



PE & SPORT CURRICULUM

Whole-School Progression

Knowledge | Skills | Vocabulary | EYFS to Year 6

Purpose of this document

This progression document sets out how knowledge, skills and subject vocabulary build across Park Road Academy's PE curriculum. It is organised by curriculum strand and explicitly references the units in the 2026-2027 long-term overview, helping teachers identify prior learning, expected development and appropriate next steps.



Physical Literacy & Fundamental Movement

Whole-school progression from EYFS foundations to confident application

Progression focus

How pupils progress from developing stability, locomotion and object control to selecting, combining and applying movement skills confidently within increasingly complex physical activities and sports.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Nursery	Stability 1; Target Games 1; Athletics 1	Begin to understand how the body can be still, balanced and controlled, and that objects can be moved towards a target.	Explore balance, stopping, changing direction, running, jumping, throwing and simple aiming through playful tasks.	balance, still, move, stop, run, jump, throw, target
Reception	Locomotion 2; Stability 2; Object Control 1; Fundamental Movement Skills 1	Recognise different ways of travelling and controlling the body and objects; begin to combine movement actions.	Travel safely in different ways; balance with increasing control; send, receive and manipulate objects; link simple actions.	travel, space, balance, control, roll, catch, send, receive
Year 1	Fundamental Movement Skills 2 & 3; Object Control 2	Understand that effective movement uses balance, coordination, control and awareness of space.	Refine running, jumping, balancing, throwing and catching; combine skills and apply them in simple games.	coordination, pathway, direction, speed, accuracy, control, space
Year 2	Fundamental Movement Skills 3	Understand how movement choices change according to task, space, equipment and others.	Perform combinations with greater fluency; apply sending, receiving, travelling and balancing skills in competitive and cooperative situations.	fluency, technique, possession, evade, receive, accuracy, control
Year 3	Applied through football, dodgeball, Tri Golf, rounders, athletics, tennis and cricket	Know that secure movement foundations support sport-specific technique, tactics and safe participation.	Transfer fundamental skills into sport-specific actions; adjust speed, direction, force and body position with greater consistency.	technique, control, timing, power, accuracy, coordination, agility
Year 4	Applied through netball, tag rugby, hockey, athletics, OAA and specialist gymnastics	Understand how efficient movement, balance and coordination improve performance in games and physical challenges.	Combine locomotor and object-control skills under pressure; refine body position and movement efficiency.	agility, reaction, footwork, control, efficiency, technique, transition

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 5	Applied through basketball, lacrosse, Ultimate Frisbee, athletics and specialist gymnastics	Understand how movement skills can be adapted to different sports, opponents, spaces and performance demands.	Select and adapt skills quickly; maintain control at greater speed and complexity; evaluate and refine performance.	adapt, precision, fluency, acceleration, deceleration, coordination, refine
Year 6	Applied through football, basketball, hockey, cricket, rounders, athletics, OAA and personal challenges	Understand how physical literacy supports confident, efficient and independent participation across a wide range of activities.	Apply movement skills fluently and strategically; make effective choices; self-assess and improve technique and performance.	efficiency, consistency, strategy, evaluate, refine, performance, resilience

Teaching note: *Progression is cumulative. From Year 3 onwards, fundamental movement skills are increasingly embedded within sport-specific units rather than taught as separate blocks.*



Gymnastics

Progression in body control, shapes, balance, travel, sequencing and performance

Progression focus

How pupils move from exploring shapes, levels and simple travelling actions to linking movements, performing increasingly complex sequences and applying specialist coaching in Years 4 and 5.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Nursery	Gymnastics - Travelling, Stopping, and Making Shapes; Parts High & Parts Low	Know that the body can make different shapes, travel in different ways and work at different levels.	Travel and stop safely; make clear shapes; explore high and low body positions with control.	shape, high, low, travel, stop, stretch, curl, balance
Reception	Gymnastics Reception	Recognise that a sequence can join two or more movements and that balances need control.	Explore balances, rolls, jumps and travelling actions; link a small number of movements safely.	sequence, balance, roll, jump, shape, landing, control
Year 1	Balancing & spinning on Points & Patches	Understand how different body parts can support weight and how controlled rotation changes body position.	Create balances on points and patches; spin safely; link actions with a clear start and finish.	points, patches, spin, rotate, support, balance, sequence
Year 2	Pathways: straight, zigzag & curving	Know that pathways and direction can be used to make sequences more varied and purposeful.	Travel along different pathways; combine balances and actions; perform with increasing fluency and control.	pathway, straight, zigzag, curve, transition, fluency, control
Year 3	Linking movements together	Understand how changes in level, speed, direction and action improve the quality of a sequence.	Select and link movements smoothly; rehearse, perform and improve a sequence using feedback.	link, transition, level, speed, direction, rehearse, evaluate
Year 4	Gymnastics Year 4 - specialist Trafford Leisure provision	Develop knowledge of more complex balances, rolls, travel, flight and apparatus work through specialist teaching.	Perform and combine increasingly demanding actions with control; use apparatus safely; respond to specialist feedback.	flight, apparatus, landing, sequence, tension, extension, control

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 5	Gymnastics Year 5 - specialist Trafford Leisure provision	Understand how timing, synchronisation, counterbalance and group composition can improve performance quality.	Create and refine partner/group sequences; combine more complex actions; perform with precision and evaluate quality.	synchronisation, canon, counterbalance, counter-tension, composition, precision, evaluate
Year 6		Retain and transfer prior gymnastics knowledge, particularly body control, balance, safe landing and sequencing.	Apply strength, balance, coordination and controlled movement within dance, OAA, athletics and other physical activity.	control, balance, coordination, landing, sequence, strength, transfer

Teaching note: Years 4 and 5 receive specialist gymnastics teaching from Trafford Leisure at Altrincham Leisure Centre from Spring 2 through Summer 2. The absence of a discrete Year 6 gymnastics block is intentional within the final curriculum.



Dance & Yoga

Progression in expression, sequencing, rhythm, movement quality and wellbeing

Progression focus

How pupils progress from expressive movement and simple yoga positions to creating, performing and evaluating increasingly purposeful dance sequences inspired by themes, cultures and periods of history.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Nursery	Yoga	Know that slow movement, stillness and breathing can help control the body and support calm participation.	Copy simple poses; hold shapes briefly; move between positions and follow breathing cues.	pose, stretch, breathe, still, calm, balance
Reception	Dance - Seasons; Yoga	Recognise that movement can represent ideas and that music or a theme can influence how we move.	Copy and create simple actions; change level, speed and direction; hold yoga positions with greater control.	rhythm, action, level, speed, pose, sequence, expression
Year 1	Yoga Storybook; Dance - Fire of London	Understand that actions can be sequenced to communicate a story, mood or idea.	Use gesture, travelling and shapes expressively; remember and perform short sequences; coordinate movement with others.	gesture, expression, rhythm, sequence, timing, unison, balance
Year 2	Dance - Pirates; Yoga	Know that dance can use changes in dynamics, space and relationships to communicate a theme.	Create longer phrases; vary energy and direction; perform with a partner/group and refine movement quality.	dynamics, pathway, phrase, formation, timing, control, expression
Year 3	Dance - Dance Around the World	Understand that dance styles can reflect different cultures and traditions.	Learn and adapt culturally themed movement patterns; combine actions and perform with awareness of style and others.	culture, style, rhythm, motif, formation, unison, performance
Year 4	Dance - Romans	Understand how a historical theme can inform movement choices, structure and expressive intention.	Develop motifs; use formations and transitions; create and refine a themed group sequence.	motif, transition, formation, dynamics, expression, choreograph, refine

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 5	Dance - The Haka	Understand that movement can carry cultural meaning and that performance requires respect, accuracy and expressive intent.	Perform powerful rhythmic actions with timing and control; coordinate as a group; discuss cultural context appropriately.	rhythm, expression, synchronisation, cultural context, power, timing, respect
Year 6	Dance - Dance through the ages	Understand how dance changes across time and how style, music and social context influence movement.	Compare styles; select and combine motifs; choreograph, perform and evaluate a polished group dance.	style, era, choreography, motif, dynamics, interpretation, evaluate

Teaching note: Yoga appears as a discrete unit in Nursery, Reception, Years 1 and 2. Its principles of balance, breathing, control and self-regulation can continue to be reinforced across later PE and wellbeing contexts.



Invasion Games

Progression from simple game understanding to tactical decision-making and team play

Progression focus

How pupils progress from moving into space, sending and receiving to applying sport-specific techniques, attacking and defending principles, tactical awareness and effective teamwork.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Nursery	No discrete invasion-games unit; foundations through stability, target games and active play	Begin to understand sharing space, taking turns and moving safely around others.	Move into space, stop on signal, cooperate in simple partner/group activities and control objects in play.	space, stop, turn, team, share, move, pass
Reception	Invasion Game Skills 1	Know that teams try to keep possession and move an object towards a target or scoring area.	Send and receive; move into space; begin to follow simple rules and work with teammates.	team, pass, receive, space, target, attack, defend
Year 1	Invasion Game Skills 1	Understand simple attacking principles: keep possession, find space and move towards a target.	Pass with increasing accuracy; receive while stationary/moving; make simple decisions in small-sided games.	possession, attack, defend, pass, receive, space, score
Year 2	Invasion Game Skills 2	Understand that players can support an attack and defend by marking space or opponents.	Use passing, moving and simple defending in conditioned games; begin to choose suitable options.	support, mark, intercept, possession, attack, defend, tactics
Year 3	Football; Netball	Know basic rules and techniques of different invasion sports and understand width, support and simple marking.	Dribble/pass/shoot or pass/catch accurately; move to support teammates; use simple attacking and defending tactics.	dribble, shoot, pivot, mark, support, width, possession
Year 4	Netball; Tag Rugby; Hockey	Understand how rules, positions and space shape tactics in different invasion games.	Apply sport-specific skills under pressure; create space; defend effectively; communicate and make tactical choices.	position, channel, offside, tackle/tag, intercept, marking, tactics

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 5	Basketball; Lacrosse; Ultimate Frisbee	Understand how transitions, support play and team shape influence successful attack and defence.	Perform more complex passing/receiving and movement skills; adapt tactics to opponents and game situations.	transition, formation, support, possession, pressure, marking, decision-making
Year 6	Football; Basketball; Hockey	Understand how to select and adapt tactics, analyse performance and apply rules consistently in competitive play.	Play with greater fluency and tactical awareness; lead, officiate, evaluate and adapt team strategies.	strategy, formation, press, counterattack, officiate, analyse, adapt

Teaching note: *Sport-specific units provide the context for applying a common progression in possession, space, attack, defence, communication and decision-making.*



Net/Wall, Target & Striking/Fielding Games

Progression in accuracy, tracking, striking, fielding and game understanding

Progression focus

How pupils progress from aiming, sending and tracking objects to applying sport-specific striking, fielding, racket and target skills with increasing accuracy, tactical awareness and consistency.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Nursery	Target Games 1	Know that an object can be sent towards a target using different actions and levels of force.	Roll, throw or place objects towards large targets; begin to adjust direction and force.	target, aim, roll, throw, near, far, gentle, strong
Reception	Target Games 1; Striking & Fielding Game Skills 1	Recognise that accuracy matters when aiming, striking and sending, and that players can take different roles.	Aim at targets; strike a stationary or slowly moving object; chase, collect and return objects.	aim, strike, field, target, throw, catch, collect, score
Year 1	Net & Wall Game Skills 1; Target Games 2; Striking & Fielding Game Skills 2	Understand simple ideas of sending over/through a space, aiming away from an opponent and fielding to stop scoring.	Track and strike a ball; send with control; move to receive; throw accurately and field simple shots.	racket, track, strike, field, target, accuracy, return, score
Year 2	Net & Wall Game Skills 2; Target Games 3; Tri Golf; Striking & Field Game Skills 2	Understand how direction, force and placement affect success in target, net/wall and striking/fielding games.	Use improved striking and sending technique; recover position; field efficiently; choose safer/more effective options.	placement, rally, recover, putt, field, accuracy, force, technique
Year 3	Tri Golf; Rounders; Tennis; Cricket	Know key rules and techniques of golf, racket and striking/fielding sports; understand basic tactical choices.	Putt/strike with control; sustain short rallies; bowl/throw accurately; bat and field in competitive situations.	serve, rally, forehand, batting, bowling, fielding, wicket, putt
Year 4		Retain earlier knowledge while curriculum time is directed towards invasion games, athletics, OAA and specialist swimming/gymnastics.	Transfer tracking, aiming, striking and decision-making skills where relevant in other games and enrichment activities.	accuracy, tracking, technique, placement, decision-making, transfer

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 5		Retain prior understanding of space, accuracy and object control while developing complementary skills through other games.	Apply transferable sending, receiving, tracking and tactical skills within basketball, lacrosse and Ultimate Frisbee.	control, accuracy, space, tracking, tactics, consistency
Year 6	Cricket; Rounders	Understand how batting, bowling and fielding tactics influence scoring, dismissal and team performance.	Strike into space; vary bowling/throwing; field efficiently; make tactical decisions; officiate and evaluate play.	innings, boundary, wicket, bowling, fielding, tactics, officiate, placement

Teaching note: *The final curriculum intentionally has no discrete unit from these game families in Years 4 and 5. Earlier skills are revisited through enrichment and transferred into other sports before explicit striking/fielding returns in Year 6.*



Athletics

Progression in running, jumping, throwing, technique and personal best

Progression focus

How pupils progress from exploring basic running, jumping and throwing actions to refining technique, measuring performance and using feedback to improve personal bests.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Nursery	Athletics 1	Know that we can move quickly or slowly, jump in different ways and throw objects different distances.	Explore running, jumping and throwing safely; respond to simple start/stop cues.	run, jump, throw, fast, slow, far, start, stop
Reception	Athletics 1	Recognise that body position and effort affect running, jumping and throwing.	Run with control; jump and land safely; throw for distance or towards a target.	sprint, jump, land, throw, distance, speed, control
Year 1	Athletics 2	Understand that different events need different techniques and that performance can be repeated and improved.	Develop running rhythm, two-footed jumping and a range of throws; begin to compare attempts.	technique, sprint, distance, landing, overarm, underarm, improve
Year 2	Athletics 2	Understand that effective technique and controlled effort can improve performance.	Run at different speeds; jump with greater coordination; throw with increased accuracy/distance; record simple results.	pace, power, distance, accuracy, measure, personal best, technique
Year 3	Athletics 3	Know how arm action, take-off, landing and throwing technique influence performance.	Sprint with improved form; combine run-up and jump; use different throwing actions; measure and compare performance.	acceleration, take-off, landing, throw, measure, performance, personal best
Year 4	Athletics 4	Understand pacing and how technique can be adjusted for different running, jumping and throwing events.	Maintain appropriate pace; refine jumps and throws; use results and feedback to improve.	pace, stamina, stride, take-off, trajectory, distance, feedback

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 5	Athletics 5	Understand how preparation, technique, rhythm and goal-setting support improved athletic performance.	Refine sprinting and endurance; combine run-up/take-off effectively; throw with power and control; set targets.	endurance, rhythm, acceleration, power, trajectory, target, refine
Year 6	Athletics 6	Understand how technique, fitness, tactics and motivation contribute to performance across athletic events.	Perform a range of events with consistency; pace strategically; analyse results; coach peers and pursue personal bests.	stamina, pacing, technique, analyse, consistency, personal best, performance

Teaching note: *The same PE Passport athletics label appears in some adjacent year groups in the final overview. Progression should be secured through increased technical demand, independence, measurement and evaluation rather than title alone.*



OAA, Fitness, Personal Challenge & Leadership

Progression in teamwork, problem-solving, resilience, health and responsibility

Progression focus

How pupils progress from simple cooperation and personal challenge to navigation, team problem-solving, fitness understanding, leadership, officiating and independent responsibility.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Nursery	Embedded through active play and physical challenges	Begin to know that trying again, following simple instructions and working alongside others help us succeed.	Take turns, follow simple movement rules, attempt physical challenges and persist with support.	turn, try, help, safe, challenge, together
Reception	Personal Challenges	Know that practice can help improve performance and that success can look different for different people.	Complete simple individual challenges; repeat to improve; notice what helped; celebrate personal progress.	challenge, practise, improve, effort, score, personal best
Year 1	OAA	Understand that listening, cooperation and following clues/instructions help a team solve problems.	Work with a partner/group; follow simple routes; communicate ideas and solve physical challenges.	teamwork, clue, route, cooperate, communicate, problem, direction
Year 2	OAA	Understand that roles, planning and communication can make group solutions more effective.	Plan simple approaches; follow routes; share ideas; adapt when a strategy does not work.	plan, route, map, role, strategy, cooperate, adapt
Year 3	OAA; Health Related Fitness	Know that physical activity affects heart rate and breathing, and that teamwork and navigation support outdoor challenges.	Use simple maps/clues; solve team problems; identify fitness effects; sustain activity and reflect on effort.	heart rate, stamina, fitness, map, navigate, teamwork, resilience
Year 4	OAA	Understand how orientation, route choice, communication and risk awareness support successful outdoor activity.	Navigate with increasing independence; select routes; take responsibility for team roles; review strategies.	orientation, route choice, risk, leadership, navigation, strategy, communication

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 5	Team Building and Problem Solving	Understand how trust, roles, leadership and reflection influence team effectiveness.	Lead and support others; negotiate plans; solve increasingly complex challenges; evaluate team performance.	leadership, trust, role, collaboration, strategy, evaluate, resilience
Year 6	Health Related Fitness; Leadership; Personal Challenges; OAA	Understand components of fitness, the value of goal-setting and how leaders organise safe, fair and inclusive activity.	Plan and lead activities; monitor effort; set and review goals; navigate independently; officiate and give constructive feedback.	fitness, intensity, goal, leadership, officiate, inclusive, feedback, resilience

Teaching note: *This strand is deliberately broader than OAA alone: the final curriculum develops perseverance, teamwork and leadership through several named units, culminating in explicit Year 6 responsibility.*



Swimming & Water Safety

Specialist progression across Years 4 and 5 with Trafford Leisure

Progression focus

How pupils develop water confidence, efficient stroke technique, stamina and safe self-rescue through specialist teaching at Altrincham Leisure Centre. Swimming is a statutory Key Stage 2 entitlement and is assessed against the required end-of-key-stage outcomes.

Year group	Curriculum unit(s)	Knowledge progression	Skills and application	Indicative vocabulary
Year 4	Swimming - Spring 2, Summer 1 and Summer 2; Trafford Leisure	Develop water confidence, safe entry/exit, effective propulsion, breathing, recognised strokes and water-safety understanding.	Swim with increasing confidence and efficiency; sustain distance; practise a range of strokes; respond appropriately to water-safety tasks.	streamline, propulsion, breathing, front crawl, backstroke, breaststroke, water safety
Year 5	Swimming - Spring 2, Summer 1 and Summer 2; Trafford Leisure	Refine stroke efficiency and stamina; deepen understanding of safe self-rescue and secure the statutory swimming outcomes where possible.	Swim sustained distances; improve efficiency across strokes; demonstrate water-safety and self-rescue skills; respond to assessment feedback.	efficiency, stamina, stroke, breathing, self-rescue, survival, distance, water safety
Year 6	No scheduled swimming unit in the final long-term plan	Use Year 4 and Year 5 assessment information to identify whether any pupils still require support to secure the statutory end-of-KS2 swimming outcomes.	Transfer confidence and fitness into wider PE; where additional provision is arranged, target identified swimming or self-rescue gaps.	assessment, distance, stroke, self-rescue, water safety, secure

Teaching note: Trafford Leisure delivers the Year 4 and Year 5 swimming programme at Altrincham Leisure Centre from Spring 2 through Summer 2. School assessment records should retain the statutory outcomes separately: 25 metres, a range of strokes, and safe self-rescue.



Whole-School PE End Points

What progression should look like by the end of each phase

Using the progression map

Teachers should use this document alongside PE Passport unit plans and assessment. The long-term plan determines what is taught; this map makes the intended cumulative development visible across phases.

End of EYFS	End of KS1	End of Lower KS2	End of KS2
• Move safely and confidently in different ways. • Balance, travel and control objects with increasing coordination. • Follow simple rules and take turns. • Create and repeat simple movement sequences. • Show enjoyment, effort and confidence in physical activity.	• Perform and combine fundamental movement skills with control. • Apply simple attacking, defending, striking, target and net/wall ideas. • Create and perform short gymnastics and dance sequences. • Work cooperatively in OAA and simple competitive situations. • Recognise that practice, effort and feedback help improvement.	• Apply sport-specific techniques with increasing consistency. • Use simple tactics and make decisions in games. • Perform increasingly complex dance and gymnastics sequences. • Use athletics technique, measurement and personal-best thinking. • Navigate, cooperate and reflect on performance with growing independence.	• Select and adapt skills and tactics confidently across activities. • Perform with consistency, control and growing technical precision. • Lead, officiate, evaluate and give constructive feedback. • Understand fitness, resilience, fair play and lifelong participation. • Through Years 4-5 swimming, work towards the statutory 25 m, stroke and safe self-rescue outcomes.

Curriculum note

The final curriculum deliberately concentrates specialist gymnastics and swimming in Years 4 and 5. Other year groups retain a broad offer across physical literacy, dance, games, athletics, outdoor learning, fitness and leadership, with earlier gymnastics knowledge transferred into later physical activity rather than repeated as an additional Year 6 block.

Enrichment such as Sports Days, school teams, inter-school competition, clubs, taster sessions and pupil leadership complements the taught curriculum but does not replace curriculum PE.