



Christ the King Catholic Primary School PE Progression map



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

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



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



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

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



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



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Dance

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



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	<ul style="list-style-type: none">• Use counts accurately when choreographing to perform in time with others and the music.
Year 6	<ul style="list-style-type: none">• Perform dances confidently and fluently with accuracy and good timing.• 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.• Improvise and combine dynamics demonstrating an awareness of the impact of performance.• Use counts when choreographing and performing to improve the quality of work.



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Body Management (through gymnastics and yoga)

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



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OAA

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



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