



PE Progression at St Michael's Nursery and Infant School

	EYFS	Year 1	Year 2
Fundamental movement skills including games	<ul style="list-style-type: none"> • Run and stop with some control • Explore skipping as a travelling action • Jump with bent knees • Balance while stationary • Change direction at a slow pace • Explore moving different body part. • Run and stop when instructed. • Move around showing limited awareness of others. • Make simple decisions in response to a situation. • Drop and catch with two hands. • Move a ball with feet. • Throw and roll a variety of beanbags and larger balls to space. • Kick larger balls to space. • Stop a beanbag or large ball sent to them using hands • Attempt to stop a large ball sent to them using feet. • Hit a ball with hands 	<ul style="list-style-type: none"> • Attempt to run at different speeds showing an awareness of technique. • Begin to link running and jumping movements with some control. • Jump, leap and hop and choosing which allows them to jump the furthest. • Show some control and balance when travelling at different speeds. • Begin to show balance and co-ordination when changing direction. • Recognise space in relation to others. • Begin to use simple tactics with guidance. • Use co-ordination with and without equipment. • Throw towards a target • Drop and catch a ball after one bounce on the move. • Drop and catch a ball after one bounce on the move. • Throw and roll towards a target with some varying techniques. • Kick towards a stationary target • Kick towards a stationary target • Kick towards a stationary target • Strike a stationary ball using a racket. 	<ul style="list-style-type: none"> • Show balance and coordination when running at different speeds. • Link running and jumping movements with some control and balance. • Show hopping and jumping movements with some balance and control. • Change technique to throw for distance. • Show control and balance when travelling at different speeds • Demonstrates balance and co-ordination when changing direction. • Perform actions with increased control when co-ordinating their body with and without equipment. • Use simple tactics. • Dribble a ball with two hands on the move. • Dibble a ball with some success, stopping it when required. • Throw and roll towards a target using varying techniques with some success. • Show balance when kicking towards a target. • Catch an object passed to them, with and without a bounce. • Move to track a ball and stop it using feet with limited success. • Strike a ball using a racket

Gymnastics/ body management	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Dance	<ul style="list-style-type: none"> • Copy basic body actions and rhythms. • Choose and use travelling actions, shapes and balances. • Travel in different pathways using the space around them. • Begin to use dynamics and expression with guidance. • Begin to count to music. 	<ul style="list-style-type: none"> • Copy, remember and repeat actions. • Use changes of direction, speed and levels with guidance. • Show some sense of dynamic and expressive qualities. • Begin to use counts. 	<ul style="list-style-type: none"> • Copy, remember and repeat a series of actions. • Select from a wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when completing actions with a partner. • Show a character through actions, dynamics and expression. • Use counts with help to stay in time with the music.
Social, Emotional, Thinking Skills	<ul style="list-style-type: none"> • Take turns. • Learn to share equipment with others. • Share their ideas with others. • Try again if they do not succeed. • Practise skills independently • Confident to try new tasks and challenges • 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"> • 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. • 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 discussion and perform in front of others • 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. 	

