



Halfway Nursery Infant School
Whole School Progression Map



Subject: PE

Term: Autumn Term 1

Concepts: *Safety and Wellbeing - 'The best me I can be!'*

Subject Drivers: *PE, PSHE and Science. RE, Geography and History*

| Aspect | EYFS | | KS1 | | Greater Depth |
|----------------------|--|--|---|--|---------------|
| | | | Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework | | |
| | F1 Three and Four Year Olds | F2 Reception | Y1 | Y2 | |
| Games | Through continuous provision PSED 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. | Through continuous provision PSED 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 | <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams</i> | <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams</i> | |
| Athletics Running | Increasingly follow rules, understanding why they are important. | | <i>Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running</i> | <i>Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running</i> | |
| Athletics Jumping | 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. | Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage | | <i>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing</i> | |

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| | Go up steps and stairs, or climb up apparatus, using alternate feet. | successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. | | <i>Describe different ways of jumping</i> <i>Explain what is successful or how to improve</i> | |
| Athletics Throwing | 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. | 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. | | <i>Throw into targets</i> <i>Perform a range of throwing actions e.g. rolling, underarm, overarm</i> <i>Describe different ways of throwing</i> <i>Explain what is successful or how to improve</i> | |
| Dance Compose | 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. | 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 | <i>Copy some moves</i> <i>Develop control of movement using:</i> <i>Actions (WHAT) – travel, stretch, twist, turn, jump</i> <i>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</i> <i>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</i> <i>Dynamics (HOW) – slowly, quickly, with appropriate expression</i> <i>Use own ideas to sequence dance</i> <i>Sequence and remember a short dance</i> | <i>Copy some moves</i> <i>Develop control of movement using:</i> <i>Actions (WHAT) – travel, stretch, twist, turn, jump</i> <i>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</i> <i>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</i> <i>Dynamics (HOW) – slowly, quickly, with appropriate expression</i> <i>Use own ideas to sequence dance</i> <i>Sequence and remember a short dance</i> | |
| Dance Perform | 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. | | <i>Move spontaneously showing some control and co-ordination</i> <i>Move with confidence when walking, hopping, jumping, landing</i> <i>Move with rhythm in the above actions</i> <i>Demonstrate good balance</i> | | |

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| | <p>EAD Respond to what they have heard, expressing their thoughts and feelings.</p> | | <p><i>Move in time with music</i> <i>Co-ordinate arm and leg actions (e.g. march and clap)</i> <i>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</i></p> | | |
| Dance Appreciate | | | <p><i>Respond to own work and that of others when exploring ideas, feelings and preferences</i> <i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i></p> | | |
| Gymnastics Sequencing | | | <p><i>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</i></p> | | |
| Gymnastics Balance | | | <p><i>Stand and sit "like a gymnast"</i> <i>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</i> <i>Balance in these shapes on large body parts: back, front, side, bottom</i> <i>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i> <i>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</i> <i>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</i></p> | | |

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| Gymnastics Travel | | | <p><i>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</i> <i>Monkey walk (bent legs and extended arms)</i> <i>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</i> <i>Bunny hop (transfer weight to hands)</i></p> | | |
| Gymnastics Jump | | | <p><i>Explore shape in the air when jumping and landing with control (e.g. star shape)</i></p> | | |
| Gymnastics Roll | | | <p><i>Continue to develop control in different rolls</i> <i>Pencil roll – from back to front keeping body and limbs in straight shape</i> <i>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</i> <i>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</i> <i>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position)</i></p> | | |
| Outdoor and Adventurous Activities Orientation | | | <p><i>desk in plan of classroom</i> <i>Use simple maps and diagrams to follow a trail</i></p> | <p><i>Identify positions on simple maps and diagrams of</i></p> | |

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| | | | | <i>familiar environments e.g. in relation to position of desk in plan of classroom</i> <i>Use simple maps and diagrams to follow a trail</i> | |
| Outdoor and Adventurous Activities Communication | | | <i>Begin to work co-operatively with others</i> <i>Plan and share ideas</i> | <i>Begin to work co-operatively with others</i> <i>Plan and share ideas</i> | |
| Outdoor and Adventurous Activities Problem Solving | | | | <i>Discuss how to follow trails and solve problems</i> <i>Select appropriate equipment for the task</i> | |
| Key Vocabulary | | | Balance, roll, jump, control, walk, skip, hop, run, jog, crawl, travel, low, high, big, small, slow, fast, steady, concentrate, move, dance, rhythm, direction, land, movement, position, pose, perform, audience, watch, listen, feedback, evaluate. | Throw, catch, balance, roll, jump, control, walk, skip, hop, run, jog, crawl, travel, low, high, big, small, slow, fast, steady, concentrate, move, dance, rhythm, direction, land, movement, position, pose, perform, audience, watch, listen, feedback, evaluate. | |



Halfway Nursery Infant School

Whole School Progression Map



Subject: PE
Autumn Term 2

Term:

Concepts: Community and Culture - 'Let's Celebrate!'

Subject Drivers: PE, PSHE and Science. RE, Geography and History

| Aspect | EYFS (30 - 50mths to ELGs) | | KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework | | KS2 |
|----------------------|--|--|---|---|-----|
| | F1 Three and Four Year Olds | F2 Reception | Y1 | Y2 | Y3 |
| Games | Through continuous provision PSED 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. | Through continuous provision PSED 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 | <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i> | <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i> | |
| Athletics Running | Increasingly follow rules, understanding why they are important. | | <i>Run for 1 minute</i> <i>Show differences in running at speed and jogging</i> <i>Use different techniques to meet challenges</i> <i>Describe different ways of running</i> | | |
| Athletics Jumping | Do not always need an adult to remind them of a rule. Physical Development Continue to develop their movement, balancing, riding | Progress towards a more fluent style of moving, with developing control and grace. | <i>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</i> <i>Perform combinations of the above</i> | | |

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| | <p>(scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> | <p>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.</p> | <p><i>Show control at take-off and landing</i> <i>Describe different ways of jumping</i> <i>Explain what is successful or how to improve</i></p> | | |
| Athletics Throwing | <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> | <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> | <p><i>Throw into targets</i> <i>Perform a range of throwing actions e.g. rolling, underarm, overarm</i> <i>Describe different ways of throwing</i> <i>Explain what is successful or how to improve</i></p> | | |
| Dance Compose | <p>Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>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.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> | <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</p> | | <p><i>Copy some moves</i> <i>Develop control of movement using:</i> <i>Actions (WHAT) – travel, stretch, twist, turn, jump</i> <i>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</i> <i>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</i> <i>Dynamics (HOW) – slowly, quickly, with appropriate expression</i> <i>Use own ideas to sequence dance</i> <i>Sequence and remember a short dance</i></p> | |
| Dance Perform | <p>Show a preference for a dominant hand.</p> | | | <p><i>Move spontaneously showing some control and co-ordination</i> <i>Move with confidence when walking, hopping, jumping, landing</i></p> | |

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| | <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>EAD Respond to what they have heard, expressing their thoughts and feelings.</p> | | | <p><i>Move with rhythm in the above actions</i> <i>Demonstrate good balance</i> <i>Move in time with music</i> <i>Co-ordinate arm and leg actions (e.g. march and clap)</i> <i>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</i></p> | |
| Dance Appreciate | | | | <p><i>Respond to own work and that of others when exploring ideas, feelings and preferences</i> <i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i></p> | |
| Gymnastics Sequencing | | | | <p><i>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</i> <i>Teach sequence to a partner and perform together</i></p> | |
| Gymnastics Balance | | | | <p><i>Stand and sit "like a gymnast"</i> <i>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</i> <i>Balance in these shapes on large body parts: back, front, side, bottom</i> <i>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i> <i>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</i></p> | |

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| | | | | <p><i>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i></p> <p><i>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</i></p> | |
| Gymnastics Travel | | | | <p><i>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</i></p> <p><i>Monkey walk (bent legs and extended arms)</i></p> <p><i>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</i></p> <p><i>Bunny hop (transfer weight to hands)</i></p> | |
| Gymnastics Jump | | | | <p><i>Explore shape in the air when jumping and landing with control (e.g. star shape)</i></p> | |
| Gymnastics Roll | | | | <p><i>Continue to develop control in different rolls</i></p> <p><i>Pencil roll – from back to front keeping body and limbs in straight shape</i></p> <p><i>Egg roll – lie on side in tucked shape, holding knees</i></p> | |

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|--|--|--|--|--|--|
| | | | | <i>tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</i> | |
| Outdoor and Adventurous Activities Orientation | | | | <i>Use simple maps and diagrams to follow a trail</i> | |
| Outdoor and Adventurous Activities Communication | | | <i>Begin to work co-operatively with others Plan and share ideas</i> | <i>Begin to work co-operatively with others Plan and share ideas</i> | |
| Outdoor and Adventurous Activities Problem Solving | | | <i>Discuss how to follow trails and solve problems Select appropriate equipment for the task</i> | <i>Discuss how to follow trails and solve problems Select appropriate equipment for the task</i> | |



Halfway Nursery Infant School

Whole School Progression Map



Subject: PE

Term: Spring Term 1

Concepts: *Innovation & Imagination*

Subject Drivers: *DT, Art, ICT.* History, Science.

| Aspect | EYFS | | KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework | | KS2 |
|----------------------|--|--|---|---|---|
| | F1 Three and Four Year Olds | F2 Reception | Y1 | Y2 Competition | Y3 |
| Games | Through continuous provision PSED 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. | Through continuous provision PSED 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 | <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i> | <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i> | |
| Athletics Running | Increasingly follow rules, understanding why they are important. | | | | <i>Run for 1 minute</i> <i>Show differences in running at speed and jogging</i> <i>Use different techniques to meet challenges</i> <i>Describe different ways of running</i> |
| Athletics Jumping | 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. | 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 | | <i>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</i> <i>Perform combinations of the above</i> <i>Show control at take-off and landing</i> <i>Describe different ways of jumping</i> | |

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| | Go up steps and stairs, or climb up apparatus, using alternate feet. | physical disciplines, including dance, gymnastics, sport and swimming. | | <i>Explain what is successful or how to improve</i> | |
| Athletics Throwing | 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. | 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. | | <i>Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve</i> | |
| Dance Compose | 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. | 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 | <i>Copy some moves Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance</i> | | |
| Dance Perform | 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. | | <i>Move spontaneously showing some control and co-ordination Move with confidence when walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance Move in time with music</i> | | |

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| | For example, putting coats on and doing up zips. | | <p><i>Co-ordinate arm and leg actions (e.g. march and clap)</i></p> <p><i>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</i></p> | | |
| Dance Appreciate | <p>EAD</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> | | <p><i>Respond to own work and that of others when exploring ideas, feelings and preferences</i></p> <p><i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i></p> | | |
| Gymnastics Sequencing | | | | | |
| Gymnastics Balance | | | <p><i>Stand and sit "like a gymnast"</i></p> <p><i>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</i></p> <p><i>Balance in these shapes on large body parts: back, front, side, bottom</i></p> <p><i>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i></p> <p><i>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</i></p> <p><i>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i></p> <p><i>Challenge balance and use of core strength by exploring and developing use of upper body</i></p> | | |

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| | | | <p><i>strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</i></p> | | |
| Gymnastics Travel | | | <p><i>Begin to travel on hands and feet (hands flat on floor and fully extend arms) Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) Bunny hop (transfer weight to hands)</i></p> | | |
| Gymnastics Jump | | | | | |
| Gymnastics Roll | | | | | |
| Outdoor and Adventurous Activities Orientation | | | | <p><i>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail</i></p> | |
| Outdoor and Adventurous Activities Communication | | | <p><i>Begin to work co-operatively with others Plan and share ideas</i></p> | <p><i>Begin to work co-operatively with others Plan and share ideas</i></p> | |
| Outdoor and Adventurous Activities Problem Solving | | | <p><i>Discuss how to follow trails and solve problems Select appropriate equipment for the task</i></p> | <p><i>Discuss how to follow trails and solve problems Select appropriate equipment for the task</i></p> | |



Halfway Nursery Infant School

Whole School Progression Map



Subject: PE

Term: Spring Term 2

Concepts: Time & Change – ‘Back to the Future’

Subject Drivers: DT, Art, ICT, History, Science

| Aspect | EYFS (30 - 50mths to ELGs) | | KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework | | KS2 |
|----------------------|--|--|--|---|-----|
| | F1 Three and Four Year Olds | F2 Reception | Y1 | Y2 | Y3 |
| Games | Through continuous provision PSED 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. | Through continuous provision PSED 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 | <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams</i> | <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams</i> | |
| Athletics Running | Increasingly follow rules, understanding why they are important. | | <i>Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running</i> | | |
| Athletics Jumping | 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. | Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage | <i>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing</i> | | |

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| | <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> | <p>successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> | <p><i>Describe different ways of jumping</i> <i>Explain what is successful or how to improve</i></p> | | |
| <p>Athletics Throwing</p> | <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>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.</p> | <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</p> | <p><i>Throw into targets</i> <i>Perform a range of throwing actions e.g. rolling, underarm, overarm</i> <i>Describe different ways of throwing</i> <i>Explain what is successful or how to improve</i></p> | | |
| <p>Dance Compose</p> | <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> | | | <p><i>Copy some moves</i> <i>Develop control of movement using:</i> <i>Actions (WHAT) – travel, stretch, twist, turn, jump</i> <i>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</i> <i>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</i> <i>Dynamics (HOW) – slowly, quickly, with appropriate expression</i></p> | |

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|-----------------------|--|---|---|--|--|
| | EAD Respond to what they have heard, expressing their thoughts and feelings. | | | <i>Use own ideas to sequence dance</i> <i>Sequence and remember a short dance</i> | |
| Dance Perform | | <i>Move spontaneously showing some control and co-ordination</i> <i>Move with confidence when walking, hopping, jumping, landing</i> | <i>Move spontaneously showing some control and co-ordination</i> <i>Move with confidence when walking, hopping, jumping, landing</i> <i>Move with rhythm in the above actions</i> <i>Demonstrate good balance</i> <i>Move in time with music</i> <i>Co-ordinate arm and leg actions (e.g. march and clap)</i> <i>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</i> | | |
| Dance Appreciate | | | <i>Respond to own work and that of others when exploring ideas, feelings and preferences</i> <i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i> | | |
| Gymnastics Sequencing | | | <i>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</i> <i>Teach sequence to a partner and perform together</i> | | |
| Gymnastics Balance | | | <i>Stand and sit "like a gymnast"</i> <i>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</i> <i>Balance in these shapes on large body parts: back, front, side, bottom</i> | | |

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| | | | | <p><i>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i> <i>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</i> <i>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i> <i>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</i></p> | |
| <p>Gymnastics Travel</p> | | | | <p><i>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</i> <i>Monkey walk (bent legs and extended arms)</i> <i>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</i> <i>Bunny hop (transfer weight to hands)</i></p> | |

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| Gymnastics Jump | | | | <i>Explore shape in the air when jumping and landing with control (e.g. star shape)</i> | |
| Gymnastics Roll | | | | <i>Continue to develop control in different rolls Pencil roll – from back to front keeping body and limbs in straight shape Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position)</i> | |
| Outdoor and Adventurous Activities Orientation | | | | | |
| Outdoor and Adventurous Activities Communication | | | <i>Begin to work co-operatively with others Plan and share ideas</i> | <i>Begin to work co-operatively with others Plan and share ideas</i> | |
| Outdoor and Adventurous Activities Problem Solving | | | <i>Discuss how to follow trails and solve problems Select appropriate equipment for the task</i> | <i>Discuss how to follow trails and solve problems Select appropriate equipment for the task</i> | |



Halfway Nursery Infant School

Whole School Progression Map



Subject: PE

Term: Summer Term 1

Concepts: Conservation 'Our Wonderful World'

Subject Drivers: Geography, Science and PSHE. Art, DT, ICT

| Aspect | EYFS | | KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework | | KS2 |
|----------------------|--|--|---|---|------------------|
| | F1 Three and Four Year Olds | F2 Reception | End points Y1 | End points Y2 Y2 Network Games | End points Y3 |
| Games | Through continuous provision PSED 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. | Through continuous provision PSED 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 | | <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams</i> | |
| Athletics Running | Increasingly follow rules, understanding why they are important. | | | <i>Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running</i> | |
| Athletics Jumping | 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. | 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 | | <i>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing Describe different ways of jumping</i> | |

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| | Go up steps and stairs, or climb up apparatus, using alternate feet. | physical disciplines, including dance, gymnastics, sport and swimming. | | <i>Explain what is successful or how to improve</i> | |
| Athletics Throwing | 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. | 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. | | <i>Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve</i> | |
| Dance Compose | 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. | 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 | <i>Copy some moves Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance</i> | | |
| Dance Perform | 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. | | <i>Move spontaneously showing some control and co-ordination Move with confidence when walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance Move in time with music</i> | | |

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| | For example, putting coats on and doing up zips. | | <p><i>Co-ordinate arm and leg actions (e.g. march and clap)</i></p> <p><i>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</i></p> | | |
| Dance Appreciate | <p>EAD</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> | | <p><i>Respond to own work and that of others when exploring ideas, feelings and preferences</i></p> <p><i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i></p> | | |
| Gymnastics Sequencing | | | <p><i>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</i></p> <p><i>Teach sequence to a partner and perform together</i></p> | | |
| Gymnastics Balance | | | <p><i>Stand and sit "like a gymnast"</i></p> <p><i>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</i></p> <p><i>Balance in these shapes on large body parts: back, front, side, bottom</i></p> <p><i>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i></p> <p><i>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</i></p> <p><i>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</i></p> | | |

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| Gymnastics Travel | | | <p><i>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</i> <i>Monkey walk (bent legs and extended arms)</i> <i>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</i> <i>Bunny hop (transfer weight to hands)</i></p> | | |
| Gymnastics Jump | | | <p><i>Explore shape in the air when jumping and landing with control (e.g. star shape)</i></p> | | |
| Gymnastics Roll | | | <p><i>Continue to develop control in different rolls</i> <i>Pencil roll – from back to front keeping body and limbs in straight shape</i> <i>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</i> <i>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</i> <i>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position)</i></p> | | |
| Outdoor and Adventurous Activities Orientation | | | | <p><i>Identify positions on simple maps and diagrams of</i></p> | |

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| | | | | <i>familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail</i> | |
| Outdoor and Adventurous Activities Communication | | | <i>Begin to work co-operatively with others Plan and share ideas</i> | <i>Begin to work co-operatively with others Plan and share ideas</i> | |
| Outdoor and Adventurous Activities Problem Solving | | | <i>Discuss how to follow trails and solve problems Select appropriate equipment for the task</i> | <i>Discuss how to follow trails and solve problems Select appropriate equipment for the task</i> | |



Halfway Nursery Infant School

Whole School Progression Map



Subject: PE

Term: Summer Term 2

Concepts: Enterprise, Inspiration and Aspiration – ‘When I grow up...’

Subject Drivers: *Geography, Science and PSHE.* Art, DT, ICT.

| Aspect | EYFS | | KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework | | KS2 |
|----------------------|--|--|---|---|------------------|
| | F1 Three and Four Year Olds | F2 ELG | End points Y1 | End points Y2 | End points Y3 |
| Games | Through continuous provision PSED 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. | PSED Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. | <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i> | <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i> | |
| Athletics Running | Increasingly follow rules, understanding why they are important. | Explain the reasons for rules, know right from wrong and try to behave accordingly. | <i>Run for 1 minute</i> <i>Show differences in running at speed and jogging</i> <i>Use different techniques to meet challenges</i> <i>Describe different ways of running</i> | <i>Run for 1 minute</i> <i>Show differences in running at speed and jogging</i> <i>Use different techniques to meet challenges</i> <i>Describe different ways of running</i> | |
| Athletics Jumping | 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. | Manage their own basic hygiene and personal needs, including dressing. Building Relationships Work and play cooperatively and take turns with others. Physical Development Gross Motor Skills | <i>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</i> <i>Perform combinations of the above</i> <i>Show control at take-off and landing</i> <i>Describe different ways of jumping</i> | <i>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</i> <i>Perform combinations of the above</i> <i>Show control at take-off and landing</i> <i>Describe different ways of jumping</i> | |

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| | Go up steps and stairs, or climb up apparatus, using alternate feet. | Negotiate space and obstacles safely, with consideration for themselves and others. | <i>Explain what is successful or how to improve</i> | <i>Explain what is successful or how to improve</i> | |
| Athletics Throwing | 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. | Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | <i>Throw into targets</i> <i>Perform a range of throwing actions e.g. rolling, underarm, overarm</i> <i>Describe different ways of throwing</i> <i>Explain what is successful or how to improve</i> | <i>Throw into targets</i> <i>Perform a range of throwing actions e.g. rolling, underarm, overarm</i> <i>Describe different ways of throwing</i> <i>Explain what is successful or how to improve</i> | |
| Dance Compose | 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. | Expressive Arts and Design Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | |
| Dance Perform | | | | | |
| Dance Appreciate | | | | | |
| Gymnastics Sequencing | | | | | |
| Gymnastics Balance | | | | | |
| Gymnastics Travel | | | | | |
| Gymnastics Jump | | | | | |
| Gymnastics Roll | 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. | | | | |
| Outdoor and Adventurous Activities Orientation | 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. | | <i>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</i> <i>Use simple maps and diagrams to follow a trail</i> | <i>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</i> <i>Use simple maps and diagrams to follow a trail</i> | |
| Outdoor and Adventurous Activities Communication | | | <i>Begin to work co-operatively with others</i> <i>Plan and share ideas</i> | <i>Begin to work co-operatively with others</i> <i>Plan and share ideas</i> | |
| Outdoor and Adventurous Activities Problem Solving | 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. | | <i>Discuss how to follow trails and solve problems</i> <i>Select appropriate equipment for the task</i> | <i>Discuss how to follow trails and solve problems</i> <i>Select appropriate equipment for the task</i> | |