

## AP Progression Map Examples: PE

### Informal/Semi-Formal



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PE: EYFS/Year 1 Objectives: ASD ROUTE					
Fundamental Movements & Spatial Awareness	Ball Skills & Coordination	Balance, Coordination & Gymnastics	Dance & Creative Movement	Athletics & Fitness	Invasion Games and Cooperation
<b>Moving with Control &amp; Coordination</b> <b>All:</b> I can experience and explore moving in different ways (such as stepping, bouncing or crawling) in a safe and familiar space. <b>Most:</b> I know how to move in different ways (walking, running, jumping) in a space. <b>Some:</b> I know how to move with increased control, changing speed and direction safely.	<b>Rolling a Ball</b> <b>All:</b> I can hold a ball OR I can roll a ball towards a target with basic control. <b>Most:</b> I can roll a ball accurately to a partner. <b>Some:</b> I can control the power and direction of the roll to hit a target consistently.	<b>Exploring body shapes and stillness</b> <b>All:</b> I can keep my body still OR I can spread my arms out wide. <b>Most:</b> I can hold a basic shape (e.g., a star or a tuck). <b>Some:</b> I can maintain balance whilst holding a shape.	<b>Moving to different rhythms</b> <b>All:</b> I can move to fast music OR I can move to slow music. <b>Most:</b> I can stop moving when the music changes. <b>Some:</b> I can watch somebody move to music and copy them.	<b>Running at different speeds</b> <b>All:</b> I can walk around the room safely. <b>Most:</b> I can run at a steady pace. <b>Some:</b> I can adjust speed for different activities.	<b>Understanding basic rules of simple games</b> <b>All:</b> I know how to follow simple rules in a turn-taking game with an adult. <b>Most:</b> I know how to follow simple rules in a turn-taking game with a small group of peers. <b>Some:</b> I can explain and apply basic rules during play.

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<p><b>Balancing &amp; Body Control</b>  <b>All:</b> I can experience supported standing and movement activities, such as shifting weight from one foot to the other, with encouragement.  <b>Most:</b> I can try to stand still on one foot.  <b>Some:</b> I can balance on one leg for a few seconds.</p>	<p><b>Catching &amp; Tracing Objects</b>  <b>All:</b> I can look at the ball when it moves.  <b>Most:</b> I can track a ball with my eyes and hands.  <b>Some:</b> I can attempt to catch a ball with two hands  OR  I can catch a small ball consistently using two hands.</p>	<p><b>Balancing on different body parts</b>  <b>All:</b> I can balance on one foot for a few seconds.  <b>Most:</b> I can hold a balance for longer on different body parts.  <b>Some:</b> I can balance on one leg for 5 seconds and transition between balances.</p>	<p><b>Exploring high, medium and low levels.</b>  <b>All:</b> I can lift my hands above my head and attempt to keep them straight.  <b>Most:</b> I can use my body to stretch up high or bend down low.  <b>Some:</b> I can move like a puppet on strings, going up and down  OR  I can pretend to be a seed growing tall, then shrinking down small.</p>	<p><b>Jumping for height and distance</b>  <b>All:</b> I can bounce on a trampette  <b>OR</b>  I can bend and stretch my legs to music.  <b>Most:</b> I can perform a standing jump.  <b>Some:</b> I can jump forward with control.</p>	<p><b>Working as a team to complete challenges</b>  <b>All:</b> I can listen and respond to an adult explaining the rules of a game.  <b>Most:</b> I know how to participate in a team activity with support.  <b>Some:</b> I can communicate with teammates to achieve a goal.</p>
<p><b>Awareness of Others &amp; Safe Movement.</b>  <b>All:</b> I can move safely in a space without bumping into others.  <b>Most:</b> I can change direction and speed whilst maintaining control.  <b>Some:</b> I can react to cues and signals quickly when moving.</p>	<p><b>Throwing Underarm</b>  <b>All:</b> I can swing my arm whilst holding a ball.  <b>Most:</b> I can throw a ball underarm towards a partner.  <b>Some:</b> I can throw a ball with some accuracy towards a target.</p>	<p><b>Moving and Balancing on Low Apparatus</b>  <b>All:</b> I can walk across a low beam or bench.  <b>Most:</b> I can use different levels whilst balancing.  <b>Some:</b> I can add in turns and changes of directions.</p>	<p><b>Copying and mirroring simple dance moves.</b>  <b>All:</b> I can copy simple actions.  <b>Most:</b> I can mirror a partner's movements.  <b>Some:</b> I can link two/three movements together and complete a short sequence whilst copying an adult.</p>	<p><b>Throwing for Distance</b>  <b>All:</b> I can stand with my feet apart to throw.  <b>Most:</b> I can throw a beanbag forward.  <b>Some:</b> I can use an overarm throw for distance.</p>	<p><b>Developing attacking and defending skills</b>  <b>All:</b> I can hold my hands out for the ball.  <b>Most:</b> I can move into a space and attempt to receive a ball.  <b>Some:</b> I can use simple tactics to attack or defend.</p>

# Primary Formal: PE

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PE EYFS & Year 1 objectives taken from the National Curriculum					
Unit of Learning					
Fundamental Movements & Spatial Awareness	Ball Skills & Coordination	Balance, Coordination & Gymnastics	Dance & Creative Movement	Athletics & Fitness	Invasion Games and Cooperation
<b>Moving with Control &amp; Coordination</b> <b>All:</b> I know how to move in different ways (walking, running, jumping) in a space. <b>Challenge 1:</b> I know how to move with increased control, changing speed and direction safely. <b>Challenge 2:</b> I can demonstrate agility in movement, stopping and starting quickly.	<b>Rolling a Ball</b> <b>All:</b> I can roll a ball towards a target with basic control. <b>Challenge 1:</b> I can roll a ball accurately to a partner. <b>Challenge 2:</b> I can control the power and direction of the roll to hit a target consistently.	<b>Exploring body shapes and stillness</b> <b>All:</b> I can hold a basic shape (e.g., a star or a tuck). <b>Challenge 1:</b> I can maintain balance whilst holding a shape. <b>Challenge 2:</b> I can transition between shapes smoothly.	<b>Moving to different rhythms</b> <b>All:</b> I can move to music with different speeds. <b>Challenge 1:</b> I can change movements in response to rhythm. <b>Challenge 2:</b> I can create movement patterns.	<b>Running at different speeds</b> <b>All:</b> I can run at a steady pace. <b>Challenge 1:</b> I can adjust speed for different activities. <b>Challenge 2:</b> I can sprint and pace running effectively.	<b>Understanding basic rules of simple games</b> <b>All:</b> I know how to follow simple rules in a turn-taking game. <b>Challenge 1:</b> I can explain and apply basic rules during play. <b>Challenge 2:</b> I know how to adapt rules to create their own simple game.
<b>Balancing &amp; Body Control</b> <b>All:</b> I can balance on one leg for a few seconds. <b>Challenge 1:</b> I can balance on one leg for 5 seconds and transition between balances. <b>Challenge 2:</b> I can balance while moving (e.g., hopping, jumping) and hold poses for 10 seconds.	<b>Catching &amp; Tracing Objects</b> <b>All:</b> I can track a rolling ball with eyes and hands. <b>Challenge 1:</b> I can attempt to catch a ball with two hands. <b>Challenge 2:</b> I can catch a small ball consistently using two hands.	<b>Balancing on different body parts</b> <b>All:</b> I can balance on one foot for a few seconds. <b>Challenge 1:</b> I can hold a balance for longer on different body parts. <b>Challenge 2:</b> I can create or have a go at sequences combining balances.	<b>Exploring high, medium and low levels.</b> <b>All:</b> I can stretch up high or bend down low. <b>Challenge 1:</b> I can link movements between different levels. <b>Challenge 2:</b> I can use levels to tell a story.	<b>Jumping for height and distance</b> <b>All:</b> I can perform a standing jump <b>Challenge 1:</b> I can jump forward with control. <b>Challenge 2:</b> I can combine jumps into a sequence.	<b>Working as a team to complete challenges</b> <b>All:</b> I know how to participate in a team activity with support. <b>Challenge 1:</b> I can communicate with teammates to achieve a goal. <b>Challenge 2:</b> I can lead a small team, and give simple instructions.

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## Secondary Formal: PE



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### PE Year 3-4 National Curriculum Objectives

<p><b>Invasion Games (e.g., football, netball, tag rugby).</b>  <b>All:</b> I can move into a space when prompted.  <b>Challenge 1:</b> I know and understand the concept of space in games &amp; team-based activities.  <b>Challenge 2:</b> I can move into and create space to support others whilst developing basic attacking and defending skills.</p>	<p><b>Gymnastics</b>  <b>All:</b> I can copy basic shapes on the floor.  <b>Challenge 1:</b> I can hold shapes with control.  <b>Challenge 2:</b> I can show extension and control in all body parts.</p>	<p><b>Dance</b>  <b>All:</b> I can copy and perform basic actions on the spot.  <b>Challenge 1:</b> I can copy and explore a variety of movements and travel in space.  <b>Challenge 2:</b> I can create simple expressive actions using space and direction.</p>	<p><b>Net and Wall Games (e.g., tennis, volleyball, badminton).</b>  <b>All:</b> I can hit a ball over a short distance.  <b>Challenge 1:</b> I can rally with control over a short net.  <b>Challenge 2:</b> I can sustain a rally using forehand/backhand.</p>	<p><b>Athletics</b>  <b>All:</b> I can run short distances safely.  <b>Challenge 1:</b> I can run with good posture over increasing distances.  <b>Challenge 2:</b> I can pace myself whilst running and maintain my technique.</p>	<p><b>Striking and Fielding (e.g., rounders and cricket).</b>  <b>All:</b> I can hit a ball off a tee.  <b>Challenge 1:</b> I can strike a ball with a bat/racket consistently.  <b>Challenge 2:</b> I can choose the direction and type of strike.</p>
<p><b>All:</b> I can pass and receive a ball with support.  <b>Challenge 1:</b> I can pass and receive a ball with accuracy and increasing speed in a pair.  <b>Challenge 2:</b> I can pass and receive a ball on the move and when under pressure.</p>	<p><b>All:</b> I can balance on one point with support.  <b>Challenge 1:</b> I can hold balances with different points of contact.  <b>Challenge 2:</b> I can transition smoothly between balances.</p>	<p><b>All:</b> I can copy and repeat a basic 3-step motif with support.  <b>Challenge 1:</b> I can repeat and remember a short motif with control.  <b>Challenge 2:</b> I can perform a motif with control, fluency and rhythm.</p>	<p><b>All:</b> I can track and move the ball.  <b>Challenge 1:</b> I can anticipate the balls movements and get in position to return.  <b>Challenge 2:</b> I can adjust my footwork for accuracy, speed and power.</p>	<p><b>All:</b> I can attempt a standing long jump.  <b>Challenge 1:</b> I can land safely with control.  <b>Challenge 2:</b> I can use my arms and legs for maximum height/distance when I jump.</p>	<p><b>All:</b> I can catch a large ball with support.  <b>Challenge 1:</b> I can throw and catch with accuracy over distance.  <b>Challenge 2:</b> I can react quickly to field and return the ball.</p>
<p><b>All:</b> I can join and follow simple rules.  <b>Challenge 1:</b> I can communicate with my team members and take turns during games.  <b>Challenge 2:</b> I can take leadership in group roles and tactics.</p>	<p><b>All:</b> I can attempt simple rolls and jumps.  <b>Challenge 1:</b> I can perform safe rolls and controlled jumps.  <b>Challenge 2:</b> I can combine rolls and jumps into sequences.</p>	<p><b>All:</b> I can add one change (e.g., speed or direction) to a simple motif.  <b>Challenge 1:</b> I know and understand what the term 'dynamics' mean in relation to music and movement.  <b>Challenge 2:</b> I can experiment with contrasting dynamics (slow/fast/light/heavy).</p>	<p><b>All:</b> I can make attempts at an underarm serve.  <b>Challenge 1:</b> I can serve consistently to into a target area.  <b>Challenge 2:</b> I can use different types of serve appropriately.</p>	<p><b>All:</b> I can attempt to throw a beanbag using an underarm action.  <b>Challenge 1:</b> I can throw with the correct arm action.  <b>Challenge 2:</b> I can select throwing technique for object/distance.</p>	<p><b>All:</b> I can understand basic game rules with adult prompts.  <b>Challenge 1:</b> I can understand scoring and different positions for players.  <b>Challenge 2:</b> I can explain the rules and know how to apply them in a game.</p>

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Please note these are Cycle 1 examples from each long-term plan in our learning pathways. If you would like to see the full documents which show the progression of the subject from start to finish, please contact the school office.

