

PE On Track Indicators – Year 1



Athletics	Dance	Gymnastics
<ul style="list-style-type: none"> • I can show the difference between fast/slow; jumping and landing; 1 foot to 2 feet; throw over a raised obstacle; different styles of running. • I can bend my knees to initiate a turn. • I can swing my arm in a throw. • I can say how we help ourselves jump higher, throw further and run faster. • I can discuss how I can improve my performance. • I can describe how warm and tired I feel after running quickly compared with sometimes moving slowly. • I can say why I must not rush about too close to one another or a wall, or around equipment. 	<ul style="list-style-type: none"> • I can copy the movements my partner makes, changing when moving quickly or slowly. • I can show how I might stretch and uncurl with a still end position with a clear start and finish to my dance. • I can describe how my body could move if it was changing from a sharp shape to a soft melting shape. • I can comment on a shape which is strong and clear within a group. • I can explain why it is important to have bare feet for some dance activities. • I can describe how the heart beats faster when I am moving quickly and why it is important to warm up before dance. 	<ul style="list-style-type: none"> • I can travel, stop, and make a shape or action. I can copy a partner. • I can link 2 actions together and repeat them, e.g. bunny hop, monkey walk. • I can follow a path linking beginning to end in a gymnastic way, e.g. jumps, rolls, hands and feet. • I can describe my own movement/shape and help a partner to perform it. • I can talk about the quality of what I am doing. • I can recognise the changes that happen to my body when I am active.
Invasion Games	Net & Wall Games	Striking and Fielding
<ul style="list-style-type: none"> • I can stop and pass the ball on command. • I can show different ways of moving a ball along a pathway. • I can choose the best way of moving a ball quickly and accurately down a pathway and where to stand as a defender to stop others from scoring. • I can describe my own game to a partner and then help that partner play my game. • I can comment on what I am doing when playing my own game and why. • I can talk about how to move without bumping into others. • I can describe how the heart pumps faster when I am running. 	<ul style="list-style-type: none"> • I can stop and control a medium sized ball on command. I can throw beanbags accurately into a hoop to score. • I can find the best way to throw a beanbag. I can try and stop a partner from getting the beanbag past me. • I can choose the best way of moving a ball quickly and accurately down a pathway. • I can describe my own game to a partner and help that partner play my game. • I can comment on what I am doing and where best to aim to score a point. • I can talk about how to move without bumping into others. • I can describe how the heart pumps faster when I am running. 	<ul style="list-style-type: none"> • I can stop and control a medium sized ball on command. I can throw beanbags accurately at a marked zone. • I can show different ways of moving a ball along a pathway and when fielding I can decide on the best place to stand. • I can choose the best way of moving the ball quickly and accurately down a pathway. • I can describe my own game to a partner and help that partner play my game. • I can comment on what I am doing and where best to aim to score a point. • I can talk about how to move without bumping into others. • I can describe how the heart pumps faster when I am running.