



## St Paul's PE SET Progression Map



	EYFS	KS1	LKS2	UKS2
<b>Social</b>	Take turns.	Encourage others to keep trying. Begin to recognise what they and others can do well. To begin to accept winning and losing as part of games.	Encourage and motivate others to work to their personal best. Encourage team mates to do well. To understand what a good winner/loser looks like. To accept winning and losing as part of games.	Share ideas with others and work together to decide on the best approach to a task. Challenge and encourage one another to perform to the best of their ability.
	Learn to share equipment with others.	Talk to a partner about their ideas and take turns to listen to each other. Include others in their team.	Work with others to achieve a shared goal. Begin to select different positions in the team based on the strength of players.	Lead others and show consideration of including all within a group. Leadership programme. Understand how to change tactics and roles as necessary for the success of the whole team.
	Share 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.
	<b>To listen to instructions for a game.</b>	Keep to the rules so that they and others enjoy an activity. To listen to and follow simple instructions. Make up simple rules with others to make a game enjoyable and challenging.	Use rules showing awareness of fairness and honesty. Adapt and make up rules to suit the equipment. Agree the rules with others. Keep to the rules so that they and others enjoy and are challenged.	Compete within the rules showing fair play and honesty when playing independently. To use rules and tactics to play in competitions. Understand and keep to the rules of the games to enable the game to flow and keep players safe.
	<b>My Personal Best:</b> Empathy Fairness	<b>My Personal Best:</b> Empathy Fairness	<b>My Personal Best:</b> Respect Trust	<b>My Personal Best:</b> Encouragement Co-operation

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.
	Practise skills independently.	Determined to complete the challenges and tasks set. Explore skills independently before asking for help.	Understand what their best looks like and they work hard to achieve it. Understand their own strengths and weaknesses and have confidence to practise.	Use different strategies to persevere to achieve personal best. Begin to control the feelings experienced eg nervousness/excitement/disappointment to help themselves and others to enjoy the games.
	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.
	Begin to notice how their bodies feel after activity.  <b>My Personal Best:</b> <b>Honesty</b> <b>Self-belief</b> <b>Courage</b>	Can describe how their bodies feel when still and exercising. Begin to understand how activity can help their mental well-being.  <b>My Personal Best:</b> <b>Honesty</b> <b>Self-belief</b> <b>Courage</b>	Recognise changes in body temperature, heart rate and breathing. Recognise how physical health contributes to mental well-being.  <b>My Personal Best:</b> <b>Resilience</b> <b>Integrity</b>	Describe the effects of exercise on the body understanding respiration, temperature, fatigue and recovery and understanding how these effects our mental well- being.  <b>My Personal Best:</b> <b>Self- discipline</b> <b>Self-Motivation</b>
Thinking	Begin to identify personal success	Make decisions when presented with a simple challenge. E.g. move to an open goal. Developing simple tactics. Understand how to score points. Adapt activities using their own ideas of how to make a game easier/harder. Begin to adapt skills in response to an opponent's actions.	Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. With teammates decide different tactics and make decisions. To understand how to score and play against an opponent.	Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement Make decisions quickly in a game. Adapt skills and strategies as situation demands. Judge the best way to score the most points.
	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. Use skills in different ways in different games.	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. Understand the transference of skills from one type of game to another. Select and apply appropriate skills for the situation when under pressure

	<p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Provide feedback beginning to use key words from the lesson. Begin to use peer assessment and understand that it is to help you improve.</p>	<p>Provide feedback using key terminology. Develop the use of peer assessment and respond positively.</p>	<p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. Refine their own performance in response to comments of others and self-analysis. Use peer assessment as a way of improving personal best.</p>
	<p><b>My Personal Best:</b> <b>Imagination</b> <b>Concentration</b></p>	<p><b>My Personal Best:</b> <b>Imagination</b> <b>Concentration</b></p>	<p><b>My Personal Best:</b> <b>Resourcefulness</b> <b>Reflection</b></p>	<p><b>My Personal Best:</b> <b>Decision- Making</b></p>