



PHYSICAL EDUCATION CURRICULUM

EYFS Progression

Knowledge | Skills | Vocabulary | Nursery to Reception

Purpose of this document

This document sets out how children's movement skills, physical knowledge and vocabulary develop from Nursery to Reception at Park Road Academy. It follows the units and half-term sequence in the supplied PE progression, building physical, cognitive, social and emotional foundations for Year 1 through active play, guided practice and cooperation.

EYFS curriculum position

Physical Development: Gross Motor Skills and Fine Motor Skills

PE is developed primarily through Physical Development, supported by Personal, Social and Emotional Development, Communication and Language, and Expressive Arts and Design. Children practise balance, coordination, movement and object control in taught sessions and daily provision. Fine motor experiences complement whole-body strength, control and independence.

Progression principles

EXPLORE & PLAY	REVISIT & DEEPEN	MODEL & TALK	VALUE INDIVIDUALITY
Children explore movements, space and equipment through active play and purposeful challenges.	Skills recur so control, coordination, confidence and application develop over time.	Adults demonstrate movements and precise language, then support practice and reflection.	Adapt space, tasks, equipment and support so every child participates and makes progress.

Curriculum strands

Travel & Movement	Balance & Stability	Object Control	Dance & Gymnastics	Fine Motor Control	Health, Safety & Cooperation
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Key vocabulary is indicative rather than exhaustive. Adults should revisit familiar words, model movement language in context and encourage children to describe how they move, practise, cooperate and improve.



EYFS PE Curriculum Map

Units, movement opportunities and progression emphasis

How the map should be used

The units and half-term placements follow the supplied PE document. Use them flexibly, extending or revisiting learning as needed. Gross and fine motor development also takes place through daily child-initiated and enhanced provision; it is not restricted to PE lessons.

Nursery

Half term	Theme / unit	Core PE experiences	Progression emphasis	Links to strands
Autumn 1	Stability 1; Dance: Nursery Rhymes	Balance on one leg and while moving slowly; twist, bend and reach. Explore pushes, pulls and simple jumps. Create shapes and actions inspired by nursery rhymes.	Finding space; using arms and eyes to balance; responding to instructions; expressing ideas through movement.	Balance; Dance; Safety
Autumn 2	Locomotion 1; Yoga	Walk, run, hop, jump, slide, dodge and gallop in shared space. Explore simple themed yoga poses and controlled breathing; stop and start on a signal.	Travelling with awareness; exploring different ways to move; holding shapes; taking turns.	Travel; Balance; Cooperation
Spring 1	Fine Motor Skills; Dance: jungle	Pick up, carry and place objects carefully; manipulate, thread and build. Link these tasks with movement games. Create jungle shapes, actions and simple partnered movements.	Hand control; coordinating movement; working carefully; responding to music, pictures and partners.	Fine Motor; Dance; Control
Spring 2	Dance: Circus	Explore circus-inspired shapes, actions and feelings; travel at different levels. Use pictures and ideas to create movement, work with a partner and copy a short sequence.	Changing level and speed; moving safely; sharing ideas; remembering a simple sequence with support.	Dance; Travel; Cooperation
Summer 1	Gymnastics: Parts High and Low; Dance: Toys	Travel, balance, roll and make shapes at different levels. Explore suitable low apparatus, safe landings and linked movements; use toy themes to inspire dance.	Body awareness; changing direction and level; clear starts and finishes; sharing apparatus.	Gymnastics; Balance; Dance
Summer 2	Gymnastics: Travelling, Stopping and Making Shapes; Dance: Seasons	Travel around, under, over and through; stop and balance in curled or stretched shapes. Mirror a partner and link movements; express seasonal ideas through dance.	Controlled stopping; exploring pathways; linking two movements; performing with growing confidence.	Travel; Gymnastics; Dance



Reception PE Curriculum Map

Units, movement opportunities and progression emphasis

Reception progression

Reception builds on Nursery through more controlled movement, linked actions and purposeful use of equipment. Retain the supplied units while adapting specialist sport techniques into accessible introductory activities. Increase challenge in response to individual readiness, confidence and control.

Reception

Half term	Theme / unit	Core PE experiences	Progression emphasis	Links to strands
Autumn 1	Locomotion 2; Yoga	Explore jumps for height and distance, controlled landings and short approaches. Practise the rhythm and coordination needed for rope skipping. Hold and link themed yoga poses.	Linking travel and jumps; coordinating arms and legs; sustained balance; controlled breathing.	Travel; Balance; Safety
Autumn 2	Object Manipulation 1; Fine Motor Skills	Push, move, roll, stop, throw, catch and bounce objects. Adjust direction and force; mirror a partner. Thread, carry, manipulate and build with increasing care and control.	Tracking objects; coordinating hands and eyes; controlling force; practising precise movements.	Object Control; Fine Motor; Cooperation
Spring 1	Fundamental Movement and Skills 1; Net and Wall Games Skills 1	Negotiate obstacles, balance and manipulate equipment. Send and receive large balls, strike with a hand and begin simple partner rallies using suitable spaces and equipment.	Ready positions; moving towards a ball; controlled sending and receiving; following simple rules.	Travel; Balance; Object Control
Spring 2	Stability 2; Striking and Fielding Game Skills 1	Twist, bend and reach while balanced; dodge and change direction. Strike a stationary ball, stop and retrieve it, throw towards a target and communicate in simple games.	Dynamic balance; moving with awareness; coordinating striking and fielding; sharing roles and space.	Balance; Object Control; Cooperation
Summer 1	Athletics; Invasion Games Skills 1	Run in a marked lane, respond to a signal and pass a baton. Practise jumping and throwing; send, receive, bounce, dribble and stop balls in simple partner or group games.	Combining skills; directing effort; controlling objects while moving; finding space and cooperating.	Travel; Object Control; Cooperation
Summer 2	Target Games 1; Dance: Seasons	Roll, throw and kick towards targets, exploring both sides of the body. Adjust force and direction. Create, remember and perform a seasonal movement sequence with a partner.	Purposeful accuracy; choosing how to send; linking movements; reflecting on performance kindly.	Object Control; Dance; Cooperation



EYFS PE Progression at a Glance

Concise progression from Nursery to Reception and readiness for Year 1

Progression focus

This overview draws together the supplied unit skills, knowledge and assessment opportunities. It supports physical, cognitive, social and emotional development. The statements guide teaching and transition; they are not an additional statutory checklist or a requirement to master formal sports techniques in EYFS.

Area	Nursery	Reception	End of Reception / Year 1 readiness	Key vocabulary
Travel & movement	Explores walking, running, hopping, jumping and galloping; finds space and stops on a signal.	Links movements; changes direction and speed; negotiates obstacles and practises skipping rhythms.	Moves confidently in different ways, controls stopping and negotiates space with awareness of others.	walk, run, hop, jump, gallop, skip, direction
Balance & stability	Balances briefly; twists, bends and reaches; uses arms and eyes to help stay steady.	Maintains balance while moving or changing shape; dodges in either direction and lands with control.	Shows balance and coordination in static and moving tasks; adjusts body position to stay controlled.	balance, steady, stretch, bend, twist, land, dodge
Object control	Explores pushing, rolling, throwing, catching and kicking through active play and supported tasks.	Sends, receives, strikes and dribbles with increasing control; adjusts direction and force towards a target.	Controls objects in simple games, tracks a ball and chooses a suitable way to send or receive it.	roll, throw, catch, kick, strike, bounce, target
Dance & gymnastics	Copies shapes and actions; explores levels and pathways; begins to link movements and use apparatus.	Remembers and performs short sequences; uses changes in level and direction and works with a partner.	Combines actions into a short sequence with a clear start and finish; responds to rhythm or a theme.	shape, level, pathway, sequence, rhythm, mirror
Fine motor control	Picks up, carries and places objects; explores threading, building and using simple tools.	Manipulates smaller objects and tools with greater care, coordination and sustained control.	Uses equipment purposefully and carefully; coordinates hands and eyes during practical tasks.	grip, hold, thread, place, carry, control
Health & safe participation	Begins to notice how activity feels; follows stop signals, shares space and handles equipment with help.	Describes simple effects of activity; follows safe routines and moves and stores equipment with support.	Explains simple safety choices, notices changes in breathing or warmth and knows when to seek help.	space, safe, stop, breathe, warm, rest, equipment
Cooperation & improvement	Takes turns with support; joins shared activities and responds to encouragement and modelling.	Follows simple rules, shares roles, encourages others and uses feedback to improve a movement.	Participates fairly, communicates with a partner, perseveres and identifies a small next step.	turn, share, partner, rule, practise, effort, improve

Implementation note: Children develop at different rates. Progress is shown through confidence, coordination, control, independence and cooperation across repeated opportunities. Adapt challenge and revisit earlier experiences where needed.



Using the EYFS Progression Document

Planning, provision, assessment and transition

Planning from the progression

1 CHECK PRIOR EXPERIENCE Identify familiar movements, confidence, physical strengths and individual support needs.	2 MODEL THE NEW STEP Demonstrate a movement with a clear cue, then allow repeated, supported practice.	3 PLAN FOR PROVISION Provide movement routes, balls, balance tasks, dance and fine motor activities each day.
4 ASSESS PROCESS Notice control, decisions, cooperation and improvement across a range of activities.	5 BUILD LANGUAGE Model words for movement, direction, space and effort through demonstration and talk.	6 SUPPORT INDEPENDENCE Adapt space, equipment and tasks; reduce support as confidence and control grow.

What progression should look like in children's learning

KNOW MORE Understands movements and safe routines.	DO MORE Moves with greater control and coordination.	CHOOSE MORE Selects actions for a simple task.	EXPLAIN MORE Describes movements and helpful choices.	IMPROVE MORE Practises and responds to feedback.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can children describe a movement, a safe choice or how to improve?	PROCESS & OUTCOMES Do observations show greater confidence, control and cooperation over time?	PROVISION & TEACHING Are practice, inclusive adaptations and safe routines consistently available?	TRANSITION Are strengths, useful adaptations and next steps shared with the Year 1 teacher?
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End-of-Reception readiness for Year 1 PE

TRAVEL & BALANCE Moves in different ways, changes direction and balances with control.	BALL CONTROL Sends, receives and controls objects in simple activities and games.	DANCE & GYMNASTICS Links shapes and movements and performs a short sequence.
FINE MOTOR CONTROL Handles tools and equipment carefully with developing coordination.	HEALTH & SAFETY Uses space safely and recognises simple effects of physical activity.	COOPERATION & EFFORT Takes turns, follows simple rules, encourages others and practises to improve.

Read alongside the detailed PE units, EYFS planning and whole-school progression. The supplied policy provides two hours of PE weekly, supported by daily active provision. Adapt participation for SEND and individual needs; value every child's progress.