

Staynor Hall Physical Education Knowledge and Skills Progression Overview – EYFS, KS1, KS2

	Tiny Steps	Es1	Reception
Social	To be able to recognise and watch someone's face as they talk. To be able to listen to, respond and understand to a simple instruction .	To be able to identify and respond to the person who is talking. To be able to take turns to speak when working in pairs/group. To be able to use social phrases with their peers.	Communicate to teachers when they need help Follow behaviour expectations set by the school Work sensibly with other children
Cognitive	To be able to understand frequently used words such as 'all gone', 'no' and 'bye-bye'	Begin to understand basic rules To begin to remember and repeat some activities To understand and respond to a two part question. To ask for help and resources when needed.	Can understand basic rules Remember and repeat some activities
Affective	To feel strong enough to express a range of emotions. To begin to understand how their emotions make them feel.	To be able to retain attention when others are distracting To be able to regulate their feelings so as not to affect others.	Say how they feel when they exercise Express what emotion exercise makes them feel
Physical	To gradually gain control of their movements. To clap and stamp to music. To begin to kick, throw and catch balls. To be able to make movements such as waving, kicking, rolling, crawling and walking. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. To pass things from one hand to another. To gain control of their whole body. To develop manipulation and control by grasping, holding and exploring materials and objects (like clay, finger paint, spoons, brushes, shells).	To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. To further develop their movement (with increasing control), balancing, riding (scooters, trikes and bikes) and ball skills. To be able to use large-muscle movements with control to wave flags and streamers, paint and make marks. To be able to match 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. To be able to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. To be able to combine different movements with ease and fluency. To show preference for a dominant hand.	Start to develop fundamental movements including hopping, jumping, skipping through invasion activities Begin to identify where space is To begin to develop a range of skills using a ball including throwing, catching, kicking and passing. To learn the steps involved in batting a ball. Can experiment with catching and kicking a variety of equipment Play a variety of chasing games To be confident moving in a variety of ways and combine movements. To develop overall control of their bodies to be successful in P.E lessons.. To be confident completing the activities required for sports day.