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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 benchI 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.  |

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| I can **copy** dance moves. I can **make up** a short dance. I can **dance imaginatively**. I can change **rhythm, speed, level and direction**.  |

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| 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**.  |

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| 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 makingAnalytical ConfidentIndependent 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/engagedShowing positive behaviour/attitudes Developing character/valuesDeveloping 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 healthyI 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 literateAge/stage relevant developmentPhysically ActiveCompetitive   | 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. |