

PE Progression & Coverage Document

Curriculum Objectives	
EYFS	KS1
<p><u>Birth to 3</u></p> <ul style="list-style-type: none"> ● Lift their head while lying on their front. ● Push their chest up with straight arms. ● Roll over: from front to back, then back to front. ● Enjoy moving when outdoors and inside. ● Sit without support. ● Begin to crawl in different ways and directions. ● Pull themselves upright and bouncing in preparation for walking. ● Reach out for objects as co-ordination develops. ● Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. ● Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. ● Clap and stamp to music. ● Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. ● Enjoy starting to kick, throw and catch balls. ● Build independently with a range of appropriate resources. ● Begin to walk independently – choosing appropriate props to support at first. ● Walk, run, jump and climb – and start to use the stairs independently. ● Spin, roll and independently use ropes and swings (for example, tyre swings). ● Sit on a push-along wheeled toy, use a scooter or ride a tricycle. <p><u>3 and 4 year olds</u></p>	<p>Pupils should be taught to:</p> <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 ● participate in team games, developing simple tactics for attacking and defending ● perform dances using simple movement patterns.

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- 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.
- Increasingly be able to use and remember sequences and patterns of movements which 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.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Reception

- Revise and refine the fundamental movement skills they have already acquired:
 - Rolling
 - Crawling
 - Walking
 - Jumping
 - Running
 - Hopping
 - Skipping
 - Climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balanced and agility needed to engage successfully with future physical education session

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<p>and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> ● Combine different movements with ease and fluency. ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ● Develop overall body-strength, balance, co-ordination and agility. ● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p><u>Gross Motor Skills ELG</u></p> <p>Children at the expected level of development will:</p> <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. 	
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Objectives				
	YN As an exerciser I can	YR As an exerciser I can	YR1 As an exerciser I can	YR2 As an exerciser I can
Gymnastic Movements	<ul style="list-style-type: none"> ● Use large-muscle movements to wave flags and streamers, paint and make marks. (Spring-Summer – Which colours make you feel happy or sad? What would you find at 	<ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● Develop the overall body strength, co-ordination, 	<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 	<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

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	<p>the farm? What mini-beasts would you find in your garden? What can I do with water?)</p>	<p>balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> ● Combine different movements with ease and fluency. ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ● Develop overall body-strength, balance, co-ordination and agility. <p>ELG</p> <ul style="list-style-type: none"> ● Negotiate space and obstacles safely, with consideration for themselves and others; ● Demonstrate strength, balance and 	<p>to apply these in a range of activities (Autumn 1, Why are humans not like tigers? Power of PE multi-skills / Autumn 2 – Where do we live and how has it changed? Power of PE Gymnastics)</p>	<p>to apply these in a range of activities (Autumn 1- Why would a dinosaur not make a good pet? Power of PE multi-skills / Autumn 2 – How have people like Rosa Parks helped to make the world a better place? Power of PE Gymnastics)</p>
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		<p>coordination when playing;</p> <ul style="list-style-type: none"> ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>(Summer 2 –What bears can you find around the world? PE Unit Circus)</p>		
<p>Basic Movements and Team Games</p>	<ul style="list-style-type: none"> ● Enjoy starting to kick, throw and catch balls. ● Build independently with a range of appropriate resources. ● Walk, run, jump and climb ● Spin, roll and independently use ropes and swings (for example, tyre swings). ● Sit on a push-along wheeled toy, use a scooter or ride a tricycle. <p>(Autumn – Who lives in my house? Where does the day go at night?)</p> <ul style="list-style-type: none"> ● Continue to develop their movement, balancing, riding 	<ul style="list-style-type: none"> ● Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - climbing ● Develop the overall body strength, co-ordination, balance and ability needed to engage successfully with the future physical education sessions and other physical disciplines including 	<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 <p>(Summer 1 – Which birds and plants would Peter rabbit find in our park? Power of PE Athletics)</p> <ul style="list-style-type: none"> ● Participate in team games, developing simple tactics for attacking and defending <p>(Spring 1 – Why can't a penguin live near the</p>	<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 <p>(Spring 2 – What do we know about the Victorians and the way they lived? Power of PE Dance / Summer 1 – Where would you prefer to live England or Kenya? Power of PE Athletics)</p> <ul style="list-style-type: none"> ● Participate in team games, developing

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	<p>(scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet. • Start taking part in some group activities which they make up for themselves, or in teams. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>(Spring-Summer – Which colours make you feel happy or sad? What would you find at the farm? What mini-beats would you find in your garden? What can I do with water?)</p>	<p>dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>ELG</p> <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. <p>(Autumn 1 – What do I know about me? PE Unit – Transport</p>	<p>equator? Power of PE health related exercise / Summer 2 – What do aliens think of life on planet Earth? Power of PE orienteering)</p>	<p>simple tactics for attacking and defending</p> <p>(Spring 1 – What is our school made of? Power of PE football / Summer 2 – How old are the trees around us? Power of PE sticking and fielding)</p>
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		<p>Autumn 2 – Why are there so many leaves on the ground? PE Unit – Autumn Spring 1 - How can a map help me? PE Unit – people who help us Spring 2 – Twinkl Twinkl Little Star PE Unit Space)</p>		
<p>Dance</p>	<ul style="list-style-type: none"> ● Clap and stamp to music. (Autumn – Who lives in my house? Where does the day go at night?) ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (Spring-Summer – Which colours make you feel happy or sad? What would you find at the farm? What mini-beasts would you find in your garden? What can I do with water?) 	<ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● Develop the overall body strength, co-ordination, balance and ability needed to engage successfully with the future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ● Combine different movements with ease and fluency. ● Confidently and safely use a range of large and small apparatus indoors 	<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. (Spring 2 – is the Wii/X-Box better than Grandma or Grandad’s old toys? Power of PE Dance) 	

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		<p>and outside, alone and in a group.</p> <p>ELG</p> <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. <p>(Summer 1 – Who can I ask for help? Unit- Athletics/ Sports day)</p>		
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