



Farnborough Grange Nursery and Infant School – Curriculum Progression

Physical Education

Curriculum Expectations	
<p><u>Early Years (Physical development)</u></p> <p>Birth to three / 3-4 years old / Reception See Development Matters</p> <p>Early Learning Goals – end of Reception Gross Motor Skills ELG</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p><u>KS1</u></p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns.

Development Matters		
0 – 3 years	3 – 4 years	Reception
<ul style="list-style-type: none"> Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. 	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

<ul style="list-style-type: none"> • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. Explore different materials and tools. 	<p>whether to crawl, walk or run across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> • 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. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • 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. 	<ul style="list-style-type: none"> • 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 outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes
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Progression of Skills and Key Vocabulary

	Nursery	Reception	Year 1	Year 2
Gymnastics	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Move freely and begin to explore their surroundings.</p> <p>Beginning move across soft play, climb apparatus and crawl into spaces</p> <p>Continue to develop their movement and balancing skills.</p> <p>Matches their developing physical skills to tasks and activities, e.g. deciding to crawl, walk or run across a plank, depending on its length/width.</p> <p>Beginning to climb unaided and stop if they feel unsafe</p> <p>Sometimes needs support to get onto or balance on apparatus</p> <p>Beginning to develop a sense of what they can do safely.</p>	<p>Show good control and coordination when completing small or large movements.</p> <p>Move confidently in a range of ways, safely negotiating space.</p> <p>Demonstrate a basic understanding of what is safe, sensible and acceptable in Gymnastics.</p> <p>Begin to learn basic terms such as travel and balance.</p> <p>To attempt standing on one foot at a time while holding a safe object (wall bars, table, adult etc.)</p> <p>Confidently and safely use a range of large and small apparatus alone.</p> <p>Combine different movements with ease and fluency. Eg)</p> <p>Develop overall body strength , balance, co-ordination and agility.</p>	<p>Attempt simple rolls e.g. forward, pencil, teddy-bear with support.</p> <p>Can copy stretching movements for different parts of the body.</p> <p>Can balance using hands, feet or bottom.</p> <p>Begin to know and demonstrate some basic gymnastic shapes – Straight and star.</p> <p>Begin to understand the difference between terms travel, shapes and balance.</p> <p>Can create different shapes when balancing e.g. thin, wide, twisted, curled.</p> <p>Can copy short movements to combine simple balances. e.g. balance - travel - balance</p> <p>Explore travelling in different ways e.g. Jumping, skipping, walking, leaping, hopping etc.</p>	<p>Safely perform rolls with increasing independence.</p> <p>Understand that we need to stretch key muscles used in gymnastics and suggest ways to do so.</p> <p>Name and attempt to balance on body parts in both pads (large) and points (small) categories.</p> <p>Can demonstrate basic tuck, straddle, pike, straight and star shapes and use these in a sequence.</p> <p>Can create a short routine to demonstrate their understanding e.g. balance – travel – shape – travel – balance.</p> <p>Can travel in different ways and select travelling movements that will support building a sequence.</p> <p>Demonstrate fundamentals of movement (ABC's) with control and confidence.</p> <p>Make judgements to improve their work</p>

	Spinning, rolling, swinging, crawling, walking, running, fitting, squeezing, moving, tunnelling.	Apparatus, moving, balance, travel, space , avoid.	Sequence, balance, movement, travel, shapes ,pose, stretch start, finish	Balancing, rolling,, fixed point, transitions, starting position, ending position, sequence, travelling, shapes, paired work, patterns, co-ordination, control.
Dance	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use large-muscle movements to wave flags and streamers.</p> <p>Shows awareness of safety and more control in their movement and use of physical resources</p> <p>Clap and stamp to music.</p> <p>Beginning to understand and use a broader vocabulary linked to movement</p> <p>Simulates different movements in response to music or other stimulus</p>	<p>Show good control and coordination when completing small or large movements.</p> <p>Move confidently in a range of ways, safely negotiating space.</p> <p>Progress towards a more fluent style of moving , with developing control and grace.</p> <p>Develop overall body strength , balance, co-ordination and agility</p>	<p>Link two or more movements/ actions together.</p> <p>Demonstrate safe spatial awareness when carrying out linked movements/ actions.</p> <p>Demonstrate a brief understanding of the link between fast tempo noises and an increase in movement speed.</p> <p>Demonstrate an understanding slow tempo/ slow movement speed.</p> <p>Show a clear starting and finishing position to a dance.</p>	<p>Show a good understanding of fast and slow tempo/ movement speeds.</p> <p>Demonstrate good spatial awareness when carrying out all movements and actions.</p> <p>Create a brief routine (2- 4 movements), aided by notes or visual/ verbal prompts if needed.</p> <p>Always use a clear starting and finishing position.</p> <p>Verbally evaluate both their own and their peers' performances. Giving positive points and ways to improve</p>
	Dancing, acting, pretending, copying, moving, repeating, remembering.	Dance, rhythm, beat, movement.	beat, movement, slow tempo, speed, direction, start, finish	Express, evaluate,, fast/slow tempo, linking, performance, routine, paired work, sequence, start, finish, position.

Games	Enjoy starting to kick, throw and catch balls.	Move freely using suitable spaces and speed.	Throw a ball underarm and use a chest pass.	Understand the difference between throws - over arm, under arm, chest and bounce passes and what each might be used for.
	Start taking part in some group activities working in teams.	Know equipment needs to be used safely.	Move into a given space to receive a ball.	
	Considers wider opportunities for movement, e.g. running down a slope.	Demonstrate increasing control over a variety of objects.	Pass a ball to a partner using their hands and feet.	Seek space, call the name of the person in possession of a ball and maintain eye contact with the ball as it approaches.
	Use opportunities for wider travel, e.g. running around the outside area, gliding on a balance bike.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Hit a ball with a tennis style bat or racket into a large space.	To hit and receive a ball working with a partner to create a rally.
	Begin to understand and demonstrate scooter/bike handling and safety	Demonstrate good control and coordination in small and large movements.	Begin to change direction when moving/ jogging.	To hit a ball over a net into a space.
	Continue to develop basic ball handling skills.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Stop a ball with their feet before passing it.	Can demonstrate good control when stopping a ball using their feet and dribbling or passing to a team member.
		Understand that they have to show good sportsmanship, turn taking and celebrate others' successes.	Begin to shoot/ aim at a target	To mark opposing team players to make it harder for them to receive a pass/ball and begin to intercept.
		Participate in sports day.	Move into a given space within a game.	
			Begin to understand where to stand to make a game more difficult for an opponent. (defending)	Can shoot with increasing accuracy at a target.
				Aim to always pass to a person who is in space. (attacking)

			Continue to understand that they have to show good sportsmanship, turn taking and celebrate others' successes.	<p>Can change direction when running at speed.</p> <p>Begin to increase the accuracy of a pass whether it's using their hands or feet when both stationary and on the move.</p> <p>Participate individually and as a team. Begin to evaluate their own and others' performances. What went well, what could be improved?</p> <p>Move confidently and creatively with control and coordination in large and small movements</p> <p>Continue to understand emotions linked to sport/ games and how to process them.</p> <p>Continue to make links between physical activity and being healthy.</p>
	Walking, running, jumping, climbing, hopping, skipping, crawling, throwing, catching, kicking, pushing, moving.	Kick, goal, score, pass, dribble Racket, hit, aim, catch, run.	Speed, underarm throw, space, warm up, direction, balance, still, aim, target, travel, direction, defend	Attack, defend, Underarm, overarm, target, accuracy, technique, balance, intercept, equipment, circuit, advantage, co-ordination.

Athletics	<p>Begin to jog/run in a straight line.</p> <p>Start taking part in activities individually and as a team.</p> <p>Enjoy running, skipping and hopping.</p> <p>Moving freely and beginning to explore their surroundings.</p> <p>Considers wider opportunities for movement, e.g. running down a slope</p> <p>Uses opportunities for wider travel, e.g. running around the outside area, gliding on a balance bike</p>	<p>Begin to practise changing running speeds.</p> <p>Can run in a straight line to an end point/ finish line</p> <p>Introduce different jumps: taking off from one foot to land on two feet or vice versa.</p> <p>Complete a circuit whilst avoiding obstacles.</p>	<p>Begin to use over arm and underarm to throw towards a target.</p> <p>Can change running speeds with increasing confidence.</p> <p>Can run at speed to an end point/ finish line.</p> <p>Can demonstrate different types of jumps: side to side, both feet together, one foot to the other.</p> <p>Complete a circuit eg running through ladders/ jumping or stepping in hoops.</p>	<p>Introduce hurdles and use within a circuit.</p> <p>Use underarm and over arm throws with accuracy. (reaching a target).</p> <p>Can change direction when running at speed.</p> <p>Begin to make running races more competitive.</p> <p>Introduce standing long jump. Correct technique, arms, feet, taking off and landing etc.</p> <p>Discuss sportsmanship, cheating, winning and losing and the feelings attached to these.</p>
	Race, walk, run, jump	Fast, slow, Hit, catch, run, bat	Speed, direction, space, start line, finish line, jump, team games, obstacles.	Speed, direction, co-ordination, overarm, under arm, start, finish, direction, relay, compete, agility.