

Woodlands Infant School



PE curriculum

Long term plan

Progression of skills, knowledge and vocabulary

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PE Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Introduction to PE: Unit 1	Fundamentals: Unit 1	Gymnastics: Unit 1	Dance: Unit 1	Ball Skills: Unit 1	Athletics / Sports Day
Reception	Introduction to PE: Unit 2	Gymnastics: Unit 2	Dance: Unit 2	Ball Skills: Unit 2	Games: Unit 2	Athletics / Sports Day
Year One	Team Building Ball Skills	Target Games Gymnastics	Dance Gymnastics	Dance Net and Wall Games	Athletics Sending and Receiving	Cheerleading Sports Day Practice
Year Two	Dance Team Building	Dance Target Games	Gymnastics Ball Skills	Gymnastics Net and Wall Games	Athletics Sending and Receiving	Fitness Sports Day Practice

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Progression of Disciplinary Knowledge in PE

Key Concept	Nursery	Reception	Year 1	Year 2
Control and Coordination	Explore moving safely in a range of ways, including walking, running, jumping, crawling and rolling. Begin to stop and start on command. Practise balancing on one foot and holding positions for a few seconds. Experiment with changing direction and speed during movement. Use large equipment (balls, hoops, beanbags) to develop coordination.	Move confidently and safely in a range of ways with control and coordination. Combine travelling, balancing, jumping and rolling smoothly. Begin to use hand-eye coordination to throw, catch and aim with control. Demonstrate awareness of others in space during movement. Refine balance using different body parts and levels.	Demonstrate balance and coordination while combining actions (e.g. running and jumping). Move in different directions and pathways with fluency. Control small equipment while travelling (e.g. dribbling or carrying). Begin to link actions together in simple sequences. Adjust body position for balance, control and accuracy.	Apply control and coordination across different movement patterns. Combine travelling, jumping, balancing and rolling with fluency and accuracy. Move with precision and rhythm in response to a signal or stimulus. Refine fine and gross motor control when using equipment. Adjust speed, direction and level for purpose and control.
	move, stop, run, jump, balance, roll, direction, fast	control, coordination, direction, steady, speed, balance, travel, movement	control, direction, travel, balance, fluency, coordination, stability	precision, coordination, rhythm, balance, accuracy, adjust, control
Teamwork and Communication	Begin to play alongside others, taking turns and sharing equipment. Listen to and follow simple instructions during group activities. Start to work with a partner in very simple cooperative games. Learn to recognise and celebrate others' efforts and achievements. Respond to simple group cues such as "go", "stop" and "swap".	Work with a partner to complete simple tasks such as rolling, passing or mirroring movements. Take part in small group games that involve taking turns and following rules. Begin to communicate ideas verbally and non-verbally (gesture, signal, expression). Offer encouragement and support to others in the team. Listen carefully to instructions and respond appropriately.	Work cooperatively in pairs and small groups to complete physical tasks. Share and take on roles such as leader, follower or helper. Use simple communication (verbal and visual) to organise group activities. Begin to show awareness of fairness and respect during games. Respond to others' ideas and adapt strategies together.	Collaborate effectively with others in pairs, groups and teams. Use clear communication and agreed signals to coordinate actions. Show understanding of fair play, sharing success and resolving disagreements. Demonstrate leadership and cooperation when organising small games. Reflect on team performance and how communication affected success.
	share, turn, help, partner, team, listen, talk, together	cooperate, rules, partner, team, share, support, listen, communicate	teamwork, role, leader, follow, listen, communicate, respect, support	teamwork, tactics, inclusion, encouragement, respect, fairness, lead, responsibility

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Key Concept	Nursery	Reception	Year 1	Year 2
Creativity and Expression	Explore moving in different ways to music, rhythm or stories. Copy simple actions modelled by an adult or a peer. Use their body to represent familiar ideas (e.g. animals, weather, feelings). Experiment with speed, direction and level of movement. Begin to express themselves freely through movement play.	Create short sequences of movement to a given stimulus (music, story or theme). Move with control and coordination, varying levels, directions and speeds. Remember and repeat simple movement patterns. Begin to combine actions to show an idea or emotion (e.g. a growing plant, an animal, a celebration). Perform to others with confidence and awareness of space.	Create and perform short movement sequences that represent a theme or idea. Use changes in speed, direction and shape to communicate different moods or characters. Remember, repeat and link actions with control and clear transitions. Explore unison and mirroring with a partner. Begin to describe and improve their own performance using descriptive language.	Choreograph and perform longer sequences showing control, fluency and expression. Combine actions, shapes and levels to show contrast and emotion. Vary dynamics, tempo and pathways to enhance performance. Work collaboratively to create, rehearse and perform routines. Reflect on how movement can express a theme, character or story.
	move, copy, dance, music, high, low, idea, feeling	express, perform, rhythm, sequence, pattern, shape, idea, movement	perform, mirror, unison, tempo, direction, transition, movement, shape	choreograph, dynamics, contrast, sequence, transition, expression, formation, perform
Health and Fitness Awareness	Begin to notice changes in the body when active, such as breathing faster, feeling warmer and having a faster heartbeat. Begin to recognise when the body needs rest after activity. Explore moving in different ways and begin to talk about how movement feels. Begin to understand that being active is good for the body. Begin to follow simple routines that help the body get ready for movement and calm down afterwards.	Notice how the body feels before, during and after exercise, including breathing faster, feeling warmer and a faster heartbeat. Recognise when the body needs rest or a drink after being active. Begin to describe how exercise affects the body. Understand that being active helps to keep the body healthy. Take part in simple warm-ups and cool-downs and begin to understand why they are important.	Describe some of the ways the body changes during exercise, including breathing, heart rate and temperature. Recognise that warm-ups prepare the body for exercise and cool-downs help the body recover afterwards. Understand that exercise is important for keeping the body healthy. Begin to understand that different types of activity can help the body in different ways, for example stamina, strength, balance and coordination. Recognise the importance of rest and drinking water after physical activity. Begin to talk about effort, energy and how the body feels during different activities.	Explain how the body responds to exercise, including changes in breathing, heart rate and temperature. Understand why warm-ups and cool-downs are important for safe and effective exercise. Recognise that different types of exercise develop different aspects of fitness, including stamina, strength, flexibility and balance. Understand the importance of hydration, rest and recovery after exercise. Begin to explain how regular exercise helps to keep the body and mind healthy.

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Key Concept	Nursery	Reception	Year 1	Year 2
				Reflect on effort and describe how the body feels during and after different types of physical activity.
	body, heart, breathe, rest, tired, healthy, drink, eat	healthy, fit, strong, heart, breathe, rest, exercise, warm-up	warm-up, cool-down, stretch, rest, pulse, energy, healthy, fitness	stamina, strength, hydration, recovery, energy, fitness, muscles, exercise
Evaluation and Improvement	Begin to talk about what they enjoyed during physical activities. Recognise when they have achieved something new. Watch others and copy simple actions. Respond positively to praise and encouragement. Try again after mistakes with adult support.	Begin to say what they did well in a task or game. Identify something they could improve next time. Respond to feedback from adults and peers with encouragement. Watch others perform and describe what they notice. Try to make small changes to improve their own performance.	Talk about what went well and what could be improved in a task. Begin to compare their performance with others respectfully. Use feedback from adults and peers to improve simple techniques. Set a personal target to work on during a lesson or unit. Recognise when effort leads to progress.	Reflect on their own performance and describe strengths and next steps. Observe others to identify what makes a performance effective. Use specific vocabulary (e.g. control, accuracy, timing) to discuss improvement. Set personal goals and track their progress across sessions. Support others by offering kind and constructive feedback.
	try, again, learn, proud, copy, best	better, improve, learn, feedback, try, watch, change, proud	effort, improve, feedback, practice, target, goal, success, compare	evaluate, refine, progress, accuracy, timing, feedback, technique, improvement

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Progression of Substantive Knowledge in PE

	Nursery	Reception	Year 1	Year 2
Athletics	Running Explore running and stopping safely. Big steps are used to run and small steps are used to stop. Jumping Explore how to jump and hop safely. Throwing Explore how to throw to a target. Rules Rules help everyone to stay safe.	Running Run safely with control, adjusting speed and direction to avoid others. Big steps are used to run and small steps are used to stop. Moving into space away from others helps children to stay safe. Jumping Explore how to jump and hop safely. Bending knees helps with landing safely. Throwing Explore how to throw to a target. Bigger targets are easier to hit. Rules Rules help everyone to stay safe.	Running Explore running at different speeds and changing pace smoothly. Swinging the arms helps the body to run faster. Jumping Develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Landing on the balls of the feet helps with landing with control. Bending the knees helps the body to jump further. Throwing Explore throwing for distance and accuracy. Stepping forward with the opposite foot to the throwing hand helps the body to throw further. Rules and Collaboration Take turns and share equipment safely with others. Rules help everyone to play fairly.	Running Develop the sprinting action. Running on the balls of the feet, taking big steps and having elbows bent helps the body to run faster. Jumping Develop jumping, hopping and skipping actions. Explore safely jumping for distance and height, landing with bent legs. Swinging the arms forwards helps the body to jump further. Throwing Develop overarm throwing for distance. Pointing the throwing hand at the target when letting go of the object helps the object to travel in a straight line. Rules and Collaboration Follow simple rules when working with others. Take turns and share.
	run, stop, jump, hop, target, throw, space, safely		control, further, leap, overarm, underarm, time	sprint, distance, height, landing, take off, aim
Fundamental Movement Skills	Running Explore running and stopping safely. Begin to move in different directions. Moving into space away from others helps children to stay safe. Balancing Explore balancing when still.	Running Running and stopping need to be done safely and with control. Moving in different directions and into space away from others helps children to stay safe. Changing direction and dodging need control to be done safely. The body can move at different speeds. Balancing	Running Changing direction and dodging need control to be done safely. The body can move at different speeds. Bending the knees helps the body to change direction smoothly. Swinging the arms helps the body to run faster and maintain balance. Balancing	Running Balance and control are needed when changing direction at different speeds. Running can be slow, steady or fast. Bending the knees helps the body to stop in a balanced position. Running on the balls of the feet, taking big steps and having elbows bent helps the body to run faster. Balancing

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	Nursery	Reception	Year 1	Year 2
	Begin to balance when moving slowly. Jumping Explore taking off and landing safely when jumping. Hopping Begin to explore hopping. Hopping helps to develop coordination and balance. Skiping Begin to explore skiping as a travelling action. Skiping uses rhythm and repetition.	Balancing means keeping the body steady when still or moving. Control and balance help the body to travel and land steadily. Looking ahead helps the body to balance. Jumping Taking off and landing safely are important parts of jumping. Control is needed for take-off and landing when jumping for height or distance. Landing softly with bent knees helps the body to stay upright. Hopping Hopping on one leg requires balance and control. A soft, bent knee helps the body stay balanced and stops wobbling. Skiping Skiping requires coordination and rhythm. Using the opposite arm to leg helps balance when skiping. Jumping on the balls of the feet helps to keep a consistent rhythm.	Control and balance help the body to travel and land steadily. Looking ahead helps the body to balance. Landing on the feet helps the body to stay steady. Jumping Control is needed for take-off and landing when jumping for height or distance. Landing softly with bent knees helps the body to stay upright. Landing on the balls of the feet helps with landing with control. Hopping Hopping on one leg requires balance and control. A soft, bent knee helps the body stay balanced and stops wobbling. Skiping Skiping requires coordination and rhythm. Using the opposite arm to leg helps with balance when skiping. Jumping on the balls of the feet helps to keep a consistent rhythm.	Balance and stability help the body to perform movements and hold positions. Moving smoothly between balances helps the body stay steady. Squeezing the muscles helps with balancing. Jumping Jumping can be for distance, height and in different directions. Bending the knees helps with landing safely and with control. Swinging the arms forwards helps the body to jump further. Hopping Hopping can be for distance, height and in different directions. Balance is needed to land on one foot with control. Looking straight ahead helps the body to stay balanced and stops falling over. Skiping Skiping with a rope can use single bounce and double bounce techniques. Coordination is needed to swing the rope smoothly and time jumps. Swinging the opposite arm to leg helps with balance when skiping without a rope.
	balance, direction, hop, jump, land, run, safely, travel		dodge, jog, ready position, skip, swing	hurdle, sprint, take off, speed, weight
Ball skills and games	Sending and Receiving Explore sending objects with hands and feet by rolling, throwing or kicking.	Sending and Receiving Send a ball or object using hands or feet with growing control and aim.	Sending and Receiving Roll, throw and kick a ball towards a target or partner with some accuracy and control. Begin to use an underarm throw, turning the body towards the target to help with aim.	Sending and Receiving Roll, throw, kick and pass a ball towards a target with control and accuracy. Vary force and direction to send a ball over different distances.

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	Explore catching independently and with a partner using soft objects. Explore stopping a moving ball with hands or feet to bring it under control. Explore sending and tracking a ball to a partner in simple turn-taking games. Looking at where the ball needs to go helps with aiming. Dribbling and Control Explore moving a ball with the feet, keeping it close to the body. Explore dropping and catching a ball with two hands. Keeping the ball close helps with control. Striking and Hitting Explore hitting or pushing a ball gently with hands, a bat or a racket. Gentle pushes or taps help with controlling where the ball goes. Movement and Space Move safely in individual space and around others. Explore changing direction and playing simple chasing and tagging games.	Catch, stop or collect a moving ball using two hands, watching it carefully as it travels. Work with a partner to send, track and collect a ball in turn-taking games. Looking at the target before sending helps with aiming accurately. Watching the ball and looking at the target helps with sending and receiving accurately. Dribbling and Control Move a ball with the feet, keeping it close to stay in control. Drop and catch a ball with two hands, showing increasing coordination. Keeping the ball close helps with control and stops it from rolling away. Striking and Hitting Hit or tap a ball with hands or a racket, pointing towards the target. Pointing towards the target helps to send the ball in the right direction. Movement and Positioning Move confidently into and within space, changing direction safely. Use big steps to run and small steps to stop safely. Moving into space gives room to play and receive the ball.	Catch or stop a ball with two hands from a short distance, with or without a bounce. Turning the body towards where the ball needs to go helps with aiming more accurately. Watching the ball carefully helps with catching or stopping it securely. Tracking and Dribbling Track a moving ball by watching it closely and moving the feet to get in line with it. Collect a ball that is sent directly with control. Dribble a ball with hands and feet, keeping it close to the body while moving slowly and carefully. Moving with the ball is called dribbling, and keeping it close helps with control. Hitting and Rallying Explore hitting a dropped or stationary ball using a racket or hand. Use an underarm throw to feed a ball to a partner. Explore sending and returning a ball with a partner using hands or a racket. Hitting with the centre of the racket helps with controlling the ball. Using the right amount of power helps a partner return the ball. Footwork and Positioning Use a ready position to prepare to move quickly in different directions. Move into space to receive or send the ball safely. Using a ready position helps with moving quickly and staying prepared. Attacking and Defending Move into space to receive passes when attacking. Stay close to a partner or opponent when defending to make it harder for them to receive the ball.	Control the ball before sending to improve accuracy. Catch or stop a moving ball consistently using two hands or feet. Stepping with the opposite foot to the throwing arm helps with balance and accurate sending. Controlling the ball before sending helps with aiming carefully. Tracking and Dribbling Track and collect a moving ball with control, moving towards it rather than chasing it. Intercept a ball before it passes or goes out of play. Dribble a ball with hands and feet while moving, keeping control in different directions and spaces. Change direction when dribbling to avoid defenders. Keeping the head up helps with seeing space and opponents. Striking and Hitting Strike or hit a ball using hands, feet or equipment with increasing accuracy and consistency. Hit a dropped or bounced ball towards a partner or over a net. Watching the ball as it travels and finishing with the hand, bat or racket pointing at the target helps to improve accuracy. Rallying and Feeding Take part in simple rallies by throwing, striking or catching after one bounce. Feed a ball underarm to a partner or over a net, controlling power and distance. Sending the ball towards a partner and using the right amount of power helps to keep a rally going. Attacking and Defending Move into space to receive passes when attacking.

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	Explore running and stopping safely using big and small steps. Moving carefully helps everyone stay safe. Decision Making and Rules Begin to make simple decisions about where to send the ball or where to move. Rules help everyone stay safe and play kindly together.	Attacking, Defending and Tactics Take part in simple games, beginning to understand attacking and defending roles. Make simple decisions about where to move or pass during a game. Following rules helps everyone stay safe and play fairly.	Finding good space helps a team pass successfully. Staying near an opponent makes it more difficult for them to receive the ball. Tactics and Rules Begin to use simple tactics to help the team succeed. Follow simple rules to play fairly and safely. Rules help everyone enjoy the game and play fairly. Using simple tactics can help a team score or defend better.	Mark or block opponents when defending to intercept or win the ball back. When the team has the ball, players are attackers, and when the team does not have the ball, players are defenders. Standing between the attacker and the ball helps with defending effectively. Tactics and Rules Apply simple tactics to make it harder for opponents and easier for the team to score. Follow rules fairly and safely during games. Use a ready position to react quickly and move towards the ball. Using simple attacking and defending tactics helps a team succeed.
	ball, bounce, catch, dribble, hit, kick, target, score, aim, partner, target, throw, score, direction, pass, team, space		control, ready position, track, swing, underarm net, racket, attacker, defender, goal, mark, dodge, balance, distance, further, overarm	collect, prepare, receive, release, touch, defend, return, trap, against, attack, possession, shoot, tactic, accurate, opponent, strike, teammate
Dance	Movement and Action Explore how the body moves in different ways, using arms, legs and whole-body actions. Copy basic body actions and simple rhythms modelled by an adult. Explore actions in response to music, sounds or an idea. Moving the body in different ways helps to create interesting actions. Space Begin to explore pathways and the space around the body and in relation to others.	Movement and Action Move the body in different ways to create interesting actions. Change the way the body moves to show an idea, mood or character. Begin to perform short movement sequences to music or a story. Space Use the space around the body safely, moving into space to avoid others. Using lots of space helps a dance look interesting and clear to the audience.	Actions Copy, remember and repeat actions to represent a theme. Create actions in relation to a theme. Actions can be sequenced to create a dance. Dynamics Explore varying speeds to represent an idea. Fast and slow actions can be used to show an idea. Space Explore pathways within a performance, changing direction while moving. There are different directions and pathways within a space. Relationships Begin to explore actions and pathways with a partner.	Actions Accurately remember, repeat and link actions to express an idea. Sequence actions in a particular order to tell the story of the dance. Dynamics Develop understanding of dynamics by changing the way actions are performed to show an idea. Different speeds, strengths and qualities of movement can be used in dance. Space Develop the use of pathways and travelling actions to include different levels and directions. Different directions, pathways and levels make a dance more interesting. Relationships

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	Nursery	Reception	Year 1	Year 2
	Using space safely helps children move without bumping into others. Using lots of space helps a dance look interesting and clear to the audience. Performance Perform short phrases of movement in front of others with growing confidence. Watch others perform by sitting quietly and clapping at the end.	Performance Watch others perform by sitting quietly and clapping at the end. Performing movement sequences helps to communicate music, stories and ideas.	When dancing with a partner, it is important to be aware of each other and keep in time. Performance Perform alone and with others to an audience. Standing still at the start and end of a dance lets the audience know when it has started and finished. Strategy Using exaggerated actions helps the audience to see them clearly. Begin to evaluate how actions and expressions help to tell a story.	Explore working with a partner using unison, matching and mirroring. Using counts of 8 helps dancers stay in time with a partner and the music. Performance Develop the use of facial expressions to show mood and emotion in performance. Facial expressions help to communicate the theme or feeling of a dance. Strategy Practising a dance helps performance to improve. Begin to evaluate performance and refine movements for greater control and expression.
	action, counts, direction, shape, high, low, space, travel		beat, balance, level, pathway, pose, timing	create, dynamics, expression, matching, mirroring, unison
Gymnastics	Shapes Explore moving the body into different shapes such as wide and narrow, straight and curved. Balances Explore shapes and balances in stillness using different parts of the body, including hands, feet and knees. Rolls Explore rocking and rolling safely on the floor. Jumps	Shapes Make and hold different shapes with the body, showing clear contrasts such as wide and narrow or straight and curved. Balances Hold balances in stillness using a range of body parts and show control for several seconds. Rolls Change body shape to help the body roll smoothly. Jumps Bending the knees helps with landing safely when jumping. Control	Shapes Explore basic gymnastic shapes including straight, tuck, straddle and pike. Practise holding shapes with control and good posture. Extending parts of the body helps to improve gymnastic shapes. Balances Perform balances making the body tense, stretched and curled. Begin to balance on different body parts and hold still for several seconds. Balances should be held for 5 seconds to show control. Rolls Explore barrel, straight and forward roll progressions safely on mats. Experiment with starting and finishing rolls in different shapes.	Shapes Explore using a range of shapes in different gymnastic balances and movements. Some shapes link well together to make a sequence flow smoothly. Balances Remember, repeat and link combinations of gymnastic balances on the floor and apparatus. Squeezing the muscles helps the body stay strong and balanced. Rolls Explore barrel, straight and forward rolls, linking them into short sequences. Different rolls have different teaching points, such as keeping the head tucked or arms straight. Jumps Explore shape jumps and take-off combinations, including star, tuck and straight jumps.

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	Nursery	Reception	Year 1	Year 2
	Explore jumping safely from a low height, landing with bent knees. Control Begin to hold a shape and count out loud to show control.	Holding a shape and counting to five helps others to see it clearly.	Different shapes can be used to roll. Jumps Explore shape jumps, including star, tuck and straight jumps. Practise jumping off low apparatus, bending knees to land safely. Landing on the balls of the feet helps with landing with control. Strategy A clear starting and finishing position helps people know when a sequence has begun and ended. Begin to link shapes, balances and jumps to create a short routine.	Looking forward helps with landing with control and stability. Strategy Using shapes which link well together helps a sequence flow from one movement to the next. Begin to plan and perform simple sequences showing smooth transitions, control and flow.
	balance, hold, jump, land, rock, roll, shape, still		action, control, direction, level, speed	link, pathway, pike, sequence, straddle, tuck
Teamwork and Problem Solving (OAA)	Problem Solving Explore activities that involve making simple decisions to solve problems. Begin to express ideas and share suggestions with others. Talking with a partner can help to solve a challenge. Navigational Skills Explore moving safely in space and following a simple path or route. Reflection Begin to notice success and feel proud of effort. Rules	Problem Solving Make simple decisions in response to a task or challenge. Talk with a partner to share ideas and solve challenges together. Navigational Skills Move into space away from others to stay safe during an activity. Leave a gap when following a path to keep everyone safe. Reflection Begin to identify when success has been achieved and what helped. Rules Following rules helps to keep everyone safe and make play fair.	Problem Solving Suggest ideas in response to a task or challenge. Begin to work with others to find ways to solve simple problems. Working collaboratively with others helps challenges to be solved more easily. Navigational Skills Follow a set path safely and lead others along it. Begin to make simple decisions about which way to go before starting an activity. Deciding which way to go before starting helps a task to be completed successfully. Communication Communicate simple instructions to a partner or group and listen carefully to others. Use clear, short instructions such as “start” and “stop” to help a partner. Using short, clear instructions helps others understand what to do.	Problem Solving Begin to plan and apply strategies to overcome a physical or team challenge. Work with others to test different ideas and choose the best solution. Listening to each other’s ideas can lead to a solution that had not been thought of before. Navigational Skills Follow a simple diagram or map to complete an activity or route. Begin to create a simple map or diagram for others to follow. A map gives instructions and helps with finding the way. Communication Work co-operatively with a partner and within a small group. Use clear and encouraging language to support the team.

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	Rules help everyone stay safe and enjoy activities together.		Reflection Begin to recognise when success has been achieved and when improvement is needed. Identify simple ways to improve teamwork next time. Make basic observations about how performance could improve. Rules Follow simple rules to take turns and play fairly with others. Rules help everyone play fairly and safely.	Encouraging words help partners or groups to trust one another. Reflection Talk about what went well and identify areas for improvement. Begin to describe the part played in the team's success. Explain when success has been achieved and what could be improved next time. Rules Follow and apply simple rules when working as a team or completing a challenge.
	partner, team, path, space, safely, forwards, backwards, stop		challenge, cooperate, instructions, listen, lead, share, plan, talk	communicate, include, map, solve, support, strategy, route, successful

Personal Development in PE

	Nursery	Reception	Year 1	Year 2
Social, Emotional and Thinking (SET) skills	Begin to follow simple instructions and routines in physical activities. Share space and equipment with others and take turns. Recognise and talk about how they feel during movement or games. Respond positively to encouragement and praise. Begin to show independence in selecting and using equipment.	Persevere when finding a physical skill challenging. Recognise when they feel proud of what they have achieved. Begin to manage emotions linked to competition or challenge (e.g. frustration, excitement). Encourage and celebrate the success of others. Work cooperatively with peers, showing patience and fairness.	Show determination to improve skills and keep trying when something is difficult. Demonstrate fairness and respect towards others in games and activities. Support and encourage teammates through words and actions. Begin to show self-control during competition or disappointment. Reflect on their own effort and attitude.	Use resilience and positive thinking to solve problems and overcome setbacks. Demonstrate self-control and fairness in team and individual activities. Work collaboratively, showing leadership and empathy. Reflect on emotions and how they can affect performance. Help others by offering encouragement and constructive feedback.