

## Key Learning in Physical Education: Years 1 and 2

During KS 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

### Key Learning in Games

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<b>Travelling</b> <ul style="list-style-type: none"> <li>Running, hopping, skipping, galloping.</li> <li>Change direction easily i.e. dodging and swerving.</li> <li>Travelling with an object i.e. beanbag, ball, bat and ball.</li> </ul> <b>Sending</b> <ul style="list-style-type: none"> <li>Roll a ball underarm.</li> <li>Throw an object underarm (beanbag).</li> <li>Throw an object overarm (beanbag, ball).</li> <li>Kick a ball.</li> <li>Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.).</li> <li>Striking a ball with a bat.</li> </ul> <b>Receiving</b> <ul style="list-style-type: none"> <li>Trap a ball with feet.</li> <li>Catching a ball.</li> <li>Catching a ball at different heights.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use space in a game.</li> <li>Understand the concept of aiming and the need for accuracy.</li> <li>Use a feint to try and win a net type game.</li> <li>Throw or hit an object into space to make it more difficult for their opponents.</li> <li>Invasion type game – understand to pass the ball to a person in space (Y2).</li> <li>Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space.</li> </ul>	<ul style="list-style-type: none"> <li>But advisable in terms of supporting children's learning.</li> </ul> <p>Examples include:</p> <ul style="list-style-type: none"> <li>Describe what they have done or seen others doing. <i>i.e. opposite foot forward to throwing arm.</i></li> <li>Copy actions and ideas and use the information they collect to improve their skills.</li> </ul>

### Key Learning in Dance type activities

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<b>Body Actions</b> Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) e.g. Penguins <b>Travel</b> - waddle, slide <b>Turn</b> - spin <b>Gesture</b> - bob, flap <b>Stillness</b> - freeze <ul style="list-style-type: none"> <li>Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i></li> <li>Show and tell using body actions to explore moods, ideas and feelings.</li> <li>Vary speed, strength, energy and tension of their movements.</li> </ul>	<b>Applying and Linking skills</b> <ul style="list-style-type: none"> <li>Choose movements to make own simple dance phrase with beginning, middle and ending.</li> <li>Practise and repeat these movements so they can be performed in a controlled way.</li> <li>Choose and link actions that express a mood, idea or feeling</li> <li>Remember and repeat movements showing greater control, coordination and spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple dance vocabulary to describe movement. <i>i.e. describe what body actions they see.</i></li> <li>Describe why they think particular actions have been chosen.</li> <li>Describe how a dance makes them feel.</li> </ul>

## Key Learning in Physical Education: Years 1 and 2

### Key Learning in Gymnastic type activities

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p><b>Travelling – feet</b></p> <ul style="list-style-type: none"> <li>Jog, skip, gallop, hop, walk forwards, backwards.</li> </ul> <p><b>Travelling – hands and feet</b></p> <ul style="list-style-type: none"> <li>Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Wide, thin, tuck, dish, arch.</li> </ul> <p><b>Rolling</b></p> <ul style="list-style-type: none"> <li>Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>Front support, balance on 4 &amp; 3 points, large body parts, tummy, back, bottom, shoulder.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>2 feet to 2 feet, 2 to 1 and 1 to 2.</li> <li>2 feet to 2 feet for height with shape</li> </ul> <p><b>Handle small and large apparatus</b></p> <ul style="list-style-type: none"> <li>Mats, benches, tables.</li> </ul>	<p><b>Applying and Linking skills</b></p> <ul style="list-style-type: none"> <li>Create and link simple combinations of 2/3 actions / skills <i>e.g. travel and balance.</i></li> <li>To link “like” movements with a beginning, middle and end</li> <li>To copy a partner’s sequence.</li> <li>Remember and repeat simple linked sequences.</li> <li>Link simple combinations of 3 / 4 actions / skills <i>e.g. jump, travel, roll, balance.</i></li> <li>Devise short sequence, clear begin, middle, and end.</li> <li>Adapt sequence to include partner or apparatus.</li> <li>Remember and repeat accurately, devised sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe sequences using appropriate vocabulary.</li> <li>Observe and copy a partner’s sequence.</li> <li>Comment on one a sequence and say how to improve it.</li> </ul>

### Other Key Learning

- Knows the lesson begins with a warm up & ends with cool down.
- Describe how their heart is beating, and their breathing is normal /puffed at different times in the lesson.
- Understand and describe changes to their heart rate when playing different type games.
- Recognise risks when handling and placing large apparatus.
- Begin to understand basic principles of working with a partner or group.
- Explain why running and playing games is good for them.

The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.