



# St Chad's CofE Nursery and Infant School – PE Progression Map



## Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

	Early Years	Key Stage 1
	<p><b>Physical Development</b> Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p><b>Physical Development</b> <b>ELG: Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>



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	Nursery Athlete	Reception Athlete	Year 1 Athlete	Year 2 Athlete
<b>Progression Criteria</b>	<ul style="list-style-type: none"> <li>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>Sits comfortably on a chair with both feet on the ground.</li> <li>Runs safely on whole foot.</li> <li>Moves in response to music, or rhythms played on instruments such as drums or shakers.</li> <li>Jumps up into the air with both feet leaving the floor and can jump forward a small distance.</li> <li>Begins to walk, run and climb on different levels and surfaces.</li> <li>Begins to understand and choose different ways of moving.</li> <li>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</li> <li>Climbs up and down stairs by placing both feet on each step while holding a handrail for support.</li> <li>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting</li> </ul>	<p><b>Games</b>  <b>SSP units covered- (OAA, Games booklets: Invasion games, Striking &amp; fielding, Athletics and Net &amp; wall games)</b></p> <ul style="list-style-type: none"> <li>Describe how the body feels when still and when exercising.</li> <li>Roll equipment in different ways.</li> <li>Throw underarm.</li> <li>Throw an object at a target.</li> <li>Catch equipment using two hands.</li> <li>Move a ball in different ways, including bouncing and kicking.</li> <li>Kick an object at a target.</li> <li>Move safely around the space and equipment.</li> <li>Travel in different ways, including sideways and backwards.</li> <li>Play a range of chasing games.</li> <li>Follow simple rules.</li> <li>Control my body when performing a sequence of movements.</li> <li>Participate in simple games.</li> <li>Talk about what they have done. Talk about what others have done.</li> </ul>	<p><b>Games</b>  <b>SSP units covered- (OAA, Games booklets: Invasion games, Striking &amp; fielding, Athletics and Net &amp; wall games)</b></p> <ul style="list-style-type: none"> <li>Describe how the body feels before, during and after exercise.</li> <li>Carry and place equipment safely.</li> <li>Hit a ball with a bat or racquet.</li> <li>Throw underarm and overarm.</li> <li>Catch and bounce a ball. Use rolling skills in a game.</li> <li>Practise accurate throwing and consistent catching.</li> <li>Travel with a ball in different ways.</li> <li>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</li> <li>Pass the ball to another player in a game.</li> <li>Use kicking skills in a game.</li> <li>Use different ways of travelling in different directions or pathways.</li> <li>Run at different speeds. Begin to use space in a game.</li> <li>Use simple defensive skills such as marking a player or defending a space.</li> <li>Use simple attacking skills such as dodging to get past a defender.</li> <li>Follow simple rules to play games, including team games.</li> <li>Begin to perform learnt skills with some control.</li> <li>Engage in competitive activities and team games.</li> <li>Watch and describe performances. Begin to say how they could improve.</li> </ul>	<p><b>Games</b>  <b>SSP units covered- (OAA, Games booklets: Invasion games, Striking &amp; fielding, Athletics and Net &amp; wall games)</b></p> <ul style="list-style-type: none"> <li>Recognise and describe how the body feels during and after different physical activities.</li> <li>Explain what they need to stay healthy.</li> <li>Strike or hit a ball with increasing control.</li> <li>Learn skills for playing striking and fielding games.</li> <li>Position the body to strike a ball.</li> <li>Throw different types of equipment in different ways, for accuracy and distance.</li> <li>Throw, catch and bounce a ball with a partner.</li> <li>Use throwing and catching skills in a game.</li> <li>Use hand-eye coordination to control a ball.</li> <li>Vary types of throw used.</li> <li>Bounce and kick a ball whilst moving.</li> <li>Use dribbling skills in a game.</li> <li>Know how to pass the ball in different ways.</li> <li>Use different ways of travelling at different speeds and following different pathways, directions or courses.</li> <li>Change speed and direction whilst running.</li> <li>Begin to choose and use the best space in a game.</li> <li>Begin to use and understand the terms attacking and defending.</li> <li>Use at least one technique to attack or defend to play a game successfully.</li> <li>Understand the importance of rules in games.</li> <li>Perform learnt skills with increasing control.</li> <li>Compete against self and others</li> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ul>



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		<p><b>Gymnastics</b>  <b>SSP units covered- (Fitness is fun and Gymnastics)</b>  <b>Online resources- Yoga bugs</b></p> <ul style="list-style-type: none"> <li>Describe how the body feels when still and when exercising</li> <li>Create a short sequence of movements. Roll in different ways with control.</li> <li>Travel in different ways.</li> <li>Stretch in different ways.</li> <li>Jump in a range of ways from one space to another with control.</li> <li>Begin to balance with control.</li> <li>Move around, under, over, and through different objects and equipment.</li> <li>Curled side roll (egg roll) Log roll (pencil roll)</li> <li>Bunny hop, Tiptoe, step jump and hop</li> <li>Standing balances</li> <li>Control my body when performing a sequence of movements.</li> </ul>	<p><b>Gymnastics</b>  <b>SSP units covered- (Fitness is fun, Gymnastics)</b>  <b>Online resources- Yoga bugs</b></p> <ul style="list-style-type: none"> <li>Describe how the body feels before, during and after exercise.</li> <li>Carry and place equipment safely.</li> <li>Create and perform a movement sequence.</li> <li>Copy actions and movement sequences with a beginning, middle and end.</li> <li>Link two actions to make a sequence.</li> <li>Recognise and copy contrasting actions (small/tall, narrow/wide).</li> <li>Travel in different ways, changing direction and speed.</li> <li>Hold still shapes and simple balances.</li> <li>Carry out simple stretches.</li> <li>Carry out a range of simple jumps, landing safely.</li> <li>Move around, under, over, and through different objects and equipment.</li> <li>Begin to move with control and care</li> <li>Log roll (controlled) Curled side roll (egg roll) (controlled)</li> <li>Straight jump, Tuck jump, star jump, Half turn jump and bunny hop</li> <li>Tip toe, step, jump, hopscotch skipping and galloping</li> <li>Standing balances</li> <li>Kneeling balances Pike,tuck, star, straddle shapes.</li> <li>perform using a range of actions and body parts with some coordination</li> <li>begin to perform learned skills with some control</li> </ul>	<p><b>Gymnastics</b>  <b>SSP units covered- (Fitness is fun, Gymnastics)</b>  <b>Online resources- Yoga bugs</b></p> <ul style="list-style-type: none"> <li>Recognise and describe how the body feels during and after different physical activities</li> <li>Explain what they need to stay healthy</li> <li>Copy, explore and remember actions and movements to create their own sequence.</li> <li>Link actions to make a sequence.</li> <li>Travel in a variety of ways, including rolling.</li> <li>Hold a still shape whilst balancing on different points of the body.</li> <li>Jump in a variety of ways and land with increasing control and balance.</li> <li>Climb onto and jump off the equipment safely.</li> <li>Move with increasing control and care</li> <li>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll, Crouched forward roll</li> <li>Straight jump, Tuck jump, star jump.Half turn jump, Cat spring, Cat spring to straddle and bunny hop</li> <li>Front support wheelbarrow with partner</li> <li>Tiptoe, step, jump and hopscotch, skipping galloping, straight jump, half turn</li> <li>Standing balances</li> <li>Kneeling balances</li> <li>Large body part balances</li> <li>Balances on apparatus</li> <li>Balances with a partner</li> <li>Pike, tuck, star, straddle shapes front and back support</li> <li>Perform sequences of their own composition with coordination</li> <li>Perform learnt skills with increasing control</li> </ul>
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# St Chad's CofE Nursery and Infant School – PE Progression Map



		<p><b>Dance</b>  <b>SSP units covered- (Dance)</b>  <b>Online resources- GoNoodle</b></p> <ul style="list-style-type: none"> <li>Describe how the body feels when still and when exercising.</li> <li>Join a range of different movements together.</li> <li>Change the speed of their actions.</li> <li>Change the style of their movements.</li> <li>Create a short movement phrase which demonstrates their own ideas.</li> <li>Control their body when performing a sequence of movements.</li> <li>Talk about what they have done. Talk about what others have done.</li> </ul>	<p><b>Dance</b>  <b>SSP units covered- (Dance)</b>  <b>Online resources- GoNoodle</b></p> <ul style="list-style-type: none"> <li>Describe how the body feels before, during and after exercise.</li> <li>Carry and place equipment safely.</li> <li>Copy and repeat actions.</li> <li>Put a sequence of actions together to create a motif.</li> <li>Vary the speed of their actions.</li> <li>Use simple choreographic devices such as unison, canon and mirroring.</li> <li>Begin to improvise independently to create a simple dance</li> <li>Perform using a range of actions and body parts with some coordination.</li> <li>Begin to perform learnt skills with some control</li> <li>Watch and describe performances. and begin to say how they could improve.</li> </ul>	<p><b>Dance</b>  <b>SSP units covered- (Dance)</b>  <b>Online resources- GoNoodle</b></p> <ul style="list-style-type: none"> <li>Recognise and describe how the body feels during and after different physical activities.</li> <li>Explain what they need to stay healthy.</li> <li>Copy, remember and repeat actions.</li> <li>Create a short motif inspired by a stimulus.</li> <li>Change the speed and level of their actions.</li> <li>Use simple choreographic devices such as unison and mirroring.</li> <li>Use different transitions within a dance motif.</li> <li>Move in time to music. Improve the timing of their actions.</li> <li>Perform sequences of their own composition with coordination.</li> <li>Perform learnt skills with increasing control.</li> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Core Vocabulary</b></p>		<p><b>Dance</b></p> <p><b>Travel-</b> run, skip, hop, crawl, side step  <b>Jump-</b> spring, leap, bounce, hop.  <b>Turn-</b> spin, twirl, roll  <b>Gesture-</b> Stamp, punch, reach, open, close, lean, wave  <b>Stillness-</b> wait, pause, hold, freeze  <b>Direction-</b> up, down, right, left, forward, backward.  <b>Size-</b> big and little  <b>Pathways-</b> straight, curved, zig-zag  <b>Body shapes-</b> curl, stretch, twist  <b>Time &amp; speed-</b> fast, slow, sudden.</p>	<p><b>Dance</b></p> <p><b>Travel-</b> run, skip, hop, crawl, side step  <b>Jump-</b> spring, leap, bounce, hop.  <b>Turn-</b> spin, twirl, pivot, unwind, spiral, roll  <b>Gesture-</b> Stamp, punch, reach, open, close, lean, wave  <b>Stillness-</b> wait, pause, hold, freeze  <b>Direction-</b> up, down, right, left, forward, backward.  <b>Size-</b> big and little  <b>Pathways-</b> straight, curved, angular, zig-zag, spiral  <b>Body shapes-</b> curl, stretch, twist, symmetry  <b>Time &amp; speed-</b> fast slow sudden gradual</p>	<p><b>Dance</b></p> <p><b>Travel-</b> run, skip, hop, crawl, side step, gallop  <b>Jump-</b> spring, leap, bounce, hop.  <b>Turn-</b> spin, twirl, pivot, unwind, spiral, roll  <b>Gesture-</b> Stamp, punch, reach, open, close, lean, wave  <b>Stillness-</b> wait, pause, hold, freeze  <b>Direction-</b> up, down, right, left, forward, backward, diagonal  <b>Size-</b> big and little  <b>Pathways-</b> straight, curved, angular, zig-zag, spiral  <b>Body shapes-</b> curl, stretch, twist, symmetry  <b>Time &amp; speed-</b> fast slow sudden gradual</p>
		<p><b>Gymnastics</b></p> <p><b>Travel -</b>Tiptoe, Jog, Jump, Skip, gallop, Hop, Walk forwards/ backwards/ sideways.  <b>Shapes-</b> Tuck, Star, Pike, Straddle  <b>Roll –</b> Log, Egg,  <b>Jumps-</b> star  <b>Balances-</b> balance, front, back, arch, dish</p>	<p><b>Gymnastics</b></p> <p><b>Travel -</b>Tiptoe, Jog, Jump, Skip, gallop, Hop, Walk forwards/ backwards/ sideways.  <b>Shapes-</b> Tuck, Star, Pike, Straddle  <b>Roll –</b> Log, Egg,  <b>Jumps-</b> star, tuck, straddle, cat spring.  <b>Balances-</b> balance, front, back, arch, dish, arabesque</p>	<p><b>Gymnastics</b></p> <p><b>Travel -</b>Tiptoe, Jog, Jump, Skip, gallop, Hop, Walk forwards/ backwards/ sideways.  <b>Shapes-</b> Tuck, Star, Pike, Straddle  <b>Roll –</b> Log, Egg, teddy bear  <b>Jumps-</b> star, tuck, straddle, cat spring.  <b>Balances-</b> various points balance, front, back, arch, dish, arabesque, stork</p>



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		<p><b>Games</b>  <b>Travel</b> – walk, run, jump, skip, hop, crawl, zig-zag, climb  <b>Movement-</b> land, twist, turn, freeze, stretch, bend.  <b>Sending and receiving Skills</b> – throw, kick, catch, bounce, hit, push, pull.</p>	<p><b>Games</b>  <b>Travel</b> – walk, run, jump, skip, hop, crawl, zig-zag, climb  <b>Movement-</b> land, twist, pivot, turn, freeze, stretch, reach, lunge, bend.  <b>Sending and receiving Skills</b> – throw, kick, catch, bounce, dribble, strike, collect, push, pull.</p>	<p><b>Games</b>  <b>Travel</b> – walk, run, jump, skip, hop, crawl, zig-zag, climb  <b>Movement-</b> land, twist, pivot, turn, freeze, stretch, reach, lunge, bend.  <b>Sending and receiving Skills</b> – throw, kick, catch, bounce, dribble, strike, collect, push, pull.</p>
	<p><b>Enabling environments</b></p> <ul style="list-style-type: none"> <li>• Anticipate young children's exuberance and ensure the space is clear and suitable for their rapid and sometimes unpredictable movements.</li> <li>• Provide opportunities to swing, spin and bounce.</li> <li>• Provide different arrangements of toys and soft play materials to encourage crawling, tumbling, rolling and climbing.</li> <li>• Use music to stimulate exploration with rhythmic movements.</li> <li>• Ensure that toddlers spend lots of time outdoors experiencing uneven ground and changing gradients.</li> <li>• Provide a daily walk (out of pushchairs) in the immediate locality: the same walk every day is most valuable at this age.</li> <li>• Provide a range of wheeled toys indoors and outdoors, such as trundle trikes, buggies for dolls, push carts and wheelbarrows.</li> <li>• Offer "heuristic" (exploratory) play with sets of simple natural and household objects for toddlers to manipulate, investigate and find out what they can make them do.</li> <li>• Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets.</li> <li>• Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, A-frames and barrels.</li> <li>• Plan time for children to experiment with equipment and to practise movements they choose.</li> <li>• Provide opportunities for children to hang upside down, balance, swing backwards and forwards, roll down slopes, and spin round and round, allowing children to help understand their sense of space and self.</li> <li>• Explain the importance of being outdoors and providing challenge in a safe environment to parents.</li> <li>• Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic.</li> </ul>			



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## Long PE

### Scheme of Work: Derby City SSP



	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage 2</b>	Fundamental Movement Development	Dance <i>Colours</i>	Gymnastics	Fundamental Movement Development	Striking/Fielding Games	Net/Wall Games
<b>Year 1</b>	Fundamental Movement Skills	Dance <i>Myself and My Body</i>	Gymnastics	Invasion Games	Striking/Fielding Games	Net/Wall Games
<b>Years 1 &amp; 2</b>	Fundamental Movement Skills	Dance <i>Toy shop</i>	Gymnastics	Invasion Games	Striking/Fielding Games	Net/Wall Games
<b>Year 2</b>	Fundamental Movement Skills	Dance <i>The Sea</i>	Gymnastics	Invasion Games	Striking/Fielding Games	Net/Wall Games



# St Chad's CofE Nursery and Infant School – PE Progression Map



Short PE						
	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage 2 (Bears)	Fitness is Fun	Go Noodle	Yoga Bugs	Invasion Games	OAA	Athletics
FS2 & Year 1 (Crocodiles)	Fitness is Fun	Go Noodle	Yoga Bugs	Invasion Games	OAA	Athletics
Years 1 & 2 (Flamingos)	Fitness is Fun	Go Noodle	Yoga Bugs	Invasion Games	OAA	Athletics
Year 2 (Elephants)	Fitness is Fun	Go Noodle	Yoga Bugs	Invasion Games	OAA	Athletics