

Dale Community Primary School: Physical Education Curriculum Progression Document (KS1)

Physical Education (KS1)

National Curriculum	KEY STAGE 1: "Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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."			
	Areas of learning	Year 1 Children Can:	Year 2 Children Can:	
master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	ABC's/ Fundamental Movement Skills	Locomotor movement skills	Learn and develop locomotor movements that increase in difficulty by crossing the mid-line and apply these skills to a range of activities. Show good agility, balance and coordination with each movement and direction changes	Establish control and confidence in locomotor movements with good levels of fluency when crossing the mid-line in a range of activities. Demonstrate competence in agility, balance and coordination with varying heights and direction changes
		Invasion games skills/ ball handling skills	Experience taking part in invasion games to understand that there is an attacking team and a defending team, trying to achieve the same goal. Experience and develop basic invasion game skills such as throwing and catching over smaller distances, travelling with a ball, passing a ball to share and shooting a ball at a target (hands or feet). Use hands and feet in various activities that promote agility, balance and co-ordination to scaffold future learning	Become increasingly competent in ball control to help with invasion games development. Practise ball manipulation to ensure it is under greater control in activities such as throwing and catching over increasing distances, passing to a team mate, travelling with a ball in various directions (bouncing or kicking) and shooting a ball (hands or feet).
		Key vocabulary to be built upon each year	<i>Hand-eye coordination, Foot-eye coordination, Aim, Safely, Direction, Balance, Send, Target, Dribble, Strike, Points, Score, Shoot, Save, Control, Team mate, Dodge</i>	<i>Hand-eye coordination, Foot-eye coordination, Aim, Safely, Direction, Balance, Send, Target, Dribble, Strike, Points, Score, Shoot, Save, Control, Team mate, Dodge</i>
		Striking and fielding skills (feet and hands)	Understand what striking and fielding games are and what equipment they use and how to hold/ use it. Explore how a ball travels and best ways to stop or strike a ball using hands or feet with control	Explain what striking is and what fielding is with demonstrations on how to control or strike a ball with hands, feet or with a bat. Begin to understand basic gameplay and show an awareness of space
		Key vocabulary to be built upon each year	<i>Striking, Fielding, Bat, Stumps, Wicket, Bowl, Wicket keeper, Backstop, Underarm, Overarm, Target, Catching, Tracking, Hand-eye coordination, Foot-eye coordination, Tee</i>	<i>Striking, Fielding, Bat, Stumps, Wicket, Bowl, Wicket keeper, Backstop, Underarm, Overarm, Target, Catching, Tracking, Hand-eye coordination, Foot-eye coordination, Tee</i>
		Net and Wall skills	Understand what net/ wall games are and explore various skills to develop racket control. Manipulate different objects with a racket and understand and show what a rally is in basic forms	Grow in confidence in using a racket and be able to explain the basic rules of a net/wall game. Have an awareness of racket control and how to manipulate power and direction of a ball
		Key vocabulary to be built upon each year	<i>Racket, Net, Shot, Control, Underarm, Overarm, Rally, Zone, Ready position</i>	<i>Racket, Net, Shot, Control, Underarm, Overarm, Rally, Zone, Ready position</i>
		<u>Athletics</u>	Develop basic athletics skills in running, jumping, balancing and throwing through experiencing modified and traditional athletic events. Explore	Build upon athletic skills in running, jumping, balancing and throwing and understand how to use various athletics equipment. Set targets to

Phys		Athletics skills	the need for running for control and throwing and jumping for height and distance through experimental games	achieve personal best and develop technique for various throwing and jumping styles	
		Key vocabulary to be built upon each year	<i>Further, Athletics, Aim, Improve, Direction, Distance, Take off, Landing, Height, Overarm, Underarm, Hurdles, Throw</i>	<i>Further, Athletics, Aim, Improve, Direction, Distance, Take off, Landing, Height, Overarm, Underarm, Hurdles, Throw</i>	
		<u>Gymnastics</u>	Practise simple gymnastics skills to include in a sequence. Explore rolling, jumping, travelling, shapes and balance skills required to look and move like a gymnast on and off apparatus	Develop and refine gymnastic skills to create a sequence showing more control with skills. Combine locomotor skills together and develop transitions between rolls, jumps, shapes and balances both on and off apparatus	
		Gymnastics skills			
		Key vocabulary to be built upon each year	Small/Tall, Narrow/Wide, Balancing, Equipment, Levels, Sequence, Tuck, Straddle, Pike, Star, Pathway, Straight, Points/Patches, Pattern, Log roll, Egg roll, Teddy bear roll, Backwards roll, Forwards roll	Small/Tall, Narrow/Wide, Balancing, Equipment, Levels, Sequence, Tuck, Straddle, Pike, Star, Pathway, Straight, Points/Patches, Pattern, Log roll, Egg roll, Teddy bear roll, Backwards roll, Forwards roll	
	participate in team games, developing simple tactics for attacking and defending	Collaboration and team skills	Team games/ Decision making/ Understanding	Begin to experience team games and the importance of a team mate in sporting activities. Make connections to real world situations with an awareness of what attackers and defenders do and how space can be important in sports. Be aware of own and others' learning and help improve	Know what attacking and defending is and why they are important in sports, with reference to space and positions of people to help win a point. Describe own and others' learning with reference to success criteria and building knowledge
			Key vocabulary to be built upon each year	<i>Attacking, Defending, Teamwork, Space, Position, Compete, Sportsmanship, Fairness, Respect, Explain, Share, Trust</i>	<i>Attacking, Defending, Teamwork, Space, Position, Compete, Sportsmanship, Fairness, Respect, Explain, Share, Trust</i>
	perform dances using simple movement patterns	Dance skills	Dance skills	Explore a range of movements that are a response to a stimulus by creating short dance motifs. Explore dance elements through levels and direction and begin to recognise the rhythm to movements relationship in music	Develop short motifs to a stimulus through exploring creative ways to move to music. Show an understanding of beginning, middle and end in a sequence with reference to simple dance elements and moods
			Key vocabulary to be built upon each year	<i>Mirroring, Repeat, Beat, Focus, Timing, Feelings, Movements, Explore, Space, Level, Direction, Speed</i>	<i>Mirroring, Repeat, Beat, Focus, Timing, Feelings, Movements, Explore, Space, Level, Direction, Speed</i>
	lead healthy, active lives	Healthy living	Maintaining healthy lifestyle	Know that exercise is good for the body and what might happen if we didn't exercise. Recognise changes to the body when exercising and explain these changes. Stretch different muscles in the body and know why we stretch muscles	Comment on why exercising is good for our body and what might happen if we didn't exercise with an understanding of the impacts exercise has on our body. Knowing how to stretch muscles in the body and know why we stretch muscles
			Key vocabulary to be built upon each year	<i>Healthy, Fitness, Heartbeat, Stretch, Blood, Lungs, Emotion, Injury, Breathing, Diet</i>	<i>Healthy, Fitness, Heartbeat, Stretch, Blood, Lungs, Emotion, Injury, Breathing, Diet</i>