



**CURRICULUM  
AND SKILLS PROGRESSION**

Subject Area: PE

**EYFS DEVELOPMENT MATTERS**

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 disciplines including dance, gymnastics, sport and swimming.

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.

**EARLY LEARNING GOALS**

*Gross Motor Skills*

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.

**NATIONAL CURRICULUM**

Pupils should be taught about:

- master basic movements, including running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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.

EYFS	YEAR 1	YEAR 2
See detail in curriculum above.	<b>HEALTH &amp; FITNESS</b>	
Additional opportunities for physical activities including:	<input type="checkbox"/> Describe how their body feels before and after exercise. Handle and move equipment correctly and safely. <input type="checkbox"/> Understand the importance of keeping healthy and describe simple ways to do this. <input type="checkbox"/>	
Maypole dancing	<b>GYMNASTICS</b>	
Riding a variety of bikes including focused teaching on balance bikes	<input type="checkbox"/> Perform log, teddy bear and curled side roll (egg roll) in a controlled manner. Perform straight jump, tuck jump, jumping jack, half turn and cat spring with increasing control and land safely. <input type="checkbox"/> Travel in different ways including tip-toe, step, skip, jump, hop, hopscotch, gallop, bunny hop. <input type="checkbox"/> Travel over, around, under and through different objects and equipment. <input type="checkbox"/> Perform standing and kneeling balances using straight, tuck, star, pike and straddle shapes. <input type="checkbox"/> Hold still shapes and simple balances. <input type="checkbox"/> Show contrast in shapes and movements e.g. tall/short, wide/thin, straight/curved. <input type="checkbox"/> Begin to perform some learnt actions and sequences of up to 3 actions, with control and care. <input type="checkbox"/> Watch and describe performances. <input type="checkbox"/> Begin to make suggestions about performance of self and others. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Perform forward roll from a rocking or crouched position in a controlled manner.</li> <li>• Perform straight jump, tuck jump, jumping jack, half turn, cat spring and cat spring to straddle in a controlled manner and land safely.</li> <li>• Travel in different ways including tip-toe, step, skip, jump, hop, hopscotch, gallop, bunny hop, straight jump turn, cat leap.</li> <li>• Perform standing, kneeling, one leg on arm, and large body area balances using straight, tuck, star, pike and straddle shapes.</li> <li>• Hold a rigid balance on different body parts.</li> <li>• Perform balances on and against equipment and with a partner.</li> <li>• Perform skills and sequences of actions with increasing control and care.</li> <li>• Practice and perform sequences of own composition, with beginning, middle and end.</li> <li>• Watch and describe performances, using what they see to improve their own performance</li> <li>• Describe similarities and differences between performance of self and others..</li> </ul>

<b>ATHLETICS</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Vary speed when running.</li> <li><input type="checkbox"/> Jog and sprint in a straight line and over different distances. Change direction while jogging and sprinting.</li> <li><input type="checkbox"/> Run with good posture, balance and control.</li> <li><input type="checkbox"/> Perform different kinds of jumps, including jumping for height or distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Run at different paces, describing how these differ.</li> <li>• Run with a variety of stride lengths.</li> <li>• Maintain speed and control while jogging or sprinting along a curved path.</li> <li>• Perform different kinds of jumps with increasing accuracy and control.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Land correctly and safely when jumping. Thrown underarm and overarm.</li> <li><input type="checkbox"/> Use body and arm position, and hand eye coordination to throw at a target with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Jump for distance from a standing position, with accuracy and control.</li> <li>• Throw different pieces of equipment, in different ways, for accuracy and distance.</li> <li>• Throw with accuracy, at targets at different heights.</li> <li>• Explore techniques for throwing to greater distance.</li> </ul>
<b>DANCE</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy and repeat actions. Vary the speed of actions.</li> <li><input type="checkbox"/> Combine up to 4 simple movements to create a sequence. Use simple choreography devices such as mirroring and unison.</li> <li><input type="checkbox"/> Begin to improvise and create own movements.</li> <li>Create movements in response to music, stories and images. Practise, improve and perform dances.</li> <li><input type="checkbox"/> Watch and describe performances.</li> <li>Begin to say how their performance and that of others could be improved.</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Copy, remember and repeat movements.</li> <li>• Create a short sequence of movements in response to a stimulus (music, stories, idea etc.)</li> <li>• Vary the speed and level of movements.</li> <li>• Use simple choreography devices such as mirroring, unison and canon.</li> <li>• Move in time to music and show greater coordination and timing of movements.</li> <li>• Practise, improve and perform dances.</li> <li>• Watch and describe performances, and use ideas from performances to improve own work.</li> <li>• Act on possible improvements from self and others.</li> </ul>
<b>GAMES</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use ball hitting skills in a game. Throw underarm and overarm. Catch and bounce a ball.</li> <li><input type="checkbox"/> Use rolling skills in a game.</li> <li><input type="checkbox"/> Travel with a ball in different ways and in different directions. Pass a ball to another player using throwing or kicking skills. Travel at different speeds and in different directions.</li> <li><input type="checkbox"/> Begin to be aware of space in a game.</li> <li><input type="checkbox"/> Begin to understand attacking and defending. Use simple attacking and defending skills such as dodging/marketing other players.</li> <li><input type="checkbox"/> Follow simple rules to play a team game.</li> </ul>	<ul style="list-style-type: none"> <li>• Strike or hit a ball with increasing control.</li> <li>• Position body correctly to strike a ball.</li> <li>• Throw different pieces of equipment with control and appropriate arm movement.</li> <li>• Throw for distance and accuracy.</li> <li>• Bounce and kick a ball while travelling.</li> <li>• Use kicking and dribbling skills in a game.</li> <li>• Change direction and speed while travelling.</li> <li>• Begin to choose and use space effectively in a game. <ul style="list-style-type: none"> <li>• Expand understanding of attacking and defending by learning additional techniques and use some of them successfully in a game.</li> </ul> </li> <li>• Understand and explain the importance of rules in team games.</li> <li>• Follow game rules appropriately and with 'good sportsmanship'.</li> </ul>

### **EARLY YEARS FOUNDATION STAGE**

In EYFS, teaching and learning is flexible and develops in response to the interests of the children. The learning evolves organically in each class so long term planning provides a starting point rather than specific details about the learning activities that will take place.

	<b>NEW SKILLS</b>
Autumn 1	Outdoor: First PE Indoor: Superhero dance
Autumn 2	Outdoor: Fitness and Fundamentals Indoor: Gymnastics
Spring 1	Outdoor: Football Indoor: Fairy Tale Adventures FMS
Spring 2	Outdoor: Multiskills Indoor: Gymnastics

Summer 1	Outdoor: Athletics Indoor: Jungle Dance
Summer 2	Outdoor: Outdoor Adventures Indoor: Tennis

**YEAR 1**

	<b>LEARNING</b>
Autumn 1	Outdoor: Football Indoor: Dance
Autumn 2	Outdoor: Multiskills Indoor: Gymnastics
Spring 1	Outdoor: Outdoor Adventures Indoor: Fitness
Spring 2	Outdoor: Ball games (invasion) Indoor: Dodgeball
Summer 1	Outdoor: Athletics Indoor: Yoga
Summer 2	Outdoor: Tennis Indoor: Dance

**YEAR 2**

	<b>LEARNING</b>
Autumn 1	Outdoor: Tennis Indoor: Gymnastics
Autumn 2	Outdoor: Football Indoor: Dance
Spring 1	Outdoor: Rugby Indoor: Multiskills
Spring 2	Outdoor: Outdoor Adventures Indoor: Gymnastics
Summer 1	Outdoor: Athletics Indoor: Ball games (invasion)
Summer 2	Outdoor: Kwik Cricket Indoor: Yoga

## ENRICHMENT OPPORTUNITIES

<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
Monster Kickabout (Football event) Outdoor Day Sports Day Wellbeing week activities	Monster Kickabout (Football event) Outdoor Day Sports Day Wellbeing week activities Multi skills festival	Monster Kickabout (Football event) Outdoor Day Sports Day Wellbeing week activities

### WELLBEING



At the heart of Thames Ditton Infant School community, we provide a nurturing environment where we prioritise emotional growth and wellbeing for every child, staff member and parent. Through fostering empathy, resilience and positive relationships, we empower individuals to flourish academically, socially and emotionally, ensuring a holistic wellbeing for all.

Embedding wellbeing in Physical Education involves linking physical activity with mental wellbeing, helping students understand that good health is closely connected to overall wellbeing. It also includes creating opportunities for collaborative learning and teamwork to foster good sportsmanship and mutual respect. Additionally, promoting a positive mind set about exercise encourages students to develop lifelong healthy habits and view physical activity as a key component of their personal wellbeing.

<b>SPIRITUAL</b>	<b>MORAL</b>	<b>SOCIAL</b>	<b>CULTURAL</b>
Displaying emotions in pupil choreographed dances.  Evaluating and reflecting on practical performances.  Showing appreciation and respect for the performances of others.	Promoting fair play and teamwork.  Encouraging others, participating fairly and demonstrating good sportsmanship.  Respecting equipment, facilities, resources and coaches.	Engaging in extra-curricular clubs and activities.  Fostering cooperation and team work.  Representing the school respectfully in group and team events.  Respecting others through fair play and good sportsmanship.	Learning about appropriately dealing with victory and defeat.  Taking part in whole school Sports Day.  Celebrating successes both in and out of school.  Learning about sports and physical activities from other countries and cultures e.g. Bollywood dancing, Sumo wrestling in Japan.