



# Year 1 PE Progression Steps

Year 1	Developing	Expected Standard	Exceeding	PE Language
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to show basic control and coordination when travelling and when still.</li> <li>Pupils are beginning to choose and link 'like' actions, e.g. three different jumps.</li> <li>Pupils are beginning to remember and repeat these actions accurately and consistently.</li> <li>Pupils are beginning to show a clear start and finish to a movement phrase.</li> <li>Pupils are beginning to find and use space safely.</li> <li>Pupils are beginning to describe what they do in their movement phrase.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils show basic control and coordination when travelling and when still.</li> <li>Pupils chose and link 'like' actions, e.g. three different jumps.</li> <li>Pupils remember and repeat these actions accurately and consistently.</li> <li>Pupils show a clear start and finish to a movement phrase.</li> <li>Pupils find and use space safely.</li> <li>Pupils describe what they do in their movement phrase.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils show good control and coordination when travelling and when still.</li> <li>Pupils confidently chose and link 'like' actions, e.g. three different jumps.</li> <li>Pupils remember and repeat these actions accurately and consistently.</li> <li>Pupils show a clear start and finish to a movement phrase.</li> <li>Pupils show confidence when finding and using space safely.</li> <li>Pupils confidently describe what they do in their movement phrase.</li> </ul>	<ul style="list-style-type: none"> <li>Jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide</li> <li>Along, across, around, on, off, over, under, through,</li> <li>Tension, extension, relaxation</li> <li>Words to describe:               <ul style="list-style-type: none"> <li>Speed (stop, still, slowly)</li> <li>Shape (tall, long, narrow, wide)</li> <li>Level (high, low)</li> <li>Direction (up, down, forwards)</li> </ul> </li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to understand level, speed and direction.</li> <li>Pupils are beginning to move more expressively and confidently.</li> <li>Pupils show some body control.</li> <li>Pupils are aware of how to use space well.</li> <li>With support, pupils remember, repeat and link movement phrases.</li> <li>With support, pupils create sequences with a clear start and end.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can understand level, speed and direction.</li> <li>Pupils move expressively and confidently.</li> <li>Pupils show good body control.</li> <li>Pupils use space well.</li> <li>Pupils remember, repeat and link movement phrases.</li> <li>Pupils create sequences with a clear start and end.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can understand level, speed and direction.</li> <li>Pupils move expressively and confidently.</li> <li>Pupils show good body control.</li> <li>Pupils use space well.</li> <li>Pupils remember, repeat and link movement phrases.</li> <li>Pupils confidently create sequences with a clear start and end.</li> </ul>	<ul style="list-style-type: none"> <li>Gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</li> <li>Forwards, backwards, sideways</li> <li>Near, far, in and out, on the spot, own</li> <li>Beginning, middle, end</li> <li>Words to describe moods and feelings (expressive qualities), e.g. jolly, stormy</li> <li>Words to describe the nature of movement (dynamic qualities), e.g. fast, strong, gentle</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>Pupils show some awareness of the need to move into different positions before throwing a beanbag/ball.</li> <li>Pupils are beginning to throw with a suitable technique.</li> <li>Pupils are beginning to move to try to intercept a beanbag/ball.</li> <li>With guidance, pupils make simple decisions about where to throw/aim.</li> <li>Pupils are beginning to think about how to make it difficult for their opponent.</li> <li>With support, pupils describe what they have done or seen others doing.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils move into different positions before throwing a beanbag/ball.</li> <li>Pupils throw with a suitable technique.</li> <li>Pupils move to try to intercept a beanbag/ball.</li> <li>Pupils make simple decisions about where to throw/aim.</li> <li>Pupils make it difficult for their opponent.</li> <li>Pupils describe what they have done or seen others doing.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils move into different positions before throwing a beanbag/ball.</li> <li>Pupils throw with a suitable technique.</li> <li>Pupils move to try to intercept a beanbag/ball.</li> <li>Pupils make quick, simple decisions about where to throw/aim.</li> <li>Pupils have a good understanding of how to make it difficult for their opponent.</li> <li>Pupils confidently describe what they have done or seen others doing.</li> </ul>	<ul style="list-style-type: none"> <li>Avoiding</li> <li>Tracking a beanbag/ball</li> <li>Rolling, striking, bouncing, catching</li> <li>Overarm throw</li> <li>Free space, own space</li> <li>Opposite</li> <li>team</li> </ul>
<b>Athletics - Running</b>	<ul style="list-style-type: none"> <li>Pupils sometimes look up whilst running.</li> <li>Pupils are beginning to demonstrate good running technique.</li> <li>Pupils are beginning to run at different speeds.</li> <li>Pupils are beginning to change direction whilst running.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils look up whilst running.</li> <li>Pupils demonstrate good running technique.</li> <li>Pupils run at different speeds.</li> <li>pupils change direction whilst running.</li> <li>Pupils observe and comment on others' performance.</li> <li>Pupils say what they have done well</li> </ul>	<ul style="list-style-type: none"> <li>Pupils look up whilst running.</li> <li>Pupils demonstrate good running technique.</li> <li>Pupils run at different speeds, according to the type of activity.</li> <li>Pupils change direction whilst running.</li> <li>With confidence, pupils observe and comment on others' performance.</li> </ul>	<ul style="list-style-type: none"> <li>Run, hop, skip, step</li> <li>Sideways, forwards, backwards</li> <li>Fast, medium, slow</li> <li>safely</li> </ul>

	<ul style="list-style-type: none"> <li>• With support, pupils observe and comment on others' performance.</li> <li>• With support, pupils say what they have done well and what they need to improve on.</li> </ul>	and what they need to improve on.	<ul style="list-style-type: none"> <li>• With confidence, pupils say what they have done well and what they need to improve on.</li> </ul>	
<b>Athletics – Jumping</b>	<ul style="list-style-type: none"> <li>• Pupils can demonstrate the take off.</li> <li>• Pupils demonstrate the landing.</li> <li>• With support, pupils choose an appropriate jumping action for distance.</li> <li>• Pupils can demonstrate two out of the three basic jumps, e.g. 2 to 2 feet, 2 to one foot, 1 to 1 foot.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils demonstrate control in the take off.</li> <li>• Pupils demonstrate control when landing.</li> <li>• Pupils choose an appropriate jumping action for distance.</li> <li>• Pupils can demonstrate all of the basic jumps, e.g. 2 to 2 feet, 2 to one foot, 1 to 1 foot.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils demonstrate control and confidence in the take off.</li> <li>• Pupils demonstrate control and confidence when landing.</li> <li>• Pupils choose an appropriate jumping action for distance.</li> <li>• Pupils can confidently and competently demonstrate all of the basic jumps, e.g. 2 to 2 feet, 2 to one foot, 1 to 1 foot.</li> </ul>	<ul style="list-style-type: none"> <li>• Run, hop, skip, step, jump</li> </ul>
<b>Athletics - Throwing</b>	<ul style="list-style-type: none"> <li>• Pupils use underarm throws with a degree of accuracy.</li> <li>• Pupils use overarm throws with a degree of accuracy.</li> <li>• With support, pupils can choose an appropriate throwing action for the distance.</li> <li>• With support, pupils can choose an appropriate throwing action for the equipment.</li> <li>• With support, pupils observe and comment on others' performance.</li> <li>• With support, pupils say what they have done well and what they need to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils use underarm throws accurately.</li> <li>• Pupils use overarm throws accurately.</li> <li>• Pupils choose an appropriate throwing action for the distance.</li> <li>• Pupils choose an appropriate throwing action for the equipment.</li> <li>• Pupils observe and comment on others' performance.</li> <li>• Pupils say what they have done well and what they need to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils use underarm throws accurately and confidently.</li> <li>• Pupils use overarm throws accurately and confidently.</li> <li>• Pupils choose an appropriate throwing action for the distance, and can explain why they have chosen this.</li> <li>• Pupils choose an appropriate throwing action for the equipment, and can explain why they have chosen this.</li> <li>• Pupils confidently observe and comment on others' performance.</li> <li>• Pupils confidently say what they have done well and what they need to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw high, low, far, near, straight</li> <li>• Aim</li> <li>• Drop, bounce</li> <li>• safely</li> </ul>
<b>OAA</b>	<ul style="list-style-type: none"> <li>• Pupils listen to and follow instructions.</li> <li>• With some support, pupils can follow a trail.</li> <li>• With some support, pupils can work with friends to plan how to solve a problem.</li> <li>• With guidance, pupils can help each other.</li> <li>• With support, pupils can suggest ways to improve plans and strategies.</li> <li>• With support, pupils can say what they have done well and what they need to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils listen to and follow instructions.</li> <li>• Pupils can follow a trail.</li> <li>• Pupils can work with friends to plan how to solve a problem.</li> <li>• Pupils can help each other.</li> <li>• Pupils can suggest ways to improve plans and strategies.</li> <li>• Pupils can say what they have done well and what they need to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils listen intently to and follow instructions.</li> <li>• Pupils can confidently and competently follow a trail.</li> <li>• Pupils can work with friends/small groups to plan how to solve a problem.</li> <li>• Pupils confidently help each other.</li> <li>• Pupils demonstrate confidence when suggesting ways to improve plans and strategies, drawing on what they have learnt.</li> <li>• With confidence, pupils can say what they have done well and what they need to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Explore, plan, do</li> <li>• Maps, diagrams</li> <li>• Pictures, symbols</li> <li>• Trail</li> <li>• Seek, find</li> <li>• Challenges</li> <li>• Problem solving</li> <li>• Plan, do, talk about</li> </ul>