



### EYFS PE Skills Progression Map



Through PE we want our children to become confident who are not afraid of making mistakes and instead embrace these opportunities to extend their skills.

**EYFS Intent:** The characteristics taught through games, gymnastics and dance will allow them to become resilient and mentally strong. They will transfer these skills taught into everyday life. allowing them to be ambitious, courageous and competitive in challenging situations. Each skill learnt will then be practised and revisited throughout the year. This will enable children to develop fundamental moving skills that allow them to be competent and confident to extend their agility, balance and coordination, individually and with others.

Physical Development in the EYFS includes two strands – Moving & handling and Health & Self-care.

| EYFS Stage             | Development Matters   | Implementation/ Context  |
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| <b>F3</b> (Pre-school) | <p><b>16-26 Months</b><br/> <b>PD – Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Walk upstairs holding hand of adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Make connections between their movement and the marks they make.</li> </ul> <p><b>22-36 Months</b><br/> <b>PD - Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul> | <p>Following the PE scheme of work – GetSet4PE, children will take part in a range of different activities developing the following skills</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Moving in sequence – copying others, then creating own.</li> <li>• Responding in movement to words and music – based on songs, rhymes, stories, story maps etc.</li> <li>• Moving with props (scarves, beanbags etc) and contrasting tempos – fast, slow, quickly, slowly, speedily, slow as a snail.</li> <li>• Creating their own movements – using different parts of their bodies.</li> <li>• Exploring opposites (up/down, in/out, under/over etc) and creating simple movement sequences.</li> <li>• Working with a partner exploring character movements from stories and songs.</li> <li>• Ring games with repetitive words and actions.</li> <li>• Developing own actions and words during ring games.</li> </ul> |
| <b>F2</b> (Pre-school) | <p><b>30-50 Months</b><br/> <b>PD Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> </ul> <p><b>30-50 Months</b><br/> <b>EAD – Using and exploring media and materials/Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Beginning to move rhythmically.</li> </ul>                | <p><b>Using large play and Gym equipment</b></p> <ul style="list-style-type: none"> <li>• Exploring moving and making shapes using different body parts</li> <li>• Exploring moving in different directions</li> <li>• Exploring big and small ways of moving and making shapes</li> <li>• Moving in pairs</li> <li>• Creating shapes in pairs</li> <li>• Working in zones</li> <li>• High and low movements on the floor, sequencing movements on the floor</li> <li>• High and low movements on large apparatus/climbing frame, sequencing movements</li> <li>• Under and over movements on the floor, sequencing movements on the floor</li> <li>• Under and over movements on large apparatus/climbing frame, sequencing movements</li> <li>• High and low combined with under and over,</li> <li>• Travelling in different ways and directions on the floor/apparatus/climbing equipment</li> </ul>                               |

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|                         | <ul style="list-style-type: none"> <li>• Imitates movement in response to music.</li> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> </ul>   |   |
| <p><b>Reception</b></p> | <p><b><u>40-60 Months</u></b><br/> <b>PD - Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> </ul> <p><b><u>40-60 Months</u></b><br/> <b>EAD – Using and exploring media and materials/Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul> <p><b><u>ELGs Months</u></b><br/> <b>PD - Moving and handling</b><br/> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.</p> <p><b>EAD – Using and exploring media and materials</b><br/> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>EAD – Being Imaginative</b><br/> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> | <p><b><u>Walking</u></b></p> <ul style="list-style-type: none"> <li>• Exploring walking</li> <li>• Developing walking</li> <li>• Exploring walking along different pathways</li> <li>• Explore marching</li> <li>• Explore different ways of walking:<br/> - Normal, Tip toes, Striding, Fairy footsteps, Backwards, Sideways,</li> </ul> <p><b><u>Running</u></b></p> <ul style="list-style-type: none"> <li>• Exploring running</li> <li>• Exploring running at different speeds</li> <li>• Exploring running in different directions</li> <li>• Running for team games</li> <li>• Running for speed, thinking about acceleration</li> <li>• Exploring running and dodging each other and equipment</li> <li>• Exploring running with a bean bag on your head</li> </ul> <p><b><u>Jumping</u></b></p> <ul style="list-style-type: none"> <li>• Exploring jumping</li> <li>• Developing jumping</li> <li>• Jumping for distance and height</li> <li>• Jumping in a sequence</li> <li>• Jumping using 2 feet and 1 foot</li> <li>• Jumping with legs together and apart</li> <li>• Jumping styles – tuck, scissor, pencil etc</li> <li>• Jumping like an animal – bunny hop, frog leap, kangaroo bounce etc</li> <li>• Combining different jumps</li> </ul> <p><b><u>Ball Skills – hands</u></b></p> <ul style="list-style-type: none"> <li>• Exploring pushing, rolling and bouncing</li> <li>• Exploring bouncing into a space, bouncing to a friend, bouncing against a wall</li> <li>• Exploring bouncing in a controlled manner</li> <li>• Exploring bouncing a ball then shooting a goal in the basketball hoop</li> <li>• Exploring bouncing balls of different sizes</li> <li>• Exploring throwing – under arm, over arm, chest passes</li> <li>• Exploring catching – two hands then one hand, pulling ball into chest</li> <li>• Exploring stopping the ball</li> <li>• Throwing against a wall, or at a target, throwing to a friend, throwing in a ring game.</li> <li>• Extend – different sized and textured balls</li> </ul> <p><b><u>Ball skills – feet</u></b></p> <ul style="list-style-type: none"> <li>• Exploring moving a ball using our feet.</li> <li>• Developing moving with a ball using our feet.</li> <li>• Developing dribbling skills</li> <li>• Developing dribbling skills against an opponent</li> <li>• Dribbling competitions</li> <li>• Kicking the ball at a target</li> <li>• Kicking the ball to a partner with good aim and precision</li> </ul> |

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|   |   | <p><b>Small Apparatus</b></p> <ul style="list-style-type: none"> <li>• <b>Hoops –</b><br/>Rolling hoops<br/>Rolling hoop to a friend<br/>Spinning hoops<br/>Hula-hooping on different parts of our bodies</li> <li>• <b>Bean bags -</b><br/>Balancing bean bag on different parts of our bodies<br/>Throwing bean bags using different throwing techniques<br/>Throwing bean bags at targets<br/>Passing bean bags at different heights and speeds</li> <li>• <b>Quoits –</b><br/>Rolling quoits<br/>Rolling quoits to a friend<br/>Throwing quoits at a target<br/>Throwing and catching quoits on hands and feet</li> <li>• <b>Ribbons –</b><br/>Making different movements and patterns.</li> <li>• <b>Parachute–</b><br/>Using gross motor skills to manipulate parachute</li> </ul> |
| <b><u>The Characteristics of Effective Learning and Teaching</u></b>  |   |  |
| <p style="text-align: center;"><b><u>Playing and exploring</u></b></p> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul> | <p style="text-align: center;"><b><u>Active Learning</u></b></p> <p><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keeping trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> | <p style="text-align: center;"><b><u>Creating and thinking critically</u></b></p> <p><b>Thinking:</b></p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Choosing ways to do things</li> </ul>   |