

Our Lady's Catholic Primary School Progression of Skills for Physical Education

Key Stage 1

Areas of Learning	Year 1	Year 2	End of Key Stage Expectations
Acquiring and developing skills	- To be able to move with control and care. - To be able to copy and remember actions.	- To be able to copy and remember actions. - To be able 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 co-ordination, and begin to apply these in a range of activities.
Evaluating and improving Performance	- To be able to describe what other people did. - To be able to say how I could improve.	- To be able to talk about what is different between what I did and what someone else did. - To be able to say how I could improve. - To be able to listen to a suggestion about how to improve key skills.	Pupils should be taught to compare their performances with previous ones to achieve their personal best.
Health and Fitness	- To be able to describe how my body feels before, during and after an activity. - To be able to show how to exercise safely.	- To be able to show how to exercise safely. - To be able to describe how the body feels during different activities. - To be able to explain what the body needs to keep healthy. - To be able to understand the importance of warming up and cooling down.	Children should be encouraged to enjoy physical activity. A developing sense of identity should be linked closely to their own self-image, self-esteem and confidence. They should be introduced to the concept of health, hygiene and safety, and the importance of diet, rest, sleep and exercise.
Dance	- To be able to copy, watch and describe dance moves. - To be able to make up and perform a short dance. - To be able to dance imaginatively. - To be able to change rhythm, speed, level and direction. - To be able to link movements to sounds and music. - To be able to respond to range of stimuli.	- To be able to change rhythm, speed, level and direction. - To be able to dance with control and co-ordination. - To be able to make a sequence by linking sections together. - To be able to link some movement to show a mood or feeling through their body shapes. - To be able to compose and perform a dance. - To describe a short dance using appropriate vocabulary.	Pupils should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills: - change rhythm, speed, level and direction of their movements - create and perform dances using simple movement patterns, including those from different times and cultures - express and communicate ideas and feelings.

Our Lady's Catholic Primary School Progression of Skills for Physical Education

Key Stage 1

Areas of Learning	Year 1	Year 2	End of Key Stage Expectations
Gymnastics	- To be able to make my body tense, relaxed, curled and stretched. - To be able to control my body when travelling. - To be able to control my body when balancing and when linking actions, movements and shapes together. - To be able to climb safely. - To be able to plan and show a sequence of movements. - To be able to make different shapes with my body. - To repeat and link combinations of gymnastic actions. - To be able to perform 2 footed jump. - To use equipment safely.	- To remember and repeat simple gymnastic actions with control. - To balance on isolated parts of the body using the floor and hold balance. - To develop a range of gymnastic moves, particularly balancing. - To link together a number of gymnastic actions into a sequence. - To explore ways of travelling around on large apparatus. - To choose and use a variety of gymnastic actions to make a sequence. - To use equipment in a variety of ways to create a sequence. - To be able to link movements together to create a sequence. - To be able to land safely when coming off equipment.	Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.
Games	- To be able to hit a ball with a bat. - To be able to throw in different ways. - To be able to use hitting, kicking and/or rolling in a game. - To be able to follow rules. - To practise the accuracy of throwing and consistent catching using a variety of objects.	- To be able to stay in a 'zone' during a game. - To be able to decide where the best place to be is during a game. - To be able to use one tactic or role in a game and to stick to it. - To be able to follow rules. - To be able to throw in different ways including throwing a distance. - To be able to accurately throw and catch a variety of objects. - To use hand-eye coordination to control a variety of equipment. - To develop catching and dribbling skills. - To kick and move with a ball. - To learn skills for playing striking and fielding games.	Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Our Lady's Catholic Primary School Progression of Skills for Physical Education

Key Stage 1

Athletics	• To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing ensuring control. • To practise short distance running. • To be able to jump from a standing position.	• To run with agility and confidence. • To be able to change speed and direction whilst running. • To know how to use different footwork patterns to aid running technique. • To explore arm movement to support running technique. • To be able to perform a variety of throws with control and co-ordination. • To be able to use equipment safely. • To learn the best jumping techniques for a distance. • To complete an obstacle course with control and agility.	
-----------	--	---	--

End of Key Stage 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.