

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
<p>Travelling</p> <ul style="list-style-type: none"> Running, hopping, skipping, galloping. Change direction easily i.e. dodging and swerving. Travelling with an object i.e. beanbag, ball, bat and ball. <p>Sending</p> <ul style="list-style-type: none"> Roll a ball underarm. Throw an object underarm (beanbag). Throw an object overarm (beanbag, ball). Kick a ball. Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). Striking a ball with a bat. <p>Receiving</p> <ul style="list-style-type: none"> Trap a ball with feet. Catching a ball. Catching a ball at different heights. 	<ul style="list-style-type: none"> Recognise and use space in a game. Understand the concept of aiming and the need for accuracy. Use a feint to try and win a net type game. Throw or hit an object into space to make it more difficult for their opponents. Invasion type game – understand to pass the ball to a person in space (Y2). 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. 	<ul style="list-style-type: none"> But advisable in terms of supporting children’s learning. <p>Examples include:</p> <ul style="list-style-type: none"> Describe what they have done or seen others doing. <i>i.e. opposite foot forward to throwing arm.</i> Copy actions and ideas and use the information they collect to improve their skills.

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
<p>Body Actions</p> <p>Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p>Travel - <i>waddle, slide</i></p> <p>Turn - <i>spin</i></p> <p>Gesture - <i>bob, flap</i></p> <p>Stillness - <i>freeze</i></p> <ul style="list-style-type: none"> Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i> Show and tell using body actions to explore moods, ideas and feelings. Vary speed, strength, energy and tension of their movements. 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> Choose movements to make own simple dance phrase with beginning, middle and ending. Practise and repeat these movements so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling Remember and repeat movements showing greater control, coordination and spatial awareness. 	<ul style="list-style-type: none"> Use simple dance vocabulary to describe movement. <i>i.e. describe what body actions they see.</i> Describe why they think particular actions have been chosen. Describe how a dance makes them feel.

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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>Travelling – feet</p> <ul style="list-style-type: none"> ▪ Jog, skip, gallop, hop, walk forwards, backwards. <p>Travelling – hands and feet</p> <ul style="list-style-type: none"> ▪ Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. <p>Shape</p> <ul style="list-style-type: none"> ▪ Wide, thin, tuck, dish, arch. <p>Rolling</p> <ul style="list-style-type: none"> ▪ Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. <p>Balance</p> <ul style="list-style-type: none"> ▪ Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. <p>Jumping</p> <ul style="list-style-type: none"> ▪ 2 feet to 2 feet, 2 to 1 and 1 to 2. ▪ 2 feet to 2 feet for height with shape <p>Handle small and large apparatus</p> <ul style="list-style-type: none"> ▪ Mats, benches, tables. 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> ▪ Create and link simple combinations of 2/3 actions / skills e.g. <i>travel and balance</i>. ▪ To link “like” movements with a beginning, middle and end ▪ To copy a partner’s sequence. ▪ Remember and repeat simple linked sequences. ▪ Link simple combinations of 3 / 4 actions / skills e.g. <i>jump, travel, roll, balance</i>. ▪ Devise short sequence, clear begin, middle, and end. ▪ Adapt sequence to include partner or apparatus. ▪ Remember and repeat accurately, devised sequences. 	<ul style="list-style-type: none"> ▪ Observe and describe sequences using appropriate vocabulary. ▪ Observe and copy a partner’s sequence. ▪ Comment on one a sequence and say how to improve it.

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.