



Physical Education Progression Through School

PE Links to the EYFS Curriculum						
Nursery	Physical Development. Gross Motor: • Stops confidently when moving around the environment. • Begins to use large-muscle movements in their play, e.g., waving a flag. • Begins to understand how directions like 'over' and 'under' affect their movement. • Understands how to jump up and down and move in different ways. • Understands how to adjust speed or direction when playing games. • Develops hand-eye coordination by, for example, kicking a large ball into an open space. • Shows increasing balance and control by, for example, climbing up apparatus, using alternate feet. Expressive Arts and Design, Being Imaginative & Expressive • Moves in response to rhythms heard played on instruments, e.g., a drum. • Knows some action songs. • Moves body rhythmically. • Imitates movements in response to music. • Uses movement to express feelings.					
Reception (ELG)	ELG: Physical Development. Gross Motor: Negotiates space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. ELG: Expressive Arts and Design, Being Imaginative & Expressive Performs songs, rhymes poems and stories with others and (when appropriate) tries to move in time with music.					
Area of PE	Multi skills	Dance	Gymnastics	Invasion Games	Striking and Fielding	Athletics
Nursery	• Stops confidently when moving around the environment. (PD. GM) • Begins to use large-muscle movements in their play, e.g., waving a flag. (PD. GM) • Begins to understand how directions like 'over' and 'under' affect	• Stops confidently when moving around the environment. (PD. GM) • Begins to use large-muscle movements in their play, e.g., waving a flag. (PD. GM) • Begins to understand how directions like 'over' and 'under' affect	• Stops confidently when moving around the environment. (PD. GM) • Begins to use large-muscle movements in their play, e.g., waving a flag. (PD. GM) • Begins to understand how directions like 'over' and 'under' affect	• Stops confidently when moving around the environment. (PD. GM) • Begins to use large-muscle movements in their play, e.g., waving a flag. (PD. GM) • Begins to understand how directions like 'over' and 'under' affect	• Stops confidently when moving around the environment. (PD. GM) • Begins to use large-muscle movements in their play, e.g., waving a flag. (PD. GM) • Begins to understand how directions like 'over' and 'under' affect	• Stops confidently when moving around the environment. (PD. GM) • Begins to use large-muscle movements in their play, e.g., waving a flag. (PD. GM) • Begins to understand how directions like 'over' and 'under' affect



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	their movement. <i>(PD. GM)</i> • Understands how to jump up and down and move in different ways. <i>(PD. GM)</i> • Understands how to adjust speed or direction when playing games. <i>(PD. GM)</i> • Develops hand–eye coordination by, for example, kicking a large ball into an open space. <i>(PD. GM)</i>	their movement. <i>(PD. GM)</i> • Understands how to jump up and down and move in different ways. <i>(PD. GM)</i> • Moves in response to rhythms heard played on instruments, e.g., a drum. <i>(EAD, B I & E)</i> • Knows some action songs. <i>(EAD, B I & E)</i> • Moves body rhythmically. <i>(EAD, B I & E)</i> • Imitates movements in response to music. <i>(EAD, B I & E)</i> • Uses movement to express feelings. <i>(EAD, B I & E)</i>	their movement. <i>(PD. GM)</i> • Understands how to jump up and down and move in different ways. <i>(PD. GM)</i> • Can start to walk over obstacles with balance and control, sometimes with support. <i>(PD. GM)</i> • Shows increasing balance and control by, for example, climbing up apparatus, using alternate feet. <i>(PD. GM)</i>	their movement. <i>(PD. GM)</i> • Understands how to adjust speed or direction when playing games. <i>(PD. GM)</i> • Develops hand–eye coordination by, for example, kicking a large ball into an open space. <i>(PD. GM)</i>	their movement. <i>(PD. GM)</i> • Understands how to adjust speed or direction when playing games. <i>(PD. GM)</i> • Develops hand–eye coordination by, for example, kicking a large ball into an open space. <i>(PD. GM)</i>	their movement. <i>(PD. GM)</i> • Understands how to jump up and down and move in different ways. <i>(PD. GM)</i> • Develops hand–eye coordination by, for example, kicking a large ball into an open space. <i>(PD. GM)</i>
Reception	• Shows improved spatial awareness. <i>(PD. GM)</i> • Is aware and follows safety rules <i>(PD. GM)</i> • Negotiates obstacles when running in a large space. <i>(PD. GM)</i> • Adjusts speed and direction, for example, when in chasing games. <i>(PD. GM)</i>	• Can move body parts in response to music (stamping and clapping). <i>(PD. GM)</i> • Can start to respond and move their bodies to stimulus, for example, to faster or slower music. <i>(PD. GM)</i> • Replicates and makes up simple dances. <i>(PD. GM)</i>	• Shows improved spatial awareness. <i>(PD. GM)</i> • Shows control and awareness of own body, for example, runs and jumps confidently landing safely on two feet. <i>(PD. GM)</i> • Is aware and follows safety rules. <i>(PD. GM)</i>	• Shows improved spatial awareness. <i>(PD. GM)</i> • Is aware and follows safety rules <i>(PD. GM)</i> • Negotiates obstacles when running in a large space. <i>(PD. GM)</i> • Adjusts speed and direction, for example, when in chasing games. <i>(PD. GM)</i>	• Shows improved spatial awareness. <i>(PD. GM)</i> • Is aware and follows safety rules <i>(PD. GM)</i> • Negotiates obstacles when running in a large space. <i>(PD. GM)</i> • Adjusts speed and direction, for example, when in chasing games. <i>(PD. GM)</i>	• Shows improved spatial awareness. <i>(PD. GM)</i> • Is aware and follows safety rules <i>(PD. GM)</i> • Negotiates obstacles when running in a large space. <i>(PD. GM)</i> • Adjusts speed and direction, for example, when in chasing games. <i>(PD. GM)</i>



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	Can throw and catch a smaller ball (tennis ball) and can skilfully throw/kick a large ball. <i>(PD. GM)</i>	- Adjusts movement to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum. <i>(EAD, B I & E)</i> - Replicates familiar choreographed dances, e.g. imitates dance and movements associated with pop songs. <i>(EAD, B I & E)</i>	- Self-balances for example, when walking across a PE bench. <i>(PD. GM)</i> - Understands how to pull themselves onto something higher. <i>(PD. GM)</i> - Travels skilfully and safely on and around, over and through apparatus and large play equipment. <i>(PD. GM)</i> - Moves in a wide range of ways with flexibility and spatial awareness, for example, skilfully and confidently: rolls, climbs, crawls, jumps, hops, skips. <i>(PD. GM)</i>	Can throw and catch a smaller ball (tennis ball) and can skilfully throw/kick a large ball. <i>(PD. GM)</i>	Can throw and catch a smaller ball (tennis ball) and can skilfully throw/kick a large ball. <i>(PD. GM)</i>	Can throw and catch a smaller ball (tennis ball) and can skilfully throw/kick a large ball. <i>(PD. GM)</i>
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Year 1	- Balance on lines with control and use equipment to balance on various parts of the body - Change direction with some control (agility) - Co-ordinate their body whilst beginning to move with equipment - Co-operate, compete and challenge themselves as a team in various games	- Copy dance moves. - Make up a short dance, after watching one. - Dance imaginatively. - Change rhythm, speed, level and direction.	- Make body tense, relaxed, curled and stretched, showing some tension. - Begin to work on alone/with someone to make a sequence of shapes/travels - Climb safely, showing some shapes and balances when climbing. - Keep balance travelling in a range of ways along bench, spots, mat etc - Roll in stretched/curled positions e.g. 'log' and 'egg rolls' - Jump and land safely	- Throw underarm, bounce & catch ball by self & with partner - Kick/stop a ball using a confident foot while static - Run straight and on a curve and sidestep with correct technique - Begin to follow some simple rules - Strike a ball successfully with a stick - Apply a tactic in a 1v1 or 2v2 setting - Play a small sided invasion game	- Show some different ways of hitting, throwing and striking a ball - Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) - Play as a fielder and get the ball back to a STOP ZONE - Begin to follow some simple rules (carrying the bat, not over taking someone)	- Use varying speeds when running. - Explore footwork patterns. - Explore arm mobility. - Explore different methods of throwing. - Practise short distance running.
Year 2	- Balance on low equipment with good control - Change direction quickly with good balance and control (agility) - Co-ordinate their body whilst beginning to move at different speeds with various equipment	- Change rhythm, speed, level and direction with consistency. - Dance with control and co-ordination. - Make a sequence by linking sections together. - Link some movement to show a mood or feeling.	- Make body tense, relaxed, curled and stretched, in a range of movements. - Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others) - Be still on single/two + points of contact on floor/apparatus	- Perform some dribbling skills with hands and feet using space - Pass a ball accurately (hands & feet) over longer distances to a team mate - Combine stopping, pick up/collect & send a ball accurately to other players	- Send a ball off a tee using a bat or a racket - Play two types of games to score: eg. running around a series of hula hoops or forwards and backwards between hula hoops - Stop moving when the 'bowler' has the ball - Play as a fielder and pass the ball back to	- Run with agility and confidence. - Learn the best jumping techniques for distance. - Throw different objects in a variety of ways. - Hurdle an obstacle and maintain effective running style. - Run for distance.



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	• Complete challenges as a team in various running/obstacle games and working to improve performance		showing tension & control • Link known shape/travel/roll/jump to a balance using floor & on apparatus Jump/land with control using different body shapes in flight	• Make simple decisions about when /where to move in game to receive a ball • Apply a tactic in a 3v1 game. • Engage in simple, competitive and co-operative games.	the bowler to make the runner stop • Follow rules for a game eg. carry the bat, don't overtake, run around the outside of the hula hoops • Play competitively to score points.	• Complete an obstacle course with control and agility.
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