



Holmesdale
Yearly Knowledge and Skills Progression
Subject: P.E We follow the P.E Planning for Physical Education
Year group: Reception

The EYFS framework is structured very differently to the National Curriculum, as it is organised across 7 areas of learning rather than subject areas. Each area is split into 17 aspects, all of which are interwoven. The most relevant for P.E are taken from the following areas of learning:

- Physical development
- Personal, social and emotional development

P.E Planning Units Across the Year

Autumn Term	Spring Term	Summer Term
Dance Me and myself	Dance Movement development	Ball skills Fun and games
Autumn Term		

*Key Knowledge gained in **dance**:*

Declarative Knowledge:

- Understand the concept of playing characters and taking on different roles and perform in character to the music.

Procedural Knowledge:

- Explore different movements – keeping good balance and coordination.
- Show different emotions, impressions and expressions depending on the stimuli.
- Listen to the music and move in time with it.
- Work well with a partner, copying and mirroring movements.
- Work well with others.

Unit end points:

Dance:

- To move in different ways
- To copy actions from a teacher
- To move to the music
- To copy actions from a partner
- To create your own actions and movements

Me and Myself:

- To change into PE kit
- To listen and respond to instructions
- To move in different ways
- To change direction when moving
- To participate in games

Key Knowledge gained in *me and myself*:

Declarative Knowledge:

- Shows some understanding towards the effects of activity on their body.
- Responds to ideas showing understanding, asking appropriate questions of others

Procedural Knowledge:

- Ability to dress themselves with support if necessary.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Engages in conversation with others.
- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
- Ability to link sounds to letters, naming and sounding the letters of the alphabet.

Key vocabulary to be grasped:

Dance:

<i>Teamwork</i>	<i>Count</i>	<i>Create</i>	<i>Impression</i>	<i>Music</i>
<i>Together</i>	<i>Ideas</i>	<i>Mirror</i>	<i>Movement</i>	<i>Counting</i>
<i>Dance</i>	<i>Character</i>			

Me and myself:

<i>Uniform</i>	<i>Changing</i>	<i>Quick/speed</i>	<i>Lesson</i>	<i>Listen</i>
<i>Instruction</i>	<i>Body parts</i>	<i>Direction</i>	<i>Awareness</i>	<i>Heart rate</i>

Spring Term

*Key Knowledge gained in **dance**:*

Declarative Knowledge:

- Understand the concept of playing characters and taking on different roles and perform in character to the music.

Procedural Knowledge:

- Explore different movements – keeping good balance and coordination.
- Show different emotions, impressions and expressions depending on the stimuli.
- Listen to the music and move in time with it.
- Work well with a partner, copying and mirroring movements.
- Work well with others.
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*Key Knowledge gained in **movement development**:*

Declarative Knowledge:

- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.
- Shows some understanding towards the effects of activity on their body.
- Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.

Procedural Knowledge:

- Travels with confidence and skill in a range of movements when using equipment.
- Moves freely and with pleasure and confidence in a range of skilful ways.

Unit end points:

Dance:

- To move in different ways
- To copy actions from a teacher
- To move to the music
- To copy actions from a partner
- To create your own actions and movements

Movement development:

- To move in different ways
- To move, on, over and under equipment
- To play imagination games
- To move into space
- To take part in races and tag games
- To show control when travelling and balancing

- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.

Key vocabulary to be grasped:

Dance:

<i>Teamwork</i>	<i>Count</i>	<i>Create</i>	<i>Impression</i>	<i>Music</i>
<i>Together</i>	<i>Ideas</i>	<i>Mirror</i>	<i>Movement</i>	<i>Counting</i>
<i>Dance</i>	<i>Character</i>			

Movement and development:

<i>Control</i>	<i>Coordination</i>	<i>Slow/fast</i>	<i>High/low</i>	<i>Fluently</i>
<i>Free</i>	<i>Awareness</i>	<i>Run</i>	<i>Space</i>	<i>Creative</i>
<i>Movements</i>	<i>Walk</i>			

**Summer Term
Ball skills**

Key Knowledge gained in *ball skills*:

Declarative Knowledge:

- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.
- Shows some understanding towards the effects of activity on their body.

Unit end points:

Ball skills:

- I can explore how the ball moves
- I can move the ball around the body
- I can travel with the ball
- I can play with others
- I can throw and catch a ball
- I can follow simple instructions

- Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.

Procedural Knowledge:

- Can play in a group, extending and elaborating play ideas within the group.
- Shows increasing control when throwing and catching a large ball.
- Begins to accept the needs of others and can take turns and share, sometimes with the support of others.

Key Knowledge gained in *fun and games*:**Declarative Knowledge:**

- *Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.*
- *Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.*

Procedural Knowledge:

- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
- Begins to accept the needs of others and can take turns and share, sometimes with the support of others.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Shows understanding when counting objects to 10 and beginning to count beyond 10.

Fun and games:

- I can move in lots of different ways
- I can move into space
- I can play games with others
- I can use equipment in games
- I can share and take turns
- I can follow simple instructions and rules

Key vocabulary to be grasped:

Ball skills:

<i>Collect</i>	<i>Bounce</i>	<i>High</i>	<i>Safety</i>	<i>Ball control</i>
<i>Explore</i>	<i>Count</i>	<i>Height</i>	<i>Games</i>	<i>Hand</i>

Fun and games:

<i>Look</i>	<i>Watch</i>	<i>Sight</i>	<i>Hear</i>	<i>Listen</i>
<i>Run</i>	<i>Direction</i>	<i>Breathing</i>	<i>Together</i>	<i>Counting</i>

EYFS outcomes

Early learning goals

ELG:

- To negotiate space and obstacles safely, with consideration for themselves and others.
- To demonstrate strength, balance and coordination when playing.
- To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG:

- To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- To work and play cooperatively and take turns with others

Diversity and Cultural Capital

Music and dance styles from different cultures.
Introduce children to famous athletes from a wide range of ethnicities, backgrounds, gender etc
Challenging stereotypes about “girl sports” or “boy sports”

Barriers & Scaffolds

Possible barriers:

- Children may struggle to listen to and follow instructions independently.
- Limited confidence when trying new movements or using equipment.
- Low spatial awareness leading to bumping into others.
- SEND needs (e.g., motor delay, sensory needs, emotional regulation difficulties).
- Limited previous experiences with structured physical activity.
- Children may find turn-taking or team activities challenging.
- Language difficulties, including EAL children not understanding key vocabulary.
- Anxiety during team/group games or reluctance to perform in front of others.
- Difficulty catching or throwing due to fine/gross motor delay.
- Struggles with sharing equipment or taking turns.
- Limited coordination moving a ball around the body.

Possible scaffolds:

- Use visual demonstrations, pictures, symbols or video clips.
- Break down tasks into small, manageable steps.
- Pre-teach vocabulary using simple gestures (e.g., “high”, “low”, “slow”, “fast”).
- Provide adult modelling and opportunities to copy a peer.
- Use clear visual boundaries (cones, mats, pathways).
- Lots of positive reinforcement to build confidence.
- Offer structured pairings (e.g., confident child with one needing support).
- Provide sensory-friendly options (lower noise areas, weighted beanbags, breaks).
- Use now/next boards for children who struggle with transitions.
- Start with larger, lighter balls or scarves to slow movement down.
- Teach turn-taking through visuals (e.g., “My turn/Your turn” signs).
- Practise ball control sitting down before standing up.
- Offer paired or adult-supported activities before group games.
- Use simple, repetitive games to build confidence.