Progression of Skills

Gym

PE- Gym – Updated August 2022	Nursery	Reception	Year One	Year Two
Concepts and Key Questions	Autumn 1-Magical Me – How are we all special and Unique? Individuality, Well- being, Unique Autumn2-Sparkle and Shine. How and why do we celebrate different occasions? Belonging, Belief, Patience Spring1- Long, Long Ago. Why do we tell stories? Patience, Tradition Spring 2- Eager Explorers. Where are we going and how will we get there? Happiness, Resilience Summer 1-0ver the horizon. Why are some changes important? Beauty, Change Summer 2- Up, Up and Away. Who can we be today? Creativity, Dream, Strength	Autumn 1-Magical Me – How are we all special and Unique? Individuality, Well- being, Unique Autumn2-Sparkle and Shine. How and why do we celebrate different occasions? Belonging, Belief, Patience Spring1- Long, Long Ago. Why do we tell stories? Patience, Tradition Spring 2- Eager Explorers. Where are we going and how will we get there? Happiness, Resilience Summer 1-0ver the horizon. Why are some changes important? Beauty, Change Summer 2- Up, Up and Away. Who can we be today? Creativity, Dream, Strength	Autumn – What does it mean to be a part of a community? Community, Individuality, Pride, Caring, Change Spring - Are we all the same? Belonging/Care/Ambition/ Diversity/Change. Summer 1 – Are animals important? Care/Change/Compassion	Autumn - Can one person make a difference? Ambition, Determination, Choice Spring - Who inspires you? Why? Inspiration/Courage/Consequence Summer – Are all children around the world treated equally? Diversity/Fairness/Pride.
Descriptors from EYFS Profile and the National Curriculum	Physical Development Gross Motor Skills ELG Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others; - • Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills ELG		Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to;	

	Children at the expected level of development will: - • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.		♣ 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	
Autumn	Focus on developing children's gross motor skills. General observation for assessment – to highlight children with significantly poor gross motor skills. Planned Activities to include: • Balance Bikes • Large scale climbing equipment • Squiggle time group time. • Scooters	**Baseline** **Introduce equipment – jumps** Walk along a bench and jump off Introducing apparatus 1 Straight jumps Introducing apparatus 2 Straight jump Travelling along a bench **Balancing** Balance on 1 leg Seated balance – knees bent, hands on floor Straight jump and landing	**Flight, jumping, bouncing, landing** Landing a jump, straight jump 2 feet to 2 feet Jump, 1 foot to 2 feet Straight jump, quarter turn jump, half turn jump Tuck jump, star jump Leap, stag leap, cat leap. Link 3 jumps or leaps. **Points and Patches** Balance on 1 foot In front, to side, behind (arabesque) Seated balance with straight legs Shoulder stand Crab Sequence 3 moves	**Flight, jumping, bouncing, landing** Straight jump and landing. 2 feet to 2 feet. Jump 1 foot to 2 feet. Hopscotch on alternate feet Tuck jump, star jump, quarter turn jump, half turn jump. Leap 1 foot to 1 foot – split leap, stag leap, cat leap. Leap 1 foot to 1 foot – split leap, stag leap, cat leap. Sequence 3-5 jumps or leaps. **Balancing** Balance on 1 foot Seated balance, knees bent Seated balance, straight legs Shoulder stand Shoulder stand Crab
Spring	Children to be introduced to a more formal PE session in the school hall. Planned activities to include; • Moving in a range of ways including hopping, skipping,	**Taking weight on hands** On hands and knees Bunny jumps Front support Front support - one hand off floor Rear support	**Weight on hands (wide, narrow, curled) sequences** Front support Front support, jump to squat. Squat jump side to side Rear Support	**Weight on hands** Bunny hops over bench Bunny hops over bench Squat on box Straddle on box Straddle on box Sequence 3 moves

	running and jumping with control • Negotiating space. • Stop and start on demand.	Sequence of 2-3 moves **Rocking and Rolling** **Stretching and Curling** Log roll Rocking forwards and backwards Egg Roll Forward roll Sequence of 2-3 moves	Side support Sequence 3 moves **Rocking and rolling, stretching and curling** Log roll and Egg roll Forward roll Forward roll Forward roll Circle/ teddy bear roll Circle/teddy bear roll	**Rocking and Rolling, stretching and curling** Forward roll Forward roll Circle roll Circle roll Sequence 3-5 moves Sequence 3-5 moves
Summer	Children to use equipment within their PE Sessions. • Balance on beam and benches • Jump and land appropriately • Catch and throw a large ball. End of Nursery Expectations (Movement Matters) Sit up, stand up and balance on various body parts. Demonstrate the control necessary to hold a shape or fixed position Mount stairs, steps or climbing equipment using alternate feet. Show respect for other children's personal space when playing among them Persevere in repeating some	No Gymnastics Taught End of reception expectations (Movement Matters) Demonstrate grasping, releasing, pulling and pushing actions on different pieces of balancing and climbing equipment Move body position as necessary Show some understanding that good practices with regard to exercise, eating,	No Gymnastics Taught End of Year 1 Expectations (Movement Matters) Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required Make up and perform simple movement phrases in response to simple tasks Link and repeat basic gymnastic actions Perform movement phrases with control and accuracy	No Gymnastics Taught. End of Year 2 Expectation Movement Matters Perform a range of actions with control and coordination Repeat accurately sequences of gymnastics actions Move smoothly from a position of stillness to a travelling movement Move smoothly and in a controlled way from one position of stillness to another Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end

	actions/attempts when developing a new skill Collaborate in devising and sharing tasks, including those which involve accepting rules Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene Observe the effects of activity on their own bodies	sleeping and hygiene can contribute to good health Practise some appropriate safety measure without direct supervision Show an understanding of how to transport and store equipment safely Initiate a conversation, negotiate positions, pay attention to, and take account of others' views Extend vocabulary, especially by grouping and naming Sustain interest for a length of time on a pre decided construction or arrangement Match some shapes by recognising some similarity or orientation Show curiosity and observation by talking about shapes, how they are the same or why some are different Find items for positional, directional cues Describe a simple journey Show aware	Manage the space safely, showing good awareness of each other, mats and apparatus Know when their body is active and talk about the difference between tension and relaxation Carry and place appropriate apparatus safely, with guidance Copy a partner's sequence of movement Watch and describe accurately a short sequence of basic gymnastic actions, Describe their own or their partner's sequence accurately commenting on what it Moving Matters Gymnastics Guidance for schools. particularly important to them using appropriate language Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate spatial language and recognising the patterns created Manage the space safely, showing good awareness of each other, mats and apparatus	Adapt a sequence to include apparatus or a partner Say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency Recognise and avoid risks when handling and placing apparatus Choose one aspect of their sequence to improve, and say how to improve it Describe their own or their partner's sequence accurately commenting on what is particularly important to them using appropriate language contains and whether it is performed smoothly and with control Describe their own or their partner's sequence accurately commenting on the shapes, positions, directions and pathways used

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