



## P.E Key Stage 1 Progression of Knowledge and Skills



### Key Stage 1 National Curriculum

#### PE1/1.1 Sport & Games

PE1/1.1a 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

PE1/1.1b participate in team games, developing simple tactics for attacking and defending

PE1/1.1c perform dances using simple movement patterns

### Key Stage 1 Progression of Knowledge and Skills (Y1 objectives in blue, Y2 in black)

#### Activities leading to GAMES

##### I know how to travel in different ways therefore I can:

- use different ways of travelling in different directions or pathways
- run at different speeds and begin to use space in a game
- combine travelling movements with simple defensive skills such as marking a player or defending a space
- combine travelling movements with simple attacking skills such as dodging to get past a defender
- combine travelling movements with travelling with equipment in different directions (side to side, forwards and backwards) with control and fluency

##### I know how to travel with control and fluency and therefore I can:

- use different ways of traveling with increasing speed and agility
- use different ways of travelling at different speeds and following different pathways, directions or courses.
- change speed and direction whilst running
- begin to choose and use the best space in a game

##### I know how to use a ball and therefore I can:

- demonstrate coordination when passing a ball around different parts of the body
- bounce and pat bounce a ball with a degree of control
- dribble a ball with control

##### I know how to bounce, throw, catch, dribble, kick and hit (strike) equipment with control and accuracy and therefore I can:

- demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills, for example: show continuous and controlled bouncing with one hand and two hands, whilst static and on the move, changing speed and direction
- show sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move
- demonstrate passing and receiving skills when under pressure
- understand and demonstrate striking, passing and receiving with a partner using a range of apparatus
- understand and use 'beat your own record' activities to put skills under pressure and improve performance

##### I know how to use a bat and ball and work with a partner and therefore I can:

- steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms
- balance a ball on a bat when standing still or walking
- hit a ball with a bat, upwards and downwards with some control
- send a ball along the ground and through the air for a partner to catch or receive

##### I know how to send and receive, showing a degree of control, individually and in pairs using a variety of apparatus and therefore I can:

- throw and catch individually and in pairs using a variety of apparatus including hoops
- send a ball, beanbag or quoit, using under arm throw, roll or kick

	<ul style="list-style-type: none"> <li>• receive a ball, beanbag or quoit with control, understanding how to get in line with the equipment to receive it</li> <li>• roll and retrieve a hoop</li> </ul> <p><b>I know how to skip and therefore I can:</b></p> <ul style="list-style-type: none"> <li>• show skipping with a rope</li> </ul> <p><b>I know how to play simple games and therefore I can:</b></p> <ul style="list-style-type: none"> <li>• follow simple rules to play games, including team games.</li> <li>• play safely with a partner in running games and when using equipment</li> <li>• send a ball in various ways to play individual target games or target games with a partner</li> <li>• aim consistently between, into, at or over a variety of targets using a range of small equipment</li> <li>• play aiming games cooperatively with a partner and 'keep the score'</li> <li>• practise and develop my sending and receiving skills in cooperative games with a partner</li> <li>• use steering, hitting along the ground and hitting through the air to play individual and cooperative target games</li> <li>• understand the concept of simple games and how to make my games harder</li> </ul> <p><b>I know how to play group games and invent rules and therefore I can:</b></p> <ul style="list-style-type: none"> <li>• identify and use simple attacking and defending strategies e.g. vary the height and speed of the pass</li> <li>• understand and use simple tactics e.g. passing at different angles to outwit an opponent</li> <li>• understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball</li> <li>• play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills</li> <li>• play with confidence in varying formations e.g. 2v2, 4v4, 3v1</li> <li>• know how to score, invent rules and explain how to improve the game</li> <li>• understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over arm throwing, one hand, the other hand etc)</li> </ul>
<p><b>Activities leading to GYMNASTICS</b></p>	<p><b>I know gymnastics shapes, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• perform the basic shapes on different body parts on the floor, e.g. on my back, side, front, bottom and feet, exploring different levels</li> <li>• perform the shapes on low apparatus and on high apparatus</li> </ul> <p><b>I know different ways to travel in gymnastics, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• demonstrate ways of traveling on the floor on small and large body parts including step, jump and hop, hopscotch, skipping and galloping</li> <li>• hop and bounce in different directions, forwards, sideways and backwards</li> <li>• travel showing long and narrow, wide and short shapes</li> <li>• know and use a variety of ways of travelling in a curled-up shape</li> <li>• make a simple shape for a partner to step over or travel underneath</li> <li>• perform these travelling movements on low and high apparatus</li> </ul> <p><b>I know different ways to jump in gymnastics therefore I can:</b></p> <ul style="list-style-type: none"> <li>• understand the safety implications and show a tucked jump, straight jump, half turn jump on the floor</li> <li>• bounce using feet in different combinations and repeat a pattern of movements on the floor</li> <li>• jump from one foot to two feet and from one foot to the other foot and understand how to land safely on the floor</li> <li>• understand high and low level and link two jumps with a low level movement</li> </ul> <p><b>I know different ways to balance in gymnastics, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• understand which small parts of the body can safely take weight and show high and low balanced positions using different combinations on the floor - balance upon large body parts and know how to make the shape of the balance on the floor</li> <li>• show a variety of wide and narrow balances on the floor</li> </ul>

	<ul style="list-style-type: none"> <li>perform the balances on low apparatus</li> </ul> <p><b>I know how to roll in gymnastics, therefore I can:</b></p> <ul style="list-style-type: none"> <li>understand and show which parts of the body can be used for spinning or rocking on the floor</li> <li>rock on different parts of the body to stand up or turn over on the floor (progressions for forward roll)</li> <li>understand the safety implications involved in various types of rolling (egg roll, log roll, teddy bear roll)</li> </ul> <p><b>I know and understand how to perform different balance in gymnastics, therefore I can:</b></p> <ul style="list-style-type: none"> <li>take weight confidently on my hands to lift my feet high (bunny hop)</li> <li>take weight on hands and feet to perform a front support, back support or side support</li> <li>understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground</li> <li>travel underneath a partner who is holding a balanced position</li> <li>understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels</li> </ul> <p><b>I know and understand how to use hand, low and high apparatus and develop sequence work in gymnastics, therefore I can:</b></p> <ul style="list-style-type: none"> <li>show various ways of travelling and balancing with the body close to, or far away from the ground or apparatus</li> <li>plan and link together two or three movements showing control and coordination</li> <li>understand and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll and knees and hips lead into a shoulder stand</li> <li>compose a short sequence of three movements using different combinations of travel, balance and shape and show changes in direction</li> <li>perform a simple sequence with a partner</li> <li>understand and show different pathways on the floor or apparatus e.g. straight, zig zag and curving and travel along them using different directions</li> <li>show an understand of different curves and levels</li> <li>understand and identify appropriate movements to travel along different shaped pathways</li> <li>select and link three different ways of travelling to create an interesting pathway (have a definite beginning, middle and end)</li> <li>observe and copy a partner in follow my leader formation to show different pathways and link appropriate movements</li> <li>understand and show a variety of controlled jumps e.g. <math>\frac{1}{4}</math> <math>\frac{1}{2}</math> <math>\frac{3}{4}</math> or full turn using one foot to two feet or two feet to two feet and be able to show rolling sideways in curled and stretched shapes and move into and out of a sideways roll in different ways on the floor</li> </ul> <p><b>I know how to and can confidently combine gymnastics skills in shape, travel, jumps and balance, therefore I can:</b></p> <ul style="list-style-type: none"> <li>show different combinations of shapes, linked by a travelling movement on the floor, on low apparatus and high apparatus</li> <li>link together a jump, safe landing and balance on low apparatus</li> <li>understand high and low level and link two jumps with a low level movement on low apparatus</li> <li>select two balances and link them together using travel on low apparatus, showing control and change of speed</li> </ul> <p><b>I know how to develop a sequence, therefore I can:</b></p> <ul style="list-style-type: none"> <li>choose and link movements together</li> <li>start to consider the beginning, middle and end of a sequence</li> </ul> <p><b>I know how to use apparatus, therefore I can:</b></p> <ul style="list-style-type: none"> <li>follow instructions to carry and place apparatus</li> </ul>
<p><b>Activities leading to DANCE</b></p>	<p><b>I know and understand actions and dynamics in dance related activities, therefore I can:</b></p> <ul style="list-style-type: none"> <li>make shapes with my whole body and with isolated body parts, showing how to make the shapes round, spikey, twisty, flat</li> <li>know and perform the basic dance actions with expressions to show mood and feelings</li> </ul>

	<ul style="list-style-type: none"> <li>• demonstrate travelling actions at different speeds (fast/ slow) that fit to a purpose, for example in a hurry</li> <li>• demonstrate travelling actions at different levels (high/ medium / low) that fit to a purpose, for example trying to hide</li> <li>• demonstrate jumping actions such as springing, bounding, leaping, pouncing in different ways (light and heavy) to fit a purpose, for example for joy- demonstrate turning actions that fit a purpose, for example away from source</li> <li>• demonstrate gesturing actions that fit a purpose, for example to a friend</li> <li>• demonstrate stillness to fit a purpose, for example waiting for something</li> <li>• begin to give consideration to the timing of their actions, considering rhythm</li> </ul> <p><b>I know and understand space in dance related activities, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• travel using curved and zig zag pathways</li> <li>• move confidently in a wider space as well as in my own personal space</li> </ul> <p><b>I know and understand relationships in dance related activities, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• dance using an awareness of different formations to communicate different ideas</li> <li>• work with a partner to show simple relationships and compositional ideas including follow my leader, copying movements, follow side by side, back to back, moving at the same time or one after another</li> </ul> <p><b>I know how to perform a dance activity, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• select actions and join them together, such as starting and finishing positions</li> </ul> <p><b>I know about performance in dance related activity, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• remember and repeat short dance phrases and simple routines</li> <li>• keep in time with a steady beat to perform a short dance phrase</li> <li>• improvise, create and perform simple movements /rhythmic patterns in different formations in response to a variety of stimuli, including dancing with an object</li> <li>• perform short dances, linking actions fluently and with control</li> </ul>
<b>ATHLETICS - Running, Throwing and Jumping</b>	<p><b>I know how to run, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• develop a technique to use in short distance running and when following a curved line</li> <li>• pace myself when running and travel at different speeds, starting to be aware of my different stride lengths</li> <li>• run over a series of hurdles without knocking them over</li> </ul> <p><b>I know how to throw, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• push throw with two hands and with a bounce</li> <li>• underarm throwing (fling throw) for distance and accuracy</li> <li>• pull throw (overarm throwing)</li> </ul> <p><b>I know how to jump, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• jump with different take offs and landings (2 - 1, 1 - other 1 starting with non-dominant foot)</li> <li>• jump for height with control, showing an understanding of how the arms can affect jumping for height</li> <li>• using different patterns of take offs and landings, increase my ability to jump far</li> </ul> <p><b>I know and understand how to take part in competition, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• perform learnt skills with increasing control</li> <li>• compete against myself and others</li> </ul>
<b>Thinking</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• recognise and describe things that happen to the body during exercise</li> <li>• begin to take some responsibility for warming up and cooling down</li> <li>• choose and apply skills with control to suit the game or situation</li> <li>• understand simple tactics for attacking and defending</li> <li>• create my own games and create my own rules</li> <li>• compare and develop my skills / performance</li> </ul>

	<ul style="list-style-type: none"> <li>• recognise similarities and differences in performance and I can explain why someone is performing or working well</li> <li>• say how I might use what others do to improve my own ability</li> <li>• begin to order and follow instructions</li> <li>• show how to take part in lessons safely</li> </ul>
<b>Feeling</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• communicate how I feel and explain my actions</li> <li>• try several times, if at first I don't succeed and I ask for help where appropriate</li> <li>• encourage respect and help classmates</li> <li>• work in small groups up to 4 people</li> <li>• help, praise and encourage others in their learning</li> <li>• explain why I need to stay healthy and begin to understand the short term effects of exercise</li> </ul>

## Assessment Key Stage 1

### Knowledge and Skills

**Games:**

- I can travel in different ways and directions, with or without equipment, with control
- I can master basic movements and apply these in a range of activities
- I can show good control and coordinate my movements when using small and large equipment in a range of ways, for example - track and receive a ball, bounce a ball with control, throw and catch a ball and hold a racket correctly and use it to control a beanbag or ball in a variety of ways.
- I can apply my bat and ball skills to play a small-sided game
- I can show some basic understanding of attacking and defending such as
  - o I can think about using space in a team game
  - o I can mark another player
  - o I can defend the space between players
  - o I can pass a ball to another player
  - o I can get past a defender

**Games:**

- I can choose and use the best space in a game, for example - use space when passing and receiving in a game
- I can perform learnt skills with increasing control and coordination, for example
- I can hold a bat with some support and show some control when hitting a ball, throw a ball underarm over a short distance, kick a ball whilst moving, catch a ball with two hands, stop a ball
- I can choose the appropriate skill for the task - for example which throwing technique to use
- I can combine my skills and apply them in a game situation such as begin to use throwing, catching and kicking skills in a game with some success
- I can cooperate with others to play a team game, taking on different roles with support.
- I can understand the importance of rules in games and be able to follow them
- I can begin to use and understand the terms attacking and defending
- I can use at least one technique to attack or defend to play a game successfully, for example - dodging, marking, creating space

**Gymnastics:**

- I can recognise and copy contrasting shapes (small/tall, narrow/wide)
- I can hold still shapes and simple balances
- I can travel safely in different ways, changing direction and speed, recognising and using space appropriately
- I can travel on apparatus with some control and care, moving around, under, over, and through different objects and equipment
- I can perform a range of simple jumps, landing safely
- I can control my body when rolling in different ways
- I can create and perform a movement sequence, with some consideration given to the beginning, middle and end

**Gymnastics:**

- I can hold a still shape whilst balancing on different points of the body

- I can take my weight on my hands
- I can travel in a variety of ways, including rolling (egg roll, log roll, teddy bear roll), moving with increasing control and care.
- I can jump in a variety of ways (straight jump, tuck jump, pencil jump, pike and straddle jump) and land with increasing control and balance
- I can climb onto and jump off the equipment safely  
I can copy, explore and remember actions and movements to create my own sequence with coordination and varying speed and levels, with a beginning, middle and end

#### **Dance:**

- I can perform using a range of actions such as turning, jumping, traveling in different ways, shape, stillness and gesture with some coordination
- I can make different shapes with my body and with others
- I can vary speeds, levels, directions, and pathways
- I can dance in different formations
- I can copy and perform simple phrases and rhythm patterns

#### **Dance:**

- I can show some understanding of how dynamics can be used to express moods/feelings by changing the speed, weight and size of my movements
- I can improvise and create a short motif inspired by a stimulus
- I can remember and repeat short dance phrases and simple routines
- I can move in time to music
- I can dance in different formations to communicate different ideas
- I can synchronise actions with a partner when dancing a duet

#### **Athletics:**

- I can vary my pace and speed when running, showing good posture and balance
- I can show the difference between sprinting and jogging
- I can show a variety of throwing techniques e.g. throw underarm and overarm
- I can throw a ball towards a target with increasing accuracy
- I can perform different types of jumps, e.g. 1-1, 1 - other 1, 2 - 2
- I can jump and land safely and with confidence and control

#### **Athletics:**

- I can run with confidence beginning to select the most suitable, technique, pace and speed for distance
- I can be able to maintain and control a run over different distances
- I can throw different types of equipment in different ways, for accuracy, height and distance
- I can combine different jumps together with some fluency and control, jumping for distance from a standing position with accuracy and control and using the arms to jump for height