

St. Bega's Catholic School EYFS and Key Stage 1 PE Progression

	EYFS	YEAR 1	YEAR 2
GYMNASTICS	<p>EYFS OUTCOMES</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD Reception)</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (PD Reception)</p> <p>Combine different movements with ease and fluency. (PD Reception)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD Reception)</p> <p>Develop overall body strength, balance, co-ordination and agility. (PD Reception)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. (PD ELG)</p> <p>Demonstrate strength, balance and coordination when playing. (PD ELG)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. (PD ELG)</p>	<ul style="list-style-type: none"> • Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. • Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction. • Combine different ways of travelling exploring a range of movements and shapes. • Create linked movement phrases with beginning, middle and ends. • Perform movement phrases using a range of different body actions and body parts. • Develop agility, balance, and co-ordination. • Describe what you have done or seen others do. 	<ul style="list-style-type: none"> • Perform a range of actions with control and confidence. • Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. • Form simple sequences of different actions, using the floor and a variety of apparatus. • Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. • Continue to develop agility, balance, and coordination. • Watch and describe a performance accurately. • Understand and describe changes to your heartrate when playing a game.

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DANCE	<p><u>EYFS OUTCOMES</u></p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD 3&4 YRS)</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing (PD Reception)</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (PD Reception)</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (PD Reception)</p> <p>Combine different movements with ease and fluency. (PD Reception)</p> <p>Develop overall body strength, balance, co-ordination and agility. (PD Reception)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD Reception)</p> <p>Explore and engage in music making and dance, performing solo or in groups. (EAD Reception)</p>	<ul style="list-style-type: none"> • Move confidently and safely in your own and general space, using changes of speed, level and direction. • Perform movement phrases using a range of different body actions and body parts – with control and accuracy. • Create linked movements, combining different ways of travelling, with beginnings, middles and ends. • Describe what it feels like to breathe quickly during exercise. • Describe what they have done or seen others doing. • Understand why being active and playing games is good for you. • Respond imaginatively to a range of stimuli. 	<ul style="list-style-type: none"> • Perform a range of actions and simple movement patterns with control and coordination. • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Work individually and with others • Describe phrases and expressive qualities. • Begin to understand the importance of warming up. • Watch and describe a performance accurately and recognise what is successful.

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ATHLETICS	<p>EYFS OUTCOMES Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD Reception)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD Reception)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. (PD ELG)</p> <p>Demonstrate strength, balance and coordination when playing. (PD ELG)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. (PD ELG)</p>	<ul style="list-style-type: none"> • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practice a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout. • Recognise successful and unsuccessful techniques. • Show understanding of the correct running technique. • Show good teamwork and sportsmanship when taking part in competitive throwing. 	<ul style="list-style-type: none"> • Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique. • Understand the variety of correct running techniques. • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Begin to evaluate and improve own performance.
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INVASION GAMES	<p>EYFS OUTCOMES</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. (PD 3 & 4 YRS)</p> <p>Match their developing physical skills to tasks and activities in the setting. (PD 3 & 4 YRS)</p> <p>Develop overall body strength, balance, co-ordination and agility. (PD Reception)</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. (PD Reception)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD Reception)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. (PD ELG)</p>	<ul style="list-style-type: none"> • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you. • Describe what it feels like to breath quickly during exercise. • Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. • Identify what skills you need to practice. • Can describe what you have done or seen others do. • Recognise space in games and use it to your advantage. • Understand why being active and playing games is good for you. • Understand how to play in a safe way. <p>Describe why running and playing games is good for you.</p> <ul style="list-style-type: none"> • Watch, copy and describe others play. <p>Understand who the attackers and who the defenders are.</p> <ul style="list-style-type: none"> • Decide when to pass and when to run. 	<ul style="list-style-type: none"> • React to situations to make it difficult for opponents – using simple tactics. • Understand and describe changes to your heart rate when playing a game. • Recognise what is successful. • Use actions and ideas you have seen to improve your own skills. • Understand and describe changes to your heart rate when playing a game. • Choose and use simple tactics to suit different situations and apply these in small-sided games. • Begin to understand some rules of the game. • Begin to understand the importance of preparing safely and carefully for exercise – warming up. <ul style="list-style-type: none"> • Understand and follow the rules of the game. • Watch and describe a performance accurately. Copy actions and ideas and use the information to improve their skills. • Begin to understand and develop correct technique of passing the ball. • Develop understanding of invasion games and participate in small games. • Use simple tactics in game situations.
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INVASION GAMES (Striking and Fielding)	<p>EYFS OUTCOMES</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. (PD 3 & 4 YRS)</p> <p>Match their developing physical skills to tasks and activities in the setting. (PD 3 & 4 YRS)</p> <p>Develop overall body strength, balance, co-ordination and agility. (PD Reception)</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. (PD Reception)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD Reception)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. (PD ELG)</p>	<ul style="list-style-type: none"> • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • Understand why being active and playing games is good for you. • Describe what you have done, or seen others doing. • Describe what it is like to breath quickly during exercise. 	<ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow. • React to situations in ways that make it difficult for opponents. • Understand simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful. • Show good awareness of others when playing games.
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OUTDOOR AND AVENTUROUS		<ul style="list-style-type: none"> • Introduction to a compass and directions (N, E, S, W.) • Understand how communication can help to solve problems with others. 	<ul style="list-style-type: none"> • Begin to problem solve with others. • Understand what a compass is used for and be able to use the direction points. • Has knowledge of safety rules and procedures for taking part in orienteering events
	EYFS	YEAR 1	YEAR 2
			<ul style="list-style-type: none"> • All schools must provide swimming instruction either in key stage 1 or key stage 2. <p>Pupils should be taught to:</p> <p>1d: Swim competently, confidently, and proficiently over a distance of at least 25 metres.</p> <p>1e: Use a range of strokes effectively.</p> <p>1f: Perform safe self-rescue in different water-based situations.</p>