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| **PE KS1 Skill Progression** | | | |
| Activity | Reception | Year 1 | Year 2 |
| Gymnastics | I can make my body tense, relaxed, curled and stretched.  I can **copy sequences** and repeat them.  I can roll/curl in different ways: **log roll, pencil roll, egg roll**.  I can travel in different ways: **walking, hopping, jumping, skipping and sidestepping**.  I can point balances balance in different ways: **1,2,3,4 point balances**  I can stretch/jump in different ways: **pencil jump, tuck jump and star jump, half turn**.  Children should be able to perform some movements at a raised height, for example on a bench. Children should have the opportunity to develop confidence on large gymnastics apparatus. | I can make my body tense, relaxed, curled and stretched.  I can control my body when travelling.  I can control my body when balancing.  I can climb safely/ perform on a bench  I can plan and show a sequence of movements.  Jumps: Stretch, tuck, star, half turn and **full turn**  Balances: 1,2,3,4 point balances and **creating shapes/ letters**  Rolls: log, pencil, egg, **dish roll, teddy bear roll**  Children should be able to perform some movements at a raised height, for example on a bench. Children should have the opportunity to develop confidence on large gymnastics apparatus. | I can use contrast in my sequences.  My movements are controlled.  I can think of more than one way to create a sequence which follows a set of ‘rules’.  I can work on my own and with a partner to create a sequence.  I can perform holds, stretches or movements on wall bar equipment.  Jumps: Stretch, tuck, star, half turn and full turn, **leaps**  Balances: 1,2,3,4 point balances and creating shapes/ letters, **creative/paired balances**  Rolls: log, pencil, egg, dish roll, teddy bear roll, **rolls sequenced with other movements. Some children may choose to forward roll, observe their technique carefully.**  Children should be able to perform some movements at a raised height, for example on a bench. Children should have the opportunity to develop confidence on large gymnastics apparatus. |
| Dance | I can **improvise freely**, translating ideas from a stimulus into movement.  I can **share and create phrases** with a partner and in small groups.  I can **repeat, remember and perform** these phrases in a dance. | |  | | --- | | I can **copy** dance moves.  I can **make up** a short dance.  I can **dance imaginatively**.  I can change **rhythm, speed, level and direction**. | | |  | | --- | | I can change **rhythm, speed, level and direction**.  I can dance with **control and co-ordination**.  I can make a **sequence by linking sections** together.  I can link some movement to **show a mood or feeling**. | |
| Multiskills/  Team Games | I can **throw underarm**.  I can **roll** a piece of **equipment**.  I can **move** and **stop** safely.  I can **catch** with **both hands**.  I can **kick in different ways**. | I can **hit a ball** with a **bat**.  I can **return** the ball when someone else throws it **with a bat**.  I can **throw in different ways**.  I can use **hitting, kicking and/or rolling** in a **game**.  I can **return** the ball when someone else **kicks** it with **my foot**  I can **follow rules** and **play simple games**. | I can stay in a **‘zone’** during a game.  I can **send** the ball to others in **a range of ways**.  I can **decide** where the **best place** to be is during a **game**.  I can use **simple tactics in a game**.  I can **follow 2 or more rules** within a simple game  .  I can develop **my own games** with peers.  I can start **to use a variety of skills** (applying them to a game situation). |
| Athletics | I can explore **basic athletics equipment** such as sponge javelins, hurdles and shot put.  I can **run** from one cone to another over a **set distance**.  I can complete a **standing jump**. | I can demonstrate **control** over my body movements when using **basic athletics equipment** such as sponge javelins, hurdles and shot put.  I can **run** at different **speeds**.  I can **jump** from a **standing** position  I can performs a variety of **throws** with basic control.  I am starting to use **appropriate running start** | I am starting to use appropriate technique when using **basic athletics equipment** such as sponge javelins, hurdles and shot put.  I can change **speed** and **direction** whilst **running**.  I can **jump** from a **standing** position with **accuracy**.  I can perform a variety of **throws** with **control and co-ordination**.  I can use equipment safely |
| **Head**  Decision making  Analytical  Confident  Independent thinkers | I am excited about taking part in PE lessons and talk about what I like.    I can say what is good.  I can say what could be even better.    I can stay safe in PE. | I am gaining **confidence** in PE lessons and talk about what I am good at.  I can **talk** about the **decisions** I have made.  I can show how to exercise safely. | I am gaining **confidence** in PE lessons and talk about what I am good at and **ways to improve**.  I can talk about the **decisions** I have made and the decisions **others** have made (starting to form analysis).  I can show how to exercise safely. |
| **Heart**  Involved/engaged  Showing positive behaviour/attitudes  Developing character/values  Developing healthy active lifestyles | I can describe how **my body feels** during exercise.  I can talk about **BLP characters** in relation to PE lessons.  I can talk about **healthy and unhealthy foods**  I can talk about **what healthy means** | I can describe how my **body feels before, during and after** an activity.    I can start **to describe why** those changes are happening eg. “My heart is beating faster because I’m legs are working harder when I run.”(Asking why to gain a ‘because’ answer)  I can show how to exercise safely.  I can use and talk about some of the school games values and link these with **BLP characters**; **determination, passion, respect, honesty, self-belief and teamwork**.  I can talk about how to make **healthy choices** | I can describe how my body feels during different activities.  I can start to **describe why** those changes are happening in more **detail** eg. “I am sweating which my body’s way of trying to cool me down so I don’t over heat. My hearts beating faster to pump blood to the muscles that need it.” (Asking ‘so that’ to gain a more detailed ‘because’ answer)    I can explain what my body needs to keep healthy  I can talk about the school games values, link them with BLP characters and talk about why they might be **important in PE** - **Determination, passion, respect, honesty, self-belief and teamwork.**  I can talk about how to make **healthy choices** and why they will **benefit me** |
| **Hands**  Physically literate  Age/stage relevant development  Physically Active  Competitive | By the end of Reception children should reach their **Early Learning Goal in Moving and Handling and Health in Self-Care** to be age appropriate. Children who are at risk on reaching their ELGs should attend Smart Moves to support their fundamental motor skill development. | By the end of Year 1 children should be working towards the end of Keystage expectation. Children should be able the **‘most children will criteria’ in half termly PE assessments** to be age appropriate. Children who are at risk of not being physically literate should attend Smart Moves to support their fundamental motor skill development. | By the end of Year 2 pupils should be gained control over their body movements in PE and refining specific movements. Children should be able the ‘**most children will criteria**’ in **half termly PE assessments** to be age appropriate  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. |