PHYSICAL EDUCATION CURRICULUM

KS1 Progression

Knowledge | Skills | Vocabulary | Year 1 to Year 2

Purpose of this document

This document sets out how pupils' physical skills, knowledge, vocabulary and learning behaviours develop through Key Stage 1 at Park Road Academy. It retains the units and half-term placements in the supplied PE progression and supports teaching through PE Passport. Practical learning develops physical competence alongside decision-making, cooperation, confidence and reflection.

Key Stage 1 curriculum position

Key Stage 1 curriculum coverage

Pupils develop fundamental movement skills, becoming increasingly competent and confident in agility, balance and coordination. They practise running, jumping, throwing and catching and apply these in a range of activities. They participate in team games, develop simple attacking and defending tactics and perform dances using simple movement patterns.

Progression principles

BUILD FROM EYFS	REVISIT & DEEPEN	MODEL, PRACTISE & APPLY	CHOOSE, EXPLAIN & IMPROVE
Exploration of movement becomes controlled skills and simple linked actions.	Revisit movement and object control through gymnastics, dance, athletics and games.	Model technique, rehearse with feedback and apply learning in purposeful tasks.	Make movement decisions, describe success and improve through practice.

Curriculum strands

Fundamental Movement	Gymnastics	Dance	Games & Object Control	Athletics	Health, Safety & Cooperation

Adapt learning through STEP: Space, Task, Equipment and People. Assess physical, cognitive, social and emotional development, valuing each pupil's progress and maintaining meaningful participation.

Year 1 PE Curriculum Map

Units, core learning and progression emphasis

How the map should be used

Units and half-term placements follow the supplied progression. Use PE Passport lesson planning to model technique, revisit vocabulary and assess progress. Extend or shorten units to meet learning needs. The source names one unit for Spring 1; no additional unit has been assumed.

Year 1 - curriculum sequence

Half term	Theme / unit	Core learning	Progression emphasis	Links to strands
Autumn 1	Fundamental Movements 2; Gymnastics: Balancing & spinning on points & patches	Hop, jump, dodge and travel safely; explore punting and kicking. Balance and spin on different body parts, explore symmetry and asymmetry and link actions with a partner.	Builds balance, spatial awareness and controlled starts and finishes in movement sequences.	Movement; Gymnastics; Safety
Autumn 2	Fundamental Movement 3; Gymnastics: Pathways, small & long	Skip, dribble, pass, trap and catch; jump for height and distance. Travel along varied pathways, changing direction and level, and link movements on floor and apparatus.	Develops hand and foot control and greater fluency between movements.	Movement; Object control; Gymnastics
Spring 1	Net & Wall Games Skills 1	Send and receive balls, move into a ready position and strike with hands. Explore volleys and cooperative rallies, aiming over a net and recognising boundaries.	Uses tracking and positioning to control a return and sustain play with a partner.	Games; Object control; Cooperation
Spring 2	Invasion Games Skills 1; Gymnastics: Wide, narrow & curled, rolling & balancing	Pass, receive, dribble, dodge and trap a ball; move into space. Explore wide, narrow and curled shapes, rolls and balances, linking actions with control.	Applies movement and object control to simple attack and defence and purposeful sequences.	Games; Gymnastics; Movement
Summer 1	Athletics 2; Striking & Fielding Games Skills 1	React to signals; practise running, jumping and throwing. Strike from a tee, bowl towards a target, stop and retrieve balls and communicate when running between wickets.	Links basic skills, develops technique and follows rules within shared activities.	Athletics; Games; Cooperation
Summer 2	Target Games 2; Dance: Fire of London	Punt, strike and throw at targets, selecting underarm or overarm actions. Create themed dance shapes and actions, use levels and remember a short sequence with support.	Makes choices about sending a ball and communicates ideas through movement.	Games; Dance; Evaluation

Year 2 PE Curriculum Map

Units, core learning and progression emphasis

Year 2 progression

Retain the source sequence while expecting more consistent technique, purposeful choices and independent application. Where a unit recurs, increase challenge through precision, fluency, decision-making and feedback rather than simply repeating Year 1 tasks. Adapt activities to pupils' readiness.

Year 2 - curriculum sequence

Half term	Theme / unit	Core learning	Progression emphasis	Links to strands
Autumn 1	Invasion Games Skills 2; Gymnastics: Pathways, straight, zigzag & curving	Pass and move, retain possession, track opponents and intercept. Link turns, jumps and travelling actions along varied pathways; develop synchronised work with a partner.	Uses space purposefully in games and improves the control and flow of sequences.	Games; Gymnastics; Decisions
Autumn 2	Dance: Animals; Gymnastics: Spinning, turning, twisting	Create animal-inspired shapes and actions with a partner. Link balances, spins, turns and twists; explore mirroring and supported partner work through suitable progressions.	Adds variety, clearer transitions and coordination with others; uses feedback to improve.	Dance; Gymnastics; Cooperation
Spring 1	Tri-Golf; Yoga	Develop grip, stance, putting and controlled striking towards targets; vary force and keep score. Explore themed poses, stretching, balance, calm breathing and concentration.	Selects force and technique for a target and develops body control and focused participation.	Target games; Balance; Wellbeing
Spring 2	Striking & Fielding Games Skills 2; Gymnastics: Stretching, curling & arching	Bowl, strike, retrieve and return with greater accuracy; back up fielders. Link stretches, curls, arches and supports with clear starts, finishes and changes of level.	Combines skills in games and creates more fluent, varied movement sequences.	Games; Gymnastics; Evaluation
Summer 1	Athletics 2; Net & Wall Games Skills 2	Refine run-ups, jumps, landings and throws. Develop forehand and backhand striking, ready positions and short rallies; move to recover after a shot.	Revisits Athletics 2 with greater consistency and independence; links movement and shot selection.	Athletics; Games; Object control
Summer 2	Target Games 3; Dance: Pirates	Send towards stationary and moving targets; vary height and force and use either side where appropriate. Develop pirate-themed movements and perform a remembered sequence.	Adjusts technique for a challenge and performs with clearer control, expression and cooperation.	Target games; Dance; Decisions

KS1 PE Progression at a Glance

Concise progression from Year 1 to Year 2 and readiness for Year 3

Progression focus

Knowledge and physical skills develop together through practice and application. Pupils become more controlled, consistent and independent, make better decisions and contribute to shared activities. This overview synthesises the source expectations and adds clearer year-to-year progression, vocabulary and Year 3 readiness guidance.

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Fundamental movement	Travels in different ways, stops safely, hops and jumps with balance; changes direction with awareness of others.	Combines travelling, dodging, turning and jumping with increasing fluency; adapts speed and direction to a task.	Controls and combines basic movements in varied contexts, ready for more complex sequences and game situations.	agility, balance, coordination, hop, dodge, direction
Gymnastics	Explores points and patches, symmetrical and asymmetrical shapes, pathways, rolls and balances; links short sequences.	Combines spins, turns, twists, stretches, curls and arches with smoother transitions and coordinated partner work.	Performs a controlled sequence with varied shapes, pathways and levels, clear starts and finishes and safe apparatus use.	point, patch, symmetry, pathway, level, transition
Dance	Uses a theme to create shapes, actions and feelings; travels at different levels and copies or recalls a short sequence.	Combines themed actions with greater control and expression; remembers sequences and works more closely with a partner.	Communicates an idea through linked movements and responds to feedback, ready to develop longer dance phrases.	action, shape, level, sequence, expression, timing
Games & object control	Sends, receives, dribbles and strikes with developing accuracy; follows simple rules and explores attack and defence.	Links sending and receiving with movement; retains possession, uses space and applies simple tactics across game types.	Selects and applies basic skills in small games, communicates and understands simple attacking and defending choices.	pass, receive, dribble, intercept, possession, rally
Athletics	Reacts to signals, coordinates running and jumping, lands with control and explores throwing techniques.	Refines run-ups, take-off, landing and throwing; repeats techniques more consistently and uses feedback to improve.	Combines running, jumping and throwing skills with control and identifies a technique that improves performance.	react, take-off, landing, run-up, distance, technique

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Health, safety & cooperation	Works within boundaries, uses equipment safely, takes turns and follows warm-up routines; notices how activity feels.	Shares space and equipment responsibly, follows rules and accepts decisions; sustains effort and supports others.	Participates safely and cooperatively, explains simple reasons for preparation and recognises the value of being active.	warm-up, space, boundary, rule, effort, teamwork
Reflection & independence	Recognises successful movement with support, describes a feature and responds to a simple improvement cue.	Uses relevant vocabulary to give constructive feedback, adjusts a technique and explains a simple decision.	Identifies what works, practises a specific improvement and shows confidence, resilience and fair play.	control, accuracy, fluency, feedback, practise, improve

Implementation note: Dance and Athletics 2 share expectations across year groups in the source. The increased independence, consistency and refinement described here make progression explicit. Use PE Passport teaching progressions and suitable apparatus; select gymnastic and partner balances according to readiness and adult supervision.

Using the KS1 Progression Document

Planning, teaching, assessment and transition

Planning from the progression

1 START WITH PRIOR LEARNING Check movement foundations and recall techniques and vocabulary from earlier units.	**2 MODEL THE NEW STEP** Demonstrate technique and safe routines with a small number of clear cues.	**3 PLAN FOR APPLICATION** Apply practice in a sequence, challenge or small game with a clear purpose.
4 ASSESS PROCESS Notice control, decisions, effort and cooperation alongside the final performance.	**5 BUILD LANGUAGE** Use precise movement terms during modelling, feedback and pupil reflection.	**6 SUPPORT INDEPENDENCE** Adapt space, task, equipment and people so pupils can practise and succeed.

What progression should look like in pupils' learning

KNOW MORE Explains technique, rules and safe routines.	**DO MORE** Moves with greater control and consistency.	**CHOOSE MORE** Selects actions and tactics for a purpose.	**EXPLAIN MORE** Describes performance using PE vocabulary.	**IMPROVE MORE** Practises and acts on useful feedback.

Suggested evidence for assessment and subject leadership

PUPIL VOICE Can pupils explain a technique, decision or improvement?	**PRACTICAL PERFORMANCE** Do observations and PE Passport assessments show growing competence?	**TEACHING & INCLUSION** Are tasks adapted and pupils active, supported and appropriately challenged?	**TRANSITION** Does evidence show secure movement foundations and readiness for KS2?

End-of-KS1 readiness for Year 3 PE

MOVEMENT Combines running, jumping and changing direction with control.	**GYMNASTICS** Links balanced shapes and travelling actions into a sequence.	**DANCE** Performs linked movements to communicate a theme.
GAMES Sends, receives and applies simple tactics within rules.	**ATHLETICS** Uses developing technique in running, jumping and throwing.	**PARTICIPATION** Works safely, cooperates, perseveres and identifies an improvement.

Read alongside the school PE overview, PE Passport planning and assessment and the supplied KS1 progression. Unit placement is retained; progression summaries, vocabulary and readiness guidance are added to support consistent planning.