



PE Curriculum

Progression Documents

By the end of Key Stage 1		
Games	I can begin to travel in a variety of directions and for purpose (defending/attacking)	I can apply basic skills of traveling for attacking and defending
	I can travel bouncing a ball with some control	I can strike a ball with intent and throw it more accurately when bowling and/or fielding.
	I can confidently send the ball to others in a range of ways (underarm, chest pass, over arm, over arm and bounce pass)	I can show confidence in using ball skills in various ways and can link these together (passing, throwing and shooting)
	I can receive a ball with control when under pressure in game state.	I can use running, jumping, throwing and catching in isolation and combination
	I can use skills with coordination and control.	I can use skills with coordination, control and fluency
	I can communicate, work as a team and begin to compete during game situations	I can take part in a competitive game.
	I can develop my knowledge of games	I begin to create my own game using knowledge and skills taught.
	I can understand the term possession and when it apply during game play.	I begin to use skills to keep possession and control of the ball.
I can choose good places to stand when receiving, and give reasons for their choice	I can effectively play a competitive net/wall game.	



PE Curriculum

	I can choose and use batting or throwing skills to make the game hard for their opponents.	I can experiment with different techniques to attack and defend.
	I can explain what attacking and defending is.	I can begin to show an awareness of when to attack and defend.
Dance	I can begin to improvise independently to create a simple dance	I can improvise with a partner or on my own.
	I can begin to improvise with a partner to create a simple dance.	I can demonstrate provision and some control in response to stimuli.
	I can translate ideas from stimuli to movement with support	I can begin to vary dynamics and develop active and motifs.
	I can begin to compare and adapt movements and motifs to create a larger sequence.	I can modify a sequence using dance vocabulary as a result of self-evaluation.
	I can use simple dance vocabulary to improve and compare work.	I can perform dances with rhythm and use spatial awareness.
	I can perform dances with an awareness of rhythm on their own or in a group.	I understand the need to warm up
Gymnastics	I can improve the quality of my rolls, jumps, travel, body shapes and balance.	I can develop a range of rolls, jumps, travel, body shapes and balances and include in a performance.
	I can describe my own work using simple gym vocabulary	I can begin to use gym vocabulary to describe how to improve and refine performances
	I can copy, explore and remember a variety of movements and use them to create my own sequence	I can create gymnastic sequences that meet a theme or set of objectives.
	I can apply compositional ideas independently and with others to create a sequence.	I can begin to develop strength, technique and flexibility throughout performances



PE Curriculum

	I can begin to develop good technique of taught skills when using equipment.	I can begin to apply sequences of taught skills to equipment
Athletics	I can run at speeds appropriate for the distance.	I can begin to build a variety of running techniques.
	I can perform a running jump with some accuracy	I can perform a running jump with more than one component
	I can perform a variety of throws using a selection of equipment	I can demonstrate accuracy in throwing activities
Outdoor/ Adventurous Activities	I can beginning to develop listening skills when listening to a partner or adult	I can develop listening skills
	I can begin to use compass points	I can begin to use a simple map
	I can begin to think activities through	I can beginning to think activities through and problem solve
		I can begin to choose and apply strategies
	I can begin to understand how to stay safe	I can begin to demonstrate an understanding in how to stay safe



PE Curriculum

Implementation

Cycle A – KS1						
	<u>Autumn 1</u> <u>Dance</u>	<u>Autumn 2</u> <u>Dance</u>	<u>Spring 1</u> <u>Gymnastics (Floor skills</u>	<u>Spring 2</u> <u>Gymnastics (Apparatus</u> <u>skills)</u>	<u>Summer 1</u> <u>Games: ball skills</u>	<u>Summer 2</u> <u>Athletics</u>
Vocabulary	Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Rhythm, Control, Co-ordination, Pattern, Stimulus, Like, dislike, improve Sequence Space - near, far, in and out, on the spot, own, beginning, middle end		Health and fitness – warm up/ cool down Performance, Like, dislike, improve Balance, Level, Tension, Smooth, Sequence, Rolls Shapes – pike, star, straddle, top to toe, tuck Avoiding, Accuracy, Aiming, Speed, Direction, Controlling, Participate, Co-ordination, Technique , Like, dislike, improve Health and fitness Sequence		Speed, Compose, Movements, Position, Extend, Travel, Combinations, Demonstrate, Repeat, Create, Stretch, Point, – warm up/ cool down Avoiding, Accuracy, Rolling, Striking, Under arm, Overarm throw, Chest pass, Bounce pass, Bouncing, Catching, Free space, Own space, Opposite, Team, Rebound, Follow, Aiming, Speed, Direction, Passing, Controlling, Shooting, Scoring, Participate, Co-ordination, Technique, Combinations, Rules, Tactics, Performance, Like, dislike, improve Health and fitness – warm up/ cool down	
I will know...	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 am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled.		I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet.	I am able to throw towards a target. I am beginning to show balance and co-ordination when changing direction.



PE Curriculum

	<p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</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 understand simple tactics.</p> <p>I can roll and throw with some accuracy towards a target.</p> <p>I can say when someone was successful.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p>	<p>I am developing overarm throwing.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can work with others and make safe choices.</p> <p>I try my best.</p> <p>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>
--	---	--	--	--



PE Curriculum

Cycle B – KS1						
	<u>Autumn 1</u> <u>Dance</u>	<u>Autumn 2</u> <u>Dance</u>	<u>Spring 1</u> <u>Gymnastics (Floor skills</u>	<u>Spring 2</u> <u>Gymnastics (Apparatus skills)</u>	<u>Summer 1</u> <u>Games: ball skills</u>	<u>Summer 2</u> <u>Athletics</u>
Vocabulary	Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Rhythm, Control, Co-ordination, Pattern, Stimulus, Like, dislike, improve Sequence Space - near, far, in and out, on the spot, own, beginning, middle end		Stretch, Balance, Tension, Zig-zag, Travelling, Rolls – teddy bear, log roll, Jumping, Climbing, Repeat, Sequence, Space, Perform, Adapt, Direction, Speed, Sequence Levels – high, low Shapes – Pike, Star, Straddle, Straight, Tuck, Landing, Like, Dislike, Improve, Arm up, Cool down		Running, Jumping, Skipping, Galloping, Direction, Forwards, Backwards, Sideways Throwing, Underarm, Overarm, Chest, Bounce, Pass, Receive, Control, Position, Space, Opposite team, Co-ordination, Participate, Team, Score, Like, Dislike, Improve, Warm up, Cool down	
I will know...	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 am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting.		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	
					I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. I can use an overarm throw to	



PE Curriculum

	<p>I can use counts to stay in time with the music.</p> <p>I can work with a partner using mirroring and unison in our actions.</p> <p>I show confidence to perform.</p>	<p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>	<p>feet with some control.</p> <p>I can roll and throw a ball to hit a target.</p> <p>I can send and receive a ball using both kicking and throwing and catching skills.</p> <p>I can track a ball and collect it.</p> <p>I can work co-operatively with a partner and a small group.</p>	<p>help me to throw for distance.</p> <p>I can work with others, taking turns and sharing ideas.</p> <p>I show balance and co-ordination when running at different speeds.</p> <p>I try my best.</p>
--	--	---	---	--