



EYFS to Year One Progression Document: PE



Gross Motor Skills ELG

- 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.

Pre-Reception	Reception Taught Content	Reception Vocabulary	EYFS End Points- to access Year 1 Curriculum	Year 1 Curriculum - Taught by Steve Hoare
<p>Climbs nursery apparatus with agility. Can turn around obstacles and corners while running and also while pushing and pulling large toys. Walk forwards, backwards and sideways. Appreciates size and movement of own body in relation to external objects and space. Rides tricycle using pedals and can steer it round wide corners. Can stand and walk on tiptoe. Can stand momentarily on one foot when shown. Can sit with feet crossed at the ankles.</p>	<p>Structured PE lessons</p> <p>Autumn Term</p> <p>Listen and follow instructions to ensure safety in a new surrounding:</p> <ul style="list-style-type: none"> - Run and stop when instructed - Run and stop with control <p>Find a space independently. Negotiate space in the hall, stopping and starting safely. Walk on a straight line. Move around showing limited awareness of others. Make simple decisions in response to a situation. Show shapes and actions that stretch their bodies. Begin to take weight on different body parts (able to balance on 1/2/3/4 points) Copy and link simple actions together.</p> <p>Spring Term</p> <p>Explore moving different body parts together. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Copy and link simple actions together.</p> <p>Chance to Shine Cricket:</p> <ul style="list-style-type: none"> - Drop and catch with two hands. - Throw and roll a variety of beanbags and larger balls to space. - Stop a beanbag or large ball sent to them using hands. - Hit a ball with a cricket bat. - Make simple decisions in response to a situation. 	<ul style="list-style-type: none"> - balance - bend - skip - jog - run - rules - hop - travel - squeeze - direction - fast - jump - land - run - throw - safely - slow - space - stop - target - catch - dribbling - hit - kick - roll - bounce - copy - run 	<p>know that walking, running, jogging, hopping, skipping and crawling are all ways to travel.</p> <p>know that they can make their bodies into shapes.</p> <p>know that bending knees when jumping helps with a safe landing</p> <p>know how to copy and perform actions</p> <p>know to have hands ready to catch.</p> <p>know that being in a space gives me room to play.</p> <p>know that there are different roles in a game.</p> <p>know that rules help us stay safe.</p> <p>know to look at a target when sending a ball.</p>	<p>Gymnastics</p> <p>Children explore fundamental aspects of gymnastics; balance, rotation, travelling, strength & conditioning. Being creative, refining and repeating moves are key success qualities.</p> <p>Ball Skills</p> <p>Children explore catching, throwing, sending, aiming and striking activities and take part in simple challenges and competitions. They experiment with different ways of throwing and sending balls, increasing their awareness of speed and distance.</p> <p>Dance</p> <p>Perform a dance that develops creative interpretation of African dance 'identifying movement options and adding expression.</p> <p>Sending and Receiving</p> <p>Children explore both technical (the how to do skills) and the tactical (what to do skills). Skills such as jumping, running, hoping, throwing and kicking are explored.</p>

	<p>Summer Term Kick larger balls to space. Attempt to stop a large ball sent to them using feet. Develop basic the physical skills of running, throwing and catching. Introduce teamwork, cooperation, and turn-taking. Encourage listening, following simple rules, and building social confidence. Prepare for sports day.</p> <p>Incidental PE:</p> <ul style="list-style-type: none"> - Local walks - Climbing stairs - Playing games - Using climbing frame - Digging - Lining up - Walking on walls - Climbing trees/walls - Dancing <p>Provision of physical activities within the setting Encouraging children to scoot/ride to school i.e. providing outdoor activities (outdoor learning) Manoeuvring around obstacles and apparatus Incorporating large muscle movements through the use of paint roller and large felt tip pens and large chalk. Planting, digging (problem solving through the use of appropriate tools), growing Taking children out for walks ensuring that they are focusing and able to walk in a straight line one behind the other Encouraging climbing over/under/up/down resources within continuous provision.</p>			<p>Fundamental skills are developed throughout with particular focus on coordination, balance and throwing.</p> <p>Striking and Fielding Children explore both technical (the how to do skills) and the tactical (what to do skills). Skills such as striking a ball with a cricket bat, bowling, throwing, catching, fielding techniques, setting a field, communicating are explored.</p> <p>Orienteering Children explore both technical (the how to do skills) and the tactical (what to do skills). Skills such as orientating the map, using and recognising features, alignment to NORTH, recording data, route options, using a compass.</p>
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In Reception, Physical Education is delivered through both structured sessions and developmental opportunities indoor and outdoor learning environments. Additionally, we actively seek opportunities to support each child's physical development through continuous provision tailored to individual needs.

Our PE curriculum is of a high standard, thoughtfully designed to promote clear progression. It incorporates both formative and summative assessment opportunities, including evaluations during PE lessons and daily observations during child-initiated play. These ongoing assessments allow us to tailor activities to each child's ability through differentiated tasks and enriched classroom provision.

A key focus of our approach is to ensure that all children achieve essential gross motor milestones. This foundation enables them to move confidently and develop the fundamental physical skills required for a successful transition into the PE curriculum in Year One.

