



The Mead Infant & Nursery School – PE Subject Progression Tracker

Nursery and Reception	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p>Nursery-Physical development is covered through planned activities and continuous provision inside and outside. The curriculum and the indoor and outdoor learning environment is designed to support children in all of the learning objectives below through the support of key workers who know the childrens’ needs and curriculum.</p> <p>Reception- Alongside PE lessons, Physical development is enhanced in Reception through continuous provision inside and outside.</p>
-----------------------	---

Reception	Dance x1	Fundamentals x2 Including: Introduction to PE (EYFS)	Ball skills x1 Games x2	Gymnastics x1	
KS1	Dance	Fundamentals, Fitness, Athletics	Games including: Ball skills Invasion Games Striking and fielding Target games Sending and Receiving Net & wall	Gymnastics	Team Building

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Introduction to PE unit 2 Fundamentals unit 1	Fundamentals unit 2 Games unit 1	Dance Unit 1	Gymnastics unit 2	Games unit 2	Ball skills unit 1
Year 1	Fitness	Fundamentals Team building	Dance Ball skills	Gymnastics Sending & receiving	Striking & fielding Athletics	Invasion Games Target Games
Year 2	Fitness Team building	Dance Fundamentals	Gymnastics Ball skills	Sending & receiving Target Games	Striking & fielding Net & wall	Athletics Invasion Games

The Mead Infant & Nursery School – PE Subject Progression Tracker

PE Subject Progression Tracker				
	Nursery	Reception	Year 1	Year 2
Dance	<ul style="list-style-type: none"> To negotiate space safely. To listen and follow instructions with support Move to music to express feelings and thoughts Moves rhythmically to music and sounds Explore own basic body actions and rhythms with support Start to copy other's simple body actions and rhythms with support. To start to explore putting actions together to create short sequences. To use large-muscle movements to wave flags and ribbons. Increasingly with support to be able to copy and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions. 	<ul style="list-style-type: none"> To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using, actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy, repeat, create and perform actions that represent the theme. To explore speeds and actions. To use expression and create actions that relate to the story. To use a pathway when travelling with partner. To create my own actions for an animal. 	<ul style="list-style-type: none"> To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed. To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group.

The Mead Infant & Nursery School – PE Subject Progression Tracker

Fundamentals, fitness and athletics	Fundamentals <ul style="list-style-type: none"> Negotiate space safely Follow visual and spoken cues to start and stop safely Start to take turns with support Walk, run, jump and climb with awareness of others and space around them. Independently climb the stairs Continue to develop their movement, balancing, running, riding (scooters, trikes and bikes) Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Push along on a balance bike Glide along on a balance bike. Steer around obstacles on a balance bike Go up steps and stairs, or climb up apparatus, using alternate feet. Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. 	Fundamentals <ul style="list-style-type: none"> To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel. To explore different ways to travel using equipment. Introduction to P.E <ul style="list-style-type: none"> To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner. Objectives supported by continuous provision: <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling • crawling • walking jumping • running • hopping 	Fundamentals <ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope. 	Fundamentals <ul style="list-style-type: none"> To explore how the body moves when running at different speeds. To develop changing direction and dodging. To develop balance, stability and landing safely. To explore and develop jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope.
			Fitness <ul style="list-style-type: none"> To develop knowledge of how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise. 	Fitness <ul style="list-style-type: none"> To learn how to run for a long time. To develop jumping in a long rope using timing. To develop co-ordination in individual skipping. To develop stamina and change of direction. To explore exercises to develop strength. To develop agility, balance and co-ordination.



The Mead Infant & Nursery School – PE Subject Progression Tracker

		<ul style="list-style-type: none"> • skipping • climbing • Develop the overall body strength, co-ordination, balance and agility 	<ul style="list-style-type: none"> • Athletics • To move at different speeds over varying distances. • To develop balance. • To develop changing direction quickly. • To explore hopping, jumping and leaping for distance. • To develop throwing for distance. • To develop throwing for accuracy. 	<ul style="list-style-type: none"> • Athletics • To develop the sprinting action. • To develop jumping for distance. • To develop technique when jumping for height. • To develop throwing for distance. • To develop throwing for accuracy. • To select and apply knowledge and technique in an athletics carousel.
	Ball skills <ul style="list-style-type: none"> • Enjoy exploring how balls move, starting to kick • Explore throwing and catching balls • Explore rolling a large ball in different directions • Explore rolling large balls to a target • Explore throwing a ball into the air 	Ball skills <ul style="list-style-type: none"> • To select and apply knowledge and technique in an athletics carousel. • To develop stopping a rolling ball. To develop accuracy when throwing to a target. • To develop bouncing and catching a ball. • To develop dribbling a ball with your feet. • To develop kicking a ball. 	Ball Skills <ul style="list-style-type: none"> • To develop dribbling a ball with your hands. • To explore accuracy when rolling a ball • To explore throwing with accuracy towards a target. • To explore catching with two hands. • To explore dribbling a ball with your feet. • To explore tracking a ball that is coming towards me 	Ball skills <ul style="list-style-type: none"> • To develop rolling a ball to hit a target. • To stop a rolling ball. • To dribble a ball with your feet. • To develop kicking a ball. • To develop throwing and catching. • To develop dribbling a ball with your hands.
Games	Games <ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. 	Games <ul style="list-style-type: none"> • To work safely and develop running and stopping. • To develop throwing and learn how to keep score. • To play games showing an understanding of the different roles within it. • To follow instructions and move safely when playing tagging games. • To work co-operatively and learn to take turns. 	Sending and Receiving <ul style="list-style-type: none"> • To develop rolling and throwing a ball towards a target. • To develop receiving a rolling ball and tracking skills. • To be able to send and receive a ball with your feet. • To develop throwing and catching skills over a short distance. • To develop throwing and catching over a longer distance. • To apply sending and receiving skills to small games. 	Sending and receiving <ul style="list-style-type: none"> • To roll a ball towards a target. • To track and receive a rolling ball. • To send and receive a ball with your feet. • To develop catching skills. • To develop throwing and catching skills. • To send and receive a ball using a racket.



The Mead Infant & Nursery School – PE Subject Progression Tracker

	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams ; I am beginning to stop and listen I am beginning to negotiate space safely. , I follow instructions with support. , I can explore movement skills. , I am beginning to take turns with others. , I am beginning to explore a range of ball skills. 	<ul style="list-style-type: none"> To work with others to play team games. 	<ul style="list-style-type: none"> Invasion Games To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending. 	<ul style="list-style-type: none"> Invasion Games To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To apply simple tactics for attacking and defending.
			<ul style="list-style-type: none"> Striking and Fielding . To develop underarm throwing and catching. To develop overarm throwing. To develop hitting a ball. To develop collecting a ball. To learn how to get a batter out. To play games and understand how to score points. 	<ul style="list-style-type: none"> Striking and fielding To track a rolling ball and collect it. To develop underarm throwing and catching to field a ball. To develop overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To be able to get a batter out. To understand the rules of the game and use these to play fairly.
			<ul style="list-style-type: none"> Net and wall To defend space using the ready position. To play against an opponent and keep the score. To explore hitting with a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net. 	<ul style="list-style-type: none"> Net and wall To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket.

The Mead Infant & Nursery School – PE Subject Progression Tracker

			<ul style="list-style-type: none"> • Target Games • To develop underarm throwing towards a target. • To develop throwing for accuracy. • To develop underarm and overarm throwing at a target. • To develop throwing for accuracy and distance using underarm and overarm. • To select the correct throw for the target. • To develop throwing for accuracy and distance. 	<ul style="list-style-type: none"> • Target games • To consider how much power to apply when aiming at a target. • To understand how to score using overarm and underarm throwing • To develop striking to a target. • To develop hitting a moving target • To select and apply the appropriate skill to the target game. • To show an improvement in my personal best.
Gymnastics	<ul style="list-style-type: none"> • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. • Travels with confidence and skill around, under, over and through balance and climbing equipment. 	<ul style="list-style-type: none"> • To create short sequences using shapes, balances and travelling actions. • To develop balancing and safely using apparatus. • To develop jumping and landing safely from a height. • To develop rocking and rolling. • To explore travelling around, over and through apparatus. • To create sequences using apparatus. 	<ul style="list-style-type: none"> • To explore travelling movements. • To develop and combine travelling movements. • To develop quality when performing and linking shapes. • To develop stability and control when performing balances. • To develop technique and control when performing shape jumps. • To develop technique in the barrel, straight and forward roll. • To develop rolls and use them in a sequence. • To link gymnastic actions to create a sequence. • To develop quality in gymnastics sequences. 	<ul style="list-style-type: none"> • To perform gymnastics shapes with control and link them together. • To use shapes to create balances. • To link and develop travelling actions and balances using apparatus • To demonstrate different shapes, take off and landing when performing jumps. • To develop and refine rolling and sequence building. • To create a sequence using apparatus.
Team Building			<ul style="list-style-type: none"> • To co-operate with a partner to complete challenges. • To explore and develop working as a team. • To develop talking, listening and sharing skills. • To use speaking and listening skills to lead a partner. 	<ul style="list-style-type: none"> • To follow instructions and work with others. • To co-operate and communicate in a small group to solve challenges. • To create a plan with a group to solve the challenge • To communicate effectively and develop trust.



The Mead Infant & Nursery School – PE Subject Progression Tracker

			<ul style="list-style-type: none"> To plan with a partner and small group to complete challenges. To use talking, listening and sharing skills to complete challenges. 	<ul style="list-style-type: none"> To use teamwork skills to work as a group to solve problems. To work with a group to copy and create a basic map.
SET - social	<ul style="list-style-type: none"> Take turns. Learn to share equipment with others. Share their ideas with others. 		<ul style="list-style-type: none"> Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges. 	
SET - emotional	<ul style="list-style-type: none"> Try again if they do not succeed. Practice skills independently. Confident to try new tasks and challenges 		<ul style="list-style-type: none"> Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussions and perform in front of others. 	
SET - thinking	<ul style="list-style-type: none"> Begin to identify personal success. Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping. Begin to provide simple feedback saying what they liked or thought was good about someone else's performance. 		<ul style="list-style-type: none"> Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. 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. Provide feedback beginning to use key words from the lesson. 	




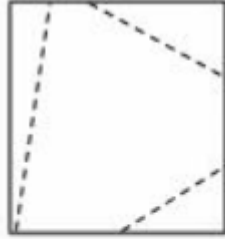
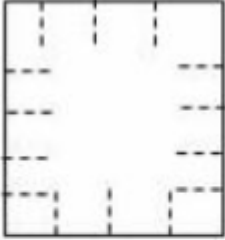


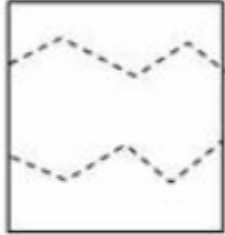

Fine Motor Progression

Nursery	Reception
<ul style="list-style-type: none"> Coordinate movements of both hands, using the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on make and contact with objects. 	<ul style="list-style-type: none"> Demonstrates refined coordination between both hands to carry out more complex tasks with increasing precision Uses large muscle movements with control and rhythm with increased purpose and coordination.





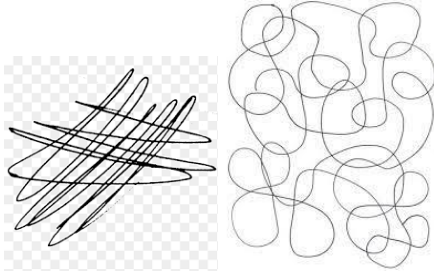


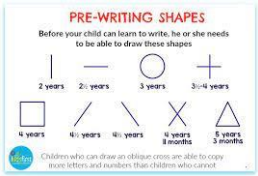
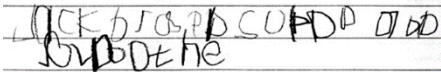
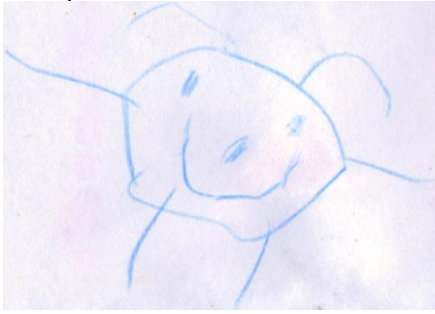
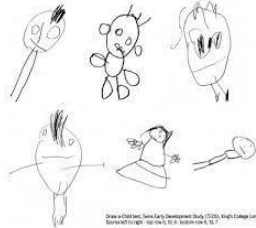
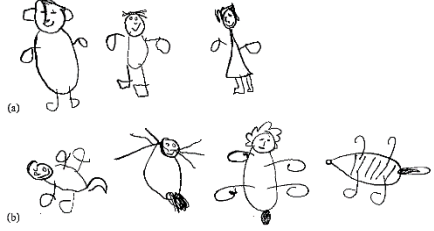
The Mead Infant & Nursery School – PE Subject Progression Tracker

- | | |
|--|---|
| <ul style="list-style-type: none"> • Use large muscle movements to wave flags and streamers • Use hands, fingers and tools to make marks. • Copies or creates lines and circles and zig zags, pivoting from the shoulder and elbow distinguishing between these marks. • Uses simple tools to effect changes to materials, eg scissors • Uses hand and fingers to manipulate objects such as turning pages in a book, clothing and every day objects using hands together. • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. | <ul style="list-style-type: none"> • Refines fine motor movements to make more complex marks, such as drawing wavy lines, squares, triangles, and basic shapes with more accuracy. Begins using controlled movements to create intricate patterns, shapes, and symbols. • Uses tools with greater control, intention and safety • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed • Develop the foundations of a handwriting style which is fast, accurate and efficient. |
|--|---|

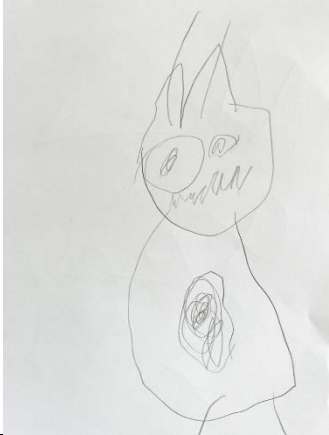






The Mead Infant & Nursery School – PE Subject Progression Tracker

<p>Cutting Progression</p>	 <p>Ripping paper with two hands</p>	 <p>Use snippy scissors first upside down and then after support, correctly with thumb on top.</p>	 <p>Uses two hands to open and close scissors.</p>	 <p>Chops scrap paper into smaller pieces.</p>
 <p>Makes snips into the edges of paper.</p>	 <p>Cuts fairly straight lines across paper.</p>	 <p>Holds scissors using thumb and one finger.</p>	 <p>Cuts angles.</p>	 <p>Cuts curves and circles.</p>

The Mead Infant & Nursery School – PE Subject Progression Tracker

Drawing progression			
<p>Strengthen upper body- crawl, climb, wheelbarrow, race, wash windows, fly kites, Simon says, action songs.</p>  	<p>Messy play- strengthen arms with both hands moving and squeezing.</p>  	<p>Scribbles made with lines, then lines and enclosed spaces.</p> 	<p>Finger isolation activities- finger painting, finger action songs Pincer grip activities- peg boards, geoboards, threading.</p>  
<p>Marks including pre-writing shapes- dots, vertical lines, horizontal lines and circles.</p>  	<p>Oversimplified representation of a person.</p> 	<p>Simple representation of a person with a head, body, arms, and legs showing a range of emotions eg happy/ sad.</p> 	<p>Begin to look closely at objects, animals and people and add key features to their drawing.</p> 
<p>Marks including more complex pre-writing shapes- crosses,</p>	<p>Simple pictures of familiar objects using shapes beginning</p>	<p>More detailed representation of a person.</p>	<p>Selects colours for a purpose and use appropriate patterns when creating observational</p>

The Mead Infant & Nursery School – PE Subject Progression Tracker

<p>zig-zags, rectangles, squares and triangles.</p> 	<p>to choose colours for the purpose.</p> 		<p>drawings of simple objects, animals and people.</p> 
<p>More complex representations of multiple objects. Colours chosen for the purpose.</p> 	<p>Create detailed observational drawings with accurate shapes, colours and patterns.</p> <p>FLOWERS SET</p> 		

The Mead Infant & Nursery School – PE Subject Progression Tracker

