

PROGRESSION JOURNEY:

Social Emotional Thinking

The children's progression through the PE curriculum involves the development of their social, emotional and thinking skills. This is a guide to the key SET focusses at different points in the children's learning.



EYFS

1

2

3

4

5

6

S
O
C
I
A
L

Take turns.

Learn to share equipment with others.

Share their ideas with others.

Encourage others to keep trying.

Talk to a partner about their ideas and take turns to listen to each other.

Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.

Work with others to achieve a shared goal.

Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.

Lead others and show consideration of including all within a group.

Communicate with others clearly and effectively.

E
M
O
T
I
O
N
A
L

Try again if they do not succeed.

Practise skills independently.

Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.

Determined to complete the challenges and tasks set.

Explore skills independently before asking for help.

Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.

Understand what their best looks like and they work hard to achieve it.

Begin to use rules showing awareness of fairness and honesty.

Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.

Use different strategies to persevere to achieve personal best.

Compete within the rules showing fair play and honesty when playing independently.

Confident to attempt tasks and challenges outside of their comfort zone.

T
H
I
N
K
I
N
G

Begin to identify personal success.

Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.

Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.

Begin to select and apply skills to use in a variety of differing situations, e.g. choose to use a balance on their bottom on a wider piece of apparatus.

Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.

Select and apply from a wider range of skills and actions in response to a task.

Provide feedback using key terminology.

Reflect and evaluate performances as a group and individually and suggest areas for improvement.

Recognise and explain their thought process when playing games or completing tasks.

Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.

Select and apply appropriate skills for the situation when under pressure.

PROGRESSION JOURNEY: DANCE

KS1: PERFORM DANCES USING SIMPLE MOVEMENT PATTERNS

KS2: PERFORM DANCES USING A RANGE OF MOVEMENT PATTERNS



EYFS

1

2

3

4

5

6

Copy basic body actions and rhythms.

Copy, remember and repeat actions.

Copy, remember and repeat a series of actions.

Copy remember and perform a dance phrase.

Copy, remember, adapt and perform set choreography.

Precisely copy and repeat choreography in different styles of dance with good timing.

Dance confidently and fluently with accuracy and timing.

Choose and use travelling actions, shapes and balances.

Create actions that represent or reflect a theme or story

Select from a wider range of actions in relation to a stimulus.

Create short dance phrases that communicate an idea.

Choreograph a phrase, considering structure individually, with a partner and in a group.

Choreograph phrases individually and collaboratively, considering action, dynamic, space and relationship.

Creatively choreograph longer phrases, considering action, dynamic, space and in relation to a theme.

Travel in different pathways using the space around them.

Use changes of direction, speed and levels with guidance.

Use pathways, levels, shapes, directions, speeds and timing.

Use canon, unison and formation to represent an idea.

Use action and reaction to represent an idea.

Continue to develop more complex actions, movements and transitions.

Confidently perform complex actions, movements and transitions.

Begin to use dynamics and expression with guidance.

Show some sense of dynamic and expressive qualities.

Show a character through actions, dynamics and expression.

Match dynamic and expressive qualities to a range of ideas.

Change dynamics to express changes in character or narrative.

Confidently perform, choosing appropriate dynamics to represent an idea.

Improvise and combine dynamics, demonstrating an awareness of the impact on performance.

Begin to count to music.

Use counts of 8 to move in time with the music

Use counts with help to stay in time with the music.

Use counts to keep in time with a partner and group.

Use counts when choreographing short phrases.

Use counts accurately when choreographing to perform in time with others and the music.

Use counts when choreographing and performing to improve the quality of work.

PROGRESSION JOURNEY: BODY MANAGEMENT THROUGH YOGA AND GYMNASTICS

KS1: MASTER BASIC MOVEMENTS AS WELL AS DEVELOPING BALANCE, AGILITY AND CO-ORDINATION.

KS2: DEVELOP FLEXIBILITY, STRENGTH, TECHNIQUE, CONTROL AND BALANCE.



EYFS

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 the body.

Move deliberately from one space to the next.

Copy and link simple actions together.

1

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.

Explore different ways of moving between spaces.

Remember, repeat and link simple actions together.

2

Perform balances on different body parts with some control and balance.

Take body weight on different body parts, with and without apparatus.

Show increased awareness of extension and flexibility in actions.

Begin to link actions with transitions.

Copy, remember, repeat and plan linking simple actions with some control and technique.

3

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time

Demonstrate increased flexibility and extension in their actions.

Use fluid transitions to link actions.

Choose actions that flow well into one another both on and off apparatus.

4

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increasing flexibility and extension in more challenging actions.

Link actions with increasingly imaginative transitions.

Plan and perform sequences showing control and technique with and without a partner.

5

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of actions.

Choose and execute appropriate transitions between actions to form a fluid sequence.

Plan and perform more complex sequences of actions with good quality, control and technique.

6

Combine and perform more complex balances with control, technique and fluency.

Demonstrate complex actions with strength and technique.

perform innovative actions with good control.

Confidently and fluidly transition between actions with excellent control and extension.

Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

PROGRESSION JOURNEY: F.M.S. THROUGH FUNDAMENTALS, FITNESS AND ATHLETICS



KS1: MASTER BASIC MOVEMENTS, DEVELOP BALANCE, AGILITY AND CO-ORDINATION, AND BEGIN TO APPLY THESE IN A RANGE OF ACTIVITIES.

KS2: RUNNING, JUMPING AND THROWING IN ISOLATION AND IN COMBINATION.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show coordination and balance when running at different speeds.	Show coordination and balance technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	When running, begin to adjust speed according to distance and time.	When running, accurately adjust speed according to distance and time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Control take-off and landing in more complex jumping activities.	Link, coordinate and control running, jumping and hopping.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping, jumping and skipping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps, showing some technique.	Jump for height and distance with effective technique.
Throw larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Throw for distance with effective technique.
Balance whilst stationary and on the move.	Show some control and balance when travelling and stopping at different speeds.	Show control and balance when travelling and stopping at different speeds.	Develop balance when travelling, landing and stopping.	Demonstrate increasing balance when travelling, landing and stopping.	Demonstrate balance and control when travelling, landing and stopping.	Travel, land and stop with fluency and control.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrate balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with fluent action and transition smoothly between speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating the body with and without equipment.	Co-ordinate the body with increased consistency in a variety of activities.	Begin to co-ordinate the body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Coordinate whole body with fluent action at appropriate speed.

PROGRESSION JOURNEY: TEAMBUILDING & OAA

KS1: N/A

KS2: TAKE PART IN OUTDOOR AND ADVENTUROUS ACTIVITY CHALLENGES BOTH INDIVIDUALLY AND WITHIN A TEAM.



EYFS

Follow simple instructions.

Share ideas with others.

Explore activities making own decisions in response to a task.

Make decisions about where to move in a space.
(Follow a path.)

Begin to identify personal success.

1

Follow instructions.

Begin to work with a partner and a small group.

Understand the rules of the game and suggest ideas to solve simple tasks.

Copy a simple diagram/map.

Identify own and others' success.

2

Follow instructions accurately.

Work cooperatively with a partner and a small group, taking turns and listening to each other.

Try different ideas to solve a task

Follow and create a simple diagram/map.

Understand when a challenge is solved and begin to suggest simple ways to improve.

3

Follow instructions from a peer and give simple instructions.

Work collaboratively with a partner and a small group, listening to and accepting others' ideas.

Plan and attempt to apply strategies to solve problems.

Orientate and follow a diagram/map.

Reflect on when and why challenges are solved and use others' success to help them to improve.

4

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.

Confidently communicate ideas and listen to others before deciding on the best approach.

Plan and apply strategies to solve problems.

Identify key symbols on a map and use a key to help navigate around a grid.

Watch, describe and evaluate the success of team strategy, giving ideas for improvements.

5

Use clear communication when working in a group and taking on different roles.

Begin to lead others, providing clear instructions.

Plan and apply strategies with others to more complex challenges.

Orientate a map confidently using it to navigate around a course.

Explain why a particular strategy worked and alter methods to improve

6

Communicate with others clearly and effectively when under pressure.

Confidently lead others and show consideration of including all within a group.

Think critically to form ideas and strategies; select and apply these to solve problems.

Confidently and efficiently orientate a map, identifying key features to navigate around a course.

Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

PROGRESSION JOURNEY: GAMES THROUGH INVASION, TARGET, NET & WALL AND FIELDING GAMES



KS1: MASTER BASIC MOVEMENTS INCLUDING THROWING AND CATCHING. PARTICIPATE IN TEAM GAMES, DEVELOPING SIMPLE TACTICS

KS2: USE THROWING AND CATCHING IN ISOLATION AND IN COMBINATION. PLAY COMPETITIVE GAMES AND APPLY BASIC PRINCIPLES FOR ATTACKING AND DEFENDING.

EYFS

1

2

3

4

5

6

Move a ball with feet.

Move a ball using different parts of the foot.

With feet, dribble a ball with some success, stopping it when required.

Dribble a ball with feet, developing simple technique and control.

Dribble a ball with feet, showing good control and changing direction.

Develop foot-dribbling technique to increase control within a game.

Vary foot-dribbling technique to keep possession in a game while under pressure.

Drop and catch with two hands.

Drop and catch a ball after one bounce on the move.

Dribble a ball with two hands on the move.

Dribble the ball with one hand with some control within a game.

Link hand dribbling the ball with other actions with increasing control.

Develop hand-dribbling technique to increase control and use in a game.

Vary hand-dribbling technique to keep possession in a game while under pressure.

Throw and roll a variety of beanbags and larger balls to space.

Throw and roll towards a target using various techniques.

Throw and roll towards a target using various techniques with success.

Use a variety of throwing techniques within a game.

Use a variety of throwing techniques with increasing success within a game.

Use a variety of throwing techniques with control, while under pressure in a game.

Develop throw technique, including feints, to outwit an opponent.

Kick larger balls to space.

Kick towards a stationary target.

Kick in the direction of a target, with some success.

Show balance when kicking towards a target.

Shoot with increasing accuracy within a game.

Use a variety of shooting techniques with control, while under pressure in a game.

Apply appropriate shooting technique with control, while under pressure.

Pass a ball in the direction of another.

Find a teammate more consistently with a pass.

Pass the ball to a teammate within a game, with some success.

Explore different passing techniques with some success.

Use a variety of passing techniques within a game.

Use a variety of passing techniques with control, while under pressure in a game.

Apply appropriate passing techniques while under pressure within a game.

Stop a beanbag or large ball sent to them using hands.

Catch a beanbag and a medium-sized ball with two hands.

Catch an object passed to them, with and without a bounce.

Catch a ball using one and two hands with some success.

Catch a ball using one and two hands on the move with increasing success.

Catch and intercept a ball using on the move with success in a game.

Catch and intercept a ball on the move consistently within a game.

Attempt to stop a large ball sent to them using feet.

Attempt to track balls and other equipment sent to them.

Move to track a ball and stop it using feet with some success.

Receive a ball sent to them using different parts of the foot.

Receive a ball using different parts of the foot while under pressure.

Receive a ball using different parts of the foot under increasing pressure.

Receive a ball with consideration to the next move.

Hit a ball with hands.

Strike a stationary ball with a racket, bat or stick.

Strike a moving ball with a racket, bat or stick.

Cleanly strike a ball with a racket, bat or stick with simple technique.

Cleanly trike a ball with a racket, bat or stick, varying technique.

Consistently strike a ball with racket, bat or stick, varying technique under pressure.

Strike a ball with racket, bat or stick so to outwit an opponent while under pressure.

Run and stop when instructed.

Run, stop and change direction with some balance and control.

Run, stop and change direction with balance and control.

Change direction with increasing speed within a game.

Change direction to lose an opponent, with some success.

Vary technique, speed and change direction to lose an opponent.

Change direction and speed to outwit an opponent while under pressure.

Move around showing some awareness of others.

Recognise space in relation to others.

Move to space to help score goals or limit others scoring.

Use space with some success within a game.

Create and use space with some success within a game.

Create and use space for self and others with some success.

Create and use space for self and others to outwit an opponent.

Make simple decisions in response to a situation.

Begin to use simple tactics with guidance.

Independently apply simple tactics.

Use simple tactics individually and within a team.

Use simple tactics to help score or gain possession.

Use tactics effectively in different game situations.

Work collaboratively to use tactics within a team.

PROGRESSION JOURNEY: SWIMMING

NC: ALL SCHOOLS MUST PROVIDE SWIMMING INSTRUCTION EITHER IN KEY STAGE 1 OR KEY STAGE 2.



BEGINNERS

Submerge and regain feet in the water.

Breathe in sync with an isolated kicking action from poolside.

Use arms and legs together to move effectively across a short distance in the water.

Glide on front and back over short distances.

Float on front and back for short periods of time.

Confidently roll from front to back and then regain a standing position.

DEVELOPERS

Confidently and consistently retrieve an object from the floor with the same breath.

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

Combine gliding and floating on front and back over an increased distance.

Float on front and back using different shapes with increased control.

Comfortably demonstrate sculling head first, feet first and treading water.

INTERMEDIATE

Confidently combine skills to retrieve an object from greater depth.

Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

Confidently demonstrate good technique in a wider range of strokes over increased distances.

Combine gliding and transitioning into an appropriate stroke with good control.

Confidently link a variety of floating actions together demonstrating good technique and control.

Select and apply the appropriate survival technique to the situation.