



# Christ the King Catholic Primary School PE Progression map



## Games (Invasion, Target, Net and Wall, Striking and Fielding)

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| <b>EYFS</b>   | <ul style="list-style-type: none"><li>• Throw, roll and catch equipment with two hands and be able to stop/try to stop using hands</li><li>• Throw an object at a target</li><li>• Move/kick equipment using their feet at a target</li><li>• Stop/try to stop a ball using hands and feet</li><li>• Move safely around a set space and equipment when instructed, showing some awareness of others</li><li>• Travel in different directions being able to stop when instructed</li><li>• Take part in simple games, making decisions where required and following rules</li><li>• Simply talk about what they have done in the lesson</li></ul>  |
| <b>Year 1</b> | <ul style="list-style-type: none"><li>• Drop and catch a ball after one bounce and be able to continue</li><li>• Using different parts of the foot, move a ball and be able to kick at a stationary target</li><li>• Throw/roll towards a stationary target with some variety in techniques</li><li>• Hit a stationary ball using equipment</li><li>• Travel with a ball in different ways</li><li>• Travel (start and stop) and be able to change direction with limited control and balance</li><li>• Have more awareness of space and others around them</li><li>• Start to use basic given tactics</li><li>• Explain how their body feels before, during and after exercise</li></ul> |
| <b>Year 2</b> | <ul style="list-style-type: none"><li>• Moving, dribble a ball with two hands, being able to stop when instructed</li><li>• Aim and throw a ball at a given target in a variety of ways</li><li>• Demonstrate balance when kicking a ball at a given target</li><li>• Show intent to track a ball and attempt to stop it with some success</li><li>• Hit a ball using equipment</li><li>• Travel (run and stop) and be able to change direction with balance and control</li><li>• Recognise space to be able to score points/goals or prevent opponents from doing so</li><li>• Use basic tactics</li></ul>  |
| <b>Year 3</b> | <ul style="list-style-type: none"><li>• Move, dribbling the ball one handed/using feet, showing limited control in game situations</li><li>• Demonstrate various throwing techniques in a game situation</li><li>• Catch a ball one/two handed with some success</li><li>• Kick a ball to a partner using different techniques</li><li>• Change direction with more confidence and accuracy within a game situation</li></ul>   |



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|               | <ul style="list-style-type: none"><li>• Recognise space in game situations with some success</li><li>• Use basic tactics both individually and when playing in a team</li></ul>   |
| <b>Year 4</b> | <ul style="list-style-type: none"><li>• Be able to dribble the ball with other actions and more control</li><li>• Showing more control and being able to change direction dribbling using feet</li><li>• Use various throwing techniques with more success in a game situation</li><li>• More confidence when kicking in game situations and be able to receive using different parts of the foot</li><li>• More success when catching a ball with one/two hands</li><li>• Hit a ball using a variety of techniques with more accuracy</li><li>• Be able to change direction w/o lose an opponent with some success</li><li>• Use and create space with limited success in game situations</li><li>• Develop basic tactics to help gain possession or score points</li></ul>  |
| <b>Year 5</b> | <ul style="list-style-type: none"><li>• Dribble with hands/feet, changing direction demonstrating some control under pressure</li><li>• Demonstrate a variety of throwing/kicking techniques with control and increasing pressure</li><li>• Be able to catch and intercept a ball with one/two hands in game situations with limited success</li><li>• Receive a ball with various parts of the foot showing more control in pressured situations</li><li>• Using a variety of skills, hit a ball with some success in pressured situations</li><li>• Vary techniques to be able to lose an opponent</li><li>• Create and use space for both themselves and others with limited success</li><li>• Understand tactics and know when to use them in various situations</li></ul>  |
| <b>Year 6</b> | <ul style="list-style-type: none"><li>• Dribble to change direction of play showing control and under pressure</li><li>• Demonstrate dribbling techniques, being able to hold possession in pressured situations</li><li>• Demonstrate various throwing techniques, being able to outsmart their opponent</li><li>• Choose and apply the appropriate kicking technique, showing control</li><li>• Using one/two hands, catch and intercept a ball in game situations with more success</li><li>• Receive the ball thinking about their next move in a game situation</li><li>• Hit the ball using more skill, outsmarting their opponent</li><li>• Create and use space for themselves and others to outsmart an opponent</li><li>• Work with a team to create tactics and be able to evaluate how successful these were.</li></ul> |



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## FMS (Fundamental Movement Skills) (Fundamentals, fitness and athletics)

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| EYFS   | <ul style="list-style-type: none"><li>• Run for a variety of purposes, being able to stop.</li><li>• Explore skipping as a method of travelling.</li><li>• Jump and hop with bent knees, landing safely.</li><li>• Throw bigger balls/beanbags into open areas.</li><li>• Balance when still and throughout movement.</li><li>• Control and explore moving different body parts at the same time.</li><li>• When moving slowly, be able to change direction.</li></ul>  |
| Year 1 | <ul style="list-style-type: none"><li>• Begin to run at different speeds, starting to think about technique.</li><li>• Start linking running and jumping movements, showing some control.</li><li>• Jump, leap and hop, deciding which they feel allows them to jump the furthest.</li><li>• Throw towards a target.</li><li>• Begin showing some control when travelling at different speeds.</li><li>• Use co-ordination both with and without equipment.</li><li>• Start showing limited balance and co-ordination when changing direction.</li></ul>  |
| Year 2 | <ul style="list-style-type: none"><li>• Link running and jumping movements with some control and balance.</li><li>• Show hopping and jumping movements with some balance and control.</li><li>• Link running and jumping movements showing some balance and control.</li><li>• Vary technique when throwing different distances.</li><li>• Show more control and balance when travelling at different speeds.</li><li>• Perform actions with more control when co-ordinating their body movement both with and without equipment.</li><li>• Shows balance and co-ordination when changing direction.</li></ul>  |
| Year 3 | <ul style="list-style-type: none"><li>• Display balance, co-ordination and technique when running at different speeds, being able to stop with control.</li><li>• Link running, jumping and hopping displaying a variety of take offs and landings.</li><li>• Showing awareness of technique, jump for both distance and height.</li><li>• Throw a variety of objects, changing action thinking about accuracy and distance.</li><li>• Demonstrate balance when showing a various fundamental skills.</li><li>• Show balance when changing direction in combination with other skills.</li><li>• Can co-ordinate their bodies with increased consistency in various activities.</li></ul> |



## Christ the King Catholic Primary School PE Progression map



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| <b>Year 4</b> | <ul style="list-style-type: none"><li>• Show when and how to speed up and slow down whilst running.</li><li>• Showing some control when linking hopping and jumping actions.</li><li>• Jump for distance and height demonstrating balance and control.</li><li>• Able to throw with some accuracy and control at a targeted area.</li><li>• Demonstrate good balance when performing a variety of other fundamental skills.</li><li>• Start to co-ordinate their bodies at speed when completing a task.</li><li>• Can balance when changing direction at speed alongside other skills.</li></ul>   |
| <b>Year 5</b> | <ul style="list-style-type: none"><li>• Run lengthier distances or for longer at an appropriate speed.</li><li>• Show good control when taking off and landing in more difficult jumping activities.</li><li>• Perform a variety of more complex jumps, demonstrating some technique.</li><li>• Demonstrate accuracy and control when throwing for distance.</li><li>• Demonstrate good balance and control when performing a variety of fundamental skills.</li><li>• Can co-ordinate a range of body parts at increased speed.</li><li>• Show improved body posture and speed when changing direction.</li></ul>  |
| <b>Year 6</b> | <ul style="list-style-type: none"><li>• Demonstrate a controlled sunning technique using the appropriate speed over lengthier distances or for lengthier periods of time.</li><li>• Link running, jumping and hopping actions with much more control and co-ordination.</li><li>• Perform a variety of jumps for height and distance using good technique.</li><li>• Demonstrate accuracy and good technique when throwing for distance.</li><li>• Demonstrate fluency and control when travelling, landing, changing direction and stopping.</li><li>• Can co-ordinate a variety of body parts with a fluent action at a speed suitable to the challenge.</li><li>• Change direction with a fluent action and can transition smoothly between changing speeds.</li></ul> |



# Christ the King Catholic Primary School PE Progression map



## Dance

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| <b>EYFS</b>   | <ul style="list-style-type: none"><li>• Copy basic body actions</li><li>• Choose and use travelling actions, shapes and balances.</li><li>• Travel in a variety of ways showing special awareness.</li><li>• Start to use dynamics (and expression with guidance.</li><li>• Begin to count music.</li></ul>  |
| <b>Year 1</b> | <ul style="list-style-type: none"><li>• Copy, remember and repeat actions.</li><li>• Choose actions for an idea.</li><li>• Use changes of direction, speed and levels with guidance.</li><li>• Show some sense of dynamic and expressive qualities.</li><li>• Begin to use counts.</li></ul>   |
| <b>Year 2</b> | <ul style="list-style-type: none"><li>• Copy, remember and repeat a series of actions.</li><li>• Select from a wider range of actions in relation to a stimulus.</li><li>• Use pathways, levels, shapes, directions, speeds and timing with guidance.</li><li>• Use mirroring and unison when completing actions with a partner.</li><li>• Show a character through actions, dynamics and expression.</li><li>• Use counts with help to stay in time with the music.</li></ul> |
| <b>Year 3</b> | <ul style="list-style-type: none"><li>• Copy, remember and perform a dance phrase.</li><li>• Create short dance phrases that communicate an idea.</li><li>• Use canon, unison and formation to represent an idea.</li><li>• Match dynamic and expressive qualities to a range of ideas.</li><li>• Use counts to keep in time with a partner and group.</li></ul>   |
| <b>Year 4</b> | <ul style="list-style-type: none"><li>• Copy, remember and adapt set choreography.</li><li>• Choreograph considering structure individually, with a partner and in a group.</li><li>• Use action and reaction to represent an idea.</li><li>• Change dynamics to express changes in character or narrative.</li><li>• Use counts when choreographing short phrases.</li></ul>  |
| <b>Year 5</b> | <ul style="list-style-type: none"><li>• Accurately copy and repeat set choreography in a variety of styles of dance showing good sense of timing.</li><li>• Choreograph phrases individually and with others considering actions dynamics, space and relationships in response to a stimulus.</li><li>• Confidently perform choosing appropriate dynamics to represent an idea.</li></ul>  |



## Christ the King Catholic Primary School PE Progression map



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|               | <ul style="list-style-type: none"><li>• Use counts accurately when choreographing to perform in time with others and the music.</li></ul>  |
| <b>Year 6</b> | <ul style="list-style-type: none"><li>• Perform dances confidently and fluently with accuracy and good timing.</li><li>• Work creatively and imaginatively individually, with a partner and in a group to choreograph longer pieces and structure dance considering action, space, relationship and dynamics in relation to a theme.</li><li>• Improvise and combine dynamics demonstrating an awareness of the impact of performance.</li><li>• Use counts when choreographing and performing to improve the quality of work.</li></ul> |



# Christ the King Catholic Primary School PE Progression map



## Body Management (through gymnastics and yoga)

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| <b>EYFS</b>   | <ul style="list-style-type: none"><li>• Create shapes showing a basic level of stillness using different parts of their bodies.</li><li>• Begin to take weight on different body parts.</li><li>• Show shapes and actions that stretch their bodies.</li><li>• Copy and link simple movements together.</li></ul>  |
| <b>Year 1</b> | <ul style="list-style-type: none"><li>• Perform balances making their body tense, stretched and curled.</li><li>• Take body weight on hands for short periods of time.</li><li>• Demonstrate poses and movements that challenge their flexibility.</li><li>• Recall, repeat and link simple movements together.</li></ul>  |
| <b>Year 2</b> | <ul style="list-style-type: none"><li>• Perform balances on different body parts with some control and balance.</li><li>• Take body weight on various body parts, with and without apparatus.</li><li>• Show more awareness of extension and flexibility in actions.</li><li>• Copy, remember, repeat and plan simple movements with some control and technique.</li></ul>   |
| <b>Year 3</b> | <ul style="list-style-type: none"><li>• Complete balances with increasing stability, control and technique.</li><li>• Demonstrate some strength and control when taking weight on different body parts for lengthier periods of time.</li><li>• Demonstrate more flexibility and extension in their actions.</li><li>• Choose movements that flow well into one another both on and off apparatus.</li></ul>   |
| <b>Year 4</b> | <ul style="list-style-type: none"><li>• Use body tension to perform balances bot individually and with a partner.</li><li>• Show increasing strength, control and technique when taking own weight and that of others.</li><li>• Show increased flexibility and extension in more challenging movements.</li><li>• Plan and perform sequences demonstrating control and technique with and without a partner.</li></ul>  |
| <b>Year 5</b> | <ul style="list-style-type: none"><li>• Demonstrate more control and balance when moving from one balance to another.</li><li>• Use strength to improve the quality of a movement and the range of movements available.</li><li>• Use flexibility to improve the quality on the movements they perform as well as the actions they choose to link with them.</li><li>• Crate and perform more complex sequences of movements with a suitable level of quality, control and technique with and without a partner.</li></ul> |
| <b>Year 6</b> | <ul style="list-style-type: none"><li>• Combine and perform more complex balances with control, technique and fluency.</li><li>• Show more complex movements with a suitable level of strength and technique.</li><li>• With confidence, transition from one movement to another showing suitable control and extension for the complexity of the action.</li><li>• Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</li></ul>                                |



# Christ the King Catholic Primary School PE Progression map



## OAA

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|---------------|--|
| <b>EYFS</b>   | <ul style="list-style-type: none"><li>• Follow basic instructions.</li><li>• Share their ideas with others.</li><li>• Explore activities, making their own decisions in response to a task.</li><li>• Make decisions regarding where to move in a given space.</li><li>• Follow a set path.</li><li>• Start to identify personal success.</li></ul>  |
| <b>Year 1</b> | <ul style="list-style-type: none"><li>• Follow instructions.</li><li>• Begin to work with a partner and a small group.</li><li>• Understand the rules of a game, suggesting ideas to overcome basic tasks.</li><li>• Copy a basic diagram or map.</li><li>• Identify their own success and that of their peers.</li></ul>  |
| <b>Year 2</b> | <ul style="list-style-type: none"><li>• Follow instructions accurately.</li><li>• Work co-operatively with a partner and a small group, taking turns and listening to each other.</li><li>• Explore various ideas to solve a task.</li><li>• Follow and create a simple diagram or map.</li><li>• Understand when they have been successful in solving a challenge and start to suggest simple ways to improve.</li></ul>  |
| <b>Year 3</b> | <ul style="list-style-type: none"><li>• Follow instructions from others and give basic instructions.</li><li>• Work collaboratively with a partner and a small group, listening to and accepting the ideas of others.</li><li>• Plan and attempt to apply strategies to solve problems.</li><li>• Orientate and follow a diagram or map.</li><li>• Reflect on when and why challenges are solved successfully and use the success of others to help them improve and progress.</li></ul>   |
| <b>Year 4</b> | <ul style="list-style-type: none"><li>• Follow instructions given by a peer precisely and be able to give clear instructions to a peer.</li><li>• Confidently communicate ideas and listen to others before deciding on the most suitable approach.</li><li>• Plan and apply strategies to solve problems.</li><li>• Identify key symbols on a map and be able to use a key to aid navigation around a course.</li><li>• Watch, describe and evaluate the effectiveness of a chosen team strategy, providing any suggestions to improve.</li></ul> |
| <b>Year 5</b> | <ul style="list-style-type: none"><li>• Clearly communicate when working with peers in a group, varying role within the group.</li><li>• Begin to lead others, giving clear instructions.</li></ul>  |





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|--------|---|
|        | <ul style="list-style-type: none"><li>• Plan and apply strategies with peers to make them more challenging.</li><li>• Orientate a map with confidence using it to navigate around a set course.</li><li>• Clearly explain why a particular strategy was better suited, and being able to give alternate methods to improve.</li></ul>   |
| Year 6 | <ul style="list-style-type: none"><li>• Clearly and effectively communicate with others under pressured conditions.</li><li>• Confident to lead others, being inclusive of others.</li><li>• Use critical thinking skills for form ideas and strategies selecting and applying the most appropriate method to solve a problem.</li><li>• Confidently and efficiently orientate a map, identifying keep features to navigate around a course.</li><li>• Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</li></ul> |