

Purston Infant School – Progression in Physical Education						
Area	Three and Four-Year Olds	Reception	ELG	Area	Year 1	Year 2
Personal, Social and Emotional Development	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Manage their own needs. - Personal hygiene. Know and talk about the different factors that support overall health and wellbeing: - regular physical activity</p>	<p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing.</p> <p>Building Relationships Work and play cooperatively and take turns with others.</p>	Team games	Negotiate space when racing and chasing other children, adjusting speed or changing direction to avoid obstacles.	Pass a ball or bean bag. Tag In a team game, working collaboratively.
Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up	Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength,</p>	Sending and striking	Shows increasing control in pushing, patting, throwing, catching or kicking and stopping a ball.	Stop or catch a bean bag or ball, and hit with a bat or racket.

	<p>apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to</p>	<p>Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility.</p>	<p>balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	Strategy	<p>Accurately shadow a partner's movement.</p>	<p>Use a range of simple tactics to aid attacking/defending.</p>
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	<p>enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p>					
Expressive Arts and Design	Respond to what they have heard, expressing their thoughts and feelings.	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Being Imaginative and Expressive</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	Dance and performance	<p>Create simple movement patterns, showing awareness of rhythm.</p> <p>Perform simple movement or dance work, sometimes with a partner. Identify a simple goal in PE.</p>	<p>Perform movements to express ideas, emotions or feelings and repeat dance phrases.</p> <p>Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings. Identify a simple goal in PE and talk about how they could achieve it.</p>

				Athletics	Run a short distance with some control. Jump with both feet from standing. Throw a ball in a given direction.	Run a short distance with co-ordination and speed. Throw a ball overarm. Jump from one foot, landing on the opposite or both feet.
				Gymnastics	Show control and co-ordination when moving or standing still. Perform basic sequences using space safely and recognising simple technical words (e.g., roll, travel and balance).	Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move.
				Outdoor/ Adventurous	Follow a simple route around the school grounds or a given outdoor space.	Move over, under and through spaces and obstacles outdoors.