

# PE - Curriculum Progression

## EYFS- LEARNING PROGRESSION

Games	<p><b>2-3 year olds</b>– use large motor skills to do things independently.  <b>2-3 year olds</b> develop manipulation and control.</p>	<p><b>Reception</b>– develop overall body strength, balance, co-ordination and agility needed to engage in PE sessions.  <b>Reception</b>– Revise and refine fundamental movement skills they have already acquired– walking/running</p>
	<p><b>3-4 year olds</b>– start taking part in some group activities/or in teams.  <b>3-4year olds</b>– continue to develop balls skills.  <b>3-4year olds</b>– show a preference for a dominant hand.</p>	<p><b>Reception</b>– confidently and safely use a range of large/small apparatus indoors/outdoors. Alone and in a group/team.  <b>Reception</b>– further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, aiming.  <b>Reception</b>- develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
	<p><b>3-4year olds</b>– increasingly follow rules, understand why they are important. Do not always need and adult to remind them of a rule. (PSED)</p>	<p><b>ELG</b>– negotiate space and obstacles safely, with consideration for themselves and others.  <b>ELG</b>– demonstrate strength, balance and co-ordination when playing.  <b>ELG</b>– move energetically, such as running.  <b>ELG</b>– work/play cooperatively and take turns (PSED)  <b>ELG</b>– Explain the reason for rules (PSED)</p>
Gym	<p><b>2-3 year olds</b>– develop manipulation and control  <b>2-3 year olds</b>– use large motor skills to do things independently.  <b>2-3 year olds</b>– walk, run, jump, climb– start to use stairs independently.  <b>2-3 year olds</b>– spin, roll and independently use ropes and swings</p>	<p><b>Reception</b>– develop overall body strength, balance, co-ordination and agility needed to engage in PE sessions.  <b>Reception</b>– Revise and refine fundamental movement skills they have already acquired– walking, running, rolling, crawling, jumping, hopping, skipping, climbing</p>
	<p><b>3-4year olds</b>– Go up steps/stairs or climb up apparatus using alternate feet.  <b>3-4year olds</b>– Match their developing physical skills to tasks/activities  <b>3-4year olds</b>– collaborate with others to manage large items (carrying gym equipment)</p>	<p><b>Reception</b>– use their core muscles strength to achieve a good posture– sitting on the floor ( sit like a gymnast)  <b>Reception</b>– combine movements with ease and fluency ( link movements on floor/apparatus)</p>
		<p><b>ELG</b>– negotiate space and obstacles safely, with consideration for themselves and others.  <b>ELG</b>– demonstrate strength, balance and co-ordination when playing.  <b>ELG</b>– move energetically, such as jumping, hopping, skipping, climbing  <b>ELG</b>– be confident to try new activities, show independence, resilience and perseverance in the face of challenge (PSED)</p>

# PE - Curriculum Progression

EYFS		
LEARNING PROGRESSION		
Dance	<p><b>2-3 year olds</b>– use large motor skills to do things independently.</p> <p><b>2-3 year olds</b>– develop manipulation and control.</p>	<p><b>Reception</b>- Progress towards a more fluent style of moving, with developing control and grace.</p> <p><b>Reception</b>- Use their core muscle strength to achieve a good posture.</p> <p><b>Reception</b>- Combine different movements with ease and fluency.</p>
	<p><b>3-4 year olds</b>- Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p><b>3-4 year olds</b>- Continue to develop their movement/balancing.</p> <p><b>3-4 year olds</b>- Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p>	<p><b>Reception</b>- Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)</p> <p><b>Reception</b>- Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)</p> <p><b>Reception</b>- Create collaboratively sharing ideas, resources and skills. (EAD)</p> <p><b>Reception</b>- Explore and engage in music making and dance, performing solo or in group. (EAD)</p> <p><b>Reception</b>- Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)</p> <p><b>Reception</b>- Watch and talk about dance and performance art, expressing their feelings and responses. (EAD)</p>
	<p><b>3-4 year olds</b>– Respond to what they have heard, expressing their thoughts and feelings (EAD)</p>	<p><b>ELG</b>– negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><b>ELG</b>– demonstrate strength, balance and co-ordination when playing.</p> <p><b>ELG</b>– move energetically, such as dancing.</p> <p><b>ELG</b>– be confident to try new activities, show independence, resilience and perseverance in the face of challenge (PSED)</p> <p><b>ELG</b>– Perform with others, and when appropriate try to move in time with music. (EAD)</p>

# EYFS - Nursery - PE

Cycle A/B						
PE TOPIC THEME	<b>FAST FREDDIE</b> (FUNDAMENTAL MOVEMENT)  Travelling, spatial awareness, co-ordination, speed, body awareness	<b>FAST FREDDIE- cont</b>  <b>BALANCING BELLA</b> (DANCE)  spatial awareness, direction, shape, levels and speed	<b>BALANCING BELLA</b> (GYM)Travel, climb, core	<b>HANDY HARRY</b> (MANIPULATION SKILLS )Tracking, rolling & receiving, throwing & catching, bouncing	<b>SKILFULL SALLY</b> (SKILL DEVELOPMENT)  Dribbling, catch & balance, body awareness	<b>APPLYING SKILLS</b> <b>FAST FREDDIE/HANDY HARRY/SKILFULL SALLY</b>
Development Matters Stage	<u>Fundamental movement</u>  2– 3  3-4year olds	<u>DANCE</u>  2– 3  3-4year olds	<u>GYM</u>  2– 3  3-4year olds	<u>GAMES</u>  3-4year olds	<u>GAMES</u>  3-4year olds	<u>GAMES</u>  3-4year olds  Begin Reception
Vocabulary introduced/ embedded	movement, safely, space, control,  Travelling,- walking, running, jumping, marching, freeze,  Adjust speed,- fast, slow,  Direction – forwards, backwards	Travelling - slither, gallop, shuffle, roll, crawl, slide, freeze  Actions - lead, follow copy Co-operation - share, wait, before, after. Direction – forwards, backwards Feelings - happy, excited, sad Body actions - stretching, curling, reaching, twisting, turning Movement - strong, gentle, heavy, floppy Space - between, through, above.	straight, tuck, star, shape, curl, roll, balance, land, climb, Travelling - slither, gallop, shuffle, roll, crawl, slide, skip, walk, run, jump, freeze Direction – forwards, backwards, under, over, through	movement, safely, space, control, turning, balancing  Direction – forwards, backwards  Adjust speed,- fast, slow, throwing, catching, rolling, stopping, pushing, patting, bouncing, tracking, control,	movement, safely, space, control, turning, balancing  Direction – forwards, backwards  Adjust speed,- fast, slow, throwing, catching, dribbling	movement, safely, space, control, co-ordination, balancing, turning,  Travelling,- walking, running, jumping, marching, freeze,  Adjust speed,- fast, slow,  Direction – forwards, backwards  throwing, catching, rolling, stopping, pushing, patting, kicking, dribbling, bouncing,

# EYFS - Nursery - PE

Cycle A/B				
I know...	<b>How to</b> use large motor skills to do things independently.	<b>How to</b> spin, roll ( and independently use ropes and swings)	<b>How to</b> use large motor skills to do things independently.	<b>How to</b> start taking part in some group activities/or in teams. <b>How to</b> develop my balls skills. <b>How to</b> show a preference for a dominant hand– when rolling/throwing/ bouncing/striking. <b>How to</b> increasingly follow rules, understanding why they are important. (PSE) <b>How I do</b> not always need an adult to remind me of a rule. (PSED)
	<b>How to</b> develop manipulation and control.	<b>How to</b> go up steps/ stairs or climb up apparatus using alternate feet.	<b>How to</b> develop manipulation and control.	
	<b>How to</b> walk, run, jump, climb– start to use stairs independently.	<b>How to</b> match my developing physical skills to tasks/activities eg walk or hop across a beam depending on size.	<b>How to</b> skip, hop, stand on one leg and hold a pose for a game like musical statues.	<b>Reception– How to</b> confidently and safely use a range of large/small apparatus indoors/outdoors. Alone and in a group/team.  <b>Reception– How to</b> further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, aiming.
		<b>How to</b> collaborate with others to manage large items (carrying gym equipment)	<b>How to</b> develop my movement/balancing.	
			<b>How to</b> be able to use and remember sequences and patterns of music that are related to music and rhythm.	

# EYFS -Reception - PE

Cycle A/B						
PE TOP-IC THEME	<b>FAST FREDDIE (FUNDAMENTAL MOVE- MENT)</b>  running, chasing, chang- ing direction, negoti- ating space, jumping, balance	<b>FAST FREDDIE- cont BALANCING BELLA (DANCE)</b>  spatial awareness, direction, shape, levels and speed	<b>BALANCING BELLA (GYM)</b>  core shapes, travelling, rolling, balances	<b>HANDY HARRY (MANIPULATION SKILLS )</b>  throwing, rolling, bounc- ing, catching, striking	<b>HANDY HARRY- cont SKILFULL SALLY (SKILL DEVELOPMENT)</b>  Skills development in simple games– dribbling, passing and receiving, shooting, co-operative games	<b>SKILFULL SALLY (SKILL DEVELOP- MENT)-cont</b>  Skills development in simple games– dribbling, passing and receiving, shooting, , co-operative games
Develop- ment Mat- ters Stage	<u>GAMES– fundamental movement</u>  Reception/ELG	<u>DANCE</u>  Reception/ELG	<u>GYM</u>  Reception/ELG	<u>GAMES</u>  Reception/ELG	<u>GAMES</u>  Reception/ELG	<u>GAMES</u>  Reception/ELG
Vocabulary introduced /embedded	movement, safely, space, control, co-ordination, turning, dodging Travelling,- walking, running, jumping, marching, freeze, Adjust speed,- fast, slow, Direction – for- wards, backwards, side- ways	Travelling - slither, gallop, shuffle, roll, crawl, slide, freeze Actions - lead, follow copy body parts Co-operation - share, wait, before, after. Direction – forwards, backwards Feelings - happy, excited, sad Body actions e.g. stretching, curling, reaching, twisting, turning Movement - strong, gentle, heavy, floppy . Space - between, through, above. Rhythm, beat Independent, group	straight, pike, tuck, straddle, star, shape, curl, roll, balance, land, climb, Travelling - slither, gallop, shuffle, roll, crawl, slide, skip, walk, run, jump, freeze tension, control, strength, stretch, safely , position, body parts Direction – forwards, backwards, sideways, under, over, through	throwing, catching, rolling, stopping, pushing, patting, bouncing, tracking, striking , control, co-ordination,	movement, safely, space, control, co-ordination, turning, dodging, tracking, balancing, obstacles Direction – forwards, backwards throwing, catching, dribbling	movement, safely, space, control, co- ordination, balancing, turning, dodging Travelling,- walking, running, jumping, marching, freeze, Adjust speed,- fast, slow, Direction – forwards, backwards, sideways throwing, catching, rolling, stopping, pushing, patting, kicking, dribbling, bouncing,

# EYFS -Reception - PE

## Cycle A/B

I know...

**How to** develop overall body strength, balance, co-ordination and agility needed to engage in PE sessions.

**How to** revise and refine fundamental movement skills I have already acquired– walking/running

**How to** move energetically, such as running. (ELG)

**How to** progress towards a more fluent style of moving, with developing control and grace.

**How to** use my core muscle strength to achieve a good posture.

**How to** combine different movements with ease and fluency.

**How to** listen attentively, move to and talk about music, expressing my feelings and responses. (EAD)

**How to** return to and build on previous learning, refining ideas and developing my ability to represent them. (EAD)

**How to** create collaboratively sharing ideas, resources and skills. (EAD)

**How to** explore and engage in dance, performing solo or in group. (EAD)

**How to** explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)

**How to** watch and talk about dance, expressing my feelings and responses .

**How to** use my core muscles strength to achieve a good posture– sitting on the floor ( sit like a gymnast)

**How to** combine movements with ease and fluency ( link movements on floor/apparatus)

**How to** negotiate space and obstacles safely, with consideration for myself and others.

**How to** confidently and safely use a range of large/ small apparatus indoors/ outdoors.

**How to** demonstrate strength, balance and co-ordination when playing (ELG)

**How to** move energetically, such as jumping, hopping, skipping, climbing (ELG)

**How to** be confident to try new activities, show independence, resilience and perseverance in the face of challenge (PSED ELG)

**How to** develop overall body strength, balance, co-ordination and agility needed to engage in PE sessions.

**How to** further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, aiming.

**How to** confidently and safely use a range of large/small apparatus indoors/ outdoors. Alone and in a group/team.

**How to** develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

**How to** negotiate space and obstacles safely, with consideration for themselves and others (ELG)

**How to** demonstrate strength, balance and co-ordination when playing (ELG)

**How to** move energetically, such as running, jumping, hopping, skipping (ELG)

**How to** work/play cooperatively and take turns (PSED ELG)

**How to** explain the reason for rules (PSED ELG)

# EYFS -Reception - PE

## Cycle A/B

I know...

**How to** negotiate space and obstacles safely, with consideration for myself and others (ELG)

**How to** demonstrate strength, balance and co-ordination when playing. (ELG)

**How to** move energetically, such as dancing (ELG)

**How to** be confident to try new activities, show independence, resilience and perseverance in the face of challenge (PSED ELG)

**How to** perform with others, and when appropriate try to move in time with music. (EAD ELG)