



Physical Education Rolling Programme

Key Stage 1				
Term	Year A	Objectives	Skills	Vocabulary
1	FMS Baseline	<p>To assess the fundamental movement skills of hopping, jumping and underarm throwing.</p> <p>To assess the fundamental movement skills of running fast, skipping and overhead throwing.</p> <p>To assess the fundamental movement skills of catching and bouncing a ball.</p> <p>To assess the fundamental movement skills of rolling and kicking a ball.</p> <p>To develop fundamental movement skills.</p>	Baseline assessment of skills	Jump, hop, underarm throw, skip, catch, kick.
	Dance Activities - Three Little Pigs	<p>To explore, remember, repeat and link a range of actions with co-ordination and control.</p> <p>To compose a short dance independently.</p> <p>To show an awareness of the expressive qualities.</p> <p>To link travelling actions with a stillness to convey events within the story.</p> <p>To link different sequences in order to tell a story and complete a performance.</p> <p>To recognise how dance makes them feel.</p>	<p>Developing skills:</p> <p>Can exaggerate and make movements larger than normal.</p> <p>Can travel using different pathways.</p> <p>Can use different body shapes and body actions.</p> <p>Can use gestures to show an emotion.</p> <p>Application of skills:</p> <p>Can choose and link actions that express a feeling or event.</p> <p>Can choose and link actions to express and communicate the idea of a character.</p> <p>Can link actions to gestures with some fluency.</p> <p>Can remember and repeat their phrase.</p> <p>Character development:</p> <p>Can identify ways to improve their individual performance.</p> <p>Can work cooperatively to perform the story.</p>	Travel, quick, light, frantic, turn, stillness, levels, jump, low, high, tense, sudden, gesture, shocked, scared, worried, expression, dynamic, contrast, pathways, use of space, speed of movement.
	FMS - Rolling a ball	<p>To explore running technique.</p> <p>To explore rolling different equipment.</p>	<p>Developing skills:</p> <p>Can roll a ball underarm with some consistency and accuracy.</p>	Roll, hand, body, step, opposite, bend, knees, release, close,



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	<p>FMS - Overarm Throw</p> <p>To throw an object overarm for distance. To develop a fast running technique. To perform an overarm throw with accuracy. To explore running fast. To apply the skill of throwing overarm accurately. To apply a simple tactic in a game. To develop the skill of throwing different equipment.</p> <p>Gymnastic Activities 1</p> <p>To perform a straight shape with extension. To perform a travel and pencil roll. To jump two feet to two feet with a straight shape. To perform travelling actions i.e. frog and bunny hop. To perform a travel and egg roll. To jump two feet to two feet with a tuck shape. To perform travelling actions i.e. crocodile, bear, spider, crab. To perform a travel and roll with a shape. To jump two feet to two feet with a wide shape. To apply the skills of travelling, rolling, jumping into a sequence with two different shapes. To apply the skills of travelling, rolling, jumping, balancing using apparatus.</p>	<p>Can throw with a level of accuracy into target. Developing skills: Can throw into space in a game. Can throw overarm with some consistency. Can throw with some accuracy into a target. Can use their arms driving forward and backwards to help them run fast. Application of skills: Can apply a simple tactic to score more runs. Can explain which throw to use for distance. i.e. overarm for distance and underarm for accuracy. Can explain why they need to throw into space.</p> <p>Developing skills: Can carry apparatus safely. Can perform a pencil and egg roll showing basic control and coordination. Can perform tall, thin shapes, wide shapes & tuck shapes. Can travel on hands and feet showing basic control and coordination. Application of skills: Can record their sequence using symbols they can understand and explain. Make up and perform a sequence of gymnastic actions with two shapes. Repeat a simple movement phase / keep repeating it showing control/accuracy.</p>	<p>Head, body, stable, knee, lift, arms, driving, forward, backward, stance, stand, sideways, step, forward, opposite, throwing, arm, balance, aim, release.</p> <p>Travelling, hands, feet, flat palms, thumb, pointing, forward, extension, arms, legs, straight, tight, roll, turning, hips, curl, tuck, chest, chin, round, back, sideways.</p>
3	<p>Athletics - Honey Pot</p> <p>To perform a hopping skill with rhythm. To roll a ball with accuracy and control. To develop the skill of running fast. To perform the skill of running and changing direction quickly. To throw underarm with some accuracy.</p>	<p>Developing skills: Can jump two feet to two feet for distance and land safely with control. Can perform at least five rhythmical hops. Can roll a ball underarm with opposite foot to arm. Can run and change direction with some control.</p>	<p>Run, head, forward, elbows, bent, balls of feet, high knee, lift, bend, plant, change of direction, lower, push off, quickly, new direction.</p>



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	<p>FMS - Catching and Bouncing a Ball</p>	<p>To change direction quickly. To jump as far as possible and landing safely with control. To run fast with good posture. To complete a running and jumping course. To run and walk with good posture. To complete the core task using the skills of running and changing direction.</p> <p>To catch a ball with two hands. To bounce a ball with control. To hop rhythmically on one leg. To bounce a ball with control when traveling. To apply a simple tactic in a game.</p>	<p>Developing skills: Can bounce a ball with control when moving with the ball. Can catch a beanbag or ball with some consistency. Can hop rhythmically on one leg.</p> <p>Application of skills: Can apply a simple tactic i.e. pretend to throw one way then throw the other. Can explain why they need to throw into space. Can move into the path of the ball and catch it when playing a game.</p>	<p>Catching, eyes focus, move, body, hands, meet, object, pull, towards, body, bounce, push, down, finger tips, wrist, hip, height.</p>
	<p>Gymnastic Activities 2</p>	<p>To revise the basic skills of travelling and balancing. To link traveling, and balancing movements together into a sequence. To revise the basic skills of traveling and jumping. To create a sequence using the skills of travelling, and three jumps. To revise the basic skills of travelling, jumping and balancing. To link basic gymnastic moves together into a sequence. To link three actions on the floor and apparatus and be able to remember and repeat the sequence.</p>	<p>Developing skills: Can carry apparatus safely. Can perform a balance on one leg. Can perform a jump off apparatus safely. Can perform balances on three and four parts of their body. Can travel on hands and feet showing basic control and coordination using apparatus.</p> <p>Application of skills: Can create a sequence to link three actions on the floor and apparatus and be able to remember and repeat the movement. Can record their sequence using symbols they can understand and explain.</p>	<p>Travel, hands, feet, flat palms, thumb pointing forward, extension, arms, legs, balancing, arms straight, free leg straight, toes pointed, stillness.</p>



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	Year 2 - FMS End of KS1 Assessment	Year 2 - FMS End of KS1 Assessment	Repeat a simple movement phrase/keep repeating it showing control/accuracy. Year 2 - FMS End of KS1 Assessment	Year 2 - FMS End of KS1 Assessment
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Term	Year B	Objectives	Skills	Vocabulary
1	<p>FMS Baseline</p> <p>Athletics - Colour Match</p> <p>Games - Piggy in the Middle</p>	<p>To assess the fundamental movement skills of hopping, jumping and underarm throwing.</p> <p>To assess the fundamental movement skills of running fast, skipping and overhead throwing.</p> <p>To assess the fundamental movement skills of catching and bouncing a ball.</p> <p>To assess the fundamental movement skills of rolling and kicking a ball.</p> <p>To develop fundamental movement skills.</p> <p>To throw underarm accurately into a target.</p> <p>To throw as far as possible.</p> <p>To throw overarm accurately.</p> <p>To throw overarm for distance.</p> <p>To throw using a push and two handed throw for distance.</p> <p>To jump for distance with control.</p> <p>To throw using an underarm and overarm throw for distance and accuracy.</p> <p>To throw underarm for accuracy.</p> <p>To throw overarm for distance.</p> <p>To complete an obstacle course with speed and agility.</p> <p>To throw underarm with accuracy.</p> <p>To catch a ball with control.</p>	<p>Baseline assessment of skills</p> <p>Developing skills:</p> <p>Can jump for distance and land on two feet.</p> <p>Can perform running techniques.</p> <p>Can throw an object overarm for distance.</p> <p>Can throw an object underarm.</p> <p>Application of skills:</p> <p>Can complete an obstacle course with speed and agility.</p> <p>Developing skills:</p>	<p>Jump, hop, underarm throw, skip, catch, kick.</p> <p>Running, head facing forward, elbows bent, run on balls of feet, high knee lift, underhand, throw, face, direction, step forward, opposite foot, throwing hand, fingers pointing.</p> <p>Change, direction, bend knees, plant, foot, change of direction,</p>



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		<p>To throw underarm with accuracy then move into a space. To pass a ball with accuracy then move into a space. To be able to dodge with some agility. To use a simple tactic in a game.</p>	<p>Can catch a ball with some level of coordination and consistency. Can change direction with coordination and control. Can throw a ball underarm with accuracy. Application of skills: Can use a simple tactic, i.e. pretend to throw one way then throw another. Can use simple tactics, i.e. running into space, pretending to throw one way then throw another.</p>	<p>lower body, push off, quickly, throw, step forward, follow through, catch, eyes focus, move, path, hands move, meet, pull.</p>
2	<p>Dance Activities - Seaside</p> <p>Games - Net/Wall</p>	<p>Explore a range of actions related to activities at the seaside. To compose and perform a dance phrase showing the movements of the ocean. To respond to stimulus. To select appropriate movements and body shapes to communicate ideas in relation to the texture, shapes of a variety of shells. To explore body shapes and movements which communicate the different creatures they can find at the seaside. To explore movements to depict life in a seaside village. To remember, repeat and perform a short dance to represent life in a seaside village.</p> <p>To throw a ball underarm to a partner with accuracy. To catch a ball. To perform a side gallop. To know the ready position. To know how to hold a bat. To catch a ball from the ready position.</p>	<p>Developing skills: Can perform all simple dance phrases depicting the idea. Can perform different body shapes and actions of movement to express an idea. Can perform dynamic and expressive travelling actions. Can perform using body actions, a sequence which explores different levels, directions and actions to convey a job in the island. Application of skills: Can create simple sequences to show very different moods and ideas. Can create simple dance sequences using visual images related to the seaside, linking one movement to the other. Can create a sequence to convey the movements of a specific creature.</p> <p>Developing skills: Can perform a side gallop. Can return a ball by striking it when thrown to them. Can strike a dropped ball with some consistency. Application of skills:</p>	<p>Music, calm, still, waves, lapping, large, waves, stormy, high, low, wide, narrow, small, spiky, body, shape.</p> <p>Triangle, side, gallop, underhand, throw, face, direction, step, forward, opposite, foot, throwing, hand, side gallop, feet, travel, rhythmical action.</p>



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	<p>Games - Striking and Fielding</p> <p>Gymnastic Activities</p>	<p>To strike a ball to a partner. To strike a ball with accuracy. To apply a simple tactic in a net/wall game to outwit an opponent.</p> <p>To strike a ball for distance. To play a simple striking and fielding game. To strike a ball with accuracy for distance. To play a simple striking and fielding game and use a simple tactic.</p> <p>To perform travelling actions. To perform jumping actions with different shapes in the air. To perform travelling actions using hands and feet. To balance on large body parts with stillness. To perform an egg roll, pencil and teddy bear roll. To create a sequence using rolling, jumping and traveling. To perform jumping and rolling actions. To create a sequence using travelling, balancing, rolling and jumping. To perform travelling, balancing, rolling and jumping on apparatus.</p>	<p>Can explain where the best place to strike the ball is to score a point. Can use simple tactics, i.e. looking for space to strike the ball into.</p> <p>Developing skills: Can catch a ball. Can strike a ball off a tee. Can strike with a drop feed. Can throw a ball overarm when fielding.</p> <p>Application of skills: Can explain where the best place to strike the ball is so they can run as far round as possible. Can use simple tactics, i.e. looking for space to strike the ball into.</p> <p>Developing skills: Can perform animal movements with coordination and control. Can perform balances on large body parts. Can perform jumps with different shapes in the air. Can perform rolls with control.</p> <p>Application of skills: Can adapt the sequence and perform it using apparatus. Can create, repeat and perform a short sequence of four unlike actions in which there is a clear beginning, middle and end.</p>	<p>Running, head, body stable, knee lift, arms, driving forward, backwards, overarm throw, stand sideways, step forward, opposite foot, throwing arms, hold, opposite arms, balance, aim, releasing.</p> <p>Sequence, large, body, part, balances, rolling, travelling, jumping, landing, extension, move, smoothly, action.</p>
3	Dance activities - Once Upon a Giant	<p>To explore actions related to work. To link two travelling actions to a gesture. To explore contrasting gestures and travelling actions. To explore and travel along different pathways.</p>	<p>Developing skills: Can choose and perform movements and gestures that express an idea. Can perform body actions with control and co-ordination.</p>	<p>Scrape, pull, push, tug, tie, hit, plough, chop, tunnel, burrow, strike, hack, sever, isolated, left out, different, alone, angry,</p>



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	<p>OAA - The Great Outdoors</p>	<p>To explore fighting actions. To link movements through travel, jump, turn, gesture and stillness. To work as individuals, pairs, small groups and a class to convey the story through movement using travel, jump, turn, gesture and stillness.</p> <p>To be able to take responsibility for self and others. To be able to respect, trust and care for each other. To remember objects on a trail. To cooperate and work together as a team. To work with a partner to undertake an adventurous journey. To work with others to complete a journey within the school grounds. To work collaboratively to record answers. To work with others to complete a journey within the school grounds and mark a control card correctly. To make decisions about how to navigate safely, to a control site.</p>	<p>Can perform contrasting actions in a simple sequence. Application of skills: Can create a sequence of travelling and gesture. Can create and perform a dance sequence that includes travel, jump, turn and gesture fluently. Can perform short dances showing an understanding of expressive qualities. Can select their best ideas, combine them with others' ideas and develop these into a travelling phrase.</p> <p>Developing skills: Can record answers on a control card. Can share ideas and agree on a plan. Can travel around safely when working on challenges. Application of skills: Can recall with accuracy what they observed on the trail. Can work with a partner to create a variety of shapes.</p>	<p>scared, circling, circles, travel, turn, gestures.</p> <p>Time, stay together, record, accurately, control card, clear instructions, create, variety, shapes, team.</p>
	<p>Dance Activities - Moving Along</p>	<p>To be able to create travelling patterns. To be able to select effective movements. To be able to create travelling patterns using a stimulus. To be able to develop and improve their work. To be able to create a pathway using a stimulus.</p>	<p>Developing skills: Can demonstrate a variety of different travels using the whole body and explore different levels. Can perform their work with control and some confidence. Can perform with expression and confidence and show elements of feeling/mood.</p>	<p>Travel, pathways, expression, confidence, patterns, spatial awareness, respond, strengths, targets, movements, feelings.</p>



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	<p>Year 2 - FMS End of KS1 Assessment</p>	<p>To be able to remember work and recreate it repetitively. To be able to contribute to a whole class performance. To be able to use a stimulus effectively. To be able to work effectively on our own or within a group to create travelling phrases. To be able to participate in a whole class performance.. To be able to demonstrate spatial awareness, confidence and expression. To be able to respond to your own work using dance words.</p> <p>Year 2 - FMS End of KS1 Assessment</p>	<p>Application of skills: Can create work which is clearly linked to the stimulus and contribute effectively to the whole class performance. Can design an effective pathway map and be able to apply it to their work. Can select their best ideas, combine them with others' ideas and develop these into a travelling phrase.</p> <p>Year 2 - FMS End of KS1 Assessment</p>	<p>Year 2 - FMS End of KS1 Assessment</p>
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