



PE Progression Steps

EYFS	Developing	Expected Standard	Exceeding	PE Language
Health and Fitness	<ul style="list-style-type: none"> Pupils understand that the body feels different when still and when exercising. 	<ul style="list-style-type: none"> Pupils describe how the body feels when still and when exercising. 	<ul style="list-style-type: none"> Pupils can describe how the body feels before, during and after exercise. 	
Gymnastics	<p>Early Years Outcomes/ELG</p> <ul style="list-style-type: none"> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (EAD - BI 40-60). Experiments with different ways of moving (PD - M&H 40-60). Jumps off an object and lands appropriately (PD - M&H 40-60). Travels with confidence and skill around, under, over and through balancing equipment and climbing equipment (PD - M&H 40-60). Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD ELG) 			
	<ul style="list-style-type: none"> With support, pupils create a short sequence of movements. Pupils roll different ways with developing control - curled side roll (egg roll), log roll (pencil roll). With prompts, pupils travel in different ways - tiptoe, step, jump. With prompts, pupils stretch in different ways. Pupils jump in a range of ways from one space to another - straight jump, tuck jump. Pupils move around and over different objects and equipment. 	<ul style="list-style-type: none"> Pupils create a short sequence of movements. Pupils roll in different ways with control – curled side roll (egg roll), log roll (pencil roll), teddy bear roll Pupils travel in different ways – bunny hops, tiptoe, step, jump, hop. Pupils stretch in different ways. Pupils jump in a range of ways from one space to another with control – straight jump, tuck jump, jumping jack, half turn jump. Pupils move around, under, over, and through different objects and equipment. 	<ul style="list-style-type: none"> Pupils show basic control and coordination when travelling and when still. Pupils travel in different ways – bunny hops, front support wheelbarrow with partner, tiptoe, step, jump, hop, hopscotch, skipping, galloping. Pupils chose and link 'like' actions, e.g. three different jumps. Pupils remember and repeat these actions accurately and consistently. Pupils show a clear start and finish to a movement phrase. Pupils can perform standing and kneeling balances. 	<ul style="list-style-type: none"> curled side roll, log roll, pencil roll, teddy bear roll tiptoe, step, jump, hop, jumping jack, skip, gallop, hopscotch straight jump, tuck jump, half turn jump under, over, through
Dance	<p>Early Years Outcomes/ELG</p> <ul style="list-style-type: none"> 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 (PD -M&H 30-50) Enjoys joining in with dancing and ring games (EAD – M&M 30-50). Beginning to move rhythmically (EAD – M&M 30-50). Imitates movement in response to music (EAD – M&M 30-50). Developing preferences for forms of expression (EAD – BI 30-50). Uses movements to express feelings EAD – BI 30-50). Creates movement in response to music (EAD – BI 30-50). Captures experiences and response with a range of media, such as dance (EAD – BI 30-50). Experiments with different ways of moving (PD - M&H 40-60). Begins to build a repertoire of songs and dances (EAD – M&M 40-60). Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (EAD – BI 40-60). Sings songs, makes music and dance, and experiments with ways of changing them (EAD – M&M ELG). Show good control and coordination in large and small movements. Move confidently in a range of ways, safely negotiating space (PD – M&H ELG). Represent their own ideas, thoughts and feelings through dance (EAD – BI ELG). 			

	<ul style="list-style-type: none"> • Pupils create movement in response to music. • Pupils change the speed of their actions. • With support, pupils change the style of their movements. • With support, pupils copy a short movement phrase. • With guidance, pupils participate in simple games. • With support, pupils talk about some of what they have done. 	<ul style="list-style-type: none"> • Pupils join a range of different movements together. • Pupils change the speed of their actions. • Pupils change the style of their movements. • Pupils create a short movement phrase which demonstrates their own ideas. • Pupils control their bodies when performing a sequence of movements. • Pupils participate in simple games. • Pupils talk about what they have done. • Pupils talk about what others have done. 	<ul style="list-style-type: none"> • Pupils can understand level, speed and direction. • Pupils move expressively and confidently. • Pupils show good body control. • Pupils use space well. • Pupils remember, repeat and link movement phrases. • Pupils create sequences with a clear start and end. • Pupils watch and describe performances. • Pupils begin to say how they could improve. 	<ul style="list-style-type: none"> ▪ New words to describe different types of travelling movement e.g. slither, gallop, shuffle, roll, crawl ▪ Words associated with actions e.g. lead, follow and copy ▪ Different body parts. ▪ Language of negotiation and co-operation e.g. share, wait, before, after. ▪ Different directions e.g. backwards, sideways, forwards. ▪ Words to describe moods and feelings e.g. happy, excited, sad ▪ Words to describe different body actions e.g. stretching, curling, reaching, twisting, turning ▪ Words to describe the nature of movement e.g. strong, gentle, heavy, floppy ▪ Introduce words to describe space e.g. between, through, above ▪ Support children in expressing opinions and introduce language such as: like, dislike, prefer, disagree.
Games	<p>Early Years Outcomes/ELG</p> <ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it (PD – M&H 40-60). • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (PD – M&H 40-60). • Shows good control and co-ordination in large and small movements (PD – M&H ELG). • Move confidently in a range of ways, safely negotiating space (PD – M&H ELG). 			
	<ul style="list-style-type: none"> • Pupils attempt to hit a ball with a bat or racquet. • Pupils roll equipment in different ways. • Pupils throw underarm. • Pupils attempt to catch equipment using two hands, with some degree of success. • Pupils move a ball in different ways, including bouncing and kicking. • Pupils show some awareness of how to move safely around the space and equipment. • Pupils travel in different ways, including sideways. • Pupils play simple chasing games. • Pupils follow simple rules. 	<ul style="list-style-type: none"> • Pupils hit a ball with a bat or racquet. • Pupils roll equipment in different ways. • Pupils throw underarm. • Pupils throw an object at a target. • Pupils catch equipment using two hands. • Pupils move a ball in different ways, including bouncing and kicking. • Pupils use equipment to control a ball. • Pupils kick an object at a target. • Pupils move safely around the space and equipment. • Pupils travel in different ways, including sideways and backwards. • Pupils play a range of chasing games. • Pupils follow simple rules. • Pupils control their bodies when performing a sequence of movements. 	<ul style="list-style-type: none"> • Pupils use hitting skills in a game. • Pupils practise striking, sending and receiving. • Pupils throw underarm and overarm. • Pupils catch and bounce a ball. • Pupils use rolling skills in a game. • Pupils practise accurate throwing and consistent catching. • Pupils travel with a ball in different ways. • Pupils travel with a ball in different directions (side to side, forwards and backwards, with control and fluency) • Pupils pass the ball to another player in a game. • Pupils use kicking skills in a game. • Pupils use different ways of travelling in different directions or pathways. 	<ul style="list-style-type: none"> • strike • catch • bounce • kick • forwards • backwards • sideways • control • team

	<ul style="list-style-type: none"> • Pupils demonstrate some control of their bodies when performing a sequence of movements. • With support, pupils participate in simple games. • Pupils talk about what they have done. 	<ul style="list-style-type: none"> • Pupils participate in simple games. • Pupils talk about what they have done. • Pupils talk about what others have done. 	<ul style="list-style-type: none"> • Pupils run at different speeds. • Pupils begin to use space in a game. • Pupils begin to use the terms attacking and defending. • Pupils follow simple rules to play games, including team games. • Pupils perform using a range of actions and body parts with some coordination. • Pupils begin to engage in competitive activities and team games. • Pupils watch and describe performances. • Pupils begin to say how they could improve. 	
Athletics	<p>Early Years Outcomes/ELG</p> <ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it (PD – M&H 40-60). • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (PD – M&H 40-60). • Experiments with different ways of moving (PD – M&H 40-60). • Shows good control and co-ordination in large and small movements (PD – M&H ELG). • They move confidently in a range of ways, safely negotiating space (PD – M&H ELG). 			
Athletics - Running	<ul style="list-style-type: none"> • Pupils run in different ways for a variety of purposes. 	<ul style="list-style-type: none"> • Pupils run in different ways for a variety of purposes. 	<ul style="list-style-type: none"> • Pupils look up whilst running. • Pupils run at different speeds. • Pupils change direction whilst running. 	<ul style="list-style-type: none"> • Walk • Run • Jog
Athletics – Jumping	<ul style="list-style-type: none"> • With prompts, pupils jump in a range of ways, landing safely. 	<ul style="list-style-type: none"> • Pupils jump in a range of ways, landing safely. 	<ul style="list-style-type: none"> • Pupils demonstrate control in the take off. • Pupils demonstrate control when landing. 	<ul style="list-style-type: none"> • jump, take off, land, hop, skip
Athletics - Throwing	<ul style="list-style-type: none"> • Pupils roll equipment in different ways. • Pupils throw underarm. • Pupils throw an object at a target. • Pupils demonstrate some control of their body when performing a sequence of movements. • Pupils participate in simple games. • Pupils talk about what they have done. 	<ul style="list-style-type: none"> • Pupils roll equipment in different ways. • Pupils throw underarm, with a degree of accuracy. • Pupils throw an object at a target, with a degree of accuracy. • Pupils control their body when performing a sequence of movements. • Pupils participate in simple games. • Pupils talk about what they have done. • Pupils talk about what others have done. 	<ul style="list-style-type: none"> • Pupils use underarm throws accurately. • Pupils use overarm throws accurately. • Pupils choose an appropriate throwing action for the distance. • Pupils observe and comment on others' performance. • Pupils say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> • throw • roll • high • low • aim • target • direction