



Christ Church CE (c) Primary School

Physical Education (P.E) Curriculum: Skills Progression

	EYFS Skills	Key Stage 1 Skills		Lower Key Stage 2 Skills		Upper Key Stage 2 Skills	
	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
Fundamentals	Hopping (discovering) <ul style="list-style-type: none"> • Body tends to be upright • Some height and distance is achieved but balance is lost quite easily. • Children can only do one or two hops. 	Hopping (developing) <ul style="list-style-type: none"> • Children lean slightly forwards • Arms move forwards and backwards • Knees flex in landing • Balance can still be lost 	Hopping (consolidating) <ul style="list-style-type: none"> • Non-hopping leg is used to support the take-off and momentum of the hop • Body leans forwards over the hopping foot • Arms are coordinated with take-off, moving forwards and upwards • Hopping action is continuous and rhythmical. 				
	Jumping for distance (discovering) <ul style="list-style-type: none"> • There is some arm action to gain momentum • Arms are starting to be used while in flight to maintain balance. • Legs flex to propel from a crouched position. • When landing, children may be unsteady and lose balance. 	Jumping for distance (developing) <ul style="list-style-type: none"> • Arm action starts jumping action • Arms move to side during flight to maintain balance extension of legs and feet at take-off is more consistent • Legs extend from take off to jump further. 	Jumping for distance (consolidating) <ul style="list-style-type: none"> • Arms swing back behind body before jump and then forwards with force • Crouch position is deeper • Knees and feet extend fully at take-off • Body leans forward at landing to maintain balance 				



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Jumping for height (discovering) <ul style="list-style-type: none">• Children crouch in preparation• Leg and feet extension at take-off is limited• Head lift is limited• Arms are not consistently used to gain more height. Running (discovering) <ul style="list-style-type: none">• Some leg swing• Strides can be uneven• Arms are stiff and swing out from the body• Legs and feet swing out from the body Skipping (discovering) <ul style="list-style-type: none">• A step-hop action is evident, though can be a double hop or double step• Arms can appear uncoordinated.	Jumping for height (developing) <ul style="list-style-type: none">• Knees bend is consistent with a forward lean• Children take off with two feet• The body begins to extend to gain more height• Arms lift but without force• There is some forward movement on landing Running (developing) <ul style="list-style-type: none">• Running stride length is more even• A flight phase is evident• Back leg extends to push off and give more momentum• Arm swing increases and occurs closer to the body Skipping (developing) <ul style="list-style-type: none">• Step-hop is more coordinated• Arms move rhythmically to assist in coordination.	Jumping for height (consolidating) <ul style="list-style-type: none">• Knees are bent at least 90 degrees in crouch• Feet and legs are extended in full• Upward arm lift is coordinated with leg action• Head is lifted and focused on target• Body is fully extended• Landing is controlled and close to take-off point Running (consolidating) <ul style="list-style-type: none">• Stride is at a good length, has an even rhythm and includes a definite flight phase• Supporting leg extends fully• Arms are bent and swing backwards and forwards in opposition to legs. Skipping (consolidating) <ul style="list-style-type: none">• Step-hop pattern is smooth and coordinated• Arms are used in the hopping action and are coordinated throughout				
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			<ul style="list-style-type: none"> Children land on their toes 				
Games Throwing and catching	Throwing (discovering) <ul style="list-style-type: none"> My body faces the target I swing back with the arm and weight transfer to back foot is limited My body rotates very little during the throw I do not transfer my weight forwards My follow-through is forwards and downwards 	Throwing (developing) <ul style="list-style-type: none"> I can throw underarm/overarm My arm is swung back and then forwards, high over the shoulder My body, including trunk and shoulders, turns towards the throwing side There is definite weight transfer from back foot to front foot 	Throwing (consolidating) <ul style="list-style-type: none"> My throwing arm is swung far back in preparation for forward swinging action My opposite arm is raised for balance/direction There is a definite turning of the body through legs, hips and shoulders My weight transfers from back foot to front foot. 				
	Catching (discovering) <ul style="list-style-type: none"> My body may turn away to avoid catch My arms are held straight out in front of the body. My body movement is passive until the point of contact Palms of the hands are face up and the catch is more like a scoop 	Catching (developing) <ul style="list-style-type: none"> My eyes may close at contact with the ball My arms tend to trap the ball – ‘crocodile’ catch Children tend to hold out their hands in opposition to each other, with thumbs up My hands attempt to squeeze the ball 	Catching (consolidating) <ul style="list-style-type: none"> My body is positioned directly in path of the ball My eyes follow the flight path of the ball into the hands My arms ‘give’ on contact to absorb the force of the ball My hands and fingers spread to receive the ball, with thumbs in opposition to each other 				



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<p>Striking with hands</p>	<p>Volleying with hands (discovering)</p> <ul style="list-style-type: none"> Using a ball/balloon, children track and judge its path to make contact Children attempt to move underneath the line of the ball Children make a slapping motion on contact <p>Hand dribbling</p> <ul style="list-style-type: none"> Children bounce the ball with both hands The ball is bounced at varying heights They use a 'bounce-catch' action 	<p>Volleying with hands (developing)</p> <ul style="list-style-type: none"> Children move to the line of the ball. Striking action is made from the hands and arms with little follow through Children begin to control the direction of the ball. <p>Hand dribbling</p> <ul style="list-style-type: none"> Eyes are on the ball Hand pushes the ball towards the ground Hand slaps when bouncing 	<p>Volleying with hands (consolidating)</p> <ul style="list-style-type: none"> Children move consistently underneath and to the line of the ball Good contact with hand Children control the direction of the flight of the ball <p>Hand dribbling</p> <ul style="list-style-type: none"> Children push the ball down, following through with arm, wrist and fingers 				
<p>Striking with an implement</p>	<p>Striking with an implement (discovering)</p> <ul style="list-style-type: none"> Feet tend to be stationary Body faces the direction of the ball but there is no body rotation Striking the ball comes from straightening of limbs 	<p>Striking with an implement (developing)</p> <ul style="list-style-type: none"> Child's body is side on to strike Children shift weight forwards before making contact Striking the ball and creating force comes from straightening of limbs and body rotation. 	<p>Striking with an implement (consolidating)</p> <ul style="list-style-type: none"> Body is side-on, with the weight on the back foot Children shift their weight forwards as the ball is moving towards Children strike the ball in either a vertical or a horizontal motion. 				



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	<p>Trapping/blocking with an implement (discovering)</p> <ul style="list-style-type: none"> Children attempt to get in line with the ball Children make contact with the ball but with limited control 	<p>Trapping/blocking with an implement (developing)</p> <ul style="list-style-type: none"> Children begin to track the movement of the ball and move their body to intercept Children use their implement to trap the ball in different ways 	<p>Trapping/blocking with an implement (consolidating)</p> <ul style="list-style-type: none"> Children begin to track the movement of the ball and move their body to intercept through their movements. They are able to trap the ball at different heights and speeds 				
<p>Striking with feet</p>	<p>Striking with feet (discovering)</p> <ul style="list-style-type: none"> Children swing back - the kicking leg may be straight Children have limited follow through Children push the ball rather than strike it. Contact may be inconsistent. <p>Trapping the feet or body (discovering)</p> <ul style="list-style-type: none"> Children may get in line with the ball but this is inconsistent. Body tends to be stiff and there is no give 	<p>Striking with feet (developing)</p> <ul style="list-style-type: none"> Children's kicking leg tends to remain bent throughout action Children follow through as knee extends Steps are taken towards the ball <p>Trapping the feet or body (developing)</p> <ul style="list-style-type: none"> Children move towards ball but struggle to do this fluidly. 	<p>Striking with feet (consolidating)</p> <ul style="list-style-type: none"> Children's approach to the ball is from a run or a leap Leg swing is longer, the kicking action is initiated at the hip trunk bends at the waist with a slight lean backwards Follow-through is high and in the direction of the path of the ball <p>Trapping the feet or body (consolidating)</p> <ul style="list-style-type: none"> Eyes track the ball Body 'gives' on contact Children can trap objects approaching 				



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	when contact is made with the ball	<ul style="list-style-type: none"> Eyes start to track the ball in order to intercept. When contact is made, there is give and children can trap a moving ball. 	from a variety of levels and at various angles and speeds				
Stability	<p>Balance (discovering)</p> <ul style="list-style-type: none"> Children tend to look down at their feet Can balance with support Balance is attained only sporadically. 	<p>Balance (developing)</p> <ul style="list-style-type: none"> Eyes focus more on apparatus or target Children lose balance less often Arms used to balance Static balance is achieved more often on the dominant leg Children have dynamic balance – they can balance forwards and backwards 	<p>Balance (consolidating)</p> <ul style="list-style-type: none"> eyes focus on external target arms and other body parts used to counterbalance static balance is achieved with eyes closed and on both legs in dynamic balance, movement is fluid and confident, and involves an alternate stepping action 				
	<p>Landing (discovering)</p> <ul style="list-style-type: none"> Children land with flat feet 	<p>Landing (developing)</p> <ul style="list-style-type: none"> Stable base of support is evident when landing on feet The order of toes–ball–heel is more consistent Knees bend after heels contact the ground Children rotate forward on landing 	<p>Landing (consolidating)</p> <ul style="list-style-type: none"> landing is controlled and safe a wide base of support is evident shock is absorbed through the ‘giving’ action of ankles, knees and hips 				



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<p>Invasion</p>				<ul style="list-style-type: none"> • Use a range of skills to help them keep possession and control of the ball. • Pass, receive and dribble the ball, keeping control and possession • Consistently use a range of skills to keep possession and make progress towards a goal, on their own and with others. 	<ul style="list-style-type: none"> • Use a range of techniques when passing, e.g. high, low, bounced, fast, slow. • Change direction and speed when dribbling the ball. • Show growing consistency and control in games. • Play with greater speed and flow. 	<ul style="list-style-type: none"> • When passing, children add flair by adapting throwing style, fake passing and passing to allow others to find space. • Children change direction and speed to avoid opponents 	<ul style="list-style-type: none"> • Combine and perform skills with control, adapting them to meet the needs of the situation. • Perform skills with greater speed
<p>Striking & Fielding</p>				<ul style="list-style-type: none"> • Use a range of skills with increasing control. • Strike a ball with intent and throw it more accurately when bowling and/or fielding. • Intercept and stop the ball with consistency, and sometimes catch the ball. • Return the ball quickly and accurately • Judge how far they can run to score points • Choose where to stand as a fielder to best intercept or catch a ball • Work well as a team when fielding to return to ball. 	<ul style="list-style-type: none"> • Use different ways of bowling. • Bowl underarm accurately. • Vary how they bowl. • Bat effectively, using different types of shot. • Field with increased accuracy. • Throw overarm with accuracy and for a good distance. • Hit the ball from both sides of the body. • Direct the ball away from fielders, using different angles and speeds. • Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding. • Gauge when to run after hitting the ball. • Use tactics which involve bowlers and fielders working together. 		
<p>Net and Wall</p>				<ul style="list-style-type: none"> • Perform the basic skills needed for the games with control and consistency. • Keep a game going using a range of different ways of throwing. • Vary the speed and direction of the ball. 	<ul style="list-style-type: none"> • Play shots on both sides of the body and above their heads • Direct the ball reasonably well towards their opponent's court or target area. 		



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				<ul style="list-style-type: none"> Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots. Choose good places to stand when receiving and give reasons for their choice. Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights. 	<ul style="list-style-type: none"> Show good backswing, follow through and feet positioning. Hit the ball with purpose, varying the speed, height and direction. Explain any tactics they wish to employ Spot the spaces in their opponent's court and try to hit the ball towards them. Position themselves to receive/intercept the ball 		
Tactics	<ul style="list-style-type: none"> Move confidently in a range of ways, safely negotiating space. 	<ul style="list-style-type: none"> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. 	<ul style="list-style-type: none"> Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. 	<ul style="list-style-type: none"> Weigh up the options and often make good decisions about what to do. Know how to use space in games Choose tactics/a suitable strategy to cause problems for the opposition. 	<ul style="list-style-type: none"> Keep and use rules they are given. Suggest how rules could be changed to improve the game. <ul style="list-style-type: none"> Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others. Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition. 	<ul style="list-style-type: none"> Respond consistently in the games they play, choosing and using skills which meet the needs of the situation. Choose positions in their teams and know how to help when attacking. Find and use space to help their team. Mark an opponent, player or players, preventing them for gaining possession. 	<ul style="list-style-type: none"> Use attacking and defending skills appropriately in games. Choose and use different formations to suit the needs of the game. Apply tactical knowledge effectively in attacking and defending situations.
Dance	<ul style="list-style-type: none"> They represent their own ideas, thoughts and feelings through dance. Children make music and dance, and experiment with ways of changing them. 	<ul style="list-style-type: none"> Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. 	<ul style="list-style-type: none"> Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use different transitions within a dance motif. 	<ul style="list-style-type: none"> Begin to compare and adapt movements and motifs to create a larger sequence. Perform with some awareness of rhythm and expression 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance. Compose longer dance 	<ul style="list-style-type: none"> Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the 	<ul style="list-style-type: none"> Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.



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					sequences in a small group.	movements they devise in response to stimuli. <ul style="list-style-type: none"> Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. 	<ul style="list-style-type: none"> Demonstrate strong and controlled movements throughout a dance sequence. Demonstrate consistent precision when performing dance sequences
Athletics				<ul style="list-style-type: none"> Demonstrate a range of throwing techniques, choosing projectiles according to task. Perform a range of jumps, sometimes with run ups. Run for a prolonged period of time. 	<ul style="list-style-type: none"> Demonstrate a range of throwing techniques using accuracy and power. Perform a range of jumps, increasing in length and height. Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting. 	<ul style="list-style-type: none"> Throw a range of projectiles an increasing distance. Understand how power and stamina is developed and how this improves performance. 	<ul style="list-style-type: none"> Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.
Gymnastics	<ul style="list-style-type: none"> Experiment with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, 	<ul style="list-style-type: none"> Make up and perform simple movement phrases in response to simple tasks. Link and repeat basic gymnastics actions. 	<ul style="list-style-type: none"> Repeat accurately sequences of gymnastics actions. Move smoothly from a position of stillness to a travelling movement. 	<ul style="list-style-type: none"> Practise an action or short sequence of movements, and improve their quality of the actions and transitions. 	<ul style="list-style-type: none"> Combine actions to make sequences with changes of speed, level and direction and clarity of shape. 	<ul style="list-style-type: none"> Repeat a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and 	<ul style="list-style-type: none"> Make up longer sequences and perform them with fluency and clarity of movement.



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	<p>over and through balancing and climbing equipment.</p> <ul style="list-style-type: none"> Show good control and co-ordination in large and small movements. 		<ul style="list-style-type: none"> Move smoothly and in a controlled way from one position of stillness to another. Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. 	<ul style="list-style-type: none"> Show control, accuracy and fluency of movement when performing actions on their own and with a partner. Adapt a sequence to include different levels, speeds or directions. 	<ul style="list-style-type: none"> Gradually increase the length of sequences. 	<p>changes in direction.</p>	<ul style="list-style-type: none"> Vary direction, levels and pathways, to improve the look of a sequence.
Evaluating and Improving performance	<p>Perform simple movements or dance work and talk about what they have done.</p>	<ul style="list-style-type: none"> Watch others' movements carefully. Describe what they have done or seen others doing Copy what they see and say why it is good. 	<ul style="list-style-type: none"> Watch and describe performances accurately. With support recognise what is successful and what can be done to improve. Copy actions and ideas, and use the information they collect to improve their skills. 	<ul style="list-style-type: none"> Identify what they do best and what they find most difficult Recognise players who play well in games/performers who perform well and give some reasons why 	<ul style="list-style-type: none"> Know and explain the tactics and skills that they are confident in Choose different ways of practising these tactics and skills. Describe the help they need to improve. 	<ul style="list-style-type: none"> Look for specific things in a game/sequence and explain how well they are being done. Recognise parts of a performance that could be improved and identify practices that will help. 	<ul style="list-style-type: none"> Recognise and describe the best points in an individual's and a team's performance. Identify aspects of their own and others' performances that need improvement and suggest how to improve them.
Health & Fitness	<ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<ul style="list-style-type: none"> Recognise how the body feels before, during and after exercise. 	<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. 	<ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> Know, understand and explain the reasons for warming up and cooling down. Understand why exercise is good for health, fitness and wellbeing. 	<ul style="list-style-type: none"> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively and with increasing independence. Know ways they can become healthier



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<p>Safety</p>	<ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. 	<ul style="list-style-type: none"> Manage the space safely, showing good awareness of each other and apparatus. Carry and place equipment safely with guidance. With support, ensure they are dressed appropriately for the task e.g. hair tied up, jewellery removed, kit etc. 	<ul style="list-style-type: none"> Recognise and avoid risks when handling and placing apparatus. Begin to recognise when they are dressed appropriately for the task and make any necessary adjustments independently. 	<ul style="list-style-type: none"> Identify when their body is warm and stretched ready for PA. Identify risks within the area, with support from an adult. Independently ensure they are dressed appropriately for the task. 	<ul style="list-style-type: none"> Devise routines of stretching exercises that prepare them for PA. Identify risks within the area at the start of each lesson. Begin to recognise that different tasks require different safety precautions e.g. shin pads, gum shields. 	<ul style="list-style-type: none"> Take responsibility for their own warm up. Take responsibility for their own safety throughout the lesson, with support from an adult. Understand the need for different safety precautions for sports e.g. gum shields, shin pads. 	<ul style="list-style-type: none"> Recognise that a cool down is important. Take responsibility for their own safety throughout the lesson.
<p>Swimming Taught in Y3, Y4 & Y5</p>				<p>Swim competently, confidently and proficiently for 25m. Use the strokes front crawl, back stroke and breaststroke effectively. Tread water for 30 seconds, get in and out of the pool safely, call for help from the pool, float for 30 seconds.</p>			