



Whitley Memorial Primary School

Whole School Progression of Skills PE Core Curriculum Overview

Multi-ability Cog Focus and Learning Journeys

Exceeding Expected Working towards

Unit Area	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal	I can follow instructions, practise safely and work on simple tasks by myself. I enjoy working on simple tasks with help.	I try several times if at first I don't succeed and I ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself. I enjoy working on simple tasks with help.	I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself.	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate.	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate.	I see all new challenges as opportunities to learn and develop. I can cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice. I know where I am with my learning and I have begun to challenge myself.	I recognise my strengths and weaknesses and can set myself appropriate targets. I see all new challenges as opportunities to learn and develop. I can cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.
Social	I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help.	I can help, praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help.	I show patience and support others. I am happy to show and tell others about my ideas. I can help, praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities. I show patience and support others. I am happy to show and tell others about my ideas. I can help, praise and encourage others in their learning.	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities. I show patience and support others. I am happy to show and tell others about my ideas. I can help, praise and encourage others in their learning.	I can give and receive sensitive feedback to improve myself and others. I help organise roles and responsibilities and can guide a small group through a task. I cooperate well with others and give helpful feedback. I am happy to show and tell others about my ideas. I show patience and support others.	I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. I help organise roles and responsibilities and can guide a small group through a task. I cooperate well with others and give helpful feedback. I am happy to show and tell others about my ideas.
Cognitive	I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions.	I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance. I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions.	I can explain what I am doing well and I have begun to identify areas for improvement. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. I can understand and follow simple rules and can name some things I am good at.	I understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance.	I understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance.	I can and suggest patterns of play which will increase chances of success. I can use awareness of space/others to make good decisions. I can understand ways (criteria) to judge performance. 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.	I can develop methods to outwit an opponent. I can and suggest patterns of play which will increase chances of success. I can use awareness of space/others to make good decisions. I can understand ways (criteria) to judge performance. I can understand the simple tactics of attacking and defending.
Creative	I can explore and describe different movements.	I can begin to compare my movements and skills with those of others. I can select	I can make up my own rules and versions of activities. I can respond	I can link actions and develop sequences of movements that express my own ideas. I	I can link actions and develop sequences of movements that express my own ideas. I	I can respond imaginatively to different situations.	I can adapt and adjust my skills, movement or tactics so they are different to others. I

	I can observe and copy others.	and link movements together to fit a theme. I can explore and describe different movements. I can observe and copy others.	differently to a variety of tasks or music. 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 explore and describe different movements.	can change tactics, rules or tasks to make activities more fun or challenging. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	can change tactics, rules or tasks to make activities more fun or challenging. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music. 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 change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas. I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities.	can respond imaginatively to different situations. I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas. I can recognise similarities and differences in movements and expression.
Applying Physical	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can move confidently in different ways.	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can move confidently in different ways.	I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	I can use combinations of skills confidently in specific contexts. I can link actions together so they flow. I can perform a variety of movements and skills with good body tension. I can select and apply a range of skills with good control and consistency. I can perform and repeat sequences with clear shapes and controlled movement.	I can perform a range of skills fluently and accurately. I can use combinations of skills confidently in specific contexts. I can link actions together so they flow. I can perform a variety of movements and skills with good body tension. I can select and apply a range of skills with good control and consistency.
Health and Fitness	I am aware of why exercise is important for good health. I am aware of the changes to the way I feel after exercise.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health. I am aware of the changes to the way I feel after exercise.	I can describe how and why my body feels during and after exercise. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. 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. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. 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. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	I can identify possible dangers when planning an activity. I can record and monitor how hard I am working. I can explain how often and how long I should exercise to be healthy. I can describe the basic fitness components. I can explain why we need to warm up and cool down. I can describe how and why my body changed during and after exercise.	I can self select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity. I can record and monitor how hard I am working. I can explain how often and how long I should exercise to be healthy. I can describe the basic fitness components. I can explain why we need to warm up and cool down. I can describe how and why my body changed during and after exercise.