



The Mead Infant & Nursery School – P.E Subject Progression Tracker

P.E. Subject Progression Tracker

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.

Participate in team games, developing simple tactics for attacking and defending

Perform dances using simple movement patterns.

	Nursery	Reception	Year 1	Year 2
Health & Fitness	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Further develop the independence throughout the school day: • school lunches • dressing and undressing with no support:</p> <p>Further develop the skills they need to manage the school day successfully : • lining up and queuing • mealtimes</p>	<p>To understand how to prepare your body for exercise.</p> <p>To name and describe different parts of the body.</p> <p>To locate bones in the body.</p> <p>To locate muscles in the body.</p> <p>To recognise that our brain controls movement.</p> <p>To know that the heart and lungs are organs.</p> <p>To show how to exercise safely</p>	<p>To show how to exercise safely.</p> <p>To describe how my body feels during different activities.</p> <p>To explain what my body needs to keep healthy.</p> <p>To identify the function of a joint.</p> <p>To locate core muscles.</p> <p>To identify how different exercises affect breathing.</p> <p>To understand what fitness means.</p> <p>To understand how to prepare the body for exercise.</p> <p>To understand what happens to the heart during exercise.</p> <p>To recognise that our bodies are designed to protect us.</p> <p>To identify hoe we can use our senses to protect us.</p> <p>To identify how our bodies change over time.</p> <p>To explain why food is an important part of our lives.</p> <p>To recognise that we need to eat a variety of foods to stay healthy.</p> <p>To identify the different portions of food provide different amounts of energy.</p>
Dance	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p>	<p>Copy, remember and repeat a series of actions</p> <p>Select from a wider range of actions in relation to a stimulus.</p>



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		<p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance..</p> <p>Begin to count to music</p>	<p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>.</p>
Games		<p>Drop and catch with two hands.</p> <p>Move a ball with feet</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Kick larger balls to space</p> <p>Stop a beanbag or large ball sent to them using hands.</p> <p>Attempt to stop a large ball sent to them using feet.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around showing limited awareness of others</p> <p>Make simple decisions in response to a situation</p>	<p>Drop and catch a ball after one bounce on the move</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a medium-sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket</p> <p>Run, stop and change direction with some balance and control</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Dibble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success</p> <p>Show balance when kicking towards a target</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success</p> <p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics</p>
F.M.S	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and beanbags into space.</p>	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target</p> <p>Show some control and balance when travelling at different speeds.</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds</p>



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		<p>Balance whilst stationary and on the move. Change direction at a slow pace. Explore moving different body parts together.</p>	<p>Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.</p>	<p>Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment.</p>
Body Management	<p>Continue to develop their movement and balance.</p> <p><i>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</i></p> <p>Push along on a balance bike</p> <p>Glide along on a balance bike</p> <p>Steer around obstacles on a balance bike Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.</p>	<p>Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility Remember, repeat and link simple actions together.</p>	<p>Perform balances on different body parts with some control and balance Take body weight on different body parts, with and without apparatus. Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique</p>
Fine motor	<p><i>Develop manipulation and control.</i></p> <p><i>Explore different materials and tools.</i></p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>		



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	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>		
SET	EYFS		Year One and Two	
Social	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>		<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges</p>	
Emotional	<p>Try again if they do not succeed.</p> <p>Practise skills independently</p> <p>Confident to try new tasks and challenges.</p>		<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others</p>	
Thinking	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping</p> <p>Begin to provide simple feedback saying what they liked or thought was good</p>		<p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	



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	about someone else's performance			
	Reference <u>Early Years EYFS documents</u> <u>Get Set 4 PE Progression Journey</u>			