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.

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| **Key Learning in Games** | | |
| **Developing Skills** | **Attacking and Defending Strategies (Games)**  **Applying and Linking skills – (gym/dance)** | **Evaluating Success**  **Not Statutory at this stage** |
| **Travelling**   * Running, hopping, skipping, galloping. * Change direction easily i.e. dodging and swerving. * Travelling with an object i.e. beanbag, ball, bat and ball.   **Sending**   * 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.   **Receiving**   * Trap a ball with feet. * Catching a ball. * Catching a ball at different heights. | * 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. | * But advisable in terms of supporting children’s learning.   Examples include:   * Describe what they have done or seen others doing. *i.e. opposite foot forward to throwing arm.* * Copy actions and ideas and use the information they collect to improve their skills. |

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| **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** |
| **Body Actions**  Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins  **Travel -** *waddle, slide*  **Turn** - *spin*  **Gesture** - *bob, flap*  **Stillness** - *freeze*   * Copy simple movement patterns *i.e. waddling, huddle and flap wings.* * Show and tell using body actions to explore moods, ideas and feelings. * Vary speed, strength, energy and tension of their movements. | **Applying and Linking skills**   * 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. | * Use simple dance vocabulary to describe movement. *i.e. describe what body actions they see.* * 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** |
| **Travelling – feet**   * Jog, skip, gallop, hop, walk forwards, backwards.   **Travelling – hands and feet**   * Frog,Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.   **Shape**   * Wide, thin, tuck, dish, arch.   **Rolling**   * Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.   **Balance**   * Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder.   **Jumping**   * 2 feet to 2 feet, 2 to 1 and 1 to 2. * 2 feet to 2 feet for height with shape   **Handle small and large apparatus**   * Mats, benches, tables. | **Applying and Linking skills**   * Create and link simple combinations of 2/3 actions / skills *e.g. travel and balance.* * 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. jump, travel, roll, balance.* * Devise short sequence, clear begin, middle, and end. * Adapt sequence to include partner or apparatus. * Remember and repeat accurately, devised sequences. | * 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. |

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| **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. |