, lateral movement, balance and coordination through target games, footwork patterns and longer cooperative rallies. Use short timed bouts, controlled recovery and technique cues. Evidence: Moves efficiently, recovers between contacts and maintains rally quality for longer.	Teach: Use interval footwork, feed-hit-recover sequences and rally challenges to develop speed, agility, coordination and local muscular endurance. Adjust practice density and work-to-rest ratio while keeping strokes controlled. Evidence: Identifies the training effect and maintains ready position, movement and accuracy at an agreed RPE.	Teach: Compare singles, doubles and activity demands: repeated short high-intensity efforts, rapid recovery, acceleration, deceleration and lateral movement. Combine conditioned points with trunk, shoulder, grip and unilateral-balance work. Monitor rally duration, movement quality, RPE and recovery. Evidence: Uses performance data to adjust intensity without sacrificing stroke technique or court position.	Teach: Create an individual singles or doubles plan from movement and match analysis. Integrate speed and agility, repeated-effort capacity, strength/power, mobility and tournament recovery. Manipulate practice density, test and retest, and manage workload around competition. Evidence: Explains how physical preparation improves technical consistency and tactical choices under pressure.

Activity Family	FOUNDATION Years 1-2	DEVELOPMENT Years 3-4	INTERMEDIATE Years 5-6	ADVANCED Years 7-9	PERFORMANCE Years 10-11
STRIKING / FIELDING	Teach: Combine safe striking, throwing and catching with running to bases, retrieval and return. Use short play periods, clear recovery and regular role rotation to develop coordination and general stamina. Evidence: Moves, stops and handles equipment safely while remaining involved in the game.	Teach: Develop acceleration, stopping, throwing, catching and striking power through short fielding races, batting rotations and target challenges. Add shoulder, trunk and lower-body mobility in the warm-up. Evidence: Repeats actions with control and explains why technique and recovery matter.	Teach: Use repeated running between markers, fielding circuits, accuracy-under-time tasks and controlled body-weight strength or mobility. Link intervals and circuits to the demands of batting, bowling and fielding; stop when technique deteriorates. Evidence: Uses RPE, times or accuracy scores to compare effort and performance.	Teach: Differentiate batter, bowler and fielder demands. Develop repeated-sprint ability, aerobic fielding capacity, rotational power, trunk control, shoulder robustness and hamstring/calf strength. Monitor technical quality and workload; follow school policy and national governing body guidance for age-appropriate bowling or throwing volume. Evidence: Selects conditioning from role and match evidence and recognises fatigue-related risk.	Teach: Build a role-specific plan integrating sprint/agility, aerobic recovery, strength/power, mobility and shoulder or trunk preparation. Schedule practice, match load and recovery; monitor soreness, RPE and performance. Pupils can lead preparation and support safe workload decisions. Evidence: Evaluates role performance and adapts load before quality or safety declines.
DANCE	Teach: Repeat short phrases using varied actions, levels, pathways and dynamics to develop coordination, balance, mobility and gentle endurance. Notice breathing, warmth and mood, with recovery between repetitions. Evidence: Performs with control for longer and describes how the body responds.	Teach: Link longer phrases and travelling patterns to develop balance, mobility, rhythm and muscular endurance. Use progressive rehearsal, a simple effort scale and calm breathing or relaxation during recovery. Evidence: Maintains timing and movement quality and selects a helpful recovery strategy.	Teach: Use continuous phrases, rehearsal intervals and dance-specific circuits to develop aerobic endurance, muscular endurance, balance, core control and safe mobility. Plan work and rest around choreography rather than adding unrelated exercise. Evidence: Uses RPE and performance quality to adjust pacing and rehearsal load.	Teach: Analyse choreography for sustained work, explosive actions, lifts or floorwork, then target aerobic or anaerobic endurance, strength, power, balance and mobility. Use choreography-based intervals, controlled jump/landing work and rehearsal blocks; monitor RPE, technical quality and recovery. Evidence: Explains how conditioning supports expression, accuracy and repeatable performance.	Teach: Create a dancer-conditioning plan integrating endurance, strength/power, trunk control, active mobility and rehearsal demands. Periodise workload toward performance, monitor wellbeing and recovery, and use video or peer evidence to refine. Pupils can lead warm-ups, conditioning and production schedules. Evidence: Evaluates whether preparation sustains technique, expression and safe performance.

Activity Family	FOUNDATION Years 1-2	DEVELOPMENT Years 3-4	INTERMEDIATE Years 5-6	ADVANCED Years 7-9	PERFORMANCE Years 10-11
GYMNASTICS	Teach: Use travel, balance, rolls, jumps, landings and low body-weight supports to develop body tension, strength and control. Keep stations short and technique-led rather than fatigue based. Evidence: Shows stable shapes, quiet landings and safe support of body weight.	Teach: Repeat short sequences and apparatus pathways to build trunk, upper- and lower-body strength, balance and safe flexibility. Use full recovery before more demanding balances, jumps or supports. Evidence: Maintains tension, alignment and control across a sequence.	Teach: Embed strength endurance, power, balance and mobility through apparatus sequences, controlled circuits and low-volume jump-and-land tasks. Partners coach alignment and stop a set when quality falls. Evidence: Links a fitness quality to a gymnastics action and improves a controlled repeat.	Teach: Where there is no separate gymnastics unit, transfer its physical preparation through dance, athletics and fitness: trunk stability, closed-chain strength, active mobility, body tension, landing and deceleration. If gymnastics is taught, use short quality sets and apparatus-specific preparation with progressive supervision. Evidence: Applies movement quality across contexts and distinguishes safe progression from fatigue.	Teach: For an optional specialist pathway, create an individual plan for apparatus or performance needs: technical strength, power, active mobility, landing control and recovery. Monitor workload, soreness and technique, and integrate conditioning with skill practice. Non-specialists transfer the same principles to chosen activities. Evidence: Evaluates readiness, progress and risk, and coaches others safely.
OAA / ORIENTEERING	Teach: Use walking, jogging, balancing, crawling and light equipment tasks within cooperative challenges. Build steady participation, safe lifting or carrying and recovery while keeping problem-solving central. Evidence: Moves safely, contributes consistently and notices effort or fatigue.	Teach: Use longer team challenges and simple routes to develop aerobic endurance, balance and terrain awareness. Practise pacing with the talk test and rotate physical and decision-making roles. Evidence: Completes the route at a sustainable pace and explains a recovery choice.	Teach: Embed sustained navigation, terrain fartlek and route intervals within wider OAA. Pupils select walk-jog pace, use talk test or RPE, and compare route time with decision accuracy rather than racing blindly. Evidence: Adapts pace and route from terrain, team need and performance evidence.	Teach: Use orienteering to develop aerobic endurance, hill strength/power, agility and pacing. Build route-based continuous, fartlek or interval work; monitor split times, RPE and navigation errors. Terrain, weather, visibility and group safety determine intensity and route choice. Evidence: Balances speed with accurate navigation and justifies an activity-specific training method.	Teach: Plan for orienteering, expedition or event demands using aerobic work, hills or intervals, functional strength and mobility. Account for terrain, weather, load, hydration and recovery; monitor route data, RPE and decision quality. Pupils can lead preparation, risk management and event organisation. Evidence: Evaluates readiness and adapts the plan without compromising safety or navigation.

MOVEMENT / ATHLETICS

From fundamental movement patterns to independent training, competitive performance and event leadership.

EXPECTED PUPIL PERFORMANCE AT EACH STAGE

STAGE / YEAR GROUP	EXPECTED PUPIL PERFORMANCE
FOUNDATION Years 1-2	Moves confidently in different directions and at different speeds; combines running, jumping, throwing and dodging with balance and safe control; recognises simple changes in breathing, temperature and heartbeat.
DEVELOPMENT Years 3-4	Uses increasingly efficient sprinting, pacing, jumping and throwing techniques; completes measured challenges, records a result accurately and uses one clear coaching cue to improve a repeat attempt.
INTERMEDIATE Years 5-6	Selects suitable techniques and training methods for a stated outcome; controls pace and effort, records reliable performance data, compares attempts and leads a short, purposeful warm-up safely.
ADVANCED Years 7-9	Applies event-specific technique and tactics under pressure; analyses split times, distances or heights, adapts preparation from evidence and performs responsible roles such as official, coach or event leader.
PERFORMANCE Years 10-11	Plans and completes an individual performance programme; manages training load, preparation and recovery, evaluates progress against valid data and leads a safe, fair and well-organised event or competition.

HEAD, HEART AND HANDS PROGRESSION

HEAD	HEART	HANDS
Foundation identifies movement cues and body responses; Development explains how technique changes performance; Intermediate selects methods and targets; Advanced analyses performance evidence; Performance justifies and evaluates an individual plan.	Foundation participates positively; Development persists and gives kind feedback; Intermediate manages effort and supports others; Advanced responds constructively to pressure and setbacks; Performance models resilience, fairness and leadership.	Foundation performs core movement patterns; Development refines coordination and control; Intermediate applies technique consistently; Advanced executes event skills at speed and under pressure; Performance produces efficient, repeatable and competition-ready performances.

INVASION GAMES

From sending, receiving and finding space to tactical systems, specialist roles, coaching and officiating.

EXPECTED PUPIL PERFORMANCE AT EACH STAGE

STAGE / YEAR GROUP	EXPECTED PUPIL PERFORMANCE
FOUNDATION Years 1-2	Sends and receives with hands or feet, travels with control and moves into space; follows simple boundaries and rules and can identify when the team is attacking or defending.
DEVELOPMENT Years 3-4	Passes, dribbles and shoots with improving accuracy; supports the player in possession, marks an opponent and makes simple decisions about when to keep, pass or move in small-sided games.
INTERMEDIATE Years 5-6	Applies sport-specific techniques with control and uses width, depth, support, marking and transition principles; selects an appropriate option, communicates clearly and can score or officiate a conditioned game.
ADVANCED Years 7-9	Executes skills at speed and under pressure; understands team shape, pressing, counterattack and role responsibilities, and adapts tactics in response to opponents, score and time.
PERFORMANCE Years 10-11	Performs a specialist role consistently; designs and communicates a game plan, analyses team and opponent patterns, leads practices and applies rules confidently as a coach, captain or official.

HEAD, HEART AND HANDS PROGRESSION

HEAD	HEART	HANDS
Foundation recognises space and possession; Development chooses between pass, travel and shoot; Intermediate explains transferable attacking and defending principles; Advanced analyses team systems; Performance designs and evaluates game plans.	Foundation shares and cooperates; Development communicates and accepts decisions; Intermediate takes responsibility for a role; Advanced remains composed and inclusive under pressure; Performance leads ethically and improves collective performance.	Foundation controls basic sending and receiving; Development links dribbling, passing and scoring; Intermediate performs reliably in opposed play; Advanced executes at speed under pressure; Performance demonstrates specialist, competition-effective technique.

NET / WALL GAMES

From tracking and controlled sending to rally construction, match tactics, tournament play and officiating.

EXPECTED PUPIL PERFORMANCE AT EACH STAGE

STAGE / YEAR GROUP	EXPECTED PUPIL PERFORMANCE
FOUNDATION Years 1-2	Tracks a ball or shuttle, adopts a ready position and sends it over a line or net into space; sustains a short cooperative exchange and follows basic safety and scoring rules.
DEVELOPMENT Years 3-4	Uses controlled forehand, backhand or paddle actions, recovers to a ready position and varies direction; sustains a rally and begins to move an opponent away from useful space.
INTERMEDIATE Years 5-6	Serves and returns consistently, builds a rally using placement and recovery and recognises opportunities to attack or defend; keeps an accurate score and applies the main rules.
ADVANCED Years 7-9	Uses a wider shot range, disguise, pace, spin or angle as appropriate; identifies opponent strengths and weaknesses, adapts tactics during play and manages tournament or officiating responsibilities.
PERFORMANCE Years 10-11	Selects technically demanding shots under pressure, constructs points against different opponents and evaluates patterns using observation or data; coaches others and leads fair, efficient competition.

HEAD, HEART AND HANDS PROGRESSION

HEAD	HEART	HANDS
Foundation identifies ready position and space; Development explains placement and recovery; Intermediate selects serve, return and rally options; Advanced analyses opponent patterns; Performance constructs and evaluates a match strategy.	Foundation takes turns and encourages a partner; Development perseveres in rallies; Intermediate scores honestly and responds to feedback; Advanced manages momentum and pressure; Performance models respect, independence and responsible leadership.	Foundation tracks and sends with control; Development links strokes and recovery; Intermediate serves and rallies consistently; Advanced varies pace, angle, spin or disguise; Performance executes precise shots reliably under competition pressure.

STRIKING / FIELDING

From safe striking, throwing and catching to role specialism, match strategy, analysis and officiating.

EXPECTED PUPIL PERFORMANCE AT EACH STAGE

STAGE / YEAR GROUP	EXPECTED PUPIL PERFORMANCE
FOUNDATION Years 1-2	Strikes a stationary or gently moving object safely, throws towards a target and catches with two hands; runs to score and stops when required by a simple game rule.
DEVELOPMENT Years 3-4	Bats with improving timing and direction, fields a moving ball and chooses a suitable throw; understands basic scoring and uses simple batting and fielding tactics in small games.
INTERMEDIATE Years 5-6	Applies bowling or pitching, shot selection, catching, throwing and ground-fielding techniques; fulfils a fielding position, judges risk when running and contributes to simple innings or team decisions.
ADVANCED Years 7-9	Performs cricket or rounders techniques at realistic speed; uses specialist batting, bowling or fielding roles, analyses likely outcomes and adapts field placement and match strategy while applying rules accurately.
PERFORMANCE Years 10-11	Manages an innings and fielding plan in response to opponents, conditions and score; evaluates technical and tactical evidence, coaches specialist roles and officiates a competitive game confidently.

HEAD, HEART AND HANDS PROGRESSION

HEAD	HEART	HANDS
Foundation recognises safe striking and scoring; Development chooses direction and throwing option; Intermediate understands risk, role and field placement; Advanced analyses match situations; Performance creates and evaluates an innings or fielding plan.	Foundation waits safely and celebrates others; Development communicates in the field; Intermediate accepts responsibility and decisions; Advanced remains focused through changing roles; Performance leads fairly, calmly and strategically.	Foundation strikes, throws and catches safely; Development improves timing and fielding; Intermediate combines sport-specific skills in games; Advanced performs specialist techniques at speed; Performance delivers precise, repeatable match performance.

DANCE

From exploring actions, space and dynamics to independent choreography, production, performance and leadership.

EXPECTED PUPIL PERFORMANCE AT EACH STAGE

STAGE / YEAR GROUP	EXPECTED PUPIL PERFORMANCE
FOUNDATION Years 1-2	Explores body shapes, actions, levels, pathways and contrasting dynamics; remembers and repeats a short phrase, responds to a theme or stimulus and performs safely with a partner or group.
DEVELOPMENT Years 3-4	Creates and links motifs using rhythm, direction, level, unison, canon and simple formations; performs with control and expression and identifies one observable strength and improvement.
INTERMEDIATE Years 5-6	Selects actions and choreographic devices to communicate a theme or style; uses transitions, spatial relationships and dynamic contrast and refines performance quality from specific peer feedback.
ADVANCED Years 7-9	Composes structured contemporary work with clear intention, motif development, contrast and sophisticated relationships; performs with technical and expressive accuracy and contributes to rehearsal and production decisions.
PERFORMANCE Years 10-11	Creates, rehearses and presents an original work for a defined audience; integrates choreography, performance, music and production choices, evaluates impact and leads parts of the creative and rehearsal process.

HEAD, HEART AND HANDS PROGRESSION

HEAD	HEART	HANDS
Foundation names actions, levels and dynamics; Development explains choreographic choices; Intermediate selects devices to communicate intent; Advanced analyses structure and audience impact; Performance creates, justifies and evaluates an artistic concept.	Foundation joins in confidently; Development cooperates and values ideas; Intermediate gives precise, supportive feedback; Advanced takes creative risks and manages rehearsal; Performance leads inclusively and demonstrates artistic commitment.	Foundation repeats controlled phrases; Development links actions fluently; Intermediate performs with technical and expressive clarity; Advanced sustains complex choreography; Performance delivers refined, expressive and production-ready performance.

GYMNASTICS

From movement, balance and sequence foundations to complex composition, coaching and optional specialist performance.

EXPECTED PUPIL PERFORMANCE AT EACH STAGE

STAGE / YEAR GROUP	EXPECTED PUPIL PERFORMANCE
FOUNDATION Years 1-2	Travels in varied ways, holds simple balances and performs safe rolls, jumps and landings; links three to five actions with a clear start and finish and works safely in personal space.
DEVELOPMENT Years 3-4	Uses body tension, extension and control in balances, rotations and travels; applies symmetry, asymmetry, matching or mirroring and creates a fluent sequence on floor or low apparatus.
INTERMEDIATE Years 5-6	Combines travel, balance, flight, rotation, weight transfer and partner relationships; adapts a sequence for apparatus, performs controlled transitions and evaluates quality using agreed criteria.
ADVANCED Years 7-9	Applies body tension, landing, rotation and sequence principles within advanced movement, dance and fitness contexts; where a pathway is offered, composes complex work using canon, contrast, apparatus and partner relationships.
PERFORMANCE Years 10-11	Within qualified supervision, refines an individual or group routine, analyses technique and composition, coaches safe progressions and leads performance preparation in an optional specialist movement pathway.

HEAD, HEART AND HANDS PROGRESSION

HEAD	HEART	HANDS
Foundation recognises safe shapes and landings; Development explains balance and sequence choices; Intermediate evaluates flight, flow and relationships; Advanced analyses movement quality and composition; Performance plans and evaluates safe progression.	Foundation works safely and confidently; Development trusts and supports a partner; Intermediate gives constructive feedback; Advanced manages challenge and responsibility; Performance leads calmly and prioritises safety, inclusion and confidence.	Foundation controls travel, balance and landing; Development links actions with tension and extension; Intermediate combines flight, rotation and apparatus; Advanced performs complex movement fluently; Performance refines and coaches high-quality routines.

OAA / ORIENTEERING

From teamwork and simple problem-solving to navigation strategy, risk management, leadership and event design.

EXPECTED PUPIL PERFORMANCE AT EACH STAGE

STAGE / YEAR GROUP	EXPECTED PUPIL PERFORMANCE
FOUNDATION Years 1-2	Follows safety instructions, shares ideas and completes simple pair or team challenges; identifies a route, takes turns and explains how the group solved a problem.
DEVELOPMENT Years 3-4	Plans roles and a simple route, interprets basic symbols or clues and adapts when a first idea fails; communicates clearly and reviews how teamwork affected the outcome.
INTERMEDIATE Years 5-6	Orients a simple map, follows a route between controls and selects an efficient option; contributes to planning, maintains team contact and applies agreed safety procedures.
ADVANCED Years 7-9	Uses map scale, direction, route choice and, where appropriate, bearings to navigate accurately; leads part of a task, adapts to changing information and manages time, team and risk.
PERFORMANCE Years 10-11	Designs and leads a safe navigation or team challenge; produces a route and risk plan, allocates roles, responds to incidents and evaluates individual, team and event effectiveness.

HEAD, HEART AND HANDS PROGRESSION

HEAD	HEART	HANDS
Foundation recalls instructions and a route; Development compares possible solutions; Intermediate selects and justifies route choice; Advanced analyses map, time and risk information; Performance designs and evaluates a safe event plan.	Foundation listens and takes turns; Development persists and includes others; Intermediate communicates responsibility; Advanced leads calmly when plans change; Performance builds trust, manages risk and enables every participant to contribute.	Foundation moves safely through simple challenges; Development handles clues and equipment accurately; Intermediate orients a map and locates controls; Advanced navigates efficiently; Performance sets, checks and leads a technically sound course.

HEALTH / FITNESS

From recognising body responses and healthy movement to personal training, lifestyle management and lifelong participation.

EXPECTED PUPIL PERFORMANCE AT EACH STAGE

STAGE / YEAR GROUP	EXPECTED PUPIL PERFORMANCE
FOUNDATION Years 1-2	Participates in varied activity, demonstrates agility, balance and coordination and describes simple body responses to exercise; identifies choices that support safety, health and wellbeing.
DEVELOPMENT Years 3-4	Monitors effort using simple scales, explains the purpose of warm-up, activity and cooldown and sets a realistic personal goal; uses breathing, balance or relaxation strategies appropriately.
INTERMEDIATE Years 5-6	Applies basic training methods and FITT principles, completes reliable baseline measures and plans a balanced session; evaluates progress and explains links between activity, recovery and wellbeing.
ADVANCED Years 7-9	Selects and performs training methods with technical accuracy for a stated outcome; analyses fitness data, adapts intensity or volume and explains how sleep, nutrition, recovery and habits influence performance.
PERFORMANCE Years 10-11	Designs and monitors an individual programme using appropriate principles, load and recovery; evaluates evidence, adapts goals and promotes safe, sustainable and personally meaningful lifelong participation.

HEAD, HEART AND HANDS PROGRESSION

HEAD	HEART	HANDS
Foundation identifies body responses and healthy choices; Development explains effort and recovery; Intermediate applies FITT and training methods; Advanced analyses fitness and lifestyle data; Performance designs, justifies and evaluates an individual programme.	Foundation participates positively; Development develops confidence and routine; Intermediate sets goals and responds to setbacks; Advanced self-regulates training responsibly; Performance demonstrates independence, balance and commitment to lifelong wellbeing.	Foundation moves with control; Development performs warm-up, exercise and cooldown safely; Intermediate uses methods with consistent technique; Advanced manages intensity and volume accurately; Performance delivers and adapts a safe, effective personal programme.

Activity Family	Years 1-2 (Foundation)	Years 3-4 (Development)	Years 5-6 (Intermediate)	Years 7-9 (Advanced)	Years 10-11 (Performance)
Movement & Athletics	Fundamental movement, running, jumping, dodging, balance and coordination	Athletic challenges, sprinting, jumping and throwing techniques	Fitness training methods, personal performance, leading warm-ups	Athletics, Sportshall Athletics, event-specific performance	Training programmes, event leadership, officiating
Invasion Games	Generic sending, receiving, dribbling, passing and scoring games	Netball, Basketball introduced through attack and defence principles	Football, Netball, Hockey, Handball, Tag Rugby developed alongside transferable tactics	Football, Netball, Hockey, Basketball, Rugby, American Football performed under pressure and with advanced tactics	Coaching, officiating, tactical systems and competitive performance
Net / Wall Games	Tracking, sending, receiving and striking activities	Pickleball introduced, tactical net/wall games and target games	Badminton and Tennis introduced with serving and rally skills	Badminton revisited and advanced; Table Tennis and Volleyball introduced	Tournament play, advanced tactics and officiating
Striking / Fielding	Pushing, hitting and striking foundations	Rounders introduced through batting, fielding and scoring	Rounders revisited; Cricket introduced	Cricket and Rounders advanced through specialist roles and tactics	Match strategy, analysis, coaching and officiating
Dance	Creative dance, body actions, weather, journeys and world themes	Dance language and traditional British Isles dance	Environmental, traditional and line dance styles	Contemporary dance composition and performance	Choreography, production, leadership and performance
Gymnastics	Movement, balances, pathways and sequences	Symmetry, balances and sequence development	Travel, balance, flight and apparatus work	Principles applied through movement, dance and fitness activities	Optional specialist performance and coaching pathway
OAA / Orienteering	Team building and cooperative challenges	Problem solving and team challenges	Navigation skills embedded in wider activities	Orienteering introduced as a discrete activity	Leadership, risk management and event design
Health & Fitness	Agility, balance, coordination and wellbeing	Moving Well, mindfulness and relaxation	Training methods and personal fitness development	Fitness concepts embedded across activity areas	Personal training, lifestyle management and lifelong participation

Individual Sport Introduction: Introduce, Develop, Advance, Master and Lead

Activity Family	Years 1-2 Foundation	Years 3-4 Development	Years 5-6 Intermediate	Years 7-9 Advanced	Years 10-11 Performance
Athletics	Fundamental running, jumping, throwing, agility	Athletic challenges and technique development	Fitness training and personal performance	Athletics and Sportshall Athletics	Training programmes, event leadership and officiating
Basketball	Invasion game foundations: sending, receiving, spatial awareness	INTRODUCE: passing, dribbling, shooting, attack v defence	DEVELOP: applying tactics and decision-making in games	ADVANCE: competitive play, team shape and pressure situations	LEAD: coaching, officiating and tactical analysis
Netball	Invasion game foundations: movement, passing and scoring	INTRODUCE: footwork, passing, attacking and defending	DEVELOP: positional awareness, width and support play	ADVANCE: game tactics, transitions and competitive performance	LEAD: officiating, coaching and leadership roles
Football	Invasion game foundations: dribbling, passing and space	Generic invasion game principles	INTRODUCE: passing, receiving, possession and teamwork	ADVANCE: formations, pressing, transition and match tactics	LEAD: coaching, officiating and performance analysis
Hockey	Invasion game striking and movement foundations	Generic attack and defence principles	INTRODUCE: dribbling, passing, tackling and positioning	ADVANCE: tactical systems and competitive play	LEAD: coaching and officiating
Handball	Generic invasion game skills	Generic attack and defence principles	INTRODUCE: passing, movement and shooting	ADVANCE: tactical application and transition play	LEAD: game analysis and officiating
Tag Rugby / Rugby	Sending, receiving and evasion skills	Generic invasion game principles	INTRODUCE: tag rugby, support play and attacking space	ADVANCE: rugby tactics, structure and competitive play	LEAD: coaching, officiating and strategy
American Football	Foundation invasion concepts	Generic attack and defence principles	Transferable invasion game concepts	INTRODUCE: roles, tactics, passing patterns and gameplay	ADVANCE/LEAD: coaching and officiating
Pickleball	Tracking and sending foundations	INTRODUCE: rally skills, placement and tactics	DEVELOP: transferable racket sport principles	Applied within wider net/wall understanding	Tournament organisation and officiating

Activity Family	Years 1-2 Foundation	Years 3-4 Development	Years 5-6 Intermediate	Years 7-9 Advanced	Years 10-11 Performance
Badminton	Tracking and striking objects	Net/wall foundations	INTRODUCE: serving, rallies and court positioning	ADVANCE: shot selection, tactics and competition	MASTER: tournament play and coaching
Tennis	Tracking and striking foundations	Paddle and net/wall concepts	INTRODUCE: forehand, backhand, serving and rallying	DEVELOP: tactical play and point construction	MASTER: advanced tactics and officiating
Table Tennis	Hand-eye coordination foundations	Net/wall preparation activities	Transferable racket skills	INTRODUCE: spin, placement and tactical play	MASTER: competition and officiating
Volleyball	Tracking and cooperative ball skills	Sending and receiving over a net	Net/wall rally principles	INTRODUCE: serve, set, dig, spike and team systems	MASTER: advanced tactics, tournaments and leadership
Rounders	Hitting and striking foundations	INTRODUCE: batting, fielding and scoring	DEVELOP: tactical batting and fielding roles	ADVANCE: specialist positions and match strategy	MASTER: officiating, analysis and coaching
Cricket	Striking and catching foundations	Preparation through rounders	INTRODUCE: batting, bowling and fielding skills	ADVANCE: specialist roles, tactics and match play	MASTER: leadership, analysis and officiating
Dance	Creative movement and expression	Dance language and structure	Style-specific choreography	Contemporary composition and performance	Choreography and production leadership
Gymnastics	Basic balances, rolls and sequences	Symmetry, control and sequence building	Apparatus, flight and advanced sequencing	Transfer into wider movement activities	Specialist pathways and coaching
Orienteering / OAA	Teamwork and cooperative challenges	Problem-solving and route choice	Navigation skills embedded	INTRODUCE formal orienteering and navigation	Event design, leadership and risk management

Progression Key

- **INTRODUCE** = First explicit teaching of the sport.
- **DEVELOP** = Consolidation of core skills and rules.
- **ADVANCE** = Tactical understanding and competitive application.
- **MASTER** = High-level performance, analysis and leadership.
- **LEAD** = Coaching, officiating, event management and performance review.