



Wallace Fields Infant School & Nursery

Physical Education Progression Overview



PE: ELG (PD)	
Children at the expected level of development will:	
<ul style="list-style-type: none">• Negotiate 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	
3-4 years	In Reception
<ul style="list-style-type: none">• Can use scooters, trikes or bikes.• Goes up steps/apparatus using alternate feet.• Can skip, hop and stand on one leg.• Can hold a pose like a statue.• Can use large-muscle movements e.g. wave a flag or streamers.• Takes part in some group activities which they make up for themselves or in teams.• Can remember sequences and patterns of movement related to music.• They can decide how they travel along apparatus.• Works with others to manage large items e.g. carrying a plank with a friend.	<ul style="list-style-type: none">• Uses their core muscles to achieve good posture sitting on the floor/at a table.• Demonstrates the ability to roll, crawl, walk, jump, run, hop, skip and climb.• Can carry things up and down different levels.• Can balance and move on a range of surfaces e.g. grass, earth, bark chippings.• Demonstrates the ability to lift, carry, push, pull, construct, stack and climb.• Can describe movement and directionality using vocabulary.• Begins to move with control and grace.• Can conclude a sequence of movements with a balance and stillness.• Can spin, rock, tilt, fall, slide and bounce.• Uses a range of movements to move with fluency and ease.• Can confidently and safely use a range of large and small apparatus both inside and outside.• Is able to throw and catch a ball.• Can kick and pass a ball.• Can bat and aim.• Demonstrates precision and accuracy when using a ball.



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Year Group	Fundamental Skills	Dance	Games	Body Management	Outdoor Adventurous Activities	Social, Emotional and Thinking
EYFS (Nursery and Reception)	<ul style="list-style-type: none">• Run and stop with some control.• Explore skipping as a travelling action.• Jump and hop with bent knees.• Throwing larger balls and beanbags into space.• Balance whilst stationary and on the move.• Change direction at a slow pace.• Explore moving different body parts together.	<ul style="list-style-type: none">• Copy basic body actions and rhythms.• Choose and use travelling actions, shapes and balances.• Travel in different pathways using the space around them.• Begin to use dynamics and expression with guidance.• Begin to count to music.	<ul style="list-style-type: none">• Drop and catch with two hands.• Move a ball with feet.• Throw and roll a variety of beanbags and larger balls to space.• Kick larger balls to space.• Stop a beanbag or large ball sent to them using hands.• Attempt to stop a large ball sent to them using feet.• Hit a ball with hands.• Run and stop when instructed.• Move around showing limited awareness of others.• Make simple decisions in response to a situation.	<ul style="list-style-type: none">• Create shapes showing a basic level of stillness using different parts of their bodies.• Begin to take weight on different body parts.• Show shapes and actions that stretch their bodies.• Copy and link simple actions together.	<ul style="list-style-type: none">• Follow simple instructions.• Share their ideas with others.• Explore activities making own decisions in response to a task.• Make decisions about where to move in space.• Follow a path.• Begin to identify personal success.	<p><u>Social</u></p> <ul style="list-style-type: none">• Take turns.• Learn to share equipment with others.• Share their ideas with others. <p><u>Emotional</u></p> <ul style="list-style-type: none">• Try again if they do not succeed.• Practise skills independently.• Confident to try new tasks and challenges. <p><u>Thinking</u></p> <ul style="list-style-type: none">• Begin to identify personal success.• Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.• Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.
<p>Reception Key Vocabulary:</p> <p>Anchor - jump, roll, shape, copy, dance, twist, turn, beat, copy, speed, climb, step, feet, one foot, stop, reach, stretch, crawl, jump, roll, hands, feet, roll, slide, low, freeze, forwards, backwards, sideways, fast, slow, stand, touch, move, arms, legs, skip, games, moving, rope</p> <p>Goldilocks - balance, pattern, direction, repeat, perform, extend, weight, slither, pause, prepare</p> <p>Step-on - apparatus, dominant hand,</p>						
Year One	<ul style="list-style-type: none">• Attempt to run at different speeds showing an awareness of technique.• Begin to link running and jumping movements with some control.• Jump, leap and hop and choosing which allows them to jump the furthest.• Throw towards a target.• Show some control and balance when travelling at different speeds.• Begin to show balance and co-ordination when changing direction.• Use co-ordination with and without equipment.	<ul style="list-style-type: none">• Copy, remember and repeat actions.• Choose actions for an idea.• Use changes of direction, speed and levels with guidance.• Show some sense of dynamic and expressive qualities.• Begin to use counts.	<ul style="list-style-type: none">• Drop and catch a ball after one bounce on the move.• Move a ball using different parts of the foot.• Throw and roll towards a target with some varying techniques.• Kick towards a stationary target• Catch a beanbag and a medium-sized ball.• Attempt to track balls and other equipment sent to them.• Strike a stationary ball using a racket.• Run, stop and change direction with some balance and control.• Recognise space in relation to others.• Begin to use simple tactics with guidance.	<ul style="list-style-type: none">• Perform balances making their body tense, stretched and curled.• Take body weight on hands for short periods of time.• Demonstrate poses and movements that challenge their flexibility.• Remember, repeat and link simple actions together.	<ul style="list-style-type: none">• Follow instructions.• Begin to work with a partner and a small group.• Understand the rules of the game and suggest ideas to solve simple tasks.• Copy a simple diagram/map.• Identify own and others' success.	<p>KS1:</p> <p><u>Social</u></p> <ul style="list-style-type: none">• Encourage others to keep trying.• Talk to a partner about their ideas and take turns to listen to each other.• Work with a partner and small group to play games and solve challenges. <p><u>Emotional</u></p> <ul style="list-style-type: none">• Show determination to continue working over a longer period of time.• Determined to complete the challenges and tasks set.• Explore skills independently before asking for help.• Confident to share ideas, contribute to class discussion and perform in front of others. <p><u>Thinking</u></p>



						<ul style="list-style-type: none"> • Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. • Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. • Provide feedback beginning to use key words from the lesson.
<p align="center">Year One Key Vocabulary:</p> <p>Anchor - spin, bench, twist, dance, step, space, levels, speed, rolling, throw, bowl, catch, stop, roll, net, hit, stop, backwards, skipping, straight, jumping</p> <p>Goldilocks – rock, strength, beat, sequence, heart rate, strike, distance</p> <p>Step-on - take off, land, moving on, moving off, moving under, apparatus, canon</p>						
Year Two	<ul style="list-style-type: none"> • Show balance and coordination when running at different speeds. • Link running and jumping movements with some control and balance. • Show hopping and jumping movements with some balance and control. • Change technique to throw for distance. • Show control and balance when travelling at different speeds. • Demonstrates balance and co-ordination when changing direction. • Perform actions with increased control when co-ordinating their body with and without equipment. 	<ul style="list-style-type: none"> • Copy, remember and repeat a series of actions. • Select from a wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when completing actions with a partner. • Show a character through actions, dynamics and expression. • Use counts with help to stay in time with the music. 	<ul style="list-style-type: none"> • Dribble a ball with two hands on the move • Dribble a ball with some success, stopping it when required. • Throw and roll towards a target using varying techniques with some success. • Show balance when kicking towards a target. • Catch an object passed to them, with and without a bounce. • Move to track a ball and stop it using feet with limited success. • Strike a ball using a racket • Run, stop and change direction with balance and control. • Move to space to help score goals or limit others scoring. • Use simple tactics. 	<ul style="list-style-type: none"> • Perform balances on different body parts with some control and balance. • Take body weight on different body parts, with and without apparatus. • Show increased awareness of extension and flexibility in actions. • Copy, remember, repeat and plan linking simple actions with some control and technique. 	<ul style="list-style-type: none"> • Follow instructions accurately. • Work co-operatively with a partner and a small group, taking turns and listening to each other. • Try different ideas to solve a task. • Follow and create a simple diagram/map. • Understand when a challenge is solved successfully and begin to suggest simple ways to improve. 	<p><u>KS1:</u></p> <p><u>Social</u></p> <ul style="list-style-type: none"> • Encourage others to keep trying. • Talk to a partner about their ideas and take turns to listen to each other. • Work with a partner and small group to play games and solve challenges. <p><u>Emotional</u></p> <ul style="list-style-type: none"> • Show determination to continue working over a longer period of time. • Determined to complete the challenges and tasks set. • Explore skills independently before asking for help. • Confident to share ideas, contribute to class discussion and perform in front of others. <p><u>Thinking</u></p> <ul style="list-style-type: none"> • Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. • Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. • Provide feedback beginning to use key words from the lesson.
<p align="center">Year Two Key Vocabulary:</p> <p>Anchor - turn, spin, speed, fast, slow, rock, balance, shapes, start, finish, group, feeling, attack, send, receive, pitch, play, hit, throw, forehand, backhand, bounce, drop, racquet, catch, field,</p>						



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running, speed, awareness, power, fast, slow, medium		
Goldilocks - rhythm, direction, huddle, flying, aim, underarm, over arm, forehand, backhand		
Step-on - musicality, bowler		
We have broken the KS1 progression into Year One and Year Two. However, there will be children in Year One who will need challenging and children in Year Two will be working at a lower level.		
Curriculum coverage (Get Set 4 PE):		
Nursery		
Autumn 1 – Introduction to PE (Unit 1)		
Autumn 2 – Fundamentals (Unit 1)		
Spring 1 – Gymnastics (Unit 1)		
Spring 2 – Dance (Unit 1)		
Summer 1 – Games (Unit 1)		
Summer 2 – Ball Skills (Unit 1)		
Sports Day Preparations		
Reception		
Autumn 1 – Introduction to PE (Unit 2)		
Autumn 2 – Fundamentals (Unit 2)		
Spring 1 – Gymnastics (Unit 2)		
Spring 2 – Dance (Unit 2)		
Summer 1 – Games (Unit 2)		
Summer 2 – Ball Skills (Unit 2)		