

EYFS PE Skills and Vocabulary Progression

Reception

Intent – aims and vocabulary

Implementation

Unit - Autumn 1	Unit Outcomes
<p>Body Management Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • Explore balance and managing own body. • Able to stretch, reach and extend in a variety of ways and positions. • Able to control the body and perform specific movements on command 	<p>To be able to</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Travels with confidence around, under, over and through equipment and apparatus • Follow simple instructions, copy and variety of defined shapes and actions • Demonstrate strength, balance and coordination when playing • Demonstrate a range of control over an object such as a ball

EYFS Outcomes	Vocabulary
<p>Early Learning Goals</p> <p>ELG: Physical Development</p> <p>Build balance in preparation for more challenging activities</p> <p>Develop coordination in preparation for participating in a range of activities</p> <p>Develop coordination and begin to apply in a variety of situations</p> <p>Build a base of fundamental movement skills and balance Begin to work with others to extend balance and coordination</p> <p>ELG: Personal, social and emotional development</p> <p>Play co-operatively and take turns</p> <p>Begin to work with others to extend balance and coordination</p> <p>Work and collaborate with others</p>	<p>Climb hold</p> <p>Step carry</p> <p>Feet touch</p> <p>Alternate crawl</p> <p>One foot jump</p> <p>Balance roll</p> <p>Stand</p> <p>Stop</p> <p>Reach</p> <p>stretch</p>

Unit – Autumn 2	Unit Outcomes
<p>Dance Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • To recognise actions can be performed to music • To copy, repeat and perform some basic actions to music 	<p>To know</p> <ul style="list-style-type: none"> • Create a sequence of different actions showing good body control, e.g., aerobics, martial arts • Make their body tense, relaxed, stretched and curled • Show confidence to improvise and act out a scenario • Explain why being resilient when learning something new is important
Vocabulary	
<p>Dance high Twist low Turn fast Rhythm slow Step Music Beat Stretch Feet curl</p>	

Unit – Autumn 1	Unit Outcomes
<p>KS1 Fitness Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • Take part in a variety of different types of exercises to improve fitness. • Explore different workout structures and how they can impact fitness. • Describe what happens to their body during exercise, including their heart rate. 	<p>To be able to</p> <p>Head – Describe the effect exercise has on the body.</p> <p>Hand – Have control of the body during exercise.</p> <p>Heart – Show perseverance to complete activities without stopping.</p>
<p>Vocabulary</p>	
<p>Jumps, heart rate, squats, plank skipping, strength, heart, muscles, balance, control, stamina, improve, coordination, relax, star shape, tuck shape.</p>	

Unit – Autumn 2	Unit Outcomes
<p>Gymnastics Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • Develop confidence in fundamental movements. • Experience jumping, sliding, rolling, moving over and under apparatus. • Develop coordination and gross motor skills. 	<p>To be able to</p> <ul style="list-style-type: none"> • move on their feet in a variety of ways including jumping, skipping, hopping, running and walking • Jumps off an object and lands appropriately and safely • Travels with confidence around, under, over and through equipment and apparatus • Demonstrate strength, balance and coordination when playing • Demonstrate a range of control over an object such as a ball
<p>Vocabulary</p>	
<p>Balance, control, fast, high, jump, link, low, stretch, pattern.</p>	

Unit - Spring 1	Unit Outcomes
<p>Gymnastics Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> • Further develop confidence in fundamental movements. • Learn and refine a variety of shapes, jumps, balances and rolls. • Link simple balance, jump and travel actions. 	<p>To be able to</p> <ul style="list-style-type: none"> • Follow simple instructions, copy and variety of defined shapes and actions • Make their body tense, relaxed, stretched and curled • Can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling

EYFS Outcomes	Vocabulary
<p>Early Learning Goals ELG: Physical Development Individually develop coordination and apply it to a simple movement pattern Use basic movements, including rolls in basic sequences Able to use a range of actions whilst working with others Able to master basic balances on different parts of the body Able to perform a simple sequence that links travel and balance Perform simple movement patterns with a clear start and finish</p>	<p>Pattern, shape, sequence, pattern, movement, timing, pathway, direction.</p>

Unit – Spring 2	Unit Outcomes
<p>Speed Agility Travel Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • Change direction at speed through both choice and instructions. • Perform actions demonstrating changes in speed. • Stop, start, pause, prepare****. 	<p>To be able to</p> <ul style="list-style-type: none"> • Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking • Adjust speed and change direction to avoid obstacles in playing space • Demonstrate strength, balance and coordination when playing • Negotiate space and obstacles safely, with consideration for themselves and others

Unit – Spring 1	Unit Outcomes
<p>Body Management Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> • Explore a variety of rolling, sliding, etc. • Jump using a variety of take-offs/landings; use hands and feet in different combinations. • Participate in a variety of small group cooperative activities. 	<p>To be able to</p> <ul style="list-style-type: none"> • Create a sequence of different actions showing good body control, e.g., aerobics, martial arts • Can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling • Jumps off an object and lands appropriately and safely • Negotiate space and obstacles safely, with consideration for themselves and others
<p>Vocabulary</p>	
<p>Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low.</p>	

Unit – Spring 2	Unit Outcomes
<p>Dance Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> • Count and move to beats of 8. • Work as an individual, partner and part of a group. • Copy and repeat movement patterns. 	<p>To be able to</p> <ul style="list-style-type: none"> • Can move energetically in movements such as running, jumping, dancing and climbing

	<ul style="list-style-type: none"> • Follow simple instructions, copy and variety of defined shapes and actions • Be confident to try new activities and show independence, resilience and perseverance • Show confidence to improvise and act out a scenario
Vocabulary	
Africa, elephants, fast, feet, flow, giraffes, join, link, monkeys, rhythm, step, stretch, teamwork.	

Unit – Summer 1	Unit Outcomes
Cooperate and Solve Problems Unit 1 – 6 lessons <ul style="list-style-type: none"> • Organise and match items, images, colours and symbols. • Work with a partner to listen and share ideas & questions. • Collect, distinguish and differentiate colours and create a shape as a team. 	To be able to <ul style="list-style-type: none"> • Connect with others in different ways • Organise, match various, items, images, colours and symbols • Be confident to try new activities and show independence, resilience and perseverance • Shows a preference for a dominant hand when manipulating objects

Unit – Summer 2	Unit Outcomes
Cooperate and Solve Problems Unit 2 – 6 lessons <ul style="list-style-type: none"> • Copy and repeat various patterns and actions. • Continue to work in teams • Solve more complex tasks. 	To be able to <ul style="list-style-type: none"> • Connect with others in different ways • Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking • Follow simple instructions, copy and variety of defined shapes and actions • Organise, match various, items, images, colours and symbols

Unit – Summer 1	Unit Outcomes
<p>Speed Agility Travel Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> • Participate in a variety of agility-based activities. • Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. • Relate body movements to music and percussion beats. 	<p>To be able to</p> <ul style="list-style-type: none"> • Follow simple instructions, copy and variety of defined shapes and actions • Be confident to try new activities and show independence, resilience and perseverance • Make their body tense, relaxed, stretched and curled
<p>Vocabulary</p>	
<p>Reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, softly, quietly, quickly, powerful, music, beat.</p>	

Unit – Summer 2	Unit Outcomes
<p>KS1 Fitness Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> • Work at maximum effort for short periods. • Use repetition to improve movements. • Identify some benefits of whole-body exercise. • Improve repetitions over time. 	<p>To be able to</p> <p>Head – Describe why water is important when exercising.</p> <p>Hand – Perform some movements at maximum effort.</p> <p>Heart – Discuss why whole-body exercises are good for me.</p> <p>Show balance and control in different yoga poses</p>
<p>Vocabulary</p>	
<p>Tabata, maximum effort, wall sit, crab walks, back support, recall, EMOM, reps, frequency, energy.</p>	