

Reception Autumn 1	Multi-ability focus Personal EXCEEDING <ul style="list-style-type: none"> - I can work on simple tasks by myself - I can follow instructions and practise safely EXPECTED <ul style="list-style-type: none"> - I enjoy working on simple tasks with help 	REAL PE Movement skill: Footwork, balance		Vocab Kick, tap, roll, bounce
Year 1 Autumn 1	Multi-ability focus Personal EXCEEDING <ul style="list-style-type: none"> - I try several times if at first I don't succeed and I ask for help when appropriate EXPECTED <ul style="list-style-type: none"> - I can work on simple tasks by myself - I can follow instructions and practise safely EMERGING <ul style="list-style-type: none"> - I enjoy working on simple tasks with help 	<u>First PE lesson</u> REAL PE Movement Skill: Footwork and static balance	<u>Second PE lesson</u> NC outcome: Attacking and defending Football	Vocab Prior vocab plus: Strike, bounce
Year 2 Autumn 1	Multi-ability focus Personal EXCEEDING <ul style="list-style-type: none"> - I have begun to challenge myself 	<u>First PE lesson</u> REAL PE Movement skill:	<u>Second PE lesson</u> NC outcome: Attacking and defending Football	Vocab Prior vocab plus: Inside, outside, sole, roll, laces, tackle

	<ul style="list-style-type: none"> - I know where I am with my learning <p>EXPECTED</p> <ul style="list-style-type: none"> - I try several times if at first, I don't succeed <p>EMERGING</p> <ul style="list-style-type: none"> - I can follow instructions, practise safely and work on simple tasks by myself 	Coordination, footwork and static balance		
Year 3 Autumn 1	<p>Multi-ability focus</p> <p>Personal</p> <p>EXCEEDING</p> <ul style="list-style-type: none"> - I can persevere with a task and improve my performance throughout regular practise - I cope well and react positively when things become difficult <p>EXPECTED</p> <ul style="list-style-type: none"> - I have begun to challenge myself - I know where I am with my learning <p>EMERGING</p> <ul style="list-style-type: none"> - I ask for help when appropriate - I try several times if at first I don't succeed 	<p><u>First PE lesson</u></p> <p>REAL PE</p> <p>Movement skill:</p> <p>Coordination, footwork and static balance</p>	<p><u>Second PE lesson</u></p> <p>NC outcome:</p> <p>Attacking and defending</p> <p>Football</p>	<p>Vocab</p> <p>Prior vocab plus:</p> <p>Space, control, dribble, stride, pass, return, finish, shoot</p>
Year 4 Autumn 1	<p>Multi-ability focus</p> <p>Personal</p> <p>EXCEEDING</p>	<p>REAL PE</p> <p>Movement skill:</p>	<p>NC outcome:</p> <p>Swimming</p>	<p>Vocab</p> <p>Prior vocab plus:</p>

	<ul style="list-style-type: none"> - I can persevere with a task and improve through regular practise - I cope well and react positively when things become difficult <p>EXPECTED</p> <ul style="list-style-type: none"> - I have begun to challenge myself - I know where I am with my learning <p>EMERGING</p> <ul style="list-style-type: none"> - I try several times if at first I don't succeed and I ask for help when appropriate 	<p>Coordination, footwork and static balance</p> <p>Attacking and defending Football</p>	<ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively (front crawl, backstroke, breaststroke) - Perform safe self-rescue in different water-based situations 	<p>Space, pass, receive, turn, shield, deny</p>
<p>Year 5 Autumn 1</p>	<p>Multi-ability focus</p> <p>Personal</p> <p>EXCEEDING</p> <ul style="list-style-type: none"> - I recognise my strengths and weaknesses and can set myself appropriate targets - I see all new challenges as opportunities to learn and develop <p>EXPECTED</p> <ul style="list-style-type: none"> - I can cope well and react positively when things become difficult 	<p>REAL PE</p> <p>Movement skill:</p> <p>Coordination, ball skills, agility, reaction/response</p> <p><u>Alongside</u></p> <p>NC outcome:</p> <p>Attacking and defending Football</p>		<p>Vocab</p> <p>Prior vocab plus:</p> <p>Create, deny, wide, long, attack, defend</p>

	<ul style="list-style-type: none"> - I can persevere with a task and improve my performance through regular practise <p>EMERGING</p> <ul style="list-style-type: none"> - I know where I am with my learning and have begin to challenge myself 			
Year 6 Autumn 1	<p>Multi-ability focus</p> <p>Personal</p> <p>EXCEEDING</p> <ul style="list-style-type: none"> - I recognise my strengths and weaknesses and can set myself appropriate targets - I see all new challenges as opportunities to learn and develop <p>EXPECTED</p> <ul style="list-style-type: none"> - I can cope well and react positively when things become difficult - I can persevere with a task and improve my performance through regular practise <p>EMERGING</p> <ul style="list-style-type: none"> - I know where I am with my learning and have begin to challenge myself 	<p><u>REAL PE</u></p> <p>Movement skill:</p> <p>Coordination, ball skills, agility, reaction/response</p>	<p>NC outcome:</p> <p>Attacking and defending</p> <p>Football</p>	<p>Vocab</p> <p>Prior vocab plus:</p> <p>Wide, long, formation, transition</p>

Football progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basic ball mastery and control	Basic ball and mastery control	Mastery of close control with the ball	Dribbling vs. running with the ball	Introduction to opposed small sided practises to introduce decision making with the ball (small spaces vs. large spaces)	Using small sided games to maximise decision making	Creating and exploiting space with the ball
Rolling, bouncing, kicking. A variety of different sized balls and movement techniques to maximise coordination and balance	Kicking, throwing, bouncing, receiving Introduction to different distance in kicks Close control kicks, tiny taps and long-range strikes	Introduction to different surfaces of the foot (inside, outside, sole, laces) Passing and receiving and turning in isolation Introduction to tackling	Passing, receiving and turning with the ball in combination Finishing vs. shooting with some opposed practise to challenge Striking (power) and problem solving	Identifying space to receive a pass Identifying space to dribble	Introduction to creating space to receive the ball Introduction to denying space to receive the ball Understanding of positional demands	Reducing and denying the space for the opposition Correct decision making in a variety of different scenarios with and without the ball (movement without the ball/ dribble or pass on the ball)