

**TLIS Progression of knowledge and skills in PE  
with key vocabulary (2023 – 2024)**

	2-year-olds	Foundation 1	Foundation 2	Year 1	Year 2
<b>B a l l s k i l l s</b>	Enjoy starting to kick, throw and catch balls.	<p>Continue to develop their movement, balancing, and ball skills.</p> <p>Begin to find effective ways of throwing a ball or object, such as using two hands to grasp and release.</p>	<p>Be able to balance a beanbag on various body parts.</p> <p>Be able to move the beanbag with good control.</p> <p>Be able to throw/roll towards a target.</p> <p>Be able to show an awareness of space.</p> <p>Be able to throw a ball underarm.</p> <p>Be able to bounce a ball.</p> <p>Be able to pass and receive a ball.</p> <p>To become familiar with the names of different types of equipment.</p> <p>To hit or push an object towards a stationary target.</p>	<p>Consolidate passing and receiving.</p> <p>Aim and strike an object towards a set target.</p> <p>Balance a ball on a racket with control.</p> <p>Be able to catch a ball/beanbag with some control.</p> <p>Attempt to strike a ball over and beyond a target.</p> <p>Be able to throw a ball/beanbag with accuracy</p> <p>Throw to a partner with developing accuracy.</p> <p>Throw towards a stationary target.</p>	<p>Travel whilst moving a ball with feet or apparatus.</p> <p>Kick accurately towards a target</p> <p>Accurately pass and receive a range of balls.</p> <p>Dribble around various cones and objects.</p> <p>Kick the ball confidently with the inside of the foot.</p> <p>Pass and receive a ball using different parts of the body.</p> <p>Aim, strike &amp; follow through towards a target.</p> <p>Be able to hit a ball or object towards a partner.</p> <p>Attempt a 'forearm' or 'bump' pass (Volleyball).</p> <p>Throw a range of different throwing implements.</p>

<b>B al l sk ill s v o c a b</b>	Ball Throw Kick	Ball Catch Throw Push Roll	Balance Space Run Walk Ball Beanbag Cone Throw	Space Pass Receive Underarm Strike Target Speed Control	Space Pass Receive Strike Target Speed Control Dribble Power Aim
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<b>G a m e s k i l l s</b>	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Can walk considerable distance with purpose, stopping, starting and changing direction.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Be able to take turns with a partner.</p> <p>Develop fundamental movement skills.</p> <p>Work within a small group.</p> <p>Participate in cooperative and competitive physical activities.</p> <p>Develop simple tactics.</p> <p>Run safely.</p> <p>Jump over different sized obstacles.</p> <p>Catch a ball or beanbag with growing confidence.</p> <p>Run around &amp; over objects, demonstrating control &amp; balance.</p> <p>Recognise key body parts.</p> <p>Show control and balance in basic movement.</p> <p>Begin to show spatial awareness during running &amp; chasing games.</p>	<p>Be able to work independently.</p> <p>To work collaboratively within a partner/ group.</p> <p>Develop thinking, decision making and creativity.</p> <p>Begin to use space in games.</p> <p>To listen, observe, describe and copy/mirror what others are doing.</p> <p>To use a range of small equipment.</p> <p>Develop more complex fundamental movement skills.</p> <p>Move fluently, changing direction &amp; speed easily.</p> <p>Use different movements, speeds &amp; pathways.</p> <p>Consolidate appropriate running technique.</p> <p>Jump with control &amp; balance on landing.</p> <p>Jump whilst travelling.</p> <p>Know what the term 'healthy eating' means.</p>	<p>To continually develop fundamental skills.</p> <p>To take part in competitive activities.</p> <p>To begin to work as a team or in a small group.</p> <p>To further develop thinking and creativity.</p> <p>To create different rules for games.</p> <p>Develop knowledge of stronger and weaker sides of the body</p> <p>Further develop their use of space.</p> <p>Run in a coordinated &amp; fluent way over obstacles.</p> <p>Develop awareness of distance, weight and height.</p> <p>Attempt to create a group game using small equipment.</p> <p>Develop agility and co-ordination.</p>
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<b>G a m e s V o c a b</b>	Space	Skip Hop Crawl Walk Run	Target Space Run Walk Jog Partner	Space Control Balance Travel Mirror	Compete Rules Strong Weak Space Teamwork Distance
<b>D a n c e s k i l l s</b>	Show interest in moving to the sound of music and begin to imitate patterns of actions from others.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Be able to demonstrate two-dimensional shapes. Be able to move with a range of dynamics. Be able to move in the space using forwards, backwards and sideways actions. Be able Develop relationships – away, towards and around partner. Be able to demonstrate a range of shapes. Be able to demonstrate different movements and actions to represent animals or characters.	Be able to demonstrate large and expansive shapes. Be able to demonstrate swinging actions with the arms. Be able to demonstrate heavy and strong dynamics. Be able to perform in slow motion. Develop relationships (canon/counterbalances) Be able to demonstrate climbing actions. Be able to move with angry dynamics. Be able to move to the beat of the music.	Be able to demonstrate star and arch shapes. Be able to demonstrate happy and energetic dynamics. Be able to use the space to create different formations. Develop relationships – folk dance moves with a partner. Be able to create shapes to represent a dangerous animal. Be able to move demonstrating various dynamics, such as fierce, angry, annoyed, scared. Develop relationships – action and reaction.

<b>D</b>	Body	Body	Shape	Large / small	Star
<b>a</b>	Music	Music	Action	Heavy / strong	Arch
<b>n</b>	Move	Movement	Movement	Action	Action
<b>c</b>			Big shape	Beat	Reaction
<b>e</b>			Small shape	Counterbalance	Space
<b>v</b>			Forwards	Canon	Shapes
<b>o</b>			Backwards		
<b>c</b>					
<b>a</b>					
<b>b</b>					

<b>G y m sk ill s</b>	Spin and roll Walk, run, jump and climb – and start to use the stairs independently.	Match their developing physical skills to tasks in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width Go up steps and stairs, or climb up apparatus. Jump up into the air with both feet leaving the floor and can jump forward a small distance.	Know how to use a variety of equipment & resources. Make my body tense, relaxed, and stretched. Balance on one foot. Understand how to listen to & follow instructions. Hold my body still on different bases. Begin to travel in different ways.	Show an awareness of personal and general space. To discuss and move with some confidence, imagination and safety. To travel using 'caterpillar', 'monkey' & 'crab' walk. To explore some different rolls. To explore gymnastic actions and still shapes. To watch, copy and describe what they and others have done. To create some wide & narrow shapes. To take off, jump & land with control.	Travel, showing change of speed and direction. Develop body awareness and body control through varying body balances. To perform 'Teddy bear' & 'Pencil' rolls. To adopt the positions 'happy cat' & 'angry cat'. To consolidate the positions front, back & side support. Create, remember and perform simple movement sequences. To control my body whilst balancing & travelling. To turn whilst jumping. To climb safely.
<b>G y m v o c a b</b>	Walk Run Jump	Step Climb Crawl	Equipment: bench, mat Balance Travel	Tense Space Travel Roll Wide Narrow Jump Control	Direction Climb Weight Control Sequence Support Position

## **PHYSICAL EDUCATION IN THE EARLY YEARS**

\*Foundation stage skills based on *Development Matters (2020)* and *Birth to 5 Matters (2021)*.

The focus in Early Years is on Physical Development (PD), divided in the framework into Fine and Gross motor development.

PD is taught mainly through continuous and enhanced provision in Foundation 1. In Reception (Foundation stage 2), children begin receiving specific PE teaching sessions following the Long Term Plan, which teaches specific skills through units of work to build on the PD skills they have been developing through the provision.