



St Peter's C of E Primary School
Physical Education Progression

'Let Your Light Shine'

Matthew 5:16

Key Learning in GAMES KS1

Developing Skills		Attacking and Defending Strategies	Evaluating success (Not Statutory at this stage)		
By the end of year 2	<p>Travelling</p> <ul style="list-style-type: none"> ▪ Running, hopping, skipping, galloping ▪ Change direction easily i.e. dodging and swerving. ▪ Travelling with an object i.e. beanbag, ball, bat and ball. 	<p>Sending</p> <ul style="list-style-type: none"> ▪ Roll a ball underarm. ▪ Throw an object underarm (beanbag). ▪ Throw an object overarm (beanbag, ball). ▪ Kick a ball. ▪ Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). ▪ Striking a ball with a bat. 	<p>Receiving</p> <ul style="list-style-type: none"> ▪ Trap a ball with feet. ▪ Catching a ball. ▪ Catching a ball at different heights. 	<p>Recognise and use space in a game.</p> <ul style="list-style-type: none"> ▪ Understand the concept of aiming and the need for accuracy. ▪ Use a feint to try and win a net type game. ▪ Throw or hit an object into space to make it more difficult for their opponents. ▪ Invasion type game – understand to pass the ball to a person in space (Y2). ▪ Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. 	<p>Advisable in terms of supporting children's learning.</p> <p>Examples include:</p> <ul style="list-style-type: none"> ▪ Describe what they have done or seen others doing. i.e. opposite foot forward to throwing arm. ▪ Copy actions and ideas and use the information they collect to improve their skills
Year 1	<ul style="list-style-type: none"> ▪ To hop rhythmically on one leg. ▪ To bounce a ball with control when travelling. ▪ To run and change direction quickly. ▪ To jump as far as possible landing safely with control. ▪ To walk with good posture. ▪ To run fast with a good posture. ▪ To perform a side gallop with some rhythm. 	<ul style="list-style-type: none"> ▪ To bounce a ball with control. ▪ To roll a ball with accuracy and control. ▪ To throw underarm with some accuracy. ▪ To throw an object overarm for distance. 	<ul style="list-style-type: none"> ▪ To be able to catch a ball with two hands. 	<ul style="list-style-type: none"> ▪ To apply simple tactic in a game. ▪ To apply to skill of throwing overarm with accuracy in a game. ▪ To apply throwing equipment underarm in different ways within a game. ▪ To develop the skills of dodging. 	<ul style="list-style-type: none"> ▪ Copy actions and ideas and use the information they collect to improve their skills.

Year 2	<ul style="list-style-type: none"> ▪ To know the 'ready' position. ▪ To throw underarm accurately then move into space. ▪ To pass a ball with accuracy (foot and hand) then move into space. ▪ To dodge with some agility. ▪ To perform a side gallop. ▪ To jump for distance with control. 	<ul style="list-style-type: none"> ▪ To know the 'ready' position. ▪ To throw underarm and overarm for distance with accuracy to a partner and target. ▪ To throw using a push and two handed throw for distance. ▪ To know how to hold a bat. ▪ To strike a ball to a partner. ▪ To strike a ball with accuracy for distance. 	<ul style="list-style-type: none"> ▪ To catch a ball with control, from the ready position. ▪ To know the 'ready' position. 	<ul style="list-style-type: none"> ▪ To use simple tactic within a game. ▪ To play simple striking and fielding game and apply simple tactic.. ▪ To apply simple tactic in net/wall game to outwit an opponent. ▪ To complete and obstacle course with speed and agility. 	<ul style="list-style-type: none"> ▪ Describe what they have done or seen others doing. I.e. opposite foot forward to throwing arm.
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Key Learning in DANCE KS1

	Developing Skills	Attacking and Defending Strategies	Evaluating success (Not Statutory at this stage)
By the end of year 2	<ul style="list-style-type: none"> ▪ Body Actions -Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguin. ▪ Travel - waddle, slide. ▪ Turn – spin. Gesture - bob, flap. ▪ Stillness – freeze ▪ Copy simple movement patterns i.e. waddling, huddle and flap wings. ▪ Show and tell using body actions to explore moods, ideas and feelings. ▪ Vary speed, strength, energy and tension of their movements. 	<ul style="list-style-type: none"> ▪ Choose movements to make own simple dance phrase with beginning, middle and ending. ▪ Practise and repeat these movements so they can be performed in a controlled way. ▪ Choose and link actions that express a mood, idea or feeling ▪ Remember and repeat movements showing greater control, coordination and spatial awareness. 	<ul style="list-style-type: none"> ▪ Use simple dance vocabulary to describe movement. i.e. describe what body actions they see. ▪ Describe why they think particular actions have been chosen. ▪ Describe how a dance makes them feel.

Year 1	<ul style="list-style-type: none"> ▪ Link travel, turn and stillness within a sequence. ▪ To travel from on space to another using different pathways and levels. ▪ To explore body shapes and emotions. 	<ul style="list-style-type: none"> ▪ To Link travel, turn and stillness within a simple sequence. ▪ To explore body shapes and emptions. ▪ Tobe able to link parts of stories together within a sequence as part of a performance. 	<ul style="list-style-type: none"> ▪ Describe why they have chosen specific actions to match that part of the story. ▪ Describe how music and dance makes them feel.
Year 2	<ul style="list-style-type: none"> ▪ To explore a wider range of body shapes and emotions. ▪ To impulsively respond to a stimulus. ▪ To explore movements matching to their chosen topic. ▪ To explore body shapes and movements which helps communicate with characters from their chosen topic. ▪ To independently select appropriate movements and body shapes in relation to their chosen topic. 	<ul style="list-style-type: none"> ▪ To compose and perform a dance phrase. ▪ To remember, repeat and perform a short dance to represent their topic. 	<ul style="list-style-type: none"> ▪ Understand and describe why they have chosen specific actions. ▪ To understand and describe how their actions display how it makes them feel. ▪ To understand how music and dance can make other people feel.

Key Learning in GYMNASTICS KS1

	Developing Skills	Attacking and Defending Strategies	Evaluating success (Not Statutory at this stage)
By the end of year 2	<ul style="list-style-type: none"> ▪ Travelling – feet Jog, skip, gallop, hop, walk forwards, backwards ▪ Travelling – hands and feet Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc ▪ Shape Wide, thin, tuck, dish, arch ▪ Rolling Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. ▪ Balance - Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. ▪ Jumping 2 feet to 2 feet, 2 to 1 and 1 to 2. 2 feet to 2 feet for height with shape ▪ Handle small and large apparatus Mats, benches, tables. 	<ul style="list-style-type: none"> ▪ Applying and Linking Skills Create and link simple combinations of 2/3 actions / skills e.g. travel and balance. ▪ To link “like” movements with a beginning, middle and end To copy a partner’s sequence. ▪ Remember and repeat simple linked sequences. Link simple combinations of 3 / 4 actions / skills e.g. jump, travel, roll, balance. ▪ Devise short sequence, clear begin, middle, and end. ▪ Adapt sequence to include partner or apparatus. ▪ Remember and repeat accurately, devised sequences. 	<ul style="list-style-type: none"> ▪ Observe and describe sequences using appropriate vocabulary. ▪ Observe and copy a partner’s sequence. ▪ Comment on one a sequence and say how to improve it.

<p>Year 1</p>	<ul style="list-style-type: none"> ▪ To be able to perform: Straight shape with extension Pencil Roll and egg roll Simple animal travelling actions - Frog, bunny hop... Jump 2 feet to 2 feet- with shapes - Tuck, wide.. 	<ul style="list-style-type: none"> ▪ To apply the skills of travelling, jumping and rolling into a sequence. ▪ To be able to apply skills of travelling, jumping and balancing using apparatus. 	<ul style="list-style-type: none"> ▪ TO observe and select vocabulary to describe a sequence. ▪ To observe and copy a partners sequence. ▪ TO act on advice given in order to improve.
<p>Year 2</p>	<ul style="list-style-type: none"> ▪ To be able to perform: Egg roll, pencil roll and teddy bear roll. Balance on large body parts with stillness. Travelling actions with hands and feet. Different jumping actions with different shapes in the air. 	<ul style="list-style-type: none"> ▪ To apply the skills of travelling, jumping balancing and rolling into a sequence. ▪ To be able to apply skills of travelling, jumping and balancing, rolling using apparatus. 	<ul style="list-style-type: none"> ▪ TO observe and select vocabulary to describe a sequence. ▪ To observe and copy a partners sequence. ▪ TO comment on a partners sequences and give advice on how to improve.