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. |