

Key Stage 1

LEARNING PROGRESSION


Fundamentals	Attempt to run at different speeds showing an awareness of technique.	Show balance and coordination when running at different speeds.
	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.
	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.
	Throw towards a target.	Change technique to throw for distance.
	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds
	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.
	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.
Dance	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.
	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.
	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.
	Show some sense of dynamic and expressive qualities.	Use mirroring and unison when completing actions with a partner.
	Begin to use counts.	Show a character through actions, dynamics and expression.
		Use counts with help to stay in time with the music.

Key Stage 1

LEARNING PROGRESSION

Gymnastics	Perform balances making their body tense, stretched and curled.	Complete balances with increasing stability, control and technique.
	Take body weight on hands for short periods of time.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.
	Demonstrate poses and movements that challenge their flexibility	Demonstrate increased flexibility and extension in their actions.
	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.
Ball Skills & Games	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.
	Move a ball using different parts of the foot.	Dibble a ball with some success, stopping it when required.
	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.
	Kick towards a stationary target.	Show balance when kicking towards a target.
	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce
	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.
	Strike a stationary ball using a racket	Strike a ball using a racket.
	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.
	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.
	Begin to use simple tactics with guidance	Use simple tactics

KS1 - PE - Curriculum Progression

Key Stage 1	
LEARNING PROGRESSION 	
Evaluation: Social	Encourage others to keep trying.
	Talk to a partner about their ideas and take turns to listen to each other.
	Work with a partner and small group to play games and solve challenges.
Evaluation: Emotional	Confident to share ideas, contribute to class discussion and perform in front of others
	Explore skills independently before asking for help.
	Determined to complete the challenges and tasks set.
	Show determination to continue working over a longer period of time.
Evaluation: Thinking	Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.
	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.
	Provide feedback beginning to use key words from the lesson.

KS1 - PE

Cycle A- AUTUMN TERM

FUNDAMENTALS

DANCE

Core Unit

Core Unit

Ben Stokes,

Oti Mabusi- Strictly Come Dancing,

Dodge
Jog
Skip
Swing
Ready Position

Sprint
Weight
Take off
Hurdle
Speed

Balance
Beat
Copy
Fast
Level
Pathway
Pose
Timing

Dynamics
Expression
Matching
Mirroring
Perform
Speed
Unison
Create

I can change direction when moving at speed.
I can recognise changes in my body when I do exercise.
I can run at different speeds.
I can select my own actions in response to a task.
I can show hopping and jumping movements.
I can work co-operatively with others to complete tasks.
I show balance and co-ordination when static and moving at a slow speed.

I am beginning to provide feedback using key words.
I am beginning to turn and jump in an individual skipping rope.
I can describe how my body feels during exercise.
I can show balance when changing direction.
I can show hopping, skipping and jumping movements with some balance and control.
I can work co-operatively with a partner and a small group.
I show balance and co-ordination when running at different speeds.

I am beginning to use counts.
I can copy, remember and repeat actions.
I can move confidently and safely.
I can use different parts of the body in isolation and together.
I can work with others to share ideas and select actions.
I choose appropriate movements for different dance ideas.
I say what I liked about someone else's performance.
I show some sense of dynamic and expressive qualities in my dance.

I am beginning to provide feedback using key words.
I can copy, remember, repeat and create dance phrases.
I can describe how my body feels during exercise.
I can show a character and idea through the actions and dynamics I choose.
I can use counts to stay in time with the music.
I can work with a partner using mirroring and unison in our actions.
I show confidence to perform.

Curriculum Unit

Significant Person

Vocabulary

I can/am....

KS1 - PE

Cycle A- SPRING TERM

Cycle A- SPRING TERM				
GYMNASTICS		GYMNASTICS		
Curriculum Unit	Core Unit		Core Unit	
Significant Person	Matt Whitlock		Matt Whitlock	
Vocabulary Introduced /embedded	Action Control Direction Level Speed	Link Pathway Pike Sequence Straddle tuck	Action Control Direction Level Speed	Link Pathway Pike Sequence Straddle tuck
I am/ can...	<p>I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>	<p>I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>

KS1 - PE

Cycle A- SUMMER TERM

Ball Skills		Target Games		
Curriculum Unit	Core Unit		Core Unit	
Significant Person	David Beckham		Lucy Bronze (England Lioness)	
Vocabulary	Ready Position Soft Swing Track Underarm Control	Collect Release Receive Prepare Touch	Distance Overarm Underarm Swing Balance Further Accurate Opponent Release Strike Teammate Ahead	
I can/am..	I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner.	I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group.	I can recognise changes in my body when I do exercise. I can use an overarm throw aiming towards a target. I can roll a ball towards a target. I can use an underarm throw aiming towards a target. I can work co-operatively with a partner. I understand what good technique looks like.	I am able to select the appropriate skill for the situation. I can throw, roll or strike a ball to a target with some success. I can work co-operatively with a partner and a small group. I understand the principles of a target game and can use different scoring systems when playing games. I understand what good technique looks like and can use key words in the feedback I provide.

KS1 - PE

Cycle B- AUTUMN TERM

FUNDAMENTALS

DANCE

Core Unit

Core Unit

Freddie Flintoff,

Ashley Banjo- Diversity

Vocabulary

Dodge
Jog
Skip
Swing
Ready Position

Sprint
Weight
Take off
Hurdle
Speed

Balance
Beat
Copy
Fast
Level
Pathway
Pose
Timing

Dynamics
Expression
Matching
Mirroring
Perform
Speed
Unison
Create

I can/am....

I can change direction when moving at speed.
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I am beginning to provide feedback using key words.
I am beginning to turn and jump in an individual skipping rope.
I can describe how my body feels during exercise.
I can show balance when changing direction.
I can show hopping, skipping and jumping movements with some balance and control.
I can work co-operatively with a partner and a small group.
I show balance and co-ordination when running at different speeds.

I am beginning to use counts.
I can copy, remember and repeat actions.
I can move confidently and safely.
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I am beginning to provide feedback using key words.
I can copy, remember, repeat and create dance phrases.
I can describe how my body feels during exercise.
I can show a character and idea through the actions and dynamics I choose.
I can use counts to stay in time with the music.
I can work with a partner using mirroring and unison in our actions.
I show confidence to perform.

KS1 - PE

Cycle B- SPRING TERM

Cycle B- SPRING TERM					
GYMNASTICS			GYMNASTICS		
Curriculum Unit	Core Unit			Core Unit	
Significant Person	Beth Tweddle			Beth Tweddle	
Vocabulary Introduced /embedded	Action Control Direction Level Speed	Link Pathway Pike Sequence Straddle tuck	Action Control Direction Level Speed	Link Pathway Pike Sequence Straddle tuck	
I am/ can...	<p>I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>	<p>I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>	

KS1 - PE

Cycle B- SUMMER TERM

Ball Skills		Target Games		
Curriculum Unit	Core Unit		Core Unit	
Significant Person	Cristiano Ronaldo		Mary Earps (England lioness)	
Vocabulary	Ready Position Soft Swing Track Underarm Control	Collect Release Receive Prepare Touch	Distance Overarm Underarm Swing Balance Further Accurate Opponent Release Strike Teammate Ahead	
I can/am..	I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner.	I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group.	I can recognise changes in my body when I do exercise. I can use an overarm throw aiming towards a target. I can roll a ball towards a target. I can use an underarm throw aiming towards a target. I can work co-operatively with a partner. I understand what good technique looks like.	I am able to select the appropriate skill for the situation. I can throw, roll or strike a ball to a target with some success. I can work co-operatively with a partner and a small group. I understand the principles of a target game and can use different scoring systems when playing games. I understand what good technique looks like and can use key words in the feedback I provide.