



KS1 objectives

Date:

Throughout their time in KS1, pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

KS1	Objective (those in bold are the NC end of KS1 objectives)	Pupils working towards	Pupils working at	Pupils working beyond
Games	<p>Travel I can move fluently and change direction and speed easily, avoiding collisions. I can run at different speeds and jump with accuracy. I can show a good awareness of others in running, chasing and avoiding games.</p> <p>Send and Receive I can throw and catch a ball with a partner. I can show control and accuracy for underarm throwing and rolling. I can show control and accuracy for striking a ball. I can hit a target by throwing or rolling a ball. I can hit a target by kicking a ball. I can bounce a ball continuously with my hand. I can control and dribble a ball with my feet. I can pass a ball accurately to a partner over a variety of distances. I can perform a range of rolling, throwing, catching and gathering skills, with control. I can perform a range of striking and kicking skills, with control.</p> <p>Decision Making I can suggest a way I can attack or defend against an opponent in a game. I can choose which throwing and retrieving technique to use. I can make simple decisions about when and where to run. I can vary skills and show some understanding of simple tactics. I can choose and use tactics to suit different situations. I can react to situations in a way that helps my partners and makes it difficult for my opponents.</p> <p>Master basic movements including running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>			
Dance	<p>Creation I can compose and link movements to make a simple dance with a beginning, middle and end. I can link several movements together with control and coordination.</p>			

	<p>I can experiment with actions, dynamics, directions, levels and a growing range of possible movements.</p> <p><u>Performance</u> I can practice and repeat my movements and perform them in a controlled way. I can compose and perform short dances that express moods, ideas and feelings. I can remember and repeat a short dance phrase, with control, coordination and spatial awareness.</p> <p><u>Observation, Oracy and Literacy</u> I can follow the leader copying their jumps, hops, skips and side-steps. I can respond to different stimuli with a range of actions. I can copy and explore basic body actions demonstrated by the teacher. I can copy simple movement patterns from my classmates and explore movement. I can talk about possible stimuli that could be a starting point for a short dance or dance phrase. I can explore and discuss ideas, moods and feelings created by my movements.</p> <p>Perform dances using simple movement patterns.</p>			
<p>Gymnastics</p>	<p><u>Actions</u> I can perform basic gymnastic actions safely like travelling, rolling and jumping. I can make up simple movements in response to a simple task. I can perform a variety of actions with increasing control. I can repeat accurately sequences of gymnastic actions. I can move smoothly from a position of stillness to a travelling movement. I can move smoothly and in a controlled way from one position of stillness to another.</p> <p><u>Routine</u> I can link and repeat basic gymnastic actions, performing movements with control and accuracy. I can choose, use and vary simple compositional ideas to create and perform a sequence. I can devise, repeat and perform a short sequence in which there is a clear beginning, middle and end.</p> <p><u>Apparatus</u> I can manage space safely, showing an awareness of each other, mats and apparatus. I can adapt a sequence to include apparatus. I can use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.</p> <p><u>Pair / Group work</u> I can observe and copy others' movements. I can adapt a sequence to include a partner.</p> <p>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p>			