



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> <ul style="list-style-type: none">• 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.	<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.



PE Progression & Coverage Document



- 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 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 and outside, alone and in a group.



PE Progression & Coverage Document

<ul style="list-style-type: none"> • 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>Gross Motor Skills ELG</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	KS1 Cycle A As an exerciser I can	KS1 Cycle B 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 the farm? Who goes to the Ugly Bug Ball? 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 agility needed to engage successfully with 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 (Autumn 2 – Where did and do the wheels on the bus go? Power of PE Gymnastics) 	<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 (Autumn 2 – How have people like Rosa Parks helped to make the world a better place? Power of PE Gymnastics)



PE Progression & Coverage Document



		<p>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 coordination when playing;• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
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PE Progression & Coverage Document



Basic Movements and Team Games	<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 (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Start taking part in some group activities which they make up for 	<p>(Summer 2 – Should Goldilocks say sorry? PE Unit Circus)</p> <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 dance, gymnastics, sport and swimming. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<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>(Autumn 1 – Why would a dinosaur not make a good pet? Power of PE Multi-sports)</p> <p>(Summer 1 – Is the Wii/xbox better than Grandma or Grandad’s old toys? 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 – What is our school made of? Power of PE Football)</p> <p>(Summer 2 – How old are the trees around us? Power of PE Striking and Fielding)</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 1 – Why can’t a penguin live near the equator? Power of PE Health and Related Exercise)</p> <p>(Spring 2 – What do we know about the Victorians and the way they lived? Power of PE Orienteering)</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending <p>(Summer 1 – Which birds and plants would Peter Rabbit find in our park? Power of PE Athletics)</p> <p>(Summer 2 – What do aliens think of life on planet</p>
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PE Progression & Coverage Document

	<p>themselves, or in teams.</p> <ul style="list-style-type: none"> 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? Who goes to the Ugly Bug Ball? What can I do with water?)</p>	<ul style="list-style-type: none"> 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 – Superheroes Autumn 2 – Why are there so many leaves on the ground? PE Unit – Autumn Spring 1 - Who can I ask for help? PE Unit – people who help us Spring 2 – Twinkl Twinkl Little Star PE Unit Space)</p>		Earth? (Power of PE Multi-sports)
Dance	<ul style="list-style-type: none"> Clap and stamp to music. 	<ul style="list-style-type: none"> Progress towards a more fluent style of 	<ul style="list-style-type: none"> Master basic movements including 	



PE Progression & Coverage Document

	<p>(Autumn – Who lives in my house? Where does the day go at night?)</p> <ul style="list-style-type: none">• 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. <p>(Spring-Summer – Which colours make you feel happy or sad? What would you find at the farm? Who goes to the Ugly Bug Ball? What can I do with water?)</p>	<p>moving, with developing control and grace.</p> <ul style="list-style-type: none">• 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 and outside, alone and in a group. <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,	<p>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> <ul style="list-style-type: none">• Perform dances using simple movement patterns. <p>(Spring 2 – Where would you prefer to live, England or Kenya? Power of PE Dance)</p>	
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		jumping, dancing, hopping, skipping and climbing. (Summer 1 – Who are the famous characters inside my books?)		
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