

# PHYSICAL EDUCATION WHOLE CHILD SKILL PROGRESSION

## PERSONAL

### STAY ON TASK WITH HELP

I enjoy working on simple tasks with help.

### STAY ON TASK

I can follow instructions, practise safely and work on simple tasks by myself.

### KEEP TRYING

I try several times if at first I don't succeed and I ask for help when appropriate.

## SOCIAL

### PLAY WITH OTHERS WITH HELP

I can play with others and take turns and share with help

### UNDERSTAND OTHERS

I can work sensibly with others, taking turns and sharing.

### HELP AND ENCOURAGE

I can help, praise and encourage others in their learning.

## COGNITIVE

### FOLLOW INSTRUCTIONS

I can follow simple instructions.

### OBSERVE AND DESCRIBE

I can understand and follow simple rules. I can name some things I am good at.

### RECOGNISE AND ORDER

I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.

## CREATIVE

### OBSERVE AND COPY

I can observe and copy others.

### EXPLORE AND DESCRIBE

I can explore and describe different movements.

### COMPARE AND DEVELOP

I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

## EMOTIONAL

### LABELLING EMOTIONS

I can recognise the different types of emotions.

### RELATING TO EMOTIONS

I can recognise when I feel different types of emotions.

### REGULATING EMOTIONS

I can identify the different ways to control by emotions.

## HEALTH AND FITNESS

### PRACTISE SAFELY

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

### EXPLAIN BENEFITS OF EXERCISE

I am aware of why exercise is important for good health.

### DESCRIBE SIMPLE CHANGES

I am aware of the changes to the way I feel when I exercise

EXPECTED END OF KEY STAGE ONE

# PHYSICAL EDUCATION WHOLE CHILD SKILL PROGRESSION

## PERSONAL

### TAKE CONTROL

I know where I am with my learning and I have begun to challenge myself.

### CONSISTENTLY TRY TO IMPROVE

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

### EMBRACE CHALLENGE

I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

### TAKE RESPONSIBILITY FOR MY LEARNING

I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.

## SOCIAL

### WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

### ORGANISE AND GUIDE OTHERS

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

### IMPROVE OTHERS

I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

### LEAD OTHERS

I can involve others and motivate those around me to perform better.

## COGNITIVE

### EXPLAIN WHY

I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.

### DESCRIBE HOW TO IMPROVE

I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

### MAKE GOOD DECISIONS

I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.

### ANALYSE PERFORMANCE

I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.

## CREATIVE

### RECOGNISE AND RESPOND

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences.

### REFINE AND CHANGE

I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

### EXPRESS, ADAPT AND ADJUST

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

### VARIETY AND DISGUISE

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.

## EMOTIONAL

### LABELLING OTHERS EMOTIONS

I can recognise the different types of emotions in other people and suggest ways to help.

### EMPATHISING WITH OTHERS

I can begin to empathise and relate with other people's point of view and perspective.

### MANAGING CONFLICT

I know a range of strategies to help resolve conflict. I am aware of the restorative five questions.

### MANAGING EMOTIONAL WELLBEING

I can manage my own emotional wellbeing in a range of situations. I am aware of other people's emotions and can respond appropriately.

## HEALTH AND FITNESS

### EXPLAIN WHY

I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

### EXPLAIN HOW TO EXERCISE

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

### PREPARE MYSELF FOR ACTIVITY

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

### PLAN MY OWN FITNESS

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.

EXPECTED END OF KEY STAGE TWO



# PHYSICAL EDUCATION WHOLE CHILD KNOWLEDGE PROGRESSION

**EYFS**  
**YEAR 1**  
**YEAR 2**

**AUTUMN 1**

**TAKING CARE**  
Discuss the meaning of the work care. Discuss why taking care is important.

**STAYING SAFE**  
Articulate what it means to be safe. Describe ways to stay safe. Identify people whose main job is keep people safe.

**GROWTH MINDSET**  
Describe the difference between a growth and fixed mindset. Identify examples of growth and fixed mindset thinking.

**AUTUMN 2**

**DIFFERENT TYPES OF FOOD**  
Recognise different types of food.

**HEALTHY LIFESTYLE**  
Describe some of the ways people can lead a healthy lifestyle.

**BALANCE DIET AND FOOD GROUPS**  
Begin to identify different food groups and explain how they affect the body.

**SPRING 1**

**INTRODUCTION TO BODY PARTS**  
Begin to identify some basic body parts.

**BABY TO INFANT GROWTH**  
Discussing how the body changes from a baby to infant age. Identify body parts.

**IDENTIFYING BODY ORGANS**  
Identify, label and describe some of the vital body organs and what their function is in the body..

**SPRING 2**

**INTRODUCTION TO EFFECTS OF ILLNESS**  
Discuss what happens when we are ill or sick

**DIFFERENT TYPES OF ILLNESS AND DISEASE**  
Discuss and identify the effects of various illnesses and diseases.

**CAUSES OF ILLNESS AND DISEASE**  
Describe how we become infected with disease and best ways to prevent it.

**SUMMER 1**

**LABELLING EMOTIONS**  
Identifying different types of emotions.

**RELATING EMOTIONS**  
Being able to recognise different emotions felt by oneself.

**REGULATING EMOTIONS**  
Developing strategies to regulate and control and range of emotions.

**SUMMER 2**

**INTRODUCTION TO EXERCISE**  
Begin to identify different types of exercise.

**TYPES OF EXERCISE**  
Describe different types of exercise and what they require in order to complete them.

**INTRODUCTION ON THE EFFECTS OF EXERCISE ON THE BODY**  
Begin to discuss how exercise affects the body.

# PHYSICAL EDUCATION WHOLE CHILD KNOWLEDGE PROGRESSION

**YEAR 3**  
**YEAR 4**  
**YEAR 5**  
**YEAR 6**

## AUTUMN 1

### SETTING TARGETS

Discuss how we can plan for and set goals that realistic and achievable.

### ATTITUDES AND ACTIONS

Begin to identify how our thoughts, feelings and actions are linked.

### CHALLENGING YOURSELF

Discuss the how challenge stretches our abilities, enabling us to learn through our mistakes.

### SPORTS PSYCHOLOGY

Look at how high profile athletes apply condition their thoughts and feelings in high pressure situations.

## AUTUMN 2

### A BALANCED DIET EFFECTS ON HEALTH AND FITNESS

Discuss how different foods affect our body.

### QUANTITY, TYPE & PROPORTION OF FOODS

Look at how different quantities of each food group affects our bodies.

### A BALANCED DIET EFFECTS ON PERFORMANCE AND WELLBEING

Identify how differences in diet can affect performance and wellbeing

### TRAINING AND DIET PERFORMANCE PLANS

Look at different types of training and diet plans.

## SPRING 1

### IDENTIFYING DIFFERENT BONES IN THE BODY

Look at some of the main bones in the body.

### IDENTIFYING DIFFERENT MUSCLE GROUPS

Begin to identify different muscle groups in the body and explain how they work.

### DESCRIBING HOW THE BODY WORKS

Discuss the function and purpose of various different systems in the body.

### MECHANICS OF THE HUMAN BODY

Identifying how the various systems in the body work together.

## SPRING 2

(Water safety units are moved to accompany practical swimming units)

### WATER SAFETY Pt1

Begin to identify some of the key aspects to staying safe in water inside and outside.

### WATER SAFETY Pt2

Identify the key aspects to staying safe in water including the meaning of different flags.

### WATER SAFETY Pt3

Consolidate knowledge regarding the key aspects to staying safe in water including the meaning of different flags and signs

### WATER SAFETY Pt4

Consolidate knowledge regarding the key aspects to staying safe in water including planning for trips and visits to outside water areas.

## SUMMER 1

### LABELLING OTHERS EMOTIONS

Begin to recognise the different types of emotions in other people and suggest ways to help.

### EMPATHISING WITH OTHERS

Begin to empathise and relate with other people's point of view and perspective

### MANAGING CONFLICT

Identify a range of strategies to help resolve conflicts. Discuss how we use the restorative five questions.

### MANAGING EMOTIONAL WELLBEING

Identify ways to manage emotional wellbeing in a range of situations. Develop awareness of other people's emotions.

## SUMMER 2

### SHORT AND LONG TERM EFFECTS OF EXERCISE

Identify the short and long term effects of exercise on the body.

### DIFFERENT TYPES OF EXERCISE AND TRAINING

Identify and discuss the purpose of different types of exercise and training .

### LONG TERM EFFECTS OF DIFFERENT TYPES OF TRAINING

Discuss and identify how different types of training affect and develop the body.

### SPECIFICITY TRAINING: TRAINING PROGRAMMES

Look into professional athletes training programmes and their purpose.



# PHYSICAL EDUCATION WHOLE CHILD - END POINTS

	Personal	Social	Cognitive	Creative	Emotional	Health and Fitness
EYFS	I enjoy working on simple tasks with help	I can play with others and take turns and share with help	I can follow simple instructions	I can observe and copy others	I can recognise different types of emotion	I can move confidently in different ways
KS1	I try several times if at first I don't succeed and I ask for help when appropriate	I can help praise and encourage others in their learning	With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme	I can identify the different ways to control by emotions.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely
LKS2	I know where I am with my learning and I have begun to challenge myself	show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas	I can explain what I am doing well and I have begun to identify areas for improvement	I can make up my own rules and versions of activities. I can recognise similarities and differences in movements and expression	I can begin to empathise and relate with other people's point of view and perspective	I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down
UKS2	I see all new challenges as opportunities to learn and develop	I help organise roles and responsibilities and can guide a small group through a task	I can use awareness of space/others to make good decisions	I can respond imaginatively to different situations u	I can manage my own emotional wellbeing in a range of situations.	I can plan and follow my own basic fitness programme.