

PE Mastery Progression Map

The PE Mastery scheme has been carefully structured to ensure that skills, knowledge and vocabulary are introduced sequentially. They follow a mastery approach with opportunities to consolidate, embed and build upon prior learning, enabling children to master skills while deepening their knowledge and understanding of key concepts. This approach ensures that children are ready to progress before moving learning on, supporting children to 'keep up' rather than 'catch up' and ensuring that no learner is left behind.

PE Mastery develops skills and knowledge across the three pillars of progression in PE: Motor Competence, Rules, Strategy and Tactics and Healthy Participation. All three strands are of equal importance and required in order to achieve progression and success in PE. The skills that are taught in Nursery and Reception lay the foundations for development across the three pillars of progression in Key Stage One and Two, in which children are encouraged to further develop, embed and perform their learning and understanding in a variety of contexts.



Motor Competence

This pillar refers to the development of physical skills, including:

- Locomotor skills e.g. running and jumping
- Body awareness e.g. control of body and movements
- Stability skills e.g. static and dynamic balance
- Manipulative skills e.g. throwing and catching
- Linking, combining and applying movement skills in physical activities

As well as being essential for PE, these transferable skills are important for everyday experiences, including play, mobility and physical activity, contributing to overall physical literacy. Building a strong foundation of physical skills will enable children to apply and transfer these skills to a broad range of sport and activity specific contexts in later life.



Rules, Strategy and Tactics

This pillar refers to the execution and application of movement skills in physical activities, including:

- Understanding and applying rules
- Developing strategy and tactics in individual and team games
- Composition of movement sequences and routines
- Understanding and applying the elements of dance
- Creative and critical thinking skills

In order to be successful in physical activities, children need to learn how to tactically and strategically apply their skills.

It is important to note that this pillar does not only relate to games-based activities, but also to performance activities. For example in dance, children will learn to effectively use body and space to convey emotions and meaning.



Healthy Participation

This pillar refers to how children participate in PE and develops essential knowledge and skills, including:

- Emotional regulation (including healthy and safe participation)
- Evaluation, reflection and goal setting (including personal best)
- Understanding the importance of healthy and active lifestyles
- Teamwork and communication

As well as being essential for PE, many of these skills are transferable to the wider curriculum and aspects of everyday life. Communication and listening skills, for example, will support group work situations in a range of contexts. Learning about the importance of healthy and active lifestyles will also link with learning in both PSHE and science. In addition to this, it equips children with the knowledge and motivation required to lead healthy, active lifestyles.



In the Early Years Foundation Stage (EYFS), PE Mastery further develops the skills and knowledge required to support children in achieving the Early Learning Goal (ELG) for the Gross Motor Skills strand of Physical Development (as outlined in the [Statutory Framework for the Early Years Foundation Stage](#)) by the end of Reception, as well as embedding a variety of different fundamental movement and coordination skills to support learning and development in other areas. A detailed breakdown of the progression of skills taught in Nursery and Reception can be found [here](#) (coming soon).

In Key Stage One and Two, PE Mastery is aligned to the content and aims of the [English PE National Curriculum Programme of Study](#). Details of PE National Curriculum coverage throughout the scheme can be found [here](#). [Twinkl Swim](#) provides planning aligned to the swimming and water safety requirements of the PE National Curriculum. Please refer to the [Twinkl Swim Progression Map](#) to see the coverage and progression of swimming and water safety skills.



PE is a knowledge-rich subject and PE Mastery ensures children are able to make links between different areas of knowledge to apply their understanding and skills in a variety of contexts. The majority of knowledge taught in PE Mastery can be split into two types; **declarative** and **procedural**.

Declarative knowledge refers to knowing *what* is needed to execute or perform a skill. For example a child may recall that a defender's role is to help regain possession from the attacking team.

Procedural knowledge refers to knowing *how* to apply or execute declarative knowledge. For example, a child may move between attackers to intercept a pass in a game, using their declarative knowledge to inform their next steps.

Motor Competence

Below you will find the Motor Competence Progression Map. We have included a helpful glossary of key terms used throughout the map at the bottom of the document. Please note that 'perform' in this context is intended to refer to the execution of a skill or movement as opposed to performing it in front of an audience.

Motor Competence

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Locomotor Skills	Explore and perform a range of simple locomotor movements with developing control and coordination.	Explore, refine and perform a range of simple locomotor movements with increasing control and coordination.	Demonstrate control and coordination when performing simple locomotor movements.	Demonstrate consistent control and coordination when performing simple locomotor movements and begin to develop specialised locomotor movement skills.	Perform a range of increasingly complex and specialised locomotor movements with developing control and precision.	Perform a range of increasingly complex and specialised locomotor movements with consistent control and precision.	Consistently demonstrate mastery, control and precision when performing a range of complex and specialised locomotor movements.
Body Awareness	Manipulate parts of the body with developing control, beginning to demonstrate awareness of self and others.	Manipulate parts of the body with increasing control and purpose, demonstrating awareness of self and others.	Intentionally manipulate and control body movements to achieve a desired outcome, beginning to demonstrate awareness of position, flexibility and tension.	Intentionally manipulate and control body movements to achieve a desired outcome, demonstrating awareness of position, flexibility and tension.	Incorporate controlled movement, flexibility, strength and body tension into a wide variety of physical activities, beginning to demonstrate an understanding of quality and form.	Incorporate controlled movement, flexibility, strength and body tension into a wide variety of physical activities, demonstrating an understanding of quality and form.	Consistently demonstrate mastery of flexibility, strength and body tension to perform controlled, intricate and correctly formed movements in a range of physical activities.
Stability Skills	Demonstrate developing control and stability when performing simple balances and movements.	Demonstrate increasing control and stability when performing simple balances and movements.	Consistently demonstrate control and stability when performing simple balances and movements.	Demonstrate control, stability and developing agility when performing increasingly complex balances and movements.	Demonstrate control, stability and increasing agility when performing balances and movements in a variety of physical activities.	Demonstrate control, stability and agility when performing balances and movements in a variety of physical activities.	Demonstrate mastery of balance and agility when performing complex balances and movements in a range of physical activities.
Manipulative Skills	Develop coordination of body and equipment to manipulate objects with developing control and accuracy.	Develop coordination of body and equipment to manipulate objects with increasing control and accuracy.	Demonstrate coordination of body and equipment to manipulate objects with control and accuracy.	Demonstrate coordination of body and equipment to perform fundamental manipulative skills with control and accuracy and begin to develop specialised manipulative skills.	Perform specialised manipulative skills with increased control, accuracy and fluency, demonstrating knowledge of correct techniques.	Perform specialised manipulative skills with control, accuracy and fluency, demonstrating knowledge of correct techniques and when to apply them.	Perform specialised manipulative skills, with mastery of control, accuracy and fluency, demonstrating knowledge of correct technique, applying them consistently and appropriately.
Combining and Applying Movement Skills	Link and apply fundamental movement skills in a range of physical activities with developing fluency.	Link and apply fundamental movement skills in a range of physical activities with developing fluency.	Link and apply fundamental movement skills with increasing fluency and begin to combine these skills in physical activities.	Combine, link and apply fundamental movement skills with fluency and apply these skills in physical activities.	Combine, link and apply a developing repertoire of fundamental and specialised movement skills with increasing fluency in a range of familiar situations in physical activities.	Combine, link and apply an increasing repertoire of specialised movement skills fluently, beginning to transfer these skills into a range of unfamiliar situations in physical activities.	Consistently combine, link and apply a broad repertoire of specialised movement skills fluently, transferring these skills into a range of familiar and unfamiliar situations in physical activities.

Familiar situations: using a skill in the context that it has been taught e.g. using learning about jumping for height to perform a vertical standing jump

Unfamiliar situations: applying a skill in a new context that is different from the one in which it was learned e.g. using learning about jumping for height to intercept a pass in a throwing game

Rules, Strategy and Tactics

Below you will find the Rules, Strategy and Tactics Progression Map. We have included a helpful glossary of key terms used throughout the map at the bottom of the document. Please note that 'perform' in this context is intended to refer to the execution of a skill or movement as opposed to performing it in front of an audience.

Rules, Strategy and Tactics

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Rules	Follow simple rules and instructions to participate in games and physical activities.	Follow and respond to simple changes in rules to participate in games and physical activities.	Understand and explain why rules are needed and consistently follow and apply them in games and physical activities.	Follow, understand and apply increasingly complex rules in a range of games and physical activities, and explain how rules impact the game.	Follow, understand, apply and adapt complex rules and begin to self-manage games and physical activities.	Follow, understand, apply and adapt complex rules, and self-manage a range of games and physical activities.	Demonstrate a strong understanding of complex rules by applying them confidently, honestly and fairly when participating in and self-managing a range of physical activities.
Strategy and Tactics	Work towards a desired outcome or goal in simple games and physical activities.	Make simple strategic decisions in group games and physical activities.	Begin to understand the importance of, and how to apply, simple strategies and tactics in games and physical activities.	Understand the importance of and apply simple strategies and tactics in games and physical activities.	Demonstrate increased tactical and strategic understanding in individual and team activities, beginning to apply strategies and tactics appropriately and reflect on their effectiveness.	Appropriately apply strategies and tactics in individual and team activities, reflecting on their effectiveness to suggest and implement adjustments.	Appropriately apply strategies and tactics in gameplay situations, demonstrating leadership skills in making decisions and using reflections to make effective adjustments in individual and team activities.
Composition	Create and follow simple movement sequences.	Create, follow and adapt movement sequences.	Create, follow and adapt movement sequences using a repertoire of movements.	Create and adapt movement sequences, beginning to link these to create simple routines.	Create, adapt and link movement sequences to create increasingly complex routines.	Create and adapt movement sequences and routines by appropriately selecting and linking movements with increasing fluidity.	Create and adapt increasingly complex movement sequences and routines by appropriately selecting and linking movements explaining the reasoning for their creative choices.
Elements of Dance	Use elements of dance fundamentals in isolation to communicate simple ideas, thoughts or feelings through spontaneous movement.	Begin to demonstrate understanding of the elements of dance fundamentals in isolation to communicate simple ideas, thoughts or feelings through planned movement.	Demonstrate elements of the dance fundamentals both combined and in isolation to communicate simple ideas, thoughts or feelings through planned movement.	Demonstrate awareness of combining the elements of dance fundamentals in response to stimuli, or changes in stimuli, as well as to communicate more complex ideas, thoughts or feelings.	Demonstrate combining and adapting elements of dance fundamentals in a range of complex ways to create responses to stimuli or changes in stimuli, as well as to communicate more complex ideas, thoughts or feelings.	Demonstrate using unique and creative approaches to varying and combining elements of dance fundamentals to express a range of stimuli, ideas, thoughts, feelings and narratives.	Demonstrate the ability to confidently and appropriately combine, vary and adapt different elements of the dance fundamentals to suit various stimuli, audiences and purposes, and express a range of ideas, thoughts, feelings and narratives.
Creative and Critical Thinking	Demonstrate imagination and discuss their own thoughts and ideas in physical activities.	Demonstrate creativity in making simple decisions and to support performance in physical activities.	Demonstrate creativity and innovation to make simple decisions and to support performance in physical activities.	Demonstrate creativity and innovation to make simple decisions and to support performance in physical activities, beginning to think critically to refine and improve these.	Demonstrate creativity, innovation and critical thinking to support decision making and performance in physical activities.	Demonstrate creativity, innovation and critical thinking to support and justify decision making and performance in physical activities.	Demonstrate creativity, innovation and critical thinking to support and justify with clear reasoning, decision making and performance in physical activities.

Self-manage: In this context, this means to manage games independently or as part of a group without the need for adult intervention.

Dance fundamentals: This refers to the strategic use of body, energy, space and time (BEST) in dance and movement.

Healthy Participation

Below you will find the Healthy Participation Progression Map. We have included a helpful glossary of key terms used throughout the map at the bottom of the document. Please note that 'perform' in this context is intended to refer to the execution of a skill or movement as opposed to performing it in front of an audience.

Healthy Participation

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Emotional Regulation	Participate in PE lessons, beginning to regulate their own emotions and demonstrate an understanding of how to keep themselves, and others, safe in physical activities.	Actively participate in PE lessons, regulating their own emotions to consistently follow rules, routines and expectations.	Regulate their own emotions successfully in order to persevere when faced with challenging situations in physical activities.	Develop perseverance when faced with challenging situations and begin to cope appropriately with the outcome of competitive situations.	Demonstrate resilience in a range of situations, responding appropriately to the outcome of competitive situations.	Successfully regulate their own emotions in a range of situations, responding appropriately to outcomes of competitive situations and demonstrating perseverance.	Consistently demonstrate the ability to successfully regulate emotions, including in competitive situations and when faced with challenges.
Evaluation and Reflection	Begin to reflect on physical activities that they have participated in and celebrate their own and others' achievements.	Reflect on their own and others' strengths and begin to identify areas for improvement in physical activities.	Reflect on their own and others' strengths and areas for improvement in physical activities and understand that feedback helps to refine and improve performance .	Respond to feedback and use reflections to refine and improve performance , beginning to give constructive feedback to others.	Respond appropriately to feedback and personal reflections to refine and improve performance and set simple targets for progression and give constructive feedback to others.	Give and respond to feedback appropriately to refine performance and set simple targets for progression, in independent, group and team activities.	Assess their own, and others', performance against set criteria, giving and responding to constructive feedback, to refine performance and set targets for progression for themselves, their team or group and others.
Healthy and Active Lifestyle	Begin to understand the short-term effects of physical activity on the mind and body.	Have an increased understanding of the short-term effects of physical activity on the mind and body.	Understand and explain the short-term effects of physical activity on the mind and body.	Develop awareness and understanding of the long-term effects of physical activity and the role that this plays in supporting overall health and well being.	Understand and explain the long-term effects of physical activity and the role that this plays in supporting overall health and well being.	Understand and explain the importance of lifelong , active lifestyles and how this contributes to overall health and well being.	Understand and explain the importance of, and how to lead a lifelong , active lifestyle and give examples of activities and choices that can help to achieve this.
Teamwork and Communication	Work alongside and cooperatively with others in physical activities.	Develop cooperative skills in paired and group physical activities, communicating respectfully with each other.	Work cooperatively in paired, group and team activities, demonstrating clearer communication skills and improved listening.	Identify and use effective communication skills to begin to work collaboratively with others in a group or team activity when working towards a common goal.	Work collaboratively as part of a group or team, using clear communication skills during activities to aid performance , solve problems or begin to make collective decisions when working towards a common goal.	Work cohesively and collaboratively as part of a group or team, using effective verbal and non-verbal communication skills to solve problems and make collective decisions that aid performance , solve problems or make collective decisions. Begin to apply these skills more consistently within competitive games.	Work cohesively and collaboratively as part of a group or team, using effective verbal and non-verbal communication skills to solve problems and make collective decisions that aid performance during competitive games. Demonstrate leadership skills when necessary, communicating in a positive, respectful way towards others.
STAR (Spirit, Teamwork, Attitude and Respect) Values	Begin to show an awareness of the STAR Values and sometimes recognise and demonstrate them when prompted in simple physical activities.	Know what the STAR Values are and recognise and demonstrate them when prompted in simple physical activities.	Know and begin to describe what the STAR Values are and begin to independently demonstrate them in an increasing range of physical activities.	Know, describe and begin to identify what the STAR Values are and demonstrate them with developing independence in a range of physical activities.	Describe and identify the STAR Values and demonstrate them with increasing independence in a range of physical activities, beginning to understand the positive impact of these in physical activities.	Demonstrate the STAR Values independently in a range of physical activities, understanding the positive impact of these in physical activities.	Consistently and confidently identify and demonstrate the STAR Values independently in a range of physical activities and challenging situations, understanding the positive impact of these in physical activities and beyond.

Short-term: in this context, short-term means the immediate impact of exercise on the body e.g. increased heart rate.

Lifelong: in this context, lifelong means the lasting impact of exercise on the body e.g. improved quality of life.

Long-term: in this context, long-term means the impact of regular exercise on the body over a period of time e.g. increased stamina.

Performance: in this context, performance has a broad meaning and refers to the execution of a skill, performance within a game or activity, or performance of a movement sequence or routine.

Independently: without the need for adult prompting.

STAR Values: the values of **Spirit, Teamwork, Attitude and Respect**.