

**PE Progression Document**

**Fundamental Motor Skills (through fundamentals, fitness and athletics)**

**Statutory Curriculum Statements**

|  | <b>Nursery</b>   | <b>Reception / F2</b>  | <b>Yr1</b>  | <b>Yr2</b>  | <b>Yr3</b>  | <b>Yr4</b>  | <b>Yr5</b>  | <b>Yr6</b>  |
|--|--|--|---|---|---|---|---|---|
|  | <p><b>PSED:</b><br/><b>Birth to three:</b><br/>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p><b>Physical Development:</b><br/><b>Birth to three:</b><br/>Enjoy moving when outdoors and inside. Begin to crawl in different ways and directions. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling, and walking. Walk, run, jump and climb – and start to use the stairs independently.</p> <p><b>3- and 4-Year-Olds:</b><br/>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><b>Physical Development:</b><br/><b>Reception Aged Children:</b><br/>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- running</li> <li>- crawling</li> <li>- hopping</li> <li>- walking</li> <li>- skipping</li> <li>- jumping</li> <li>- climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace.<br/>Develop overall body-strength, balance, coordination, and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport, and swimming.<br/>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.<br/>Develop overall body strength, balance, coordination, and agility.</p> <p><b>ELG: Gross Motor Skills:</b><br/>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping.</p> | <p>Master basic movements including running, jumping, throwing, and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.</p> | <p>Master basic movements including running, jumping, throwing, and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.</p> | <p>Use running, jumping, throwing, and catching in isolation.<br/><br/>Develop strength, technique, control, and balance.</p> | <p>Use running, jumping, throwing, and catching in isolation.<br/><br/>Develop strength, technique, control, and balance.</p> | <p>Use running, jumping, throwing, and catching in isolation.<br/><br/>Develop strength, technique, control, and balance.</p> | <p>Use running, jumping, throwing, and catching in isolation.<br/><br/>Develop strength, technique, control, and balance.</p> |

|   |                  | EYFS   | Yr1   | Yr2  | Yr3   | Yr4   | Yr5   | Yr6   |
|---|------------------|--|---|--|---|---|---|---|
| <b>Fundamental Motor Skills (through fundamentals, fitness and athletics)</b> | <b>PE Skills</b> | Run and stop with some control.                | Attempt to run at different speeds showing an awareness of technique    | how balance and co-ordination when running at different speeds                                   | how balance, co-ordination and technique when running at different speeds, stopping with control. | Demonstrate how and when to speed up and slow down when running.                | Run at the appropriate speed over longer distances or for longer periods of time. | Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. |
|   |                  | Explore skipping as a travelling action.       | Begin to link running and jumping movements with some control.          | Link running and jumping movements with some control and balance.                                | Link running, hopping and jumping actions using different take offs and landing.                  | Link hopping and jumping actions with some control.                             | Show control at take-off and landing in more complex jumping activities.          | Link running, jumping and hopping actions with greater control and co-ordination.   |
|   |                  | Jump and hop with bent knees.                  | Jump, leap and hop and choosing which allows them to jump the furthest. | Show hopping and jumping movements with some balance and control.                                | Jump for distance and height with an awareness of technique.                                      | Jump for distance and height showing balance and control.                       | Perform a range of more complex jumps showing some technique.                     | Perform jumps for height and distance using good technique.   |
|   |                  | Throwing larger balls and beanbags into space. | Throw towards a target.   | Change technique to throw for distance.  | Throw a variety of objects, changing action for accuracy and distance.                            | Throw with some accuracy and power towards a target area.                       | Show accuracy and power when throwing for distance.                               | Show accuracy and good technique when throwing for distance.  |
|   |                  | Balance whilst stationary and on the move.     | Show some control and balance when travelling at different speeds.      | Show control and balance when travelling at different speeds.                                    | Demonstrate balance when performing other fundamental skills.                                     | Demonstrate good balance when performing other fundamental skills.              | Demonstrate good balance and control when performing other fundamental skills.    | Show fluency and control when travelling, landing, stopping and   |
|   |                  | Change direction at a slow pace.               | Begin to show balance and co-ordination when changing direction.        | Demonstrates balance and co-ordination when changing direction.                                  | Show balance when changing direction in combination with other skills.                            | Show balance when changing direction at speed in combination with other skills. | Demonstrate improved body posture and speed when changing direction.              | Change direction with a fluent action and can transition smoothly between varying speeds.                                   |
|   |                  | Explore moving different body parts together.  | Use co-ordination with and without equipment.                           | Perform actions with increased control when co-ordinating their body with and without equipment. | Can co-ordinate their bodies with increased consistency in a variety of activities.               | Begin to co-ordinate their body at speed in response to a task.                 | Can co-ordinate a range of body parts at increased speed.                         | Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.                         |

|       |                                 | Progressive PE Areas  |   |  |   |   |   |   |   |   |
|-------|---------------------------------|---|---|--|---|---|---|---|---|---|
|       |                                 | Nursery   | Reception / F2  | Yr1  | Yr2   | Yr3   | Yr4   | Yr5   | Yr6   |   |
| Dance | Statutory Curriculum Statements | <p><b>Physical Development:</b><br/><u>Birth to three:</u><br/>Clap and stamp to music</p> <p><b>3- and 4-Year-Olds:</b><br/>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.<br/>Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p><b>Expressive Arts and Design:</b><br/><u>Birth to three:</u><br/>Move and dance to music.<br/><b>3- and 4-Year-Olds:</b><br/>Respond to what they have heard, expressing their thoughts and feelings.</p> | <p><b>Physical Development:</b><br/><u>Reception Aged Children:</u><br/>Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination, and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport, and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Develop overall body strength, balance, coordination, and agility.</p> <p><b>ELG: Gross Motor Skills:</b><br/>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.</p> <p><b>Expressive Arts and Design:</b><br/><u>Reception Aged Children:</u><br/>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills. Listen attentively, move to, and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>ELG: Being imaginative and Expressive:</b><br/>Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.</p> | Perform dances using simple movement patterns. | Perform dances using simple movement patterns.<br><br>Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Perform dances using a range of movement patterns.<br><br>Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Perform dances using a range of movement patterns.<br><br>Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Perform dances using a range of movement patterns.<br><br>Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Perform dances using a range of movement patterns.<br><br>Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Perform dances using a range of movement patterns.<br><br>Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
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|                         |                      | EYFS  | Yr1   | Yr2   | Yr3   | Yr4  | Yr5  | Yr6   |
|-------------------------|----------------------|---|---|---|---|--|--|---|
| <b>Dance</b>            | <b>PE Skills</b>     | Copy basic body actions and rhythms.                      | Copy, remember and repeat actions.                        | Copy, remember and repeat a series of actions.                            | Copy remember and perform a dance phrase.   | Copy, remember and adapt set choreography.                                     | Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing                            | Perform dances confidently and fluently with accuracy and good timing.  |
|                         |                      | Choose and use travelling actions, shapes and balances.   | Choose actions for an idea                                | Select from a wider range of actions in relation to a stimulus            | Create short dance phrases that communicate an idea.                                    | Choreograph considering structure individually, with a partner and in a group. |  |   |
|                         |                      | Travel in different pathways using the space around them. | Use changes of direction, speed and levels with guidance. | Use pathways, levels, shapes, directions, speeds and timing with guidance | Use canon, unison and formation to represent an idea.                                   | Use action and reaction to represent an idea.                                  | Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. | Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. |
|                         |                      |   |   | Use mirroring and unison when completing actions with a partner.          |   |  |  |   |
|                         |                      | Begin to use dynamics and expression with guidance.       | Show some sense of dynamic and expressive qualities       | Show a character through actions, dynamics and expression.                | Match dynamic and expressive qualities to a range of ideas.                             | Change dynamics to express changes in character or narrative.                  | Confidently perform choosing appropriate dynamics to represent an idea.  | Improvise and combine dynamics demonstrating an awareness of the impact on performance.   |
| Begin to count to music | Begin to use counts. | Use counts with help to stay in time with the music.      | Use counts to keep in time with a partner and group.      | Use counts when choreographing short phrases.                             | Use counts accurately when choreographing to perform in time with others and the music. | Use counts when choreographing and performing to improve the quality of work.  |  |   |

|   |                          | Progressive PE Areas   |  |   |   |     |     |     |     |
|---|--------------------------|--|--|---|---|-----|-----|-----|-----|
|   |                          | Nursery  | Reception / F2   | Yr1   | Yr2   | Yr3 | Yr4 | Yr5 | Yr6 |
| Games (through ball skills, sending and receiving, invasion, net and wall, striking and fielding games) | NC Curriculum Statements | <p><b>PSED:</b><br/><b>3- and 4-Year-Olds:</b><br/>Increasingly follow rules, understanding why they are important.<br/>Do not always need an adult to remind them of a rule.<br/><b>Physical Development:</b><br/><b>Birth to three:</b><br/>Enjoy moving when outdoors and inside.<br/>Enjoy starting to kick, throw and catch balls.<br/><b>3- and 4-Year-Olds:</b><br/>Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.<br/>Start taking part in some group activities which they make up for themselves, or in teams.</p> | <p><b>PSED:</b><br/><b>Reception Aged Children:</b><br/>Manage their own needs.<br/><b>ELG: Managing Self:</b><br/>Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/><b>ELG: Building Relationships</b><br/>Work and play cooperatively and take turns with others.</p> <p><b>Physical Development:</b><br/><b>Reception Aged Children:</b><br/>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- running</li> <li>- crawling</li> <li>- hopping</li> <li>- walking</li> <li>- skipping</li> <li>- jumping</li> <li>- climbing</li> </ul> <p>Develop overall body-strength, balance, coordination, and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport, and swimming.<br/>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.<br/><b>ELG: Gross Motor Skills:</b><br/>Negotiate space and obstacles safely, with consideration for themselves and others.</p> | Participate in team games, developing simple tactics for attacking and defending. | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. |     |     |     |     |
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|-----------------|--------------------------|--|--|--|--------------------------------------|--|---|---|
| <b>Swimming</b> | <b>Curriculum Skills</b> |  |  |  | Try different ideas to solve a task. | <b>Beginners</b>   | <b>Developers</b>   | <b>Intermediate</b>   |
|                 |                          |  |  |  |                                      | Submerge and regain feet in the water.   | Confidently and consistently retrieve an object from the floor with the same breath.                            | Confidently combine skills to retrieve an object from greater depth.                              |
|                 |                          |  |  |  |                                      | Breathe in sync with an isolated kicking action from poolside.                       | Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.                      | Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.      |
|                 |                          |  |  |  |                                      | Use arms and legs together to move effectively across a short distance in the water. | Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. | Confidently demonstrate good technique in a wider range of strokes over increased distances.      |
|                 |                          |  |  |  |                                      | Glide on front and back over short distances.  | Combine gliding and floating on front and back over an increased distance.                                      | Combine gliding and transitioning into an appropriate stroke with good control.                   |
|                 |                          |  |  |  |                                      | Float on front and back for short periods of time.                                   | Float on front and back using different shapes with increased control.  | Confidently link a variety of floating actions together demonstrating good technique and control. |
|                 |                          |  |  |  |                                      | Confidently roll from front to back and then regain a standing position.             | Comfortably demonstrate sculling head first, feet first and treading water.                                     | Select and apply the appropriate survival technique to the situation.                             |

| Outdoor and Adventurous Activity | Progressive PE Areas     |         |                |     |     |   |     |     |     |
|----------------------------------|--------------------------|---------|----------------|-----|-----|---|-----|-----|-----|
|                                  |                          | Nursery | Reception / F2 | Yr1 | Yr2 | Yr3   | Yr4 | Yr5 | Yr6 |
|                                  | NC Curriculum Statements |         |                |     |     | Take part in outdoor and adventurous activity challenges both individually and within a team. |     |     |     |

| Outdoor and Adventurous Activity | PE Hub skills | EYFS   | Yr1   | Yr2   | Yr3  | Yr4   | Yr5  | Yr6  |
|----------------------------------|---------------|--|---|---|--|---|--|--|
|                                  |               | Follow simple instructions.                                    | Follow instructions.  | Follow instructions accurately.   | Follow instructions from a peer and give simple instructions.                                    | Accurately follow instructions given by a peer and give clear and usable instructions to a peer | Use clear communication when working in a group and taking on different roles. | Communicate with others clearly and effectively when under pressure.   |
|                                  |               | Share their ideas with others                                  | Begin to work with a partner and a small group.                           | Work co-operatively with a partner and a small group, taking turns and listening to each other. | Work collaboratively with a partner and a small group, listening to and accepting others' ideas. | Confidently communicate ideas and listen to others before deciding on the best approach.        | Begin to lead others, providing clear instructions.                            | Confident to lead others and show consideration of including all within a group                                      |
|                                  |               | Explore activities making own decisions in response to a task. | Understand the rules of the game and suggest ideas to solve simple tasks. | Try different ideas to solve a task.  | Plan and attempt to apply strategies to solve problems.  | Plan and apply strategies to solve problems.  | Plan and apply strategies with others to more complex challenges.              | Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. |
|                                  |               | Make decisions about where to move in space.                   | Copy a simple diagram/map   | Follow and create a simple diagram/map  | Orientate and follow a diagram/map   | Identify key symbols on a map and use a key to help navigate around a grid.                     | Orientate a map confidently using it to navigate around a course.              | Confidently and efficiently orientate a map, identifying key features to navigate around a course.                   |

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|  |  | Follow a path.                      | Identify own and others' success. | Understand when a challenge is solved successfully and begin to suggest simple ways to improve. | Reflect on when and why challenges are solved successfully and use others' success to help them to improve. | Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. | Explain why a particular strategy worked and alter methods to improve. | Accurately reflect on when challenges are solved successfully and suggest well thought out improvements. |
|  |  | Begin to identify personal success. |                                   |   |   |   |  |  |

Body management (through parkour, gymnastics and yoga)

Statutory Curriculum Statements

**Progressive PE Areas**

|  | Nursery   | Reception / F2   | Yr1   | Yr2   | Yr3   | Yr4   | Yr5   | Yr6   |
|--|---|--|---|---|---|---|---|---|
|  | <p><b>Physical Development:</b><br/> <b>Birth to three:</b><br/>                     Roll over: from front to back, then back to front.<br/>                     Begin to crawl in different ways and directions.<br/>                     Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling, and walking</p> <p><b>3- and 4-Year-Olds:</b><br/>                     Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.<br/>                     Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br/>                     Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> | <p><b>Physical Development:</b><br/> <b>Reception Aged Children:</b><br/>                     Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- running</li> <li>- crawling</li> <li>- hopping</li> <li>- walking</li> <li>- skipping</li> <li>- jumping</li> <li>- climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace.<br/>                     Develop overall body-strength, balance, coordination, and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport, and swimming.<br/>                     Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br/>                     Combine different movements with ease and fluency.<br/>                     Develop overall body strength, balance, coordination and agility.</p> <p><b>ELG: Gross Motor Skills:</b><br/>                     Negotiate space and obstacles safely, with consideration for themselves and others.<br/>                     Demonstrate strength, balance and coordination when playing.</p> | <p>Master basic movements as well as developing balance, agility, and coordination.</p> | <p>Master basic movements as well as developing balance, agility, and coordination.</p> | <p>Develop flexibility, strength, technique, control, and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>Develop flexibility, strength, technique, control, and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>Develop flexibility, strength, technique, control, and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>Develop flexibility, strength, technique, control, and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |

|  |   | EYFS  | Yr1                  | Yr2   | Yr3  | Yr4   | Yr5  | Yr6   |
|--|---|---|----------------------|---|--|---|--|---|
|  |   | <b>Body management (through parkour, gymnastics and yoga)</b> | <b>PE HUB Scheme</b> | Create shapes showing a basic level of stillness using different parts of their bodies. | Perform balances making their body tense, stretched and curled.  | Perform balances on different body parts with some control and balance.                   | Complete balances with increasing stability, control and technique.  | Use body tension to perform balances both individually and with a partner.  |
| Begin to take weight on different body parts.      | Take body weight on hands for short periods of time.              |   |                      | Take body weight on different body parts, with and without apparatus.                   | Demonstrate some strength and control when taking weight on different body parts for longer periods of time. | Demonstrate increasing strength, control and technique when taking own and others weight. | Use strength to improve the quality of an action and the range of actions available.   | Demonstrate more complex actions with a good level of strength and technique.   |
| Show shapes and actions that stretch their bodies. | Demonstrate poses and movements that challenge their flexibility. |   |                      | Show increased awareness of extension and flexibility in actions.                       | Demonstrate increased flexibility and extension in their actions.  | Demonstrate increased flexibility and extension in more challenging actions.              | Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.                  | Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. |
| Copy and link simple actions together.             | Remember, repeat and link simple actions together.                |   |                      | Copy, remember, repeat and plan linking simple actions with some control and technique. | Choose actions that flow well into one another both on and off apparatus.                                    | Plan and perform sequences showing control and technique with and without a partner.      | Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. | Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.                 |