



Shelton Junior School

LKS2 PE Long-Term Progression of Knowledge and Skills



	DISCOVER – resilience and collaboration		INVESTIGATE – reflection and concentration		EXPLORE - curiosity	
	Heroic Heritage – Why are beliefs important?		Nurturing Nature – How do plants and living things flourish?		Go With The Flow – How do people choose where to settle?	
Year A	Unit 1 – Personal Co-ordination and Footwork	Unit 2 - Social Dynamic balance to agility	Unit 3 - Cognitive Dynamic Balance	Unit 4 - Creative Co-ordination Sending and receiving	Unit 5 – Physical Agility	Unit 6 - Health & fitness Agility (ball chasing)
	Incredible Invaders – Why do people always want more?		Magnets and Matter- Are all changes reversible?		Active Planet- How do we control our emotions?	
Year B	Unit 1 – Personal Co-ordination and Footwork	Unit 2 – Social Dynamic balance to agility	Unit 3 - Cognitive Dynamic Balance	Unit 4 - Creative Co-ordination Sending and receiving	Unit 5 – Physical Agility	Unit 6 - Health & fitness Agility (ball chasing)

	Year 3 Skills	Year 4 Skills
Personal	<ul style="list-style-type: none"> ✓ I try several times if at first I don't succeed. ✓ I ask for help when appropriate. ✓ I have begun to challenge myself. ✓ I know where I am with my learning. 	<ul style="list-style-type: none"> ✓ I know where I am with my learning and have begun to challenge 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.
Social	<ul style="list-style-type: none"> ✓ I am happy to show and tell others about my ideas. 	<ul style="list-style-type: none"> ✓ I help organise roles and responsibilities and I can guide a small group through a task.

	<ul style="list-style-type: none"> ✓ I show patience and support others listening carefully to them about our work. ✓ I can help, praise and encourage others in their learning. 	<ul style="list-style-type: none"> ✓ I am happy to show and tell others about my ideas. ✓ I show patience and support others listening carefully to them about our work. ✓ I can help, praise and encourage others in their learning.
Cognitive	<ul style="list-style-type: none"> ✓ I can begin to order instructions, movements and skills. ✓ I can explain why someone is working or performing well. ✓ With help, I can recognise similarities and differences in performance. 	<ul style="list-style-type: none"> ✓ I can identify specific parts of performance to work on. ✓ I can understand ways (criteria) to judge performance. ✓ I can use my awareness of space and others to make good decisions. ✓ I can explain what I am doing well and I have begun to identify areas for improvement
Creative	<ul style="list-style-type: none"> ✓ I can make up my own rules and versions of activities. ✓ I can respond differently to a variety of tasks. ✓ I can select and link movements together to fit a theme. ✓ I can begin to compare my movements and skills with those of others. 	<ul style="list-style-type: none"> ✓ 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 more challenging. ✓ I can recognise similarities and differences in movements and expression. ✓ I can make up my own rules and versions of activities. ✓ I can respond differently to a variety of tasks
Physical	<ul style="list-style-type: none"> ✓ I can perform a variety of movements and skills with good body tension. 	<ul style="list-style-type: none"> ✓ I can perform a variety of movements and skills with good body tension.

	<ul style="list-style-type: none"> ✓ I can link actions together so that they flow. ✓ 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 sequence of movements with some changes in level, direction or speed. ✓ I can perform a range of skills with some control and consistency. 	<ul style="list-style-type: none"> ✓ I can link actions together so that they flow. ✓ 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 sequence of movements with some changes in level, direction or speed. ✓ I can perform a range of skills with some control and consistency.
Fitness	<ul style="list-style-type: none"> ✓ I can explain why we need to warm-up and cool down. ✓ I can describe how and why my body changes during and after exercise. ✓ I use equipment appropriately, move and land safely. ✓ I can say how my body feels before, during and after exercise. 	<ul style="list-style-type: none"> ✓ I can describe the basic fitness components. ✓ I can explain how often and how long I should exercise to be healthy. ✓ I can record and monitor how hard I am working. ✓ I can explain why we need to warm-up and cool down. ✓ I can describe how and why my body changes during and after exercise.



Shelton Junior School

UKS2 PE Long-Term Progression of Knowledge and Skills



	DISCOVER – resilience and collaboration		INVESTIGATE – reflection and concentration		EXPLORE - curiosity	
Year A	Seeking Safety – Does adversity always make you stronger?		Stayin’ Alive – Are all living things equal?		The Amazing Americas – Do we always appreciate what we’ve got?	
	Unit 1- Cognitive	Unit 2- Creative	Unit 3 – Social	Unit 4 – Physical	Unit 5 – Fitness	Unit 6 - Personal
Year B	Ancient Civilisations – Why do people have different beliefs?		Survival of the Fittest – What’s the difference between surviving and living?		Amazon Adventures – Why do people explore?	
	Unit 1 - Cognitive	Unit 2- Creative	Unit 3 – Social	Unit 4 – Physical	Unit 5 – Fitness	Unit 6 - Personal

	Year 5 Skills	Year 6 Skills
Personal	<ul style="list-style-type: none"> ✓ I recognise my strengths and weaknesses and can set myself appropriate targets. ✓ I can persevere with a task and improve my performance through regular practice. ✓ I cope well and react positively when things become difficult. 	<ul style="list-style-type: none"> ✓ I can create my own learning plan and revise that plan when necessary. ✓ I can accept critical feedback and make changes. ✓ I see all new challenges as opportunities to learn and develop.
Social	<ul style="list-style-type: none"> ✓ I can give and receive sensitive feedback to improve myself and 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. 	<ul style="list-style-type: none"> ✓ I can involve others and motivate those around me to perform better. ✓ I can negotiate and collaborate appropriately. ✓ I can give and receive sensitive feedback to improve myself and others.
Cognitive	<ul style="list-style-type: none"> ✓ I have a clear idea of how to develop my own and others’ work. 	<ul style="list-style-type: none"> ✓ I review, analyse and evaluate my own and others’ strengths and weaknesses.

	<ul style="list-style-type: none"> ✓ I can identify specific parts of performance to work on. ✓ I can understand ways (criteria) to judge performance. ✓ I can use my awareness of space and others to make good decisions. 	<ul style="list-style-type: none"> ✓ I can read and react to different situations as they develop. ✓ I can develop methods to outwit opponents. ✓ I can recognise and suggest patterns of play, which will increase chances of success.
Creative	<ul style="list-style-type: none"> ✓ I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. ✓ 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 more challenging. 	<ul style="list-style-type: none"> ✓ I can effectively disguise what I am about to do next. ✓ I can use variety and creativity to engage an audience. ✓ I can respond imaginatively to different situations.
Physical	<ul style="list-style-type: none"> ✓ I can perform a range of skills fluently and accurately in practice situations. ✓ I can perform a variety of movements and skills with good body tension. ✓ I can link actions together so that they flow. 	<ul style="list-style-type: none"> ✓ I can effectively transfer skills and movements across a range of activities and sports. ✓ I can perform a variety of skills consistently and effectively in challenging or competitive situations. ✓ I can use combinations of skills confidently in sport specific contexts.
Fitness	<ul style="list-style-type: none"> ✓ I can identify possible dangers when planning an activity. ✓ I can describe the basic fitness components. ✓ I can explain how often and how long I should exercise to be healthy. ✓ I can record and monitor how hard I am working. 	<ul style="list-style-type: none"> ✓ 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. ✓ I can self-select and perform appropriate warm-up and cool down activities.

