



Early Years Knowledge and Skills Progression

Based on the 'EYFS Framework, 2021' Areas of Learning and 'Development Matters, 2021' non-statutory guidance and the Wirral PE Scheme.

P.E					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fundamentals & Ball Skills Running, Throwing, Catching and Chasing	Dance Balance, agility, coordination	Gymnastics Travelling, balance, agility, coordination	Fundamentals & Ball Skills Running, Throwing Catching and Chasing	Athletics Jumping, Throwing and Catching	Team Games Running, Throwing Catching and Chasing Sending, Receiving and Tactics.
Birth – 3 years		3 and 4 year olds		Reception children	
Physical Development – Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Spin, roll and independently use ropes and swings (for example, tyre swings). Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.		Physical Development – Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing 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. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand.		Physical Development – Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	
Key Vocabulary		Links to Characteristics of Effective Learning			
jump, roll, climb, kick, move, twist, tiptoe, turn, curl, reach, freeze, team, instructions, stretch.		Showing a curiosity about objects, events and people. Finding ways to solve problems. Making links and noticing patterns in their experience. Making predictions. Developing ideas of grouping, sequences cause and effect.			

