



TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.



Reception PE Teaching and Progression

This document expands the Reception foundations in the whole-school PE progression grid. It follows the school's Complete PE units through the year, with teacher-led learning and continuous provision that children can revisit and extend. Teachers adapt activities to children's interests, starting points and development..

Key Knowledge	Key Skills
Movement changes direction, level and speed. Controlled landings help balance.	Walk, march, jump and hop along pathways with controlled landings.
Aiming, power and control affect how hands, feet and equipment move objects.	Send, stop, catch and dribble; push or hit and balance objects on equipment.
Shapes and movements can be high or low. Stillness and control make shapes clear.	Hold shapes; travel over, under and through suitable apparatus with control.
Actions express characters and feelings. Beat, rhythm and tempo organise movement.	Link expressive dinosaur and rhyme actions; move to music with a partner.
Rules, turns and shared ideas help games work; players have different roles.	Create partner games; share roles, attack, defend and help keep score.
Exercise changes heartbeat, breathing and feelings; warm-ups prepare us.	Join warm-ups, move energetically and describe body changes and feelings.

Unit	Birth to 5 Matters links	Key PE teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Autumn 1 Locomotion: Walking 1	Range 5 — Moving and handling Adjusts speed or direction with awareness of nearby obstacles. Range 6 — Moving and handling Chooses different ways to travel, changing body position, pace and direction safely.	Explore body parts, direction, level and speed when walking. Follow different pathways and develop marching. Apply walking in games, choosing space and changing direction to avoid a defender. Know that a pathway shows where to travel and that open space helps us move without bumping into others. Vocabulary: defender; change of direction; space; speed; walking; marching; tag.	Teacher-led sequence: explore walking → develop walking → different pathways → marching → apply walking. Children's choices: select a marked pathway or movement speed; repeat a route and explain a choice. Revisit walking and marching outdoors. Adult focus: demonstrate boundaries and agreed tagging; encourage fairness, empathy, curiosity and confidence.	Move from exploratory walking towards purposeful changes of direction and movement into space. Notice why a clear pathway or open space is helpful. ELG — Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.
Autumn 1 Locomotion: Jumping 1	Range 5 — Moving and handling Uses increasingly demanding balancing and jumping experiences to develop awareness of the body and its limits. Range 6 — Moving and handling Uses the whole body to stabilise a landing after a jump.	Explore jumps in different directions and at different speeds and levels. Develop jumping for height and distance, then explore hopping. Use the head, arms and feet together and practise controlled two-foot landings with bent knees. Know that height describes how high a jump goes and distance describes how far it travels. Vocabulary: jumping; distance; height; speed; hopping; landing.	Teacher-led sequence: explore jumping → develop and apply jumping → jumping for distance → jumping for height → hopping. Children's choices: choose a safe jumping direction, height or distance; repeat a jump and notice the landing. Revisit through outdoor movement play. Adult focus: model safe space and controlled landings; encourage curiosity, courage, self-belief and persistence.	Move from experimenting with jumps towards purposeful take-off and more balanced landings. Use a demonstration or simple feedback to try again with greater control. ELG — Gross Motor Skills Demonstrate strength, balance and coordination when playing.

Unit	Birth to 5 Matters links	Key PE teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Autumn 2 Ball Skills: Hands 1	Range 5 — Moving and handling Maintains attention and effort when learning an unfamiliar physical skill, and develops coordinated use of both hands with objects. Range 6 — Moving and handling Controls an object more deliberately when pushing or patting it.	Use the hands to move a ball while keeping control. Explore pushing, rolling and bouncing with a partner; combine pushing and rolling and move the ball into space away from defenders. Focus on the ball while moving it. Know that rolling sends the ball along the floor; pushing directs it away from the body; bouncing sends it towards the floor. Control means keeping the ball close and within the playing area. Vocabulary: defender; control; bouncing; rolling; pushing.	Teacher-led sequence: pushing → rolling → bouncing → bouncing into space → combining pushing and rolling. Children's choices: choose a partner, suitable ball or clear route; experiment with a push or roll and repeat it with better control. Revisit these actions in Active Play. Adult focus: model ball control, give time to practise and encourage support for a partner. Develop concentration, imagination, gratitude, empathy, courage and self-belief.	Build on moving into space in Autumn 1: children now control an object while moving. Develop from separate pushes, rolls and bounces towards choosing space and combining sending actions. ELG — Building Relationships Work and play cooperatively and take turns with others.
Autumn 2 Dance: Dinosaurs	Range 5 — Being imaginative and expressive Invents movement in response to stories and ideas. Range 6 — Being imaginative and expressive Combines actions and gestures to express imaginative ideas and feelings. Range 6 — Moving and handling Explores different ways to move safely alone and with others.	Explore big movements using different body parts to become different dinosaurs. Move with control, join actions and respond to rhythm. Add emotion and expression; develop ideas in pairs to show relationships between dinosaurs. Know that expression helps movement show a character's feelings; timing helps actions match the beat. Vocabulary: champion dancers; beat; moving; control; rhythm; timing; expression.	Teacher-led sequence: move with control → add movements together → respond to rhythm in character → add expression → perform with a partner. Children's choices: select a dinosaur action, body shape or way to show a feeling; try a partner's idea and combine actions. Revisit through imaginative play. Adult focus: model large, clear actions and safe space; encourage curiosity, imagination, empathy and self-belief.	Build on Autumn 1 movement and space awareness. Move from exploring single actions towards linked, expressive character movement with a partner. Notice how an action shows a dinosaur or feeling. ELG — Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Unit	Birth to 5 Matters links	Key PE teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Spring 1 Gymnastics: High, Low, Over, Under	Range 5 — Moving and handling Adjusts body weight to remain steady during a brief balance. Range 6 — Moving and handling Moves confidently across, beneath and through climbing and balancing apparatus.	Create movements and balances high above or low to the floor, first on the floor and then on apparatus. Explore travelling over, under and through equipment. Choose a working space and begin to identify features of another child's movement. Complete PE's champion gymnastics criteria include still shapes/balances, pointed fingers and toes, and a quiet performance. Adapt actions to the child's needs while teaching control and stillness. Vocabulary: champion gymnastics; shapes; high; low; over; under; apparatus.	Teacher-led sequence in the High and Low organiser: introduce high → low → apparatus → high and low on apparatus → High, Low, Over, Under. Children's choices: select from safe floor or apparatus options, repeat a shape or route and describe a feature they notice. Adult focus: teach safe use of equipment and model the gymnastics criteria; encourage curiosity, courage, self-belief, empathy and gratitude when watching others.	Extend earlier balance and landing experiences into deliberate high/low shapes and controlled travel on apparatus. Move from copying towards choosing, experimenting and noticing features of a performance. ELG — Gross Motor Skills Demonstrate strength, balance and coordination when playing. ELG — Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Spring 1 Health and Wellbeing	Ranges 5–6 — Health and self-care Notices changes in the body during activity; develops understanding that movement, rest and healthy routines support wellbeing. Active learning Keeps trying when an activity is challenging and enjoys achieving an intended result.	Explore movement and exercise in varied ways. Notice a faster heartbeat and quicker breathing when active, and describe how exercise makes us feel. Learn that a warm-up helps prepare the body for activity. Know that the heart pumps blood and breathing moves air into and out of the lungs. Exercise can help us feel happier. Vocabulary: exercise; movement; heart; heartbeat; breathing; oxygen; warm-up.	Teacher-led sequence: movement and exercise → heartbeat → breathing → feelings after exercise → why we warm up. Children's choices: choose a familiar movement, compare how their body feels before and afterwards, and describe an activity they enjoy. Adult focus: model noticing body changes without comparing children's fitness; encourage effort, empathy, self-belief and appropriate rest.	Build on energetic movement in Autumn. Progress from noticing bodily sensations towards describing a change in breathing or heartbeat and giving a simple reason for warming up. ELG — Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Unit	Birth to 5 Matters links	Key PE teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Spring 2 Dance: Nursery Rhymes	Range 5 — Being imaginative and expressive Invents movements and dances in response to songs, stories and ideas. Range 6 — Being imaginative and expressive Combines gestures and actions to communicate feelings and imaginative ideas. Range 6 — Moving and handling Tries different movements independently and alongside others, adjusting actions to stay safe.	Create large, clear actions linked to words and characters in nursery rhymes. Join movements into simple sequences and begin character movement with a partner. Explore control, rhythm, timing and changes of tempo. Listen to ideas and watch other children perform. Know that beat supports counting and timing; rhythm is a repeated pattern; tempo is the speed of the music or movement. Vocabulary: champion dancers; beat; moving; control; rhythm; timing; tempo.	Teacher-led sequence: Humpty Dumpty — moving in sequence; Jack and Jill — creating movements; Hickory, Dickory, Dock — simple sequences; Three Little Pigs — movement to words/music and contrasting tempos. Children's choices: suggest an action for a word or character, join it to another action and explore a partner's idea. Revisit rhymes in Active Play. Adult focus: model rhythmic, controlled movement and develop curiosity, imagination, empathy and self-belief.	Build on Dinosaurs character actions and the control and high/low work from earlier units. Move from individual actions towards remembered sequences and shared character movement; begin matching actions to a beat and changing tempo. ELG — Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Spring 2 Ball Skills: Hands 2	Range 5 — Moving and handling Coordinates grasping and releasing with two hands when throwing or catching larger objects. Range 6 — Moving and handling Directs objects with increasing control when throwing and catching. Active learning Sustains effort while practising an unfamiliar physical action.	Explore overarm and underarm throwing, stopping a small ball, rolling and catching. Aim towards a target, focus on the ball and be ready to receive. Match equipment and distance to the child's readiness. Know that aiming directs a send; accuracy means controlling where it goes. Power affects how far it travels. Rolling sends it along the floor; stopping or catching brings it under control. Vocabulary: accuracy; aiming; distance; power; throwing; catching; rolling; stopping.	Teacher-led sequence: explore overarm throwing → underarm throwing → stopping a small ball → rolling → catching. Children's choices: choose a suitable ball, short distance or target; repeat a send and show what changed. Practise getting ready to catch with a partner. Adult focus: model aiming, safe spacing and readiness to receive. Develop concentration through watching the ball and target; encourage fairness, empathy, courage and self-belief.	Extend Hands 1 into varied sends and receiving. Progress towards aiming deliberately, controlling a stop and being ready to catch. Notice where a send finishes; adjust direction or power and try again. ELG — Gross Motor Skills Demonstrate strength, balance and coordination when playing.

Unit	Birth to 5 Matters links	Key PE teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Summer 1 Ball Skills: Feet 1	Range 6 — Moving and handling Develops greater control when kicking an object. Changes pace and direction to avoid obstacles during shared movement games.	Explore moving a ball with the feet; develop and understand dribbling, keeping it close and under control. Identify clear spaces to move into and practise dribbling against an opponent. Know that the attacker has the ball; a defender tries to prevent success. Dribbling moves the ball through repeated controlled foot contacts. Keeping it close helps prevent a defender gaining it. Vocabulary: attacker; defender; space; dribbling; control.	Teacher-led sequence: explore moving with a ball using the feet → develop this movement → develop dribbling → understand dribbling → dribble against an opponent. Children's choices: choose a safe route or open space, repeat dribbling and then try against a suitably matched partner. Adult focus: keep the task accessible, teach awareness of others and encourage concentration, fairness, empathy, courage and self-belief.	Transfer the ideas of control and space from Hands 1 to moving the ball with the feet. Progress from exploratory touches towards purposeful dribbling into space and responding to an opponent. ELG — Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.
Summer 1 Playing Through Games (Learning through Play)	Range 6 — Moving and handling Explores movement ideas and physical challenges with other children, adjusting actions to use space safely. Range 6 — Making relationships Cooperates with others and takes account of their ideas. Thinking creatively and critically Chooses ways to approach a task and tries an alternative.	Use imagination to create simple games with a range of equipment. Explore safe play and travel, first individually and then with a partner. Share ideas, equipment and turns; begin to take different roles and responsibilities. Know that rules and fair turns help partners enjoy a game and that equipment can be used in different ways. Vocabulary: play; sharing; safe; taking turns; fairness; travel; vehicle; partner.	Teacher-led sequence: explore safe equipment use → take turns → play with a partner → use equipment and objects to travel → play with equipment and a partner. Children's choices: select equipment, invent a simple way to play and explain or demonstrate it to a partner. Try a partner's idea. Adult focus: support safe boundaries, imagination, concentration, empathy, fairness, honesty and self-belief.	Draw on earlier movement and equipment control. Progress from playing alongside others towards sharing an idea, agreeing turns and adapting a simple game together. This prepares for rules, scoring and attacking/defending in Summer 2. ELG — Building Relationships Work and play cooperatively and take turns with others.

Unit	Birth to 5 Matters links	Key PE teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Summer 2 Games for Under-standi ng	Range 5 — Moving and handling Adjusts running speed and direction with awareness of nearby obstacles. Range 6 — Moving and handling Develops body awareness through chasing games and physical challenges created with others.	Understand why games need rules, turn-taking and honest scoring. Apply simple attacking and defending tactics: attackers try to score or avoid defenders; defenders try to stop them, including through an agreed tag. Find open spaces and change speed or direction to avoid others. Know that sharing and taking turns help make a game fair. Vocabulary: attacker; defender; space; tagging or tag; sharing.	Teacher-led sequence: taking turns → keeping score → playing by the rules → avoiding defenders → introducing tagging. Children's choices: select an open space or movement response and explain a simple decision in a familiar game. Revisit games in Active Play. Adult focus: explicitly teach safe tagging and boundaries; model honest scoring, fairness and encouragement. Develop concentration, empathy, self-belief and persistence.	Apply earlier movement, equipment control and the shared play developed in Playing Through Games. Move from supported participation towards following rules, keeping a simple score and making purposeful attacking/defending choices. ELG — Building Relationships Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs.
Summer 2 Rackets, Bats, Balls and Balloons	Range 6 — Moving and handling Controls objects more deliberately through pushing and patting; adjusts movement to the task and available space. Range 6 — Making relationships Shares equipment and takes turns with a partner. Thinking creatively and critically Notifies whether a chosen action achieves its purpose.	Explore pushing and hitting balls or balloons with control, including using both hands. Send towards a chosen space, vary power and practise balancing an object on a racket or bat. Watch the object and use equipment safely. Know that aiming affects direction, power affects how far an object travels and control helps keep an object balanced. Vocabulary: accuracy; space; control; power; aiming; hitting; pushing.	Teacher-led sequence: push/hit with control → take turns with a partner → send accurately → hit with power into space → balance an object on a racket/bat. Children's choices: choose a suitable object, target space or balancing challenge; compare a gentle and stronger push and repeat with improved control. Adult focus: teach safe equipment spacing; support concentration, partner encouragement and persistence.	Build on Hands 1 and 2 sending and receiving. Extend control to new equipment and choose direction or power more deliberately. These experiences prepare for Year 1 Rackets, Bats and Balls. ELG — Gross Motor Skills Demonstrate strength, balance and coordination when playing.

Learning revisited throughout the year

Revisit space, control, direction, balance, practice, movement to music, turn-taking and encouragement. Model vocabulary during movement rather than as a separate written test. Daily Active Play continues throughout the year alongside the two planned PE slots, giving children opportunities to revisit and adapt familiar equipment and movement ideas.

Hands 1 introduces pushing, rolling and bouncing; Hands 2 extends throwing, stopping and catching. Feet 1 develops controlled dribbling and the summer racket/bat unit broadens equipment control. Wider Reception provision continues to include climbing, energetic movement and fine motor experiences.

Disciplinary foundations in PE

The school's disciplinary strand develops how children explore a movement, notice its effect, make a choice and use simple criteria or rules. Physical, cognitive, social and emotional learning are developed together through the Complete PE units and daily provision.

Aspect	Reception application	What an adult might notice
Exploring and choosing	Try different pathways, jumps, shapes, dance actions or ways of sending. Choose equipment and a safe way to play with a partner.	The child tries a different action or space and gives a simple reason, through talk, gesture or demonstration.
Observing and using criteria	Notice a still high/low shape, expressive character action or controlled send. Watch a demonstration, repeat and change an action.	The child identifies a feature of a performance or changes an action after a demonstration.
Applying simple tactics	Move away from a defender; keep a ball under control; adjust speed or direction when a route is occupied.	The child responds to another player and chooses a more useful space.
Rules, scoring and fair participation	Follow agreed rules, share turns, keep a simple score honestly and recognise attacking/defending roles.	The child follows a familiar rule, helps keep the score and encourages another player.
Reflecting on activity	Notice heartbeat, breathing or feelings after movement; give a simple reason for warming up.	The child describes or shows a body change and links it to being active.

Physical cognitive social and emotional development

Physical learning includes movement, ball and equipment control, balances and dance sequences. Cognitive learning includes concentration, imagination, understanding space and noticing body changes. Social learning includes empathy, fairness, sharing ideas and encouragement. Emotional learning includes courage, self-belief, honesty and persistence.

Supporting Early Learning Goal links

The unit grid includes selected statutory ELG statements in full. These supporting statements are revisited through PE and daily provision. Teachers consider each whole goal using children's learning across Reception.

ELG — Listening, Attention and Understanding

Make comments about what they have heard and ask questions to clarify their understanding.

ELG — Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

ELG — Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

ELG — Building Relationships

Work and play cooperatively and take turns with others.

Wider physical and personal development

Daily provision gives children further opportunities for energetic movement, including running, jumping, dancing, hopping, skipping and climbing. Games and movement practice also support self-regulation as children attend to instructions, wait for a turn and work towards a simple goal. These experiences contribute to wider EYFS learning alongside the units in the grid.

Progression across Reception

Children explore movement and space, then add controlled sending, expressive dinosaur actions, balances and awareness of body responses to exercise. They extend these foundations through rhyme sequences, throwing and catching, foot control and imaginative partner games. Summer learning brings rules, attacking/defending and racket or bat control together. Repeated practice supports independence, cooperation and explaining movement choices.

Progression and the link to Year 1

Walking and Jumping prepare for Year 1 Running 1 and Jumping. Hands 1 and 2 support controlled sending and stopping; Feet 1 prepares for dribbling and passing. Rackets, Bats, Balls and Balloons prepares for Year 1 Rackets, Bats and Balls. High, Low, Over, Under supports gymnastics; Dinosaurs and Nursery Rhymes prepare for dance patterns and expression. Playing Through Games and Games for Understanding support Team Building, cooperation and fair games. Health and Wellbeing prepares children to understand warm-ups and body responses across PE. Year 1 teachers revisit foundations according to children's starting points.