



St Joseph's Catholic Primary School

Year 1 PE Progression of Knowledge, Skills & Vocabulary

Content	Core Tasks	Knowledge and Skills	Key Concepts	Vocabulary	Assessment
Games – Fundamentals Unit 1	Choose 2-3 activities from the KS1 Generic Multi-skills resource pack	Develop fundamental movement skills Extend agility, balance and co-ordination.	Develop control and co-ordination in large and small movements, Move confidently in a range of ways, safely negotiating space and handle equipment effectively. Play cooperatively, taking turns with others, follow instructions involving several ideas or actions. Work as part of a group and understand and follow the rules.	Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, stop, forwards, backwards, sideways, control, accurate, run, jog, turn, stretch, place, carry, safe collect retrieve, trap.	Below – are able to move about the space safely with some control and can throw and sometimes catch and kick. Met – can move about the space changing direction with control, avoiding others, can aim, throw and catch and kick a ball. Above – can move about the space safely at speed changing direction with control, can aim, throw and catch and kick a ball consistently well
Games Fundamentals Unit 2	Choose 2-3 activities from the KS1 Generic Multi-skills resource pack	move about the space changing direction with control, avoiding + catching others. throw to a target successfully hold a variety of balances successfully catch a bean bag or medium size ball; use the correct technique for balance.	A – Agility B – Balance C – Co-ordination	Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. Forwards, backwards, sideways, control, accurate.	can stop a ball with basic control send a ball in the direction of another person and collect a ball take part in sending and receiving activities with a partner talk about exercising, safety and short term effects of exercise
Games – Fundamentals Unit 3	To be able to roll a ball underarm to a target. To be able to strike a ball with a bat. To play a game with others involving striking and fielding. To work co-operatively with a partner or in a group	Develop Striking skills. To observe striking skills and use information to improve performance. To work co-operatively with a partner and group. To understand safety involved with striking activities.	Aim, throw, roll, send, receive, target, catch, sideways stance, swing, wicket bowler, fielder.	Racket, underarm, hit, collect, swing, grip, catch, release, score, strike, target. Aim, throw, roll, send, receive, bounce, top of bounce, sideways stance, rolling, wicket, bowler, fielder, golf	Strike a ball with a bat which is rolled/bowled Awareness of safety when taking part in activities using rackets and bats. work co-operatively with others. Bowl a ball underarm to a target. Aim a ball at a target using a golf club/Unihoc stick
Gymnastics Unit Title - Rock and Roll	Choose 2–3 different rocking and rolling actions and link them together into a short movement phrase.	Develop fundamental movement skills. Extend agility, balance and coordination. Master basic rolling actions.	Linking Rocking and rolling actions in different body shapes and flowing from 1 skill to another using other actions .	Remember, recall, practise, repeat, improve, perform, rolling, rocking, logical, natural, smooth , fun gym shapes, positions of stillness, travel , jumping, link, add, control, focus, quality, shapes, variety,space.	copy and explore basic gymnastics actions with some control and co-ordination select and link basic gymnastics actions together Watch and discuss your own and others work. Safely perform a teacher led warm-up and cool down and use space safely showing an awareness of others.



Gymnastics Unit Title – Jumping Jacks	Choose 2 or 3 different jumping actions and link them together to make a short movement phrase on the floor and apparatus. Make sure you can remember and repeat your movement phrase.	Develop fundamental movement skills Extend agility, balance and co-ordination. Master basic jumping actions	Jump and land actions – safe landing position and 5 different types of jump. Short movement phrases – link jumping actions together and link jumping actions to other actions. Involving apparatus in the performance of jumping actions	Straight shape, straight jump, star shape, Jumping Jacks, star jump, tuck jump, turning jumps, safe landing position, hold, balance, take-off, flight, stretch, swing, straighten, extend, upwards, outwards, horizontal, copy, perform, right, left, spacing, no contact, low platform, apparatus, landing mat, safe handling.	copy and explore basic gymnastics actions with some control and co-ordination select and link basic gymnastics actions together Watch and discuss your own and others work. Safely perform a teacher led warm-up and cool down and use space safely showing an awareness of others.
Dance Unit Title – Moving Words	Create, perform and share short dances based on-action words, whole body actions, part body actions, travel and gestures. Have a clear start and finish to the dance with repeated shapes and actions in the middle.	Copy and explore basic body patterns and movements Remember simple dance steps and perform them in a controlled manner Link actions with sounds and music Describe and discuss each other's work	Actions. Stepping, turning, jumping, shaking, wiggling, stillness. - Singular, in combination, short phrase, dance. Dynamics. Fast, slow, light, heavy, moods, feelings. Direction - Up, down, in, out, forward, backward, around, through, sideways Level - Low, medium, high Pathways - Straight, diagonal, curved, zigzag, circular	swing, turn, fall; whirl, float, pounce; gallop, twist, leap; crawl, slide, arch,	copy and explore basic body patterns and movements remember simple dance steps and perform them in a controlled manner choose actions and link them with sounds and music safely perform teacher led warm-ups and describe and discuss others work
Dance Unit Title - Weather	Create and perform short dances individually and with a partner to show the actions of the weather. Include a range of weathers in the performance.	To explore changes in size, speed, level and dynamics and use gestures and travelling. Move in a controlled manner, at different speeds and directions, using different levels and strengths. Respond to a range of stimuli and accompaniments. Create, practise, remember and perform simple movement sequences.	Respond to various stimuli such as pictures, stories, films to use movement imaginatively that link to the dance idea 'weather'. To work individually and in pairs to link together dance sections.	bounce, jump, gesture, stillness, control, balance, dynamics, speed, level, direction, pathway, motif, phrase, action words – sway, whirl, spiral, fall, leap, body parts	copy and explore basic body patterns and movements. remember simple dance steps and perform them in a controlled manner choose actions and link them with sounds and music. safely perform teacher led warm-ups and can describe and discuss others' work.



		Be able to talk about their movements and the movements of others.			
OAA – Trails, Trust and teamwork	Complete a number of tasks, to allow pupils to develop co-operation, team work and trust.	A range of sequential learning experiences that allow pupils to venture successfully in the outdoors. Respond to different challenges and problem-solving tasks.	Teamwork, trust, communication and cooperation, solving problems in small groups, understanding trails, remembering places.	Alphabet, problem solving, trust, support, obstacle, equipment, over, under.	Follow instructions, remember what they have seen and give directions Follow a range of trails and use a simple shapes 'map' Solve simple problems and discuss their actions Work together to perform a task.