



## PE: Progression from Foundation Stage to Year 2

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| Development Matters 2020 | Nursery<br>(Class 1) | <p><u>PSED</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers,</li> <li>• paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul> |
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|                     | Reception<br>(Classes 2-4)    | <p><u>PSED</u></p> <ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- rolling        - running</li> <li>- crawling      - hopping</li> <li>- walking       - skipping</li> <li>- jumping      - climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Know and talk about the different factors that support overall health and wellbeing: regular physical activity</li> </ul> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul> |
| National Curriculum | Key Stage 1<br>(Classes 5-10) | <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Area                            | Year Group       | Content                                                                                                                                                                                                          | Vocabulary                                                                                    |
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| Health and fitness              | Foundation Stage | <ul style="list-style-type: none"> <li>Describes how their body feels before, during and after an activity.</li> </ul>                                                                                           | Warm up, cool down, hot, beating fast                                                         |
|                                 | Year 1           | <ul style="list-style-type: none"> <li>Describes how their body feels before, during and after an activity.</li> <li>Can show how to exercise safely.</li> </ul>                                                 | Warm up, cool down, hot, beating fast, pumping blood                                          |
|                                 | Year 2           | <ul style="list-style-type: none"> <li>Describe how their bodies feel during different activities.</li> <li>Can show how to exercise safely.</li> <li>Explain what their bodies need to stay healthy.</li> </ul> | Warm up, cool down, hot, beating faster, pumping blood around the body, muscles, heart        |
| Acquiring and developing skills | Foundation Stage | <ul style="list-style-type: none"> <li>Can copy actions.</li> <li>Can repeat actions and skills.</li> </ul>                                                                                                      | Copy,                                                                                         |
|                                 | Year 1           | <ul style="list-style-type: none"> <li>Can move with control and care.</li> <li>Can copy and remember actions.</li> </ul>                                                                                        | Copy, remember                                                                                |
|                                 | Year 2           | <ul style="list-style-type: none"> <li>Can copy and remember actions.</li> <li>Can repeat and explore actions with control and coordination.</li> </ul>                                                          | Improvisation                                                                                 |
| Evaluating and improving        | Foundation Stage | <ul style="list-style-type: none"> <li>Can talk about what they have done.</li> <li>Can describe what others have done.</li> </ul>                                                                               | Good                                                                                          |
|                                 | Year 1           | <ul style="list-style-type: none"> <li>Can describe what others have done.</li> <li>Can say how they can improve.</li> </ul>                                                                                     | Evaluate, improve                                                                             |
|                                 | Year 2           | <ul style="list-style-type: none"> <li>Can talk about the differences of what they have done and what someone else has done.</li> <li>Can say how they can improve.</li> </ul>                                   | Critique, evaluate, improve                                                                   |
| Dance                           | Foundation Stage | <ul style="list-style-type: none"> <li>Can move to music.</li> <li>Can copy dance moves.</li> <li>Can perform some dance moves.</li> <li>Can move around the space safely.</li> </ul>                            | Space, pace, beat, speed, fast, slow, movement, link, sequence, pace, beat, speed, fast, slow |

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|       | Year 1           | <ul style="list-style-type: none"> <li>• Can copy dance moves.</li> <li>• Can make up a short dance.</li> <li>• Can dance imaginatively.</li> <li>• Can change rhythm, speed, level and direction.</li> </ul>                                                                      | Canon, gesture, movement patterns, phrase, sequence, transition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|       | Year 2           | <ul style="list-style-type: none"> <li>• Can change rhythm, speed, level and direction.</li> <li>• Can dance with control and co-ordination.</li> <li>• Can make a sequence by linking sections together.</li> <li>• Can link some movements to show a mood or feeling.</li> </ul> | Rain dance, grass dance, Pow-wow, native American, ninja kicks, forward kicks, back it up, rusty, shoulder rolls, side lunges, step twist. Double kicks, forward hop, hop kicks, spin punch, back hop, side taps. Canon, gesture, movement patterns, phrase, sequence, transition                                                                                                                                                                                                                                                                                                                                                                      |
| Games | Foundation Stage | <ul style="list-style-type: none"> <li>• Can throw underarm.</li> <li>• Can roll a piece of equipment.</li> <li>• Can move and stop safely.</li> <li>• Can catch with both hands.</li> <li>• Can kick in different ways.</li> </ul>                                                | Aim, accuracy, score, technique, palm, opposite, follow through, grip, nearer, further, throw line, into, strength, pace, swing, Bounce, high, low, fingertips, under, force, harder, softer, control, space, awareness Roll towards, roll away, palm of hand, tips of fingers, balance, target, distance, speed walking, change speed, direction look up/ahead, spatial awareness, push, pull, equipment, round the body, partner, looking up, eyes alert, cone/marker, stretch, muscle, tight muscle, pairs, sports position, hands up, wide base, knees bent, follow, Under arm throw, team work, cooperation, parachute, agility, speed, direction |
|       | Year 1           | <ul style="list-style-type: none"> <li>• Can hit a ball with a bat.</li> <li>• Can throw in different ways.</li> <li>• Can use hitting, kicking and/or rolling in a game.</li> <li>• Can follow rules.</li> </ul>                                                                  | Space, Safe Stopping, Awareness, Pathways, Space, Control, Direction, underarm, aiming, opposite foot forward, Sending, Receiving, Bouncing, Scanning, Striking, Kicking, Tracking, Getting in line with the ball                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|       | Year 2           | <ul style="list-style-type: none"> <li>• Can stay in a 'zone' during a game.</li> <li>• Can decide where the best place to be is during a game.</li> <li>• Can use one tactic in a game.</li> <li>• Can follow rules.</li> </ul>                                                   | Awareness, Control, Balance, Pathways, Space, Scanning, Gateways, Dribbling, Rolling, Sending, Receiving, Space Tracking – getting in line with the ball, Throwing, Catching, Kicking, Sending & Receiving, Aiming, Underarm throwing, Overarm throwing, Striking, Fielding                                                                                                                                                                                                                                                                                                                                                                            |

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| Gymnastics | Foundation Stage | <ul style="list-style-type: none"> <li>• Can make body tense, relax, curl and stretch.</li> <li>• Copy sequences and repeat them.</li> <li>• Can roll in different ways.</li> <li>• Can travel in different ways.</li> <li>• Can balance in different ways.</li> </ul>                                                                               | Walk, Jog, Skip, Gallop, Side step, Jump, Mobility, Stretch, Tall, Long, Narrow, Straight, Small, Tuck, Squat, Curl, Wide, Star , Back, Tummy, Bottom, Knees, Feet, Shoulders, Hands Travel, Hop, Crawl, Creep, Slide, Balance, Still, Held, Forwards, Backwards, Sideways, High-knees, Tip-toes, Giant stride, Roll, Rock, Log roll, Pencil roll, Curl, Smooth, Round, Egg roll, Take off, Flight, Landing, Absorb, Soften, Combination                                                                                                                                                                                                                                                                                         |
|            | Year 1           | <ul style="list-style-type: none"> <li>• Can stretch and curl in different ways.</li> <li>• Can make body tense, relax, curl and stretch.</li> <li>• Can control their body when travelling and balancing.</li> <li>• Can climb safely.</li> </ul>                                                                                                   | Walk, Jog, Skip, Gallop, Side step, Jump, Mobility, Stretch, Tall, Long, Narrow, Straight, Small, Tuck, Squat, Curl, Wide, Star , Back, Tummy, Bottom, Knees, Feet, Shoulders, Hands, Muscles, Tight, Tension, Linking, Repeat, Demonstrate, Observe, Evaluate, travel, level, directions, forward, backwards, over, around, high, medium, low, high-knees, tiptoes, giant strides, Roll, Rock, Log roll, Pencil roll, Egg roll, Teddy bear roll, Curl, Smooth, Round, Balance, Still, Held, Patches, Points, Take-off, Flight, Landing, Absorb, Soften, Combination, Rotation, Turn, Half turn, Shapes, Balance, Climb, Hang, Grip, Over grasp, Under grasp, Speeds, Pathway, Still, Held, Patches, Points, Sideways, Apparatus |
|            | Year 2           | <ul style="list-style-type: none"> <li>• Plan and show a sequence of movements.</li> <li>• Can use contrast in their sequence.</li> <li>• Movements are controlled.</li> <li>• Can think of more than one way to create a sequence which follows a set of rules.</li> <li>• Can work on their own or with a partner to create a sequence.</li> </ul> | Walk, Jog, Skip, Gallop, Side step, Jump, Mobility, Stretch, Tall, Long, Narrow, Straight, Small, Tuck, Squat, Curl, Wide, Star , Back, Tummy, Bottom, Knees, Feet, Shoulders, Hands, Muscles, Tight, Tension, Linking, Repeat, Demonstrate, Observe, Evaluate, travel, level, directions, forward, backwards, over, around, high, medium, low, high-knees, tiptoes, giant strides, Roll, Rock, Log roll, Pencil roll, Egg roll, Teddy bear roll, Curl, Smooth, Round, Balance, Still, Held, Patches, Points, Jump, Take-off, Flight, Landing, Absorb, Soften, Combination, Rotation, Turn, Half turn, Climb, Hang, Grip, Over grasp, Under grasp                                                                                |