


KS1 - PE - Curriculum Progression

Key Stage 1

LEARNING PROGRESSION

Games	G1 A- I can travel in a variety of ways including running, jumping and changing directions.	G1 B-I can make decisions about where and when to run
	G2 A- I can begin to perform a range of underarm skills– rolling, throwing, kicking.	G2 B- I can confidently send the ball to others in a range of ways (underarm, overarm, chest pass and bounce pass, rolling, striking, kicking
	G3 A- I can receive a ball with basic control	G3 B- I am beginning receive a ball in my hands with the correct technique
	G4 A- I can begin to develop hand-eye coordination (bounce, hit, track, catch/stop)	G4 B- I am becoming confident with my hand eye coordination. (bounce, hit, track, catch/ stop)
	G5 A- I can participate in simple games.	G5 B- I can begin to apply and combine a variety of skills to a game situation.
		G6 B– I can understand the importance of rules and develop simple tactics within a game.
Gym	Gy1 A - I can copy and explore explores basic movements with some control and coordination (roll, jump and balance.	Gy1 B- I can explore different pathways and patterns through gym movements.
	Gy2 A- I can begin to perform different core body shapes/ balances	Gy2 B- I can confidently perform different core body shapes /balances
	Gy3 A - I can begin to perform at different levels.	Gy3 B—I can perform at different levels and directions
	Gy4 A- I can perform a 2 footed jump.	Gy B- I can perform 2 jumping actions.
	Gy5 A - I can begin to use the equipment safely	Gy5 B- I can use equipment and explore how to use it in a variety of ways
	Gy6 A- I can perform balances with some control.	Gy6 B- I can perform a balance with increasing control.
	Gy7 A - I can begin to perform simple rolls (teddy bear roll, log roll)	Gy7 B- I can begin to explore different rolls.
	Gy8 - I can link 2-3 movements in a sequence.	Gy8- I can link 3-4 movements to create a sequence.

KS1 - PE - Curriculum Progression

Key Stage 1		
LEARNING PROGRESSION 		
Dance	D1 A- I can copy and explore basic movements and body patterns	D1 B -I can copy and explore basic movements and body patterns with clear control.
	D2 A - I can remember simple movements and dance steps	D2 B -I can vary speed and levels in my dance sequence
	D3 A- I can begin to link movements to sounds and music.	D3 B -I can vary the size of my body shape.
	D4 A- I can respond to a range of stimuli (clap)	D4 B -I can respond imaginatively to stimuli.
		D5 B-I can use space well and negotiate space clearly.
		D6 B-I can add change of direction to a sequence
		D7 B -I can begin to describe a short dance using appropriate vocabulary. (level, speed, direction, unison/ cannon)
Evaluation skills	E1 A - I can comment on own and other performance	E1 B- I can comment on own and other performance
	E2 A - I can give comments on how to improve performance	E2 B- I can give comments on how to improve performance
	E3 A- I can use appropriate vocabulary when giving feedback	E3 B- I can use appropriate vocabulary when giving feedback

KS1 - PE

Cycle A- AUTUMN TERM

GAMES

DANCE- TOYS

Curriculum Progression Code	G1-5A G1-6B E 1-3A/B		D 1- 4 A D 1- 7B E 1-3A/B	
Significant Person	David Beckham, and Alex Scott- Footballers		Oti Mabusi- Strictly Come Dancing, Ashley Banjo- Diversity	
Vocabulary Introduced /embedded	Y1 running, jumping, skipping, galloping, throwing-underarm, overarm, chest, bouncing, catching, rolling, striking. Direction- forwards, backwards, sideways. passing, receiving, controlling, position, space, opposite team, co-ordination, participate, team, score. Like, dislike, improve. Warm up/ cool down	Y2 avoiding, accuracy, tracking a ball, rolling, striking, overarm throw, chest pass, bounce pass, bouncing, catching, free space, own space, opposite, team, rebound, follow, aiming, speed. Direction, passing, controlling, shooting, scoring, participate, co-ordination, technique, combinations, rules, tactics. Like, dislike, improve. Warm up/ cool down	Y1 Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue. Direction - forwards, backwards, sideways. Space - near, far, in and out, on the spot, own. beginning, middle, end. Mood and feelings - happy, angry, calm, excited, sad, lonely. Body actions. Levels—high, medium, low. Speed - fast, slow. Pathways - curved, zigzag,. Rhythm, co-ordination, pattern, stimulus, copy. Like, dislike, improve. Warm up/ cool down.	Y2 movement, control, speed, level, sequence, unison, cannon, motif. Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue. Direction - forwards, backwards, sideways. Space - near, far, in and out, on the spot, own, beginning, middle end. Mood and feelings - happy, angry, calm, excited, sad, lonely. Body actions. Levels- high, medium, low. Speed - fast, slow. Pathways - curved, zigzag. Rhythm, co-ordination, pattern, stimulus. Like, dislike, improve. Warm up/ cool down .
I know....	<u>Games</u> -How to travel in a variety of ways. How to use a range of underarm skills- rolling, throwing, hitting. How to receive a ball with basic control, using hands and feet . How to develop hand-eye co-ordination to bounce, hit, kick, track and stop. How to participate in small games. <u>Evaluate</u> - How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.	<u>Games</u> -How to decide where and when to run. How to send a ball including underarm, overarm, chest and bounce pass, rolling, striking, kicking. How to catch a ball using correct technique. How to confidently use hand-eye co-ordination to bounce, hit, kick, track and stop. How to apply skills in a game situation. How to combine skills in a game situation. How to take part in a small game. How to develop simple tactics. The importance of simple rules. <u>Evaluate</u> - How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.	<u>Dance</u> -How to copy and explore basic movements. How to copy and explore basic body patterns. (motif) How to begin to link movements to sounds/ music. To remember simple movements. To remember simple dance steps. How to respond to a range of stimuli. <u>Evaluate</u> - How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.	<u>Dance</u> -How to copy and explore basic movements through dance with control. How to copy and explore body patterns with control (motif) How to use different levels and speed in my dance sequence. How to vary the size of my body shape. How to respond imaginatively to stimuli. How to use the space well and clearly. How to add a change of direction to my sequence. How to describe a short dance using vocabulary- such as levels, speed, direction, unison/cannon. <u>Evaluate</u> - How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.

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Cycle A- SPRING TERM

	GYM—Under The sea (Apparatus)		GYM—Shape and Balance- floor and apparatus	
Curriculum Progression Code	Gy 1- 8A Gy 1-8B E 1-3A/B		Gy 1- 8A Gy 1-8B E 1-3A/B	
Significant	Matt Whitlock and Caludia Fragapane		Matt Whitlock and Caludia Fragapane	
Vocabulary Introduced /embedded	Y1 stretch, balance, tension, zig-zag, travelling, jumping, landing, climbing, repeat, sequence, space, perform, adapt, direction, speed, levels. Shapes—pike, star, straddle, straight, tuck. Like, dislike, improve. Warm up/ cool down .	Y2 speed, compose, movements, position, extend, travel, combinations, demonstrate, repeat, create, stretch, point, balance, level, tension, smooth, sequence. Shapes – pike, star, straddle, top to toe, tuck. Like, dislike, improve. Warm up/ cool down .	Y1 stretch, balance, tension, zig-zag, travelling, jumping, landing, climbing, repeat, sequence, space, perform, adapt, direction, speed, levels. Shapes—pike, star, straddle, straight, tuck. Like, dislike, improve. Warm up/ cool down .	Y2 speed, compose, movements, position, extend, travel, combinations, demonstrate, repeat, create, stretch, point, balance, level, tension, smooth, sequence. Shapes – pike, star, straddle, top to toe, tuck. Like, dislike, improve. Warm up/ cool down .
	Gym- How to copy basic movements with some control and co-ordination.	Gym- How to explore different pathways through gym movements.		
I know...	How to perform core body shapes/balances How to perform at different levels. How to perform at 2 footed jump. How to use equipment safely. How to perform balances with some control How to perform simple rolls- teddy bear, log. How to link 2/3 movements in a sequence. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.	How to explore basic patterns through gym movements. How to perform different body shapes/ core balances confidently. How to perform at different levels. How to perform using different directions. How to perform using jumping actions- straight/start How to explore and use equipment in a variety of ways, safely. How to perform a balance with increasing control. How to explore different rolls. How to link 3/4 movements in a sequence. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.	Gym- How to copy basic movements with some control and co-ordination. How to perform core body shapes/ balances How to perform at different levels. How to perform at 2 footed jump. How to use equipment safely. How to perform balances with some control How to perform simple rolls- teddy bear, log. How to link 2/3 movements in a sequence. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.	Gym- How to explore different pathways through gym movements. How to explore basic patterns through gym movements. How to perform different body shapes/ core balances confidently. How to perform at different levels. How to perform using different directions. How to perform using jumping actions How to explore and use equipment in a variety of ways, safely. How to perform a balance with increasing control. How to explore different rolls. How to link 3/4 movements in a sequence. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.

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Cycle A– SUMMER TERM				
DANCE-STARRY SKIES			GAMES (ATHLETICS/SPORTS WEEK)	
Curriculum Progression Code	D 1- 4A D 1– 7B E 1-3 A/B		G 1,2,4A G2,4B Skills depending on sports/experiences selected for National Sports Week– changes annually.	
Significant Person	Oti Mabusu– Strictly Come Dancing, Ashley Banjo– Diversity		Katarina Johnson– Thompson and Mo Farah	
Vocabulary Introduced/ embedded	<p><u>Y1</u> Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue . Direction - forwards, backwards, sideways. Space - near, far, in and out, on the spot, own. Beginning, middle, end. Mood and feelings - happy, angry, calm, excited, sad, lonely. Body actions. Levels—high, medium, low. Speed - fast, slow. Pathways - curved, zigzag,. Rhythm, co-ordination, pattern, stimulus, copy. Like, dislike, improve. Warm up/ cool down.</p>	<p><u>Y2</u> movement, control, speed, level, sequence unison, canon, motif. Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue. Direction - forwards, backwards, sideways. Space - near, far, in and out, on the spot, own, beginning, middle end. Mood and feelings - happy, angry, calm, excited, sad, lonely. body actions. Levels- high, medium, low. Speed - fast, slow. Pathways - curved, zigzag. Rhythm, co-ordination, pattern, stimulus. Like, dislike, improve. Warm up/ cool down .</p>	<p><u>Y1</u> running, sprinting, jogging, jumping, Throwing-underarm, overarm, bouncing, catching, rolling, striking. passing, receiving, controlling, speed, direction, target, technique, co-ordination, participate, team, score.</p>	<p><u>Y2</u> running, sprinting, jogging, jumping, Throwing-underarm, overarm, bouncing, catching, rolling, striking. passing, receiving, controlling, speed, direction, target, technique, co-ordination, participate, team, score.</p>
I know...	<p><u>Dance-</u> How to copy and explore basic movements. How to copy and explore basic body patterns (motif) How to begin to link movements to sounds/music. To remember simple movements. To remember simple dance steps. How to respond to a range of stimuli (eg clap) <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.</p>	<p><u>Dance-</u> How to copy and explore basic movements through dance with control. How to copy and explore body patterns with control (motif) How to use different levels and speed in my dance sequence. How to vary the size of my body shape. How to respond imaginatively to stimuli. How to use the space well and clearly. How to add a change of direction to my sequence. How to describe a short dance using vocabulary such as levels, speed, direction, unison/cannon. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.</p>	<p><u>Games-</u> How to travel in a variety of ways. How to use a range of underarm skills– rolling, throwing, hitting. How to develop hand-eye co-ordination to bounce, hit, kick, track and stop.</p>	<p><u>Games-</u> How to send a ball including underarm, overarm, chest and bounce pass, rolling, striking, kicking. How to confidently use hand–eye co-ordination to bounce, hit, kick, track and stop.</p>

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Cycle B- AUTUMN TERM

	Cycle B- AUTUMN TERM			
	GAMES		DANCE- THE GUNPOWDER PLOT	
Curriculum Progression Code	G1-5A G1-6B E 1-3A/B		D 1- 4A D 1- 7B E 1-3A/B	
Significant Person	David Beckham, and Alex Scott- footballers		Oti Mabusi- Strictly Come Dancing, Ashley Banjo- Diversity	
Vocabulary Introduced/ embedded	<p><u>Y1</u> running, jumping, skipping, galloping, throwing-underarm, overarm, chest, bouncing, catching, rolling, striking. Direction- forwards, backwards ,sideways. passing, receiving, controlling, position, space, opposite team, co-ordination, participate, team, score. Like, dislike, improve. warm up/ cool down</p>	<p><u>Y2</u> avoiding, accuracy, tracking a ball, rolling, striking, overarm throw, chest pass, bounce pass, bouncing, catching, free space, own space, opposite, team, rebound, follow, aiming, speed. Direction, passing, controlling, shooting, scoring, participate, co-ordination, technique, combinations, rules, tactics. Like, dislike, improve. Warm up/ cool down</p>	<p><u>Y1</u> Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue. Direction - forwards, backwards, sideways . Space - near, far, in and out, on the spot, own. beginning, middle, end Mood and feelings - happy, angry, calm, excited, sad, lonely. Body actions. Levels—high, medium, low. Speed - fast, slow .Pathways - curved, zigzag,. Rhythm, co-ordination, pattern, stimulus, copy .. Like, dislike, improve. Warm up/ cool down.</p>	<p><u>Y2</u> movement, control, speed, level, sequence, unison, cannon, motif Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue. Direction - forwards, backwards, sideways. Space - near, far, in and out, on the spot, own, beginning, middle end. Mood and feelings - happy, angry, calm, excited, sad, lonely. Body actions. Levels- high, medium, low. Speed - fast, slow. Pathways - curved, zigzag. Rhythm, co-ordination, pattern, stimulus. Like, dislike, improve. Warm up/ cool down .</p>
I know...	<p><u>Games-</u> How to travel in a variety of ways. How to use a range of underarm skills- rolling, throwing, hitting. How to receive a ball with basic control, using hands and feet . How to develop hand-eye co-ordination to bounce, hit, kick, track and stop. How to participate in small games. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.</p>	<p><u>Games-</u> How to decide where and when to run. How to send a ball including underarm, overarm, chest and bounce pass, rolling, striking, kicking. How to catch a ball using correct technique. How to confidently use hand-eye co- ordination to bounce, hit, kick, track and stop. How to apply skills in a game situation. How to combine skills in a game situation. How to take part in a small game. How to develop simple tactics. The importance of simple rules. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.</p>	<p><u>Dance-</u> How to copy and explore basic movements. How to copy and explore basic body patterns. (motif) How to begin to link movements to sounds/music. To remember simple movements. To remember simple dance steps. How to respond to a range of stimuli. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.</p>	<p><u>Dance-</u> How to copy and explore basic movements through dance with control. How to copy and explore body patterns with control (motif) How to use different levels and speed in my dance sequence. How to vary the size of my body shape. How to respond imaginatively to stimuli. How to use the space well and clearly. How to add a change of direction to my sequence. How to describe a short dance using vocabulary- such as levels, speed, direction, unison/cannon. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.</p>

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Cycle B– SPRING TERM

Cycle B– SPRING TERM				
GYM—Shape and balance			GYM—Traditional Tales/Animals	
Curriculum Progression Code	Gy 1– 8A Gy 1-8B E 1-3A/B		Gy 1– 8A Gy 1-8B E 1-3 A/B	
Significant Person	Matt Whitlock and Caludia Fragapane		Matt Whitlock and Caludia Fragapane	
Vocabulary Introduced / embedded	<p><u>Y1</u> stretch, balance, tension, zig-zag, travelling, jumping, landing, climbing, repeat, sequence, space, perform, adapt, direction, speed, levels. Shapes—pike, star, straddle, straight, tuck. Like, dislike, improve. Warm up/ cool down .</p>	<p><u>Y2</u> speed, compose, movements, position, extend, travel, combinations, demonstrate, repeat, create, stretch, point, balance, level, tension, smooth, sequence. Shapes – pike, star, straddle, top to toe, tuck. Like, dislike, improve. Warm up/ cool down .</p>	<p><u>Y1-</u> stretch, balance, tension, zig-zag, travelling, jumping, landing, climbing, repeat, sequence, space, perform, adapt, direction, speed, levels. Shapes—pike, star, straddle, straight, tuck. Like, dislike, improve. Warm up/ cool down .</p>	<p><u>Y2-</u> speed, compose, movements, position, extend, travel, combinations, demonstrate, repeat, create, stretch, point, balance, level, tension, smooth, sequence. Shapes – pike, star, straddle, top to toe, tuck. Like, dislike, improve. Warm up/ cool down .</p>
I know ...	<p><u>Gym-</u> How to copy basic movements with some control and co-ordination. How to perform core body shapes/ balances How to perform at different levels. How to perform at 2 footed jump. How to use equipment safely. How to perform balances with some control How to perform simple rolls– teddy bear, log. How to link 2/3 movements in a sequence. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.</p>	<p><u>Gym-</u> How to explore different pathways through gym movements. How to explore basic patterns through gym movements. How to perform different body shapes/ core balances confidently. How to perform at different levels. How to perform using different directions. How to perform using jumping actions– straight/star. How to explore and use equipment in a variety of ways, safely. How to perform a balance with increasing control. How to explore different rolls. How to link 3/4 movements in a sequence. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I</p>	<p><u>Gym-</u> How to copy basic movements with some control and co-ordination. How to perform core body shapes/balances How to perform at different levels. How to perform at 2 footed jump. How to use equipment safely. How to perform balances with some control How to perform simple rolls– teddy bear, log. How to link 2/3 movements in a sequence. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike vocabulary.</p>	<p><u>Gym-</u> How to explore different pathways through gym movements. How to explore basic patterns through gym movements. How to perform different body shapes/ core balances confidently. How to perform at different levels. How to perform using different directions. How to perform using jumping actions– straight/ star. How to explore and use equipment in a variety of ways, safely. How to perform a balance with increasing control. How to explore different rolls. How to link 3/4 movements in a sequence. <u>Evaluate-</u> How to comment on own performance. How to suggest improvements. How to give suitable feedback using I like, I dislike</p>

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Cycle B– SUMMER TERM

DANCE-SEASONS

GAMES (ATHLETICS/SPORTS WEEK)

Curriculum	D 1- 4A D 1– 7B E 1-3 A/B		G1,2,4A G2,4B	
Progression Code			Skills depending on sports/experiences selected for National Sports Week– changes annually.	
Significant Person	Oti Mabusi– Strictly Come Dancing, Ashley Banjo– Diversity		Katarina Johnson– Thompson and Mo Farah	
Vocabulary Introduced/ embedded	<p><u>Y1</u>- Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue. Direction - forwards, backwards, sideways .</p> <p>Space - near, far, in and out, on the spot, own. beginning, middle, end</p> <p>Mood and feelings - happy, angry, calm, excited, sad, lonely. Body actions. Levels— high, medium, low. Speed - fast, slow. Pathways - curved, zigzag,. Rhythm, co-ordination, pattern, stimulus, copy .. Like, dislike, improve. Warm up/ cool down.</p>	<p><u>Y2</u>- movement, control, speed, level, sequence, unison, cannon, motif</p> <p>Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue. Direction - forwards, backwards, sideways. Space-near, far, in and out, on the spot, own, beginning, middle end.</p> <p>Mood and feelings - happy, angry, calm, excited, sad, lonely. Body actions. Levels- high, medium, low.</p> <p>Speed - fast, slow. Pathways - curved, zigzag. Rhythm, co-ordination, pattern, stimulus. Like, dislike, improve. Warm up/ cool down .</p>	<p><u>Y1</u> running, sprinting, jogging, jumping, Throwing-underarm, overarm, bouncing, catching, rolling, striking.</p> <p>passing, receiving, controlling, speed, direction, target, technique, co-ordination, participate, team, score.</p>	<p><u>Y2</u> running, sprinting, jogging, jumping, Throwing-underarm, overarm, bouncing, catching, rolling, striking.</p> <p>passing, receiving, controlling, speed, direction, target, technique, co-ordination, participate, team, score.</p>
I know ...	<p><u>Dance-</u></p> <p>How to copy and explore basic movements.</p> <p>How to copy and explore basic body patterns. (motif)</p> <p>How to begin to link movements to sounds/music.</p> <p>To remember simple movements.</p> <p>To remember simple dance steps.</p> <p>How to respond to a range of stimuli.</p> <p><u>Evaluate-</u></p> <p>How to comment on own performance.</p> <p>How to suggest improvements.</p> <p>How to give suitable feedback using I like, I dislike vocabulary.</p>	<p><u>Dance-</u></p> <p>How to copy and explore basic movements through dance with control.</p> <p>How to copy and explore body patterns with control (motif)</p> <p>How to use different levels and speed in my dance sequence.</p> <p>How to vary the size of my body shape.</p> <p>How to respond imaginatively to stimuli.</p> <p>How to use the space well and clearly.</p> <p>How to add a change of direction to my sequence.</p> <p>How to describe a short dance using vocabulary such as levels, speed, direction, unison/cannon.</p> <p><u>Evaluate-</u></p> <p>How to comment on own performance.</p> <p>How to suggest improvements.</p>	<p><u>Gym-</u></p> <p>How to travel in a variety of ways.</p> <p>How to use a range of underarm skills– rolling, throwing, hitting.</p> <p>How to develop hand-eye co-ordination to bounce, hit, kick, track and stop.</p>	<p><u>Gym-</u></p> <p>How to send a ball including underarm, overarm, chest and bounce pass, rolling, striking, kicking.</p> <p>How to confidently use hand–eye co-ordination to bounce, hit, kick, track and stop.</p>