

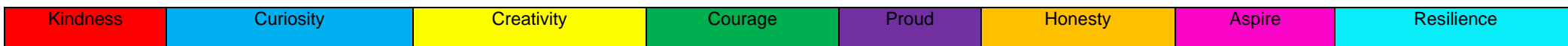


Physical Education Progression of Skills – Key Stage 1

At Crow Orchard Primary School, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence both our mixed-age and single year group curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects; at their own pace and in the best possible way for each individual child.

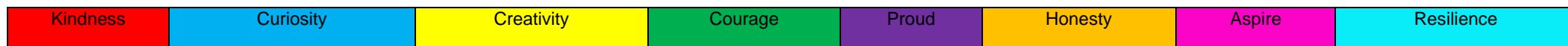
	EYFS	Year 1 Will learn:	Year 2 will learn:	End of Key Stage Outcomes
Health and Fitness	<ul style="list-style-type: none"> I can describe how my body feels before, during and after an activity. I can describe what it feels like when I do physical exercise and know it is good for me. 	<ul style="list-style-type: none"> I can describe how their body feels before, during and after an activity. I can identify the heart as a muscle that grows stronger with exercise, play and physical activity 	<ul style="list-style-type: none"> I can describe how their body feels before, during and after an activity. I can identify physical activities that contribute to fitness I can recognise the "good health balance" of nutrition and physical activity 	Pupils understand how their body can change before, during and after an activity.
Vocabulary	Cool, calm, heart beat, warm, hot, sweaty, sticky, faster heart beat	Heart rate, increase, decrease, fitness, oxygen Cool, calm, heart beat, warm, hot, sweaty, sticky, faster heart beat	Oxygen, blood, pump Heart rate, increase, decrease, fitness, oxygen Cool, calm, heart beat, warm, hot, sweaty, sticky, faster heart beat	
Personal Skills	I can develop confidence and resilience I can compete fairly	Develop confidence and resilience I can describe the differences in the way my body works and feels when playing different games I can Compete fairly showing good sportsmanship	<ul style="list-style-type: none"> I can work and compete individually and with others in a team I can develop competence I can develop confidence I know playing games is good for me and describe what it feels like I know running, jumping and throwing is good for me and describe what it feels like I can compete fairly showing good sportsmanship 	





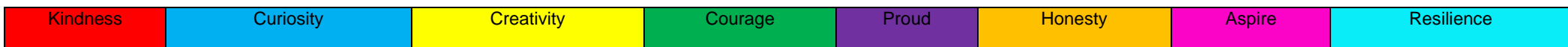
Greater Depth	I can show an understanding that others can win and celebrate that with them.	I know running, jumping and throwing is good for me and I can describe what it feels like	I know flexibility, strength and body control is good for me and describe what it feels like.	
Acquiring and Developing Skills	<ul style="list-style-type: none"> I can copy actions. I can repeat actions and skills. 	<ul style="list-style-type: none"> I can move with control and care. I can copy and remember actions. 	<ul style="list-style-type: none"> I can copy and remember actions. To repeat and explore actions with control and coordination. 	Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
Greater Depth	<ul style="list-style-type: none"> I can Forms letters correctly I can perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing, along with stay still when I am required. I can use equipment safely and effectively 	<ul style="list-style-type: none"> I can create and perform a movement phrase with a beginning, middle and end I can show good awareness of space, apparatus and the actions of others 	<ul style="list-style-type: none"> I can repeat a sequence of gymnastic actions incorporating smooth transitions and stillness I know the difference between tension and relaxation in my body I can throw accurately and consistently towards a target 	
Vocabulary	Running, jumping, hopping, throwing, catching, balance	Ability, coordination Running, jumping, hopping, throwing, catching, balance	Agility, coordination Running, jumping, hopping, throwing, catching, balance	
Evaluating and Improving	<ul style="list-style-type: none"> I can talk about what I have done. I can describe what other people did. 	<ul style="list-style-type: none"> I can describe what other people did. I can say how I could improve. 	<ul style="list-style-type: none"> I can talk about what is different between what they did and what someone else did. I can say how they could improve and how others could improve. 	Pupils can evaluate their own performances and skills and say how they may improve. Pupils can also do this for their peers.
Greater Depth	<ul style="list-style-type: none"> I can comment and reflect on my own skills and those of others. I can apply skills in a variety of situations. 	<ul style="list-style-type: none"> I can carry and set up equipment safely with help I can apply skills in a variety of situations 	<ul style="list-style-type: none"> I can use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it 	

Vocabulary	Good, I need to improve...	Good, I need to improve...	Difference between...	
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	I liked (using appropriate vocabulary from the unit)	I liked (using appropriate vocabulary from the unit)	Good, I need to improve... I liked It was good because... (using appropriate vocabulary from the unit)	
Dance	<ul style="list-style-type: none"> I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely. 	<ul style="list-style-type: none"> I can copy dance moves. I can make up a short dance. I can dance imaginatively. I can change rhythm, speed, level and direction. 	<ul style="list-style-type: none"> I can change rhythm, speed, level and direction. I can dance with control and co-ordination. I can make a sequence by linking sections together. I can link some movement to show a mood or feeling. 	<p>Pupils should be taught to:</p> <p>perform dances using simple movement patterns.</p> <p>Use movement imaginatively, responding to stimuli, including music and performing basic skills.</p> <p>Change rhythm, speed, level and direction of their movements.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures.</p> <p>Express and communicate ideas and feelings.</p>
Vocabulary	Beat, direction	Rhythm, speed, level Beat, direction	Control, co-ordination, sequence, mood, feeling Rhythm, speed, level Beat, direction	
Games	<ul style="list-style-type: none"> I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can kick in different ways. 	<ul style="list-style-type: none"> I can hit a ball with a bat. To throw in different ways. I can use hitting, kicking and/or rolling in a game. I can follow rules. 	<ul style="list-style-type: none"> I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules. 	<p>Pupils should be taught to:</p> <p>participate in team games, developing simple tactics for attacking and defending.</p>





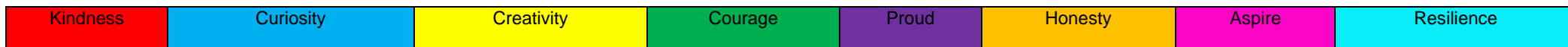
Vocabulary	Underarm, roll, target, catch, kick	Hit, strike, overarm, rules Underarm, roll, target, catch, kick	Zone, positioning, tactics, sportsmanship, defending Hit, strike, overarm, rules Underarm, roll, target, catch, kick	
Gymnastics	<ul style="list-style-type: none"> I can make their body tense, relaxed, curled and stretched. I can copy sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can stretch in different ways. I can curl in different ways. 	<p>I can make my body tense, relaxed, curled and stretched.</p> <ul style="list-style-type: none"> I can control my body when travelling. I can control my body when balancing. I can climb safely. I can plan and show a sequence of movements. 	<ul style="list-style-type: none"> I can use contrast in my sequences. I can control my movements. I can think of more than one way to create a sequence which follows a set of criteria. I can work on my own and with a partner to create a sequence. 	<p>Pupils should be able to perform simple sequences, individually and in pairs.</p> <p>Pupils should be able to control movements and body during simple gymnastic skills.</p>
Vocabulary	Tense, relax, curl, stretch, sequence, roll, travel, balance	Control, plan Tense, relax, curl, stretch, sequence, roll, travel, balance	Contrast, criteria Control, plan Tense, relax, curl, stretch, sequence, roll, travel, balance	

Planning Should include:

At least one statement from each Blue box in your year group

At least one statement from the PE unit being taught

Vocabulary should be shared with children throughout.





End of KS Expectations:

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Links to other subjects:

History and Geography – traditional/national dances from different countries/time periods

Maths – counting heart rate, working out beats per minute

English – instructional writing of rules for games

Science – Healthy eating and understanding how the body works

