

Year EYFS - Progression of Knowledge and Skills PE

Term	Overall Learning Outcomes
AUT 1	Children can: ▪ Dress with help (E.g. puts arms into open-fronted coat or shirt when help up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom) ▪ Confidently travel on their feet in different ways and recognise directions ▪ Change the way they are travelling in a controlled manner ▪ Demonstrate different ways of travelling using small and large body parts ▪ Balance upon small body parts and be able to show a variety of different shapes ▪ Demonstrate wide, thin, tall, and curled body shapes when travelling ▪ Hop, bounce, and skip in different directions (i.e. forwards, backwards and sideways) ▪ Stand momentarily on one foot when shown ▪ Observe the effects of activity on their bodies ▪ Dodge, avoid and find space when running ▪ Jump/leap and land safely under control and combine different movements with ease and fluency

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Term	Children can:
AUT 2	▪ Dress with help (E.g. puts arms into open-fronted coat or shirt when help up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom) ▪ Start to show a preference for a dominant hand ▪ Roll, throw and catch a ball using a variety of different techniques ▪ Follow the flight of the ball and get their hands/body in line with it ▪ Know when an object is at its highest point, and be able to move their hands towards it ▪ Show different methods of sending an object towards a partner ▪ Observe the effects of activity on their bodies ▪ Know what technique is needed depending on the game and/or ball

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Term	
SPR 1	Children can: ▪ Explore and perform basic gymnastic shapes, balances, rolls, and jumps with growing control and confidence. ▪ Link movements together into simple routines with a clear start and finish to show their learning. ▪ Develop body control, balance, and safe use of mats and apparatus during different activities. ▪ Grow confidence in performing and working with others by sharing ideas and practising together.

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Term	Children can:
SPR 2	▪ Hold a tennis racket correctly with one and two hands ▪ Keep control of a ball when on a racket, by balancing and bouncing ▪ Judge the flight/bounce of the ball and meet it with their racket ▪ Make contact/strike a ball that has been thrown towards them ▪ Play a simple forearm pass to a partner ▪ Move towards the ball and be able to play a shot to get the ball back towards their partner ▪ Judge the path of a ball that it is bouncing towards them ▪ Get their body in line with the ball early and stop the travelling ball from going past them ▪ Move their body depending on where the ball is travelling and make contact with the ball

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Term	Children can:
SUM 1	▪ Dress with help (E.g. puts arms into open-fronted coat or shirt when help up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom) ▪ Dribble the ball with their feet, keeping it under control ▪ Dribble a ball with their hands in a stationary position ▪ Use their bodies to protect the ball against the defender ▪ Dodge a defender using a variety of different techniques ▪ Know what technique is needed depending on the game and/or ball ▪ Dodge and avoid players on the opposite teams ▪ Understand basic rules of games and follow them ▪ Observe the effects of activity on their bodies

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Term	Children can:
SUM 2	▪ Run efficiently using the correct technique ▪ Follow set rules for races and be able to put together all their basic movement skills ▪ Safely under control stop and start running/moving ▪ Travel at various speeds and can change the way they are travelling ▪ Move around safely whilst holding various pieces of sporting equipment ▪ Change speed and direction safely and under control ▪ Understand the difference between rolling, bouncing and throwing and develop confidence, competence, precision and accuracy when engaging in activities that involve a ball ▪ Dodge, avoid and find space when running ▪ Jump/leap and land safely under control and combine different movements with ease and fluency ▪ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing ▪ Watch the flight/path of an object and know what equipment can be used for to further develop and refine a range of ball skills including: Throwing, catching, kicking, passing, batting, and aiming