

Writtle Infant School: PE Progression Map

EYFS			
Educational Programme	Objectives		What you will see in Early Years
<p><u>Physical Development</u> 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, coordination 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, coordination 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 coordination, 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><u>During the Reception Year children will:</u> Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p><u>Statutory ELG: Physical Development, Gross Motor Skills</u> Children at the expected level of development will:</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. 	<ul style="list-style-type: none"> - Substantial periods of free play timetabled in every day for children to self select a wide variety of fine and gross motor activities, enabling regular physical activity. - Resources provided for children to practise a wide range of movement skills. For example, rope swing, climbing tree, climbing frame, see saw, two and three wheeled bikes, balance bikes, scooters, balls of varying sizes, crates, planks, cricket bats, tennis rackets, bean bags, quoits, hoops, skipping ropes. - Encouraging children to be highly active and out of breath several times a day. - Providing ample indoor space for movement including dancing and group play. - Challenging children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. - Daily mile sessions begin in the second half of the Autumn term at the start of the day with adult support. - Formal PE adult directed sessions begin weekly from January if we assess the cohort to be ready. These are provided in addition to the above activities.

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<p><u>Personal, Social and Emotional Development</u></p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p><u>During the Reception Year children will:</u></p> <p>Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian 	<p><u>Statutory ELG: Managing Self</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of 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, going to the toilet and understanding the importance of healthy food choices. 	<p>We model practices that support good hygiene, such as insisting on washing hands before snack time.</p> <p>We narrate our own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. We help individual children to develop good personal hygiene, acknowledging and praising their efforts.</p> <p>We provide regular reminders about thorough hand washing and toileting. We work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</p>
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<p>Health and Fitness:</p>	<p><u>Children to:</u></p> <ul style="list-style-type: none"> • describe how their body feels when still as well as when exercising • understand that tools and equipment have to be used safely • show understanding for the need of safety when tackling new challenges • show understanding of how to transport and store equipment safely • begin to understand the importance of physical exercise, a healthy diet and talk about ways to keep healthy and safe.
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<p>Evaluate:</p>	<p>Children to begin to:</p> <ul style="list-style-type: none"> ● talk about what they have done. ● talk about what others have done. ● express and respond to feelings, ideas and experiences.
<p>Physical development/gross motor skills:</p>	<p>Children to develop spatial awareness, coordination, agility, balance, core strength by:</p> <ul style="list-style-type: none"> ● experimenting with different ways of moving/travelling. ● jumping off an object and landing appropriately. ● negotiating space successfully when playing racing and chasing games with other children, adjusting speed and changing direction to avoid obstacles. ● travelling with confidence and skill around, under, over and through balancing and climbing equipment. ● showing increasing control over an object in pushing, patting, throwing, catching or kicking it. ● developing positional awareness ● to being encouraged to move around energetically through running games, dance, jumping, hopping, skipping and climbing
<p>Fine motor skills:</p>	<p>Children to:</p> <ul style="list-style-type: none"> ● develop hand/eye coordination through stretching, balancing and simple ball games
<p>Ball skills:</p>	<p>Children to develop striking and hitting skills by:</p> <ul style="list-style-type: none"> ● hitting a ball, plusballs, beanbags with bats of various sizes and weights ● throwing and catching balls, plusballs, beanbags ● rolling equipment in different ways. ● being taught how to throw underarm. ● throwing/kicking an object/ball at a target. ● attempting to catch equipment using two hands ● To kicking and moving around with a large ball
<p>Dance/Movement skills:</p>	<p>Children to develop their movement, feelings, expression and imagination through:</p> <ul style="list-style-type: none"> ● moving energetically and slowly with enjoyment ● joining very simple movements together. ● changing their speed of their actions, when directed through voice or music ● being encouraged to change the style of their movements. ● being given the opportunity to create a short movement phrase which demonstrates their own ideas. ● performance in front of others ● having control of their body when performing a sequence of movements. ● beginning to move rhythmically
<p>Gymnastics skills:</p>	<p>Children to:</p> <ul style="list-style-type: none"> ● show momentary balance on one leg, then the other ● to crawl, roll, slither, shuffle, jump and use their tummies to travel on, over, under, through low level apparatus

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YEAR 1					
Autumn		Spring		Summer	
<p>Skipping/Fitness - using rope correctly</p> <p>Ball Skills- rolling, throwing, catching, spatial awareness</p>	<p>Ball Skills-football, kicking, passing, control</p> <p>Gymnastics- curling, rolling, control of movement</p>	<p>Dance-body awareness and rhythm</p> <p>Sending and receiving- simple passing games</p>	<p>Spacial awareness/tagging/dodging games</p> <p>Gymnastics-travelling on floor mats</p>	<p>Bat and Ball skills-passing games, target practice</p> <p>Dance-simple routines</p>	<p>Athletics: track and field (running, throwing, catching)ready for sports day.</p>

Acquiring and Developing Skills	Evaluating and Improving	Health and Fitness	Games	Gymnastics	Dance
<p>Chn to:</p> <ul style="list-style-type: none"> ● copy modelled actions ● revisit, review & repeat previously taught actions and skills ● move with increase control and care 	<p>Chn to:</p> <ul style="list-style-type: none"> ● talk about what they have done ● describe what they have seen other children do ● begin to think about <u>how</u> and <u>what</u> could be improved 	<p>Chn to:</p> <ul style="list-style-type: none"> ● describe how their body feels <u>before</u>, <u>during</u> and <u>after</u> an activity ● to have an understanding of the importance of warming up and cooling down ● describe how their bodies are working when active 	<p>Chn to:</p> <ul style="list-style-type: none"> ● hold and use a skipping rope correctly ● jump with two feet together over the skipping rope ● roll different sized balls ● throw underarm ● catch with <u>both</u> hands ● move and stop safely ● kick, pass & receive different sized ball ● hit a ball/beanbag with a bat ● aim for a target ● dodge and move with speed ● improve stamina and speed ● jump over obstacles 	<p>Chn to:</p> <ul style="list-style-type: none"> ● make their body tense, relaxed, curled and stretched ● have <u>control</u> of body in movement and in balance ● roll in different ways ● travel in different ways ● balance in variety of ways ● climb /use low level apparatus in different ways 	<p>Chn to:</p> <ul style="list-style-type: none"> ● explore ways to use body ● use body differently, either as a single movement or combined ● show some sense of rhythmic quality and expression ● choose appropriate movements for task ● remember and repeat short dance phrases and sequences ● move with control and spatial awareness ● enjoy the freedom and expression of dance!

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YEAR 2					
Autumn		Spring		Summer	
<p>Skipping/Fitness - improve technique and speed</p> <p>Ball Skills-(football), kicking, passing, target practice, mini games</p>	<p>Ball Skills- throwing, catching, spatial awareness (dodgeball)</p> <p>Gymnastics- low level equipment/floor - include Bonfire dance/movement</p>	<p>Dance-body awareness and rhythm, timing and finesse</p> <p>Sending and receiving- passing games (basketball)</p>	<p>Spacial awareness/tagging/dodging games</p> <p>Gymnastics-small and large equipment</p>	<p>Bat and Ball skills-passing games, target practice (tennis and 3 tees cricket)</p> <p>Dance-simple routines, cheerleading.</p>	<p>Circuits/fitness Athletics (track and field)</p>

Acquiring and Developing Skills	Evaluating and Improving	Health and Fitness	Games	Gymnastics	Dance
<p>Chn to:</p> <ul style="list-style-type: none"> ● copy actions with increased accuracy ● move with better care, control and coordination 	<p>Chn to:</p> <ul style="list-style-type: none"> ● talk about what they have done ● identify and describe what they have seen other children do ● discuss openly <u>how</u> and <u>what</u> could be improved & what's needed for this to be achieved 	<p>Chn to:</p> <ul style="list-style-type: none"> ● describe how their body feels <u>before</u>, <u>during</u> and <u>after</u> an activity and why ● to discuss & understand the importance of warming up and cooling down ● to talk knowledgeably about how their bodies are working when active ● show how to exercise safely ● talk about how to maintain a healthy body and mind & why it's important 	<p>Chn to:</p> <ul style="list-style-type: none"> ● improve upon skipping skills ● try new skipping skills ● throw underarm ● throw overarm (chest and shoulder pass) ● throw with some accuracy ● catch with <u>both</u> hands cupped & brought in to chest ● move & stop safely with control ● kick, pass, bounce & receive a ball with increased control ● think about attacking and defending ● use a bat with some accuracy 	<p>Chn to:</p> <ul style="list-style-type: none"> ● to plan and show a sequence of contrasting movements ● Think of more than one way to plan and create a travelling sequence following a set of 'rules' ● Work on their own and with a partner or small group ● have <u>control</u> of body in movement and in balance ● roll and travel with confidence ● climb/use low level and large apparatus in different ways ● develop agility, strength, coordination 	<p>Chn to:</p> <ul style="list-style-type: none"> ● to perform actions with control and coordination ● choose a routine with different dynamic qualities to create a dance phrase that expresses a mood, idea or feeling ● change rhythm, speed, level and direction ● be imaginative ● show rhythmic quality and expression through dance ● remember & repeat short dance phrases and sequences ● express how dancing affects their mind and

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			<ul style="list-style-type: none">● decide best place to be in a game● take aim● move with speed● improve stamina & speed● stay in a 'zone' during a game● to follow rules● to keep score	and balance	body.
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