



This progression document is built directly from Park Road Academy's EYFS PE curriculum. It shows how pupils move from early physical exploration in Nursery to increasingly controlled, purposeful and independent movement in Reception.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Stability 1 balance, body control and stopping	Yoga copying poses, calm movement and control	Target Games 1 aiming, rolling and simple accuracy	Athletics 1 running, jumping and throwing	Gymnastics - Travelling, Stopping and Making Shapes different ways to travel, stop and shape the body	Gymnastics - Parts High & Parts Low levels, body parts, balance and control
Reception	Locomotion 2 speed, direction and spatial awareness Stability 2 static and dynamic balance	Object Control 1 rolling, throwing, catching and kicking Gymnastics Reception travelling, balances and simple sequences	Dance - Seasons responding to music and movement ideas Fundamental Movement Skills 1 combining core movement skills	Yoga balance, flexibility and controlled movement Invasion Game Skills 1 moving, passing and simple team play	Athletics 1 running, jumping and throwing with control Striking & Fielding Game Skills 1 striking, throwing, catching and retrieving	Target Games 1 accuracy and simple scoring Personal Challenges perseverance, repetition and improvement

Nursery	Reception	End of Reception
Explore and copy Pupils experience a wide range of movements, equipment and simple physical challenges with adult modelling.	Control and combine Pupils develop greater balance, coordination and object control and begin combining skills in games, dance and gymnastics.	Apply with confidence Pupils use core movement skills more independently, follow simple rules and show increasing control, confidence and perseverance.

2. EYFS Progression by Strand

The statements below are school-authored progression points drawn from the units in the final EYFS curriculum. They should be used alongside PE Passport lesson content and ongoing observation.

Strand	Nursery progression	Reception progression	End of Reception - pupils should increasingly be able to...
Locomotion & spatial awareness	Move in different ways; begin to stop safely; negotiate simple spaces and changes of direction.	Vary speed and direction; travel with greater control; avoid others and respond to signals.	move confidently in space, change speed/direction and stop safely.
Stability, balance & gymnastics	Hold simple balances; copy shapes; travel and stop; explore high/low levels and different body parts.	Use static and dynamic balances; transfer weight; travel and link actions into short gymnastics sequences.	balance with control and link 2-4 movements or shapes with a clear start and finish.
Object control & games	Roll and throw towards a target; begin to choose direction and force.	Roll, throw, catch, kick and strike with increasing control; send and receive with a partner; take part in simple games.	use a range of equipment with control and apply simple object-control skills in a game.
Dance, yoga & expressive movement	Copy poses and movements; move slowly and with control; respond to simple movement ideas.	Respond to music/themes; remember and repeat short movement phrases; use yoga positions with greater control.	perform a short movement sequence and use movement to respond to music, an idea or a theme.
Athletics	Experience running, jumping and throwing; explore fast/slow and near/far.	Develop purposeful running, jumping and throwing actions and begin to recognise successful technique.	run, jump and throw with increasing coordination and attempt to improve a previous effort.
Personal development & challenge	Take turns, listen to simple instructions and keep trying with adult encouragement.	Work with others, follow simple rules, manage equipment safely and persevere when a task is challenging.	participate confidently, cooperate with others, follow safety routines and recognise their own improvement.

Assessment and evidence

Observe	Capture	Review
Look for control, confidence, independence, coordination, safe use of space/equipment and willingness to keep trying.	Use brief teacher notes, photographs or short clips where appropriate and record significant progress within PE Passport.	Consider whether pupils can transfer a skill into a new activity, game or challenge rather than only reproducing it in one lesson.

EYFS end point

By the end of Reception, pupils should have a secure foundation of movement, balance and object-control skills; be able to participate safely in simple games and physical challenges; and show the confidence, coordination and perseverance needed for the Year 1 PE curriculum.