

Physical Education Skills Progression Map



School Readiness Intent: At St Francis CE Primary School through Physical Education we want our children to become confident who are not afraid of making mistakes and instead embrace these opportunities to extend their skills.

EYFS Intent: The characteristics taught through games, gymnastics and dance will allow them to become resilient and mentally strong. They will transfer these skills taught into everyday life, allowing them to be ambitious, courageous and competitive in challenging situations. Each skill learnt will then be practised and revisited throughout the year. This will enable children to develop fundamental moving skills that allow them to be competent and confident to extend their agility, balance and coordination, individually and with others.

Physical Development in the EYFS includes two strands – Moving & handling and Health & Self-care. For the purpose of this document the main links to the PE curriculum will be highlighted via Moving and Handling. Links to Expressive Arts and Design are also included - Using and exploring media and materials and Being Imaginative

EYFS Stage	Development Matters	
F3/F2 	16-26 Months PD – Moving and handling - Walk upstairs holding hand of adult. - Comes downstairs backwards on knees (crawling). - Make connections between their movement and the marks they make. 22-36 Months PD - Moving and handling - Runs safely on whole foot. - Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. - Can kick a large ball. - Walks upstairs or downstairs holding onto a rail two feet to a step. - May be beginning to show preference for dominant hand.	30-50 Months PD - Moving and handling - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Mounts stairs, steps or climbing equipment using alternate feet. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Can stand momentarily on one foot when shown. - Can catch a large ball. - Draws lines and circles using gross motor movements. 30-50 Months EAD – Using and exploring media and materials/Being Imaginative - Beginning to move rhythmically. - Imitates movement in response to music. - Developing preferences for forms of expression. - Uses movement to express feelings. - Creates movement in response to music.
Reception 	40-60 Months PD - Moving and handling - Experiments with different ways of moving. - Jumps off an object and lands appropriately. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - Uses simple tools to effect changes to materials. - Handles tools, objects, construction and malleable materials safely and with increasing control. - Shows a preference for a dominant hand. 40-60 Months EAD – Using and exploring media and materials/Being Imaginative - Begins to build a repertoire of songs and dances. - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	ELGs Months PD - Moving and handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. Early Learning Goal - EAD – Using and exploring media and materials Children sing songs, make music and dance, and experiment with ways of changing them. Early Learning Goal - EAD – Being Imaginative They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Dance			Using large play equipment or Gymnastics equipment		
Moving in sequence – copying others, then creating own. Responding in movement to words and music – based on songs, rhymes, stories, story maps etc. Moving with props (scarves, beanbags, masks etc) and contrasting tempos – fast, slow, quickly, slowly, speedily, slow as a snail. Creating their own movements – using different parts of their bodies. Exploring opposites (up/down, in/out, under/over etc) and creating simple movement sequences. Working with a partner exploring character movements from stories and songs. Ring games with repetitive words and actions. Developing own actions and words during ring games.			Exploring moving and making shapes using different body parts Exploring moving in different directions Exploring big and small ways of moving and making shapes Moving in pairs Creating shapes in pairs Working in zones High and low movements on the floor, sequencing movements on the floor High and low movements on large apparatus/climbing frame, sequencing movements Under and over movements on the floor, sequencing movements on the floor Under and over movements on large apparatus/climbing frame, sequencing movements High and low combined with under and over, Travelling in different ways and directions on the floor/apparatus/climbing equipment		
Games					
Locomotion: Walking	Locomotion: Jumping	Locomotion: Running	Ball skills: Hands	Ball skills: Feet	Small apparatus
Exploring walking Developing walking Exploring walking along different pathways Explore marching Explore different ways of walking: - Normal - Tip toes - Striding - Fairy footsteps - Backwards - Sideways - Invent your own	Exploring jumping Developing jumping Jumping for distance Jumping for height Jumping in a sequence Jumping using 2 feet Jumping using 1 foot Jumping with legs together Jumping with legs apart Jumping styles – tuck, scissor, pencil etc Jumping like an animal – bunny hop, frog leap, kangaroo bounce etc Combining different jumps	Exploring running Exploring running at different speeds Exploring running in different directions Running for team games Running for speed, thinking about acceleration Exploring running and dodging each other and equipment Exploring running with a bean bag on your head	Exploring pushing, rolling and bouncing Exploring bouncing into a space, bouncing to a friend, bouncing against a wall Exploring bouncing in a controlled manner Exploring bouncing a ball then shooting a goal in the basketball hoop Exploring bouncing balls of different sizes Exploring throwing – under arm, over arm, chest passes Exploring catching – two hands then one hand, pulling ball into chest Exploring stopping the ball Throwing against a wall, or at a target, throwing to a friend, throwing in a ring game. Extend – different sized and textured balls	Exploring moving a ball using our feet. Developing moving with a ball using our feet. Developing dribbling skills Developing dribbling skills against an opponent Dribbling competitions Kicking the ball at a target Kicking the ball to a partner with good aim and precision	Hoops – Rolling hoops Rolling hoop to a friend Spinning hoops Hola-hooping on different parts of our bodies Bean bags - Balancing bean bag on different parts of our bodies Throwing bean bags using different throwing techniques Throwing bean bags at targets Passing bean bags at different heights and speeds Quoits – Rolling quoits Rolling quoits to a friend Throwing quoits at a target Throwing and catching quoits on hands and feet Ribbons – Making different movements and patterns. Parachute/stretchy lycra games – Using gross motor skills to manipulate parachute and lycra
PSED: Taking turns, keeping scores, understanding rules and playing by the rules.					

Playing and exploring Engagement: • Finding out and exploring • Playing with what they know • Being willing to 'have a go' 	Active Learning Motivation: • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do 	Creating and thinking critically Thinking: • Having their own ideas • Making links • Choosing ways to do things 
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Learning and Teaching in EYFS – New Curriculum

What PE Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

PE		
Three and Four-Year-Olds	Personal, Social and Emotional Development	• 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.

	Physical Development	• 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. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
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Three and Four-Year-Olds Continued	Expressive Arts and Design	• Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development	• Manage their own needs.

Physical Development

- 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

	Expressive Arts and Design		• 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.
ELG	Personal, Social and Emotional Development	Managing Self	• 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.
		Building Relationships	• Work and play cooperatively and take turns with others.