



Physical Education Progression of Skills – Key Stage 1

	Reception/Year 1 Pupils will learn:	Year 1/2 Pupils will learn:	Year 2 Pupils will learn:	End of Key Stage Outcomes
Health and Fitness	<ul style="list-style-type: none"> To describe how their body feels before, during and after an activity. 	<ul style="list-style-type: none"> To describe how their body feels before, during and after an activity. 	<ul style="list-style-type: none"> To describe how their body feels before, during and after an activity. 	Pupils understand how their body can change before, during and after an activity.
Vocabulary	Cool, calm, heart beat, warm, hot, sweaty, sticky, faster heart beat	Heart rate, increase, decrease, fitness, oxygen	Oxygen, blood, pump	
Acquiring and Developing Skills	<ul style="list-style-type: none"> To copy actions. To repeat actions and skills. 	<ul style="list-style-type: none"> To move with control and care. To copy and remember actions. 	<ul style="list-style-type: none"> To copy and remember actions. To repeat and explore actions with control and coordination. 	Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Vocabulary	Running, jumping, hopping, throwing, catching, balance	Agility, coordination		
Evaluating and Improving	<ul style="list-style-type: none"> To talk about what they have done. To describe what other people did. 	<ul style="list-style-type: none"> To describe what other people did. To say how I could improve. 	<ul style="list-style-type: none"> To talk about what is different between what they did and what someone else did. To say how they could improve and how others could improve. 	Pupils can evaluate their own performances and skills and say how they may improve. Pupils can also do this for their peers.

Vocabulary	Good, I need to improve...		Difference between...	
Dance	<ul style="list-style-type: none"> To move to music. To copy dance moves. To perform some dance moves. To move around the space safely. 	<ul style="list-style-type: none"> To copy dance moves. To make up a short dance. To dance imaginatively. To change rhythm, speed, level and direction. 	<ul style="list-style-type: none"> To change rhythm, speed, level and direction. To dance with control and co-ordination. To make a sequence by linking sections together. To link some movement to show a mood or feeling. 	<p>Pupils should be taught to perform dances using simple movement patterns.</p> <p>Use movement imaginatively, responding to stimuli, including music and performing basic skills.</p> <p>Change rhythm, speed, level and direction of their movements.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures.</p> <p>Express and communicate ideas and feelings.</p>
Vocabulary	Beat, direction	Rhythm, speed, level	Control, co-ordination, sequence, mood, feeling	
Games	<ul style="list-style-type: none"> To throw underarm. To roll a piece of equipment. To move and stop safely. To catch with both hands. To kick in different ways. 	<ul style="list-style-type: none"> To hit a ball with a bat. To throw in different ways. To use hitting, kicking and/or rolling in a game. To follow rules. 	<ul style="list-style-type: none"> To stay in a 'zone' during a game. To decide where the best place to be is during a game. To use one tactic in a game. To follow rules. 	<p>Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.</p>
Vocabulary	Underarm, roll, target, catch, kick	Hit, strike, overarm, rules	Zone, positioning, tactics	
Gymnastics	<ul style="list-style-type: none"> To make their body 	<ul style="list-style-type: none"> To make their body 	<ul style="list-style-type: none"> To use contrast in their 	<p>Pupils should be able to perform</p>

	<p>tense, relaxed, curled and stretched.</p> <ul style="list-style-type: none"> • To copy sequences and repeat them. • To roll in different ways. • To travel in different ways. • To balance in different ways. • To stretch in different ways. • To curl in different ways. 	<p>tense, relaxed, curled and stretched.</p> <ul style="list-style-type: none"> • To control their body when travelling. • To control their body when balancing. • To climb safely. • To plan and show a sequence of movements. 	<p>sequences.</p> <ul style="list-style-type: none"> • To control their movements. • To think of more than one way to create a sequence which follows a set of criteria. • To work on their own and with a partner to create a sequence. 	<p>simple sequences, individually and in pairs. Pupils should be able to control movements and body during simple gymnastic skills.</p>
Vocabulary	Tense, relax, curl, stretch, sequence, roll, travel, balance	Control, plan	Contrast, criteria	

End of KS Expectations:

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.

Links to other subjects:

History and Geography – traditional/national dances from different countries/time periods

Maths – counting heart rate, working out beats per minute

English – instructional writing of rules for games