



Christ the King PE Progression in Skills

Nursery	<p>Physical Development: Fine Motor Skills <u>30-50 months:</u></p> <ul style="list-style-type: none"> • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. 		<p>Physical Development: Gross Motor Skills <u>30-50 months:</u></p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. 			
Reception	<p>Physical Development: Fine Motor Skills <u>40-60 months:</u></p> <ul style="list-style-type: none"> • Shows increasing control over an object in pushing or patting it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Uses a pencil and holds it effectively to form recognisable letters. <p>ELG:</p> <ul style="list-style-type: none"> • Children show good control and co-ordination in small movements. • Handles equipment and tools effectively, including pencils for writing. 		<p>Physical Development: Gross Motor Skills <u>40-60 months:</u></p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in throwing, catching or kicking it. <p>ELG:</p> <ul style="list-style-type: none"> • Children show good control and co-ordination in large movements. • They move confidently in a range of ways, safely negotiating space. 			
Year 1	<p>Throwing and Catching (field games)</p> <ul style="list-style-type: none"> • To learn skills for striking and fielding games. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. 	<p>Dance</p> <ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves 	<p>Multi Skills</p> <ul style="list-style-type: none"> • To explore static balancing and understand the concept of bases. • To combine a number of co-ordination drills, 	<p>Ball Skills</p> <ul style="list-style-type: none"> • To master basic sending and receiving techniques. • To develop balance, 	<p>Athletics</p> <ul style="list-style-type: none"> • To use varying speeds when running. • To explore footwork patterns.

	<ul style="list-style-type: none"> • To practise basic striking, sending and receiving. • To use throwing and catching skills in a game. • To practise accuracy of throwing and consistent catching. • To strike with a racket or bat. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game. 	<ul style="list-style-type: none"> • To explore travelling on benches. • To explore movement actions with control, and to link them together with flow. • To choose and use simple compositional ideas by creating and performing sequences. • To repeat and link combinations of gymnastic actions. • To link combinations of movements and shapes with control. 	<p>together.</p> <ul style="list-style-type: none"> • To use a variety of moves. • To explore basic body patterns and movements to music. • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music. • To practise taking off from different positions. • To complete an obstacle course with control and agility. 	<p>using upper and lower body movements.</p> <ul style="list-style-type: none"> • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. • To travel in different directions (side to side, up and down) with control and fluency. • To practise ABC (agility, balance and coordination) at circuit stations. 	<p>agility and co-ordination.</p> <ul style="list-style-type: none"> • To master basic sending and receiving skills. • To develop balance, agility and co-ordination.: • To master basic sending and receiving techniques • To develop balance, agility and co-ordination. • To master basic sending and receiving as well as developing balance agility and co-ordination. • To make use of coordination, accuracy and weight transfer. • To develop receiving skills. • To use ball skills in game-based activities. 	<ul style="list-style-type: none"> • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running
Year 2	<p>Throwing and Catching (field games)</p> <ul style="list-style-type: none"> • To learn skills for playing striking and fielding games. • To position the body to strike a ball. • To develop catching skills. • To throw a ball for distance. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • To remember and repeat simple gymnastic actions with control. • To balance on isolated parts of the body using the floor and hold balance. • To develop a range of gymnastic moves, particularly balancing. • To link together a number of gymnastic 	<p>Dance</p> <ul style="list-style-type: none"> • To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and improve 	<p>Multi Skills</p> <ul style="list-style-type: none"> • To maintain static balancing • To combine a number of co-ordination drills, using upper and lower body movements. • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. 	<p>Ball Skills</p> <ul style="list-style-type: none"> • To use hand-eye coordination to control a ball. • To catch a variety of objects. • To vary types of throw. • To kick and move with a ball. • To develop catching and 	<p>Athletics</p> <ul style="list-style-type: none"> • To run with agility and confidence. • To learn the best jumping techniques for distance. • To throw different objects in a variety of ways. • To hurdle an obstacle

	<ul style="list-style-type: none"> • To practise throwing skills in a circuit. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game. 	<p>actions into a sequence.</p> <ul style="list-style-type: none"> • To explore ways of travelling around on large apparatus. • To choose and use a variety of gymnastic actions to make a sequence. 	<p>timing.</p> <ul style="list-style-type: none"> • To work to music, creating movements that show rhythm and control. • To work to music, creating movements that show rhythm and control. 	<ul style="list-style-type: none"> • To travel in different ways, showing clear transitions between movements. • To travel in different directions (side to side, up and down) with increased control and fluency. • To practise ABC (agility, balance and coordination) at circuit stations. 	<p>dribbling skills.</p> <ul style="list-style-type: none"> • To use ball skills in a mini-festival. 	<p>and maintain effective running style.</p> <ul style="list-style-type: none"> • To run for distance. • To complete an obstacle course with control and agility.
Year 3	<p>Gymnastics</p> <ul style="list-style-type: none"> • To explore jumping techniques and link them with other gymnastic actions. • To explore jumping techniques and to link them with other gymnastic actions. • To select and adapt gymnastics actions to meet the task. • To work with a partner or a small group to create a sequence that develops jumping skills. • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. 	<p>Dance</p> <ul style="list-style-type: none"> • To explore dance movements and create patterns of movement. • To work with a partner to create dance patterns. • To perform a dance with rhythm and expression. • To use knowledge of dance to create a story in small groups. • To develop precision of movement. • To work co-operatively with a group to create a dance piece. • To perform in front of others with confidence. 	<p>Swimming</p> <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. • Introduction to deeper water. • Treading water. 	<p>Ball Skills</p> <ul style="list-style-type: none"> • To be aware of others when playing games. • To choose the correct skills to meet a challenge. • To perform a range of actions, maintaining control of the ball. • To perform a range of catching and gathering skills with control. • To master the basic catching technique. • To catch with increasing control and accuracy. • To master the basic throwing technique. • To throw and hit a ball in different ways (e.g. high, low, fast or slow). • To apply skills and tactics in small-sided games. • To identify and follow the rules of games. 	<p>Throwing and Catching (field games)</p> <ul style="list-style-type: none"> • To consolidate and develop a range of skills in striking and fielding. • To develop and investigate different ways of throwing and to know when it is appropriate to use them. • To consolidate and develop a range of skills in striking and fielding. • To practise the correct technique for catching a ball and use it in a game. • To consolidate and develop a range of skills in striking and fielding. • To practise the correct 	<p>Active Athletics</p> <ul style="list-style-type: none"> • To run in different directions and at different speeds, using a good technique. • To improve throwing technique. • To reinforce jumping techniques. • To understand the relay and passing the baton. • To choose and understand appropriate running techniques. • To compete in a mini-competition, recording scores.

				<ul style="list-style-type: none"> • To choose and use simple tactics to suit different situations. • To react to situations in ways that make it difficult for opponents to win. 	batting technique and use it in a game situation. <ul style="list-style-type: none"> • To consolidate and develop a range of skills in striking and fielding. • To practise the correct technique for fielding and use it in a game situation. • To consolidate the throwing, catching and batting skills already learned. • To strike the ball for distance. • To know how to play a striking and fielding game competitively and fairly. 	
Year 4	Gymnastics <ul style="list-style-type: none"> • To identify and practise body shapes. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon 	Dance <ul style="list-style-type: none"> • To identify and practise the patterns and actions of chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create an individual dance that reflects the chosen dancing style. • To create partnered dances that reflect the dancing style and apply the key components of dance. • To perform dance 	Swimming <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. 	Invasion (Football/Hockey) <ul style="list-style-type: none"> • To keep possession of a ball. • To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. • To use accurate passing and dribbling in a game. • To identify and apply ways to move the ball towards an opponent's goal. • To learn concepts of attack and defence. 	Striking and Fielding (Cricket/Rounders) <ul style="list-style-type: none"> • To develop and investigate different ways of throwing, and to know when each is appropriate. • To use ABC (agility, balance, co-ordination) to field a ball well. • To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. • To use hand-eye coordination to strike a moving and a stationary 	Athletics <ul style="list-style-type: none"> • To select and maintain a running pace for different distances. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different

	<p>and in unison.</p> <ul style="list-style-type: none"> • To perform and evaluate own and others' sequences. 	<p>using a range of movement patterns.</p> <ul style="list-style-type: none"> • To perform and evaluate own and others' work. 	<ul style="list-style-type: none"> • Introduction to deeper water. • Treading water. 	<ul style="list-style-type: none"> • To play in a mini - competition. 	<p>ball.</p> <ul style="list-style-type: none"> • To develop fielding skills and understand their importance when playing a game. • To play in a competitive situation, and to demonstrate sporting behaviour. 	<p>footwork patterns.</p> <ul style="list-style-type: none"> • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation.
Year 5	<p>Gymnastics</p> <ul style="list-style-type: none"> • To identify and practise body shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To use and refine the following skills: flexibility, strength, balance, power and mental focus. • To develop skills for movement, including rolling, bridging and dynamic movement. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and 	<p>Dance</p> <ul style="list-style-type: none"> • To identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create and perform an individual dance that reflects the chosen dance style. • To create partnered dances that reflect the chosen dancing style and apply the key components of dance. • To create group dances that reflect the dance style. • To perform a dance using a range of movement patterns. • To perform and evaluate own and others' work. 	<p>Swimming</p> <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. • Introduction to deeper water. • Treading water. 	<p>Invasion (Netball)</p> <ul style="list-style-type: none"> • To demonstrate basic passing and receiving skills using a netball. • To develop an understanding and knowledge of the basic footwork rule of netball. • To use good hand/eye co-ordination to pass and receive a ball successfully. • To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. • To understand the importance of 'getting free' 	<p>Striking and Fielding (Cricket)</p> <ul style="list-style-type: none"> • To develop skills in batting and fielding. • To choose fielding techniques. • To run between the wickets. • To run, throw and catch. • To develop a safe and effective overarm throw. • To learn batting control. • To use all the skills learned by playing in a mini-tournament. 	<p>Athletics</p> <p>To use correct technique to run at speed.</p> <ul style="list-style-type: none"> • To develop the ability to run for distance. • To throw with accuracy and power. • To identify and apply techniques of relay running. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competitive

	evaluate own and others' sequences.			<p>in order to receive a pass. •</p> <p>To understand how to make space by moving away and coming back and by dodging.</p> <ul style="list-style-type: none"> • To be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass. • To learn how to shoot. • To understand the different positions in a netball team (five-a-side). • <p>To recognise which positions are attacking and which are defending.</p>		situation.
Year 6	<p>Gymnastics</p> <ul style="list-style-type: none"> • To identify and practise gymnastic shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements • To use counterbalances and incorporate them into a sequence of movements. 	<p>Dance</p> <ul style="list-style-type: none"> • To identify and practise the patterns and actions in a street dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a street dance style. • To create a dance as a group, using any street dance moves. • To create a dance as a group, using any street dance moves. • To perform and 	<p>Invasion (Rugby)</p> <ul style="list-style-type: none"> • To understand the basic rules of tag rugby. • To work as a team, using ball-handling skills. • To pass and carry a ball using balance and coordination. • To use skills learned to play a game of tag rugby. • To apply rules and skills learned to a game. • To play in a mini tag rugby competition. 	<p>Striking and Fielding (Rounders)</p> <ul style="list-style-type: none"> • To throw and catch under pressure. • To use fielding skills to stop the ball effectively. • To learn batting control. • To learn the role of backstop. • To play in a tournament and work as team, using tactics in order to beat another team. • To play in a tournament and work as team, using tactics in order to beat 	<p>(Tennis/Badminton)</p> <ul style="list-style-type: none"> • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. • Understand how to serve the shuttle in order to start the game. • Recognise the difference between the 	<p>(Athletics)</p> <ul style="list-style-type: none"> • To investigate running styles and changes of speed. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork

	<ul style="list-style-type: none"> • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. 	analyse own and		another team.	<p>low serve and the high serve.</p> <ul style="list-style-type: none"> • To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. • To understand that the drop shot is an attacking shot, and why. • To know where the drop should be aimed for, for it to be most productive, and why. • To understand how to use different shots to outwit an opponent in a game. • To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used. 	<p>patterns.</p> <ul style="list-style-type: none"> • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation.
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