

PROGRESSION IN PE

	Nursery	Reception		Year A	Year B
EYFS	<p><u>Three and four year olds – physical development</u></p> <p>* Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>* Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>* Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Examples of activities :- regular access to outdoors including climbing frame, slide and trim trail. whole school exploration – walking up and down stairs</p>	<p><u>Reception – Physical development</u></p> <p>* Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</p> <p>* Progress towards a more fluent style of moving, with developing control and grace.</p> <p>* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>* Combine different movements with ease and fluency.</p> <p>* Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>* Develop overall body strength, balance, coordination and agility.</p> <p style="text-align: center;"><u>ELG</u></p> <p>* PSED – Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>* PD – gross motor skills - Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>* PD – gross motor skills - Demonstrate strength, balance and coordination when playing.</p> <p>* PD – gross motor skills - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Shapes</u></p> <ul style="list-style-type: none"> • Straight • Star • Tuck <p><u>Rolls</u></p> <ul style="list-style-type: none"> • Pencil roll • Egg roll • Rock 'n' roll <p><u>Jumps</u></p> <ul style="list-style-type: none"> 2 foot straight jump (2-2) Star jump / chasse Tuck jump (frogs) <p>To learn different ways of travelling (animals)</p> <p>To hold a balance</p> <p>To experience jumping, sliding, rolling, climbing, moving over, under and on apparatus</p>	Gymnastics	<p><u>NC statement - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</u></p> <p><u>Shapes</u></p> <ul style="list-style-type: none"> • straddle • front support • Y shape • T shape <p>(+ ones previously learnt with more control & co-ordination and in different orientations)</p> <p><u>Rolls</u></p> <ul style="list-style-type: none"> Teddy bear roll (new Yr1) Forward roll (yr 2 only - practise) Backward roll (yr 2 only - practise) <p>(focus on hand placement, use of apparatus - wedge)</p> <p>(+ ones previously learnt with more control and co-ordination)</p> <p><u>Jumps</u></p> <ul style="list-style-type: none"> Straight / Tuck / Star jump (off apparatus) <p>(+ ones previously learnt with more control and co-ordination)</p> <p><u>Balancing</u></p> <ul style="list-style-type: none"> Balance with increasing control <p>Balance using different parts of the body (points and patches)</p> <p>To develop skills and confidence when using apparatus (balancing, travelling, jumping, rolling)</p>	<p><u>Shapes</u></p> <ul style="list-style-type: none"> • Back support • Pike • Arch • Dish <p>(+ ones previously learnt with more control & co-ordination and in different orientations)</p> <p><u>Rolls</u></p> <ul style="list-style-type: none"> Teddy bear roll (new Yr 1) Forward roll (new to all KS1) Backward roll (new to all KS1) (focus on hand placement, use of apparatus - wedge) <p>(+ ones previously learnt with more control and co-ordination)</p> <p><u>Jumps</u></p> <ul style="list-style-type: none"> Bunny hops Jump with half turn <p>Jump (1-1 – landing on same foot / landing on opposite foot)</p> <p>Hopscotch (1-2 / 2-1)</p> <p>(+ ones previously learnt with more control & co-ordination and in different orientations)</p> <p><u>Balancing</u></p> <ul style="list-style-type: none"> Balance with increasing control <p><u>Sequence</u></p> <ul style="list-style-type: none"> To link movements together to perform a sequence (i.e a shape balance, a travelling action, a jump and a roll) <p>To develop skills and confidence when using apparatus (balancing, travelling, jumping, rolling)</p>

Curriculum objectives

Autumn Term

Spring Term

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On-going

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	Nursery	Reception		Cycle A	Cycle B
EYFS	<p><u>Three and four year olds – physical development</u></p> <p>* Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>* Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>* Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Example activities daily wake up shake up brain gym free dance / movement opportunities festival</p>	<p><u>Reception – Physical development</u></p> <p>* Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</p> <p>* Progress towards a more fluent style of moving, with developing control and grace.</p> <p>* Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>* Combine different movements with ease and fluency.</p> <p><u>Reception - Expressive arts and design</u></p> <p>* Explore and engage in music making and dance, performing solo or in groups.</p> <p>* Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>* Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><u>ELG</u></p> <p>* PD – gross motor skills - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>* EAD - Being imaginative & expressive - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>To perform simple dance movements by copying</p> <p>To express feelings through dance movements</p>	Dance	<p>NC statement - perform dances using simple movement patterns.</p> <p>To perform dance movements to music by copying, remembering and repeating</p> <p>Begin to move in time to the music</p> <p>To move imaginatively in response to music</p> <p>To independently sequence a set of dance movements</p> <p>To work together in pairs / small groups to sequence and perform a short routine</p> <p>To use simple choreographic moves such as unison and mirroring and begin to develop a canon</p> <p>To evaluate their own performance and make improvements</p>	<p>To perform dance movements to music by copying, remembering and repeating</p> <p>Begin to move in time to the music</p> <p>To move imaginatively in response to music</p> <p>To independently sequence a set of dance movements</p> <p>To work together in pairs / small groups to sequence and perform a short routine</p> <p>To use simple choreographic moves such as unison and mirroring</p> <p>To evaluate their own performance and make improvements</p>

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EYFS	<p><u>Three and four year olds – physical development</u></p> <p>* Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>* Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>* Match their developing physical skills to tasks and activities in the setting.</p> <p>Example activities:- use of scarves and bean bags and balloons rolling a ball to a friend bouncing a ball kicking a ball into the goal throwing and catching</p>	<p><u>Reception – physical development</u></p> <p>* Revise and refine the fundamental movement skills they have already acquired:- rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p> <p>* Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>* Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>* Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>ELG</u></p> <p>* Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>* Demonstrate strength, balance and coordination when playing.</p> <p>* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>To roll a ball with some control</p> <p>To bounce a ball and catch it</p> <p>To throw a large ball and catch it</p> <p>To throw a ball underarm towards a target</p> <p>To kick a ball</p> <p>To bat a beanbag / ball to a target</p> <p>To aim before passing</p>	Ball skills	<p><i>NC statement - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p>To throw a ball underarm and overarm towards a target (with developing accuracy)</p> <p>To catch a ball thrown by a partner from a distance (short – increasing dependent on ability)</p> <p>To pass a ball using chest push/pass</p> <p>To kick a ball at a target (with increasing accuracy)</p> <p>To dribble a ball (in a straight line / around a set of obstacles)</p> <p>To use hitting skills in a game.</p> <p>To practise basic striking, sending and receiving</p>	<p>To throw a ball underarm and overarm towards a target (with developing accuracy)</p> <p>To catch a ball thrown by a partner from a distance (short – increasing dependent on ability)</p> <p>To pass a ball using chest push/pass</p> <p>To kick a ball at a target (with increasing accuracy)</p> <p>To dribble a ball (around a set of obstacles)</p> <p>To strike or hit a ball with increasing control.</p> <p>To learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p>

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EYFS	<p><u>Three and four year olds – physical development</u></p> <p>* Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Example activities:- hide and seek what's the time Mr wolf parachute</p>	<p><u>Reception – physical development</u></p> <p>* Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>* Develop overall body-strength, balance, co-ordination and agility.</p> <p><u>ELG</u></p> <p>* Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>* Demonstrate strength, balance and coordination when playing.</p> <p>To move confidently</p> <p>To work together as a team (that involves one person moving/doing at a time i.e. treasure game)</p> <p>To play a range of chasing games</p>		<p><i>NC statement - participate in team games, developing simple tactics for attacking and defending</i></p> <p>Apply the taught skills (well and confidently) in a range of activities</p> <p>Begin to learn and develop the simple tactics needed for attacking and defending</p> <ul style="list-style-type: none"> • Begin to use (and understand) the terms attacking and defending. • Use simple defensive skills such as marking a player or defending a space. • Use simple attacking skills such as dodging to get past a defender. <p>To work together in a small group against others</p> <p>Understand the importance of rules in games</p>	<p>Apply the taught skills (well and confidently) in a range of activities</p> <p>Begin to learn and develop the simple tactics needed for attacking and defending</p> <ul style="list-style-type: none"> • Begin to use (and understand) the terms attacking and defending. • Use simple defensive skills such as marking a player or defending a space. • Use simple attacking skills such as dodging to get past a defender. <p>To work together in a small group against others</p> <p>Understand the importance of rules in games</p>
EYFS	<p><u>Three and four year olds – physical development</u></p> <p>* Continue to develop their movement, & balancing skills</p> <p>* Match their developing physical skills to tasks and activities in the setting.</p> <p>Example activities:- circuits (health week)</p>	<p><u>Reception – physical development</u></p> <p>* Revise and refine the fundamental movement skills they have already acquired:- rolling - walking - running - skipping - crawling - jumping - hopping – climbing</p> <p>* Develop overall body-strength, balance, co-ordination and agility. * Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p><u>ELG</u></p> <p>* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Begin to develop the basic movements involved with running, jumping and throwing in different situations / activities</p>	Athletics	<p><i>NC statement - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p>Develop the basic movements involved with running, jumping and throwing in different situations / activities, showing an increased confidence and competence</p> <ul style="list-style-type: none"> • running at varying speed • change speed and direction whilst running • jump from a standing position (with more accuracy and further distance) • throwing in a variety of ways (with more accuracy and distance) 	<p>Develop the basic movements involved with running, jumping and throwing in different situations / activities, showing an increased confidence and competence</p> <ul style="list-style-type: none"> • running at varying speed • change speed and direction whilst running • jump from a standing position (with more accuracy and further distance) • throwing in a variety of ways (with more accuracy and distance)

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EYFS	<p><u>Three and four year olds – physical development</u></p> <p>Example activities:- discussions after energetic activities on how they feel (wake up shake up / circuits)</p>	<p><u>Reception – physical development</u></p> <p>* Know and talk about the different factors that support overall health and wellbeing: - regular physical activity</p> <p><u>ELG</u></p> <p>Begin to talk about how exercise makes them feel</p> <p>Know some ways to stay healthy</p>	Health and well-being	<p>Can describe the effect exercise has on the body and how it changes our bodies and the activity throughout the session</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Can talk about other ways you can stay healthy</p> <p>Talk about the importance of warm ups in PE</p>
	PHYSICAL ACTIVITY EYFS			PHYSICAL ACTIVITY KS1
	<p>All children in Early years participate in daily wake up shake up sessions (i.e. Jump start Jonny / Go Noodle/YouTube Just dance etc.). These are used in the morning to get the children ready for the day ahead, during wet playtimes and after lunch to refocus the children ready for more learning.</p> <p>They have regular access to the outdoor area which allows them to develop their gross motor skills through the use of climbing frames, bikes and scooters, balls, building equipment and team games.</p>			<p>All children throughout KS1 participate in daily wake up shake up sessions (i.e. Jump start Jonny / Go Noodle/YouTube Just dance etc.). This is predominantly first thing in the morning to get the children ready for the day ahead; however staff are being encouraged to use this more frequently to provide children with brain breaks to give them chance to refocus.</p> <p>We are trying to incorporate more active lessons / parts of lessons throughout the curriculum and are currently aiming for at least one lesson a week to have an active element. The hope is that this will build up to at least one lesson a day having an active element.</p>
	SCHOOL SPORT EYFS			SCHOOL SPORT KS1
	<p>Nursery children we feel are too young to participate in after school clubs.</p> <p>Reception children are given the opportunity to participate in after school clubs during the summer term as they are getting ready to move into KS1.</p>			<p>All children in KS1 are given the opportunity to participate in after school clubs throughout the year.</p> <p>Only a small amount of children attend due to factors outside of school (i.e attending mosque)</p> <p>Only a few children attend clubs outside of school like football training / cricket.</p>
<p>See LTP vocabulary document for key vocabulary linked to each half term</p>				

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