

Physical Education Curriculum

Progression Journey –Whole Child Objectives (SET)



	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Social	Take turns.	Encourage others to keep trying.	Encourage and motivate others to work to their personal best.	Share ideas with others and work together to decide on the best approach to a task.
	Learn to share equipment with others.	Talk to a partner about their ideas and take turns to listen to each other.	Work with others to achieve a shared goal.	Lead others and show consideration of including all within a group
	Share their ideas with others.	Work with a partner and small group to play games and solve challenges	Work with others to self-manage games	Communicate with others clearly and effectively.
Emotional	Try again if they do not succeed.	Show determination to continue working over a longer period of time.	Persevere when finding a challenge difficult.	Understand what maximum effort looks and feels like and show determination to achieve it.
		Determined to complete the challenges and tasks set.	Understand what their best looks like and they work hard to achieve it.	Use different strategies to persevere to achieve personal best.
	Practise skills independently.	Explore skills independently before asking for help	Begin to use rules showing awareness of fairness and honesty	Compete within the rules showing fair play and honesty when playing independently.
	Confident to try new tasks and challenges.	Confident to share ideas, contribute to class discussion and perform in front of others.	Show an awareness of how other people feel.	Confident to attempt tasks and challenges outside of their comfort zone.
Thinking	Begin to identify personal success.	Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.	Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.	Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
	Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.	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	Select and apply from a wider range of skills and actions in response to a task.	Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.
	Begin to provide simple feedback saying what they liked or thought was good about someone else's performance	Provide feedback beginning to use key words from the lesson	Provide feedback using key terminology.	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.