

# St Joseph's Catholic Primary

'Following Jesus in all we do'

PE KS1 Skill Progression			
Activity	Reception	Year 1	Year 2
Gymnastics	<p>I can make my body tense, relaxed, curled and stretched.</p> <p>I can <b>copy sequences</b> and repeat them.</p> <p>I can roll/curl in different ways: <b>log roll, pencil roll, egg roll.</b></p> <p>I can travel in different ways: <b>walking, hopping, jumping, skipping and sidestepping.</b></p> <p>I can point balances balance in different ways: <b>1,2,3,4 point balances</b></p> <p>I can stretch/jump in different ways: <b>pencil jump, tuck jump and star jump, half turn.</b></p> <p>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.</p>	<p>I can make my body tense, relaxed, curled and stretched.</p> <p>I can control my body when travelling.</p> <p>I can control my body when balancing.</p> <p>I can climb safely/ perform on a bench</p> <p>I can plan and show a sequence of movements.</p> <p>Jumps: Stretch, tuck, star, half turn and <b>full turn</b></p> <p>Balances: 1,2,3,4 point balances and <b>creating shapes/ letters</b></p> <p>Rolls: log, pencil, egg, <b>dish roll, teddy bear roll</b></p> <p>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.</p>	<p>I can use contrast in my sequences.</p> <p>My movements are controlled.</p> <p>I can think of more than one way to create a sequence which follows a set of 'rules'.</p> <p>I can work on my own and with a partner to create a sequence.</p> <p>I can perform holds, stretches or movements on wall bar equipment.</p> <p>Jumps: Stretch, tuck, star, half turn and full turn, <b>leaps</b></p> <p>Balances: 1,2,3,4 point balances and creating shapes/ letters, <b>creative/paired balances</b></p> <p>Rolls: log, pencil, egg, dish roll, teddy bear roll, <b>rolls sequenced with other movements. Some children may choose to forward roll, observe their technique carefully.</b></p> <p>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.</p>
Dance	<p>I can <b>improvise freely</b>, translating ideas from a stimulus into movement.</p> <p>I can <b>share and create phrases</b> with a partner and in small groups.</p> <p>I can <b>repeat, remember and perform</b> these phrases in a dance.</p>	<p>I can <b>copy</b> dance moves.</p> <p>I can <b>make up</b> a short dance.</p> <p>I can <b>dance imaginatively.</b></p> <p>I can change <b>rhythm, speed, level and direction.</b></p>	<p>I can change <b>rhythm, speed, level and direction.</b></p> <p>I can dance with <b>control and co-ordination.</b></p> <p>I can make a <b>sequence by linking sections</b> together.</p> <p>I can link some movement to <b>show a mood or feeling.</b></p>

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<p>Multiskills/ Team Games</p>	<p>I can <b>throw underarm</b>. I can <b>roll</b> a piece of <b>equipment</b>.</p> <p>I can <b>move</b> and <b>stop</b> safely.</p> <p>I can <b>catch</b> with <b>both hands</b>.</p> <p>I can <b>kick in different ways</b>.</p>	<p>I can <b>hit a ball</b> with a <b>bat</b>. I can <b>return</b> the ball when someone else throws it <b>with a bat</b>. I can <b>throw in different ways</b>. I can use <b>hitting, kicking and/or rolling</b> in a <b>game</b>. I can <b>return</b> the ball when someone else <b>kicks</b> it with <b>my foot</b> I can <b>follow rules</b> and <b>play simple games</b>.</p>	<p>I can stay in a '<b>zone</b>' during a game. I can <b>send</b> the ball to others in a <b>range of ways</b>.</p> <p>I can <b>decide</b> where the <b>best place</b> to be is during a <b>game</b>. I can use <b>simple tactics in a game</b>.</p> <p>I can <b>follow 2 or more rules</b> within a simple game . I can develop <b>my own games</b> with peers.</p> <p>I can start <b>to use a variety of skills</b> (applying them to a game situation).</p>
<p>Athletics</p>	<p>I can explore <b>basic athletics equipment</b> such as sponge javelins, hurdles and shot put. I can <b>run</b> from one cone to another over a <b>set distance</b>. I can complete a <b>standing jump</b>.</p>	<p>I can demonstrate <b>control</b> over my body movements when using <b>basic athletics equipment</b> such as sponge javelins, hurdles and shot put. I can <b>run</b> at different <b>speeds</b>.</p> <p>I can <b>jump</b> from a <b>standing</b> position I can perform a variety of <b>throws</b> with basic control. I am starting to use <b>appropriate running start</b></p>	<p>I am starting to use appropriate technique when using <b>basic athletics equipment</b> such as sponge javelins, hurdles and shot put. I can change <b>speed</b> and <b>direction</b> whilst <b>running</b>.</p> <p>I can <b>jump</b> from a <b>standing</b> position with <b>accuracy</b>. I can perform a variety of <b>throws</b> with <b>control and co-ordination</b>. I can use equipment safely</p>
<p><b>Head</b> Decision making Analytical Confident Independent thinkers</p>	<p>I am excited about taking part in PE lessons and talk about what I like.</p> <p>I can say what is good.</p> <p>I can say what could be even better.</p> <p>I can stay safe in PE.</p>	<p>I am gaining <b>confidence</b> in PE lessons and talk about what I am good at.</p> <p>I can <b>talk</b> about the <b>decisions</b> I have made.</p> <p>I can show how to exercise safely.</p>	<p>I am gaining <b>confidence</b> in PE lessons and talk about what I am good at and <b>ways to improve</b>.</p> <p>I can talk about the <b>decisions</b> I have made and the decisions <b>others</b> have made (starting to form analysis).</p> <p>I can show how to exercise safely.</p>

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<p style="text-align: center;"><b>Heart</b></p> <p style="text-align: center;">Involved/engaged Showing positive behaviour/attitudes Developing character/values Developing healthy active lifestyles</p>	<p>I can describe how <b>my body feels</b> during exercise.</p> <p>I can talk about <b>BLP characters</b> in relation to PE lessons.</p> <p>I can talk about <b>healthy and unhealthy foods</b></p> <p>I can talk about <b>what healthy means</b></p>	<p>I can describe how my <b>body feels before, during and after</b> an activity.</p> <p>I can start to <b>describe why</b> 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)</p> <p>I can show how to exercise safely. I can use and talk about some of the school games values and link these with <b>BLP characters; determination, passion, respect, honesty, self-belief and teamwork.</b></p> <p>I can talk about how to make <b>healthy choices</b></p>	<p>I can describe how my body feels during different activities.</p> <p>I can start to <b>describe why</b> those changes are happening in more <b>detail</b> 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)</p> <p>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 <b>important in PE - Determination, passion, respect, honesty, self-belief and teamwork.</b></p> <p>I can talk about how to make <b>healthy choices</b> and why they will <b>benefit me</b></p>
<p style="text-align: center;"><b>Hands</b></p> <p style="text-align: center;">Physically literate Age/stage relevant development Physically Active Competitive</p>	<p>By the end of Reception children should reach their <b>Early Learning Goal in Moving and Handling and Health in Self-Care</b> to be age appropriate. Children who are at risk on reaching their ELGs should attend Smart Moves to support their fundamental motor skill development.</p>	<p>By the end of Year 1 children should be working towards the end of Keystage expectation. Children should be able the <b>'most children will criteria' in half termly PE assessments</b> 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.</p>	<p>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 <b>'most children will criteria' in half termly PE assessments</b> to be age appropriate Pupils should <b>develop core movement</b>, become <b>increasingly competent and confident</b> and access a broad <b>range of opportunities</b> to extend their <b>agility, balance and co-ordination</b>, individually and with others. They should be able to engage in <b>competitive</b> (both against self and against others) and <b>co-operative</b> physical activities, in a range of increasingly challenging situations.</p>