




Year One		Intent	Implementation	Impact	
		It is our intention to develop a lifelong love of physical activity, sport and PE in all of our children. We aim to ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. It is our intention to ensure that every child has access to at least 2 hours of physical activity per week.	Our secure subject knowledge ensures that modern, high-quality teaching and learning opportunities are provided for all areas of the PE National Curriculum. Technical glossaries, skills posters and guidance support us in our subject knowledge allowing us to share technical vocabulary and skills that children need clearly, confidently and concisely. We structure lesson sequences to consider prior learning and provide opportunities for revision and practise to help build depth to children’s knowledge, skills and understanding.	Learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging in age-appropriate content. We ensure that learning is memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Children’s attainment and progress is measured using an assessment spreadsheet linked to the ‘I can’ statements below. We give ample opportunity for children to showcase the acquired skills in a range of competitions entered over the year.	
GYMNASTICS		GAMES	DANCE	ATHLETICS	ADVENTURE
I can describe how my body feels before, during and after exercise. I can carry and place equipment safely.		I can describe how my body feels before, during and after exercise. I can carry and place equipment safely.	I can describe how my body feels before, during and after exercise. I can carry and place equipment safely.	I can describe how my body feels before, during and after exercise. I can carry and place equipment safely.	I can describe how my body feels before, during and after exercise. I can carry and place equipment safely.
I can travel in different ways, changing direction and speed. I can carry out a range of simple jumps, landing safely. I am beginning to perform learnt skills with some control. I am beginning to perform rolls. I can recognise and copy contrasting actions (small/tall, narrow/wide).		I can practise basic striking, sending and receiving. I can catch and bounce a ball. I can travel with a ball in different directions with control and fluency. I can pass the ball to another player in a game. I am beginning to use space in a game.	I can put a sequence of actions together to create a motif. I can vary the speed of my actions. I can use simple choreographic devices such as unison, canon and mirroring. I am beginning to improvise independently to create a simple dance. I am beginning to perform learnt skills with some control.	I can sprint for distances up to 30m. I know how to use my arms and legs to increase my speed. I can perform a good technique for throwing. I can jump by taking off with 1 or 2 feet. I can land on one foot.	I know the importance of safety. I can hide and find symbols in the environment. I understand that a map is like a picture. I can find natural resources to use as tools. I am beginning to cut, assemble and join naturally found materials to create things with.
I can watch and describe performances and say how they could improve.		I can watch and describe performances and say how they could improve.	I can watch and describe performances and say how they could improve.	I can watch and describe performances and say how they could improve.	I understand the need for safety when I go on an adventure. I can handle tools safely and with good control.



Key Stage One  
Year One

## Key Stage One National Curriculum Aims

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. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Perform dances using simple movement patterns.
- Participate in team games, developing simple tactics for attacking and defending.