



Stapleford Abbotts Primary Academy - P.E Curriculum Progression Document EYFS and KS1

	Preschool	Reception
EYFS	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • 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. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • 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. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Manage their own needs. • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • 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. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Know and talk about the different factors that support overall health and wellbeing: - regular physical activity • 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.



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	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Respond to what they have heard, expressing their thoughts and feelings 	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups.
	<h3>Early Learning Goals</h3> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. • Work and play cooperatively and take turns with others. • 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. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	
Acquiring and Developing Skills	Year 1	Year 2
	<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - perform dances using simple movement patterns. 	
	Dance- Follow the leader - jumps, hops, skips Games - Throw and catch a ball with a partner with increasing accuracy over a variety of distances Gym- Perform basic gymnastic actions like travelling rolling and jumping	Dance- Can link several movements together Games- Pass a ball accurately to a partner over a variety of distances, varying direction Gym - Perform a variety of rolls



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Selecting and Applying Skills, Tactics and Compositional ideas	Year 1	Year 2
	<u>National Curriculum</u> Pupils should be taught to: - participate in team games, developing simple tactics for attacking and defending	
	Dance - Compose and link movement phrases to make simple dances with clean beginning, middle and end Games - Choose and use skills effectively for particular games Gym - Make up simple movement phrases in response to simple tasks	Dance - Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings Games - They vary skills and show some understanding of simple tactics Gym - Choose, use and vary simple compositional ideas to create and perform a sequence
Evaluating and Improving Performance	Year 1	Year 2
	Describe and comment on their own and others actions: Can describe what they have done Can watch others and say what they are doing	They can talk about differences between their own and others' performance and suggest improvements
Knowledge and Understanding of Fitness and Health	Year 1	Year 2
	Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	They can understand how to exercise and describe how their bodies feel during different activities.