



Holmesdale

Yearly Knowledge and Skills Progression

Subject: P.E We follow the P.E Planning for Physical Education

Year group: Year 1

In Year 1 PE, pupils begin to develop fundamental movement skills and build confidence in using their bodies in different ways. Through activities such as dance and gymnastics, children explore movement, balance, and coordination, expressing ideas and linking actions together. In netball and handball, they learn simple team games, practising passing, catching, and working cooperatively with others. Orienteering introduces basic spatial awareness and following directions, while fitness and wellbeing sessions help pupils understand the importance of staying active and looking after their bodies. Pupils take part in athletics and golf, where they begin to apply skills such as running, jumping, and striking with increasing control and accuracy. Together, these units help children build enjoyment, confidence, and a positive attitude towards physical activity and healthy lifestyles.

P.E Planning Units Across the Year

Autumn Term 1	Autumn Term 2 Spring Term 1	Spring Term 2	Summer Term
Handball Golf	Gym Dance	Fitness Wellbeing	Athletics Orienteering Netball

Autumn Term 1

Key Knowledge gained in *handball*:

**Declarative Knowledge – displaying factual knowledge:**

- Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent.
- Identify what skills you need to practice.
- Can describe what you have done or seen others do.

**Procedural Knowledge – can practically demonstrate how to apply their knowledge:**

**Unit end points:**

**Handball:**

- I can send a ball.
- I can move in different directions.
- I can shoot at a target.
- I know how to score.
- I can move to make it difficult for opponents.
- I can play safely.

- Move fluently, changing direction and speed easily and avoiding collisions.
- Show control of the ball with basic actions – including sending a ball/equipment to a target.
- Can shoot successfully at a goal or target.
- Recognise space in games, using it to your advantage, and playing in a safe way.

**Key Knowledge gained in *golf*:**

**Declarative Knowledge – displaying factual knowledge:**

- Understand the importance of rules and follow instructions to complete a task.

**Procedural Knowledge – can practically demonstrate how to apply their knowledge:**

- Explore different ways of moving, with and without a ball, developing movement and coordination.
- Show increasing control when pushing, patting, throwing and catching a ball
- Send objects towards a target with increasing accuracy.
- Begin to apply the basic putting technique into games.
- Compete against others in modified golf games.

**Golf:**

- I can move without a ball.
- I can move with a ball.
- I can control a ball.
- I can hold/grip a golf club.
- I can control a ball with a racket/golf club.
- I can move a ball towards a target.

**Key vocabulary to be grasped:**

**Handball:**

**Aim • Ball Control • Communication • Court • Space • Direction • Dribble • Goal • Speed • Movement • Pass • Target • Roll • Safety • Shoot**

**Golf:**

• Balance • Close • Closer • Control • Direction • Experiment • Improve • Movements • Space • Steadily • Stretching • Skills • Technique • Tick Tock

Autumn Term 2  
Spring Term 1

*Key Knowledge gained in **gymnastics unit 1:***

**Declarative Knowledge – displaying factual knowledge:**

To describe what they have done or seen others doing.

Understand the importance of landing safely and practise safe landing.

**Procedural Knowledge – can practically demonstrate how to apply their knowledge:**

To move with purpose and accuracy.

To copy, create and explore different ways of travelling and link a range of movements and shapes, safely.

To develop balance and coordination.

Learn and develop the quality of an egg roll.

Perform basic jumps with quality and control.

Work well with a partner.

Remember and repeat sequences of gymnastic actions.

*Key Knowledge gained in **Gymnastics unit 2:***

**Declarative Knowledge – displaying factual knowledge:**

**Unit end points:**

**Gymnastics:**

I can move in different ways.

I can perform 5 key shapes.

I can perform one shape after another.

I can link movements.

I can move on different body parts.

I can participate in a performance.

I can travel in different ways.

I can link movement and shapes.

I can balance on some large body parts.

I can land safely when jumping.

I can use different pieces of equipment and apparatus.

I can work well with a partner.

**Dance:**

I can move changing direction and speed.

I can move with control

I can work individually and with others

Watch a performance and describe what you enjoyed.

Describe what you enjoy about gymnastics.

Understand why balance is important in lots of different sports and games.

**Procedural Knowledge – can practically demonstrate how to apply their knowledge:**

Safely demonstrate flowing movement when travelling in different ways.

Learn and develop the quality of a log roll.

Copy, create movement phases.

Jump and Land safely, and with control, when performing off the floor and apparatus.

Explore large point balances including the shoulder stand.

Create floor and apparatus sequences on your own and with a partner.

Perform and link movements with control using a range of body actions and body parts.

Remember and repeat sequences of gymnastic actions.

**Key Knowledge gained in *dance*:**

**Declarative Knowledge – displaying factual knowledge:**

Describe what it feels like to breathe quickly during exercise.

Describe what they have done or seen others doing.

Understand why being active and playing games is good for you.

Describe what it feels like to breathe quickly during exercise.

**Procedural Knowledge – can practically demonstrate how to apply their knowledge:**

I can move to music showing expressive qualities of dance

I can create linked movement phrases

I can participate in a performance

<p>Respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in your own and general space, using changes of speed, level and direction.</p> <p>Perform movement phrases using a range of different body actions and body parts – with control and accuracy.</p> <p>Create linked movements, combining different ways of travelling, with beginnings, middles and ends.</p>	
<p><b>Key vocabulary to be grasped:</b></p> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Movement • Travelling • Level • Copy • Explore • Forwards • Backwards • Sequence • Tuck • Feedback</li> <li>• Straight • Star • Shapes • Balance • Rolls • Jumping • Landing • High/Low • Apparatus • Dish • Performance • Arch • Mirroring • Linking • Technique • Individual</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Actions • Copy • Dance • Move • Beat • Count • Direction • Performance • Character • Create • Imagination • Position</li> </ul>	

**Spring Term 2**

<p><b>Key Knowledge gained in <i>fitness</i>:</b></p> <p><b>Declarative Knowledge – displaying factual knowledge:</b></p> <p>Discuss healthy &amp; unhealthy foods, and why eating well is good for you.</p> <p>Understand the benefits of regular exercise.</p>	<p><b>Unit end points:</b></p> <p><b>Fitness:</b></p> <ul style="list-style-type: none"> <li>I can move at speed, safely</li> <li>I can change directions whilst moving at speed</li> <li>I can jump two feet to two feet</li> <li>I can jump one foot to the other</li> <li>I can balance on apparatus and on the floor</li> <li>I can play games in teams against others</li> </ul> <p><b>Wellbeing:</b></p>
<p><b>Procedural Knowledge – can practically demonstrate how to apply their knowledge:</b></p>	

Improve speed, agility, and stamina.

Develop the jumping technique safely and while moving at speed.

Improve and develop coordination, control, and balance, and negotiate space.

Take turns in teams.

Explore and practice a variety of different movements and fitness techniques.

**Key Knowledge gained in *wellbeing*:**

**Declarative Knowledge – displaying factual knowledge:**

Recognise and name a range of emotions (e.g., happy, sad, angry, worried, excited).

Understand that everyone experiences feelings and that they can change throughout the day.

Know simple strategies to help manage worries (e.g., talking to someone, breathing exercises, taking a break).

Understand the importance of expressing feelings in appropriate ways.

Know what makes a good friend and why kindness and respect are important.

Understand that working together helps solve problems and makes tasks easier.

**Procedural Knowledge – can practically demonstrate how to apply their knowledge:**

Use simple vocabulary to accurately describe and express their feelings.

Practise calming strategies such as deep breathing, counting, or grounding techniques.

Work cooperatively with others, taking turns, sharing ideas, and listening respectfully.

Use role-play or movement to express different emotions safely and creatively.

Demonstrate how to ask for help when feeling worried or unsure.

I can name and talk about different feelings I might have.

I can use calm-down strategies when I start to feel worried or upset.

I can listen to others and take turns when working in a group.

I can share my ideas and express my feelings in a safe and kind way.

I can help others by noticing how they feel and showing kindness.

I can work with my friends to solve small problems or worries together

<p>Work as part of a group to come up with solutions to simple problems or worries.</p> <p>Practise showing empathy by recognising how others might be feeling and responding appropriately.</p> <p>Participate in teamwork activities that build trust, communication, and confidence.</p>	
<p><b>Key vocabulary to be grasped:</b></p> <p><b>Fitness:</b></p> <p><b>Jump • Land • Space • Hurdle • Control • Balance • Forfeit • Movement • Stretch • Speed • Stamina • Balance</b></p> <p><b>Wellbeing:</b></p> <p><b>Emotion • Feeling • Worried • Calm • Brave • Respect • Kindness • Cooperation • Teamwork • Listening • Expression • Empathy</b></p>	

<b>Summer Term</b>	
<p><b>Key Knowledge gained in <i>athletics</i>:</b></p> <p><b>Declarative Knowledge – displaying factual knowledge:</b></p> <p>Evaluate successful and unsuccessful techniques.</p> <p>Show understanding of the correct running technique.</p>	<p><b>Unit end points:</b></p> <p><b>Athletics:</b></p> <p>I can move into space</p> <p>I can throw underarm</p> <p>I can land safely when jumping</p> <p>I can run and jump on the balls of my feet</p> <p>I can throw towards a target</p> <p>I can play games using throwing accuracy</p>

**Procedural Knowledge – can practically demonstrate how to apply their knowledge:**

Show good teamwork and sportsmanship when taking part in competitive throwing.

Develop the overarm throw technique, throwing accurately towards a target.

Practice the underarm throw technique, aiming towards a target showing increased control.

Show a basic level of control, coordination and consistency when running.

Explore and practice a variety of movements including running, jumping, and throwing techniques.

Experiment with different jumping techniques, showing control, coordination, and consistency throughout.

**Key Knowledge gained in *orienteering*:**

**Declarative Knowledge – displaying factual knowledge:**

Introduction to a compass and directions (N, E, S, W.)

Understand how communication can help to solve problems with others.

**Procedural Knowledge – can practically demonstrate how to apply their knowledge:**

Move in different directions and a variety of different ways.

Work independently, as well as cooperatively in small groups.

Participate in games following rules and playing fairly.

Begin to plan how to solve problems.

Participate in competition with others, completing a simple orienteering event.

**Key Knowledge gained in *netball*:**

**Declarative Knowledge – displaying factual knowledge:**

**Orienteering:**

I can move in different ways.

I can work with other children in class.

I can begin to problem solve.

I can follow rules.

I can take turns.

I can understand basic features on a map.

**Netball:**

I can copy actions

I can roll a ball

I can throw and catch a ball

I can bounce a ball

I can move with a ball

I can defend by blocking a target.

Understand how to play in a safe way.

Describe why running and playing games is good for you.

Watch, copy and describe others play.

**Procedural Knowledge – can practically demonstrate how to apply their knowledge:**

Explore different ways to use, move and send the ball.

Develop skills such as sending an object to a target, catching, and gathering, rolling and basic ball control.

Move to defend a goal.

**Key vocabulary to be grasped:**

**Athletics:**

• **Coordination** • **Landing** • **Teamwork** • **Improve** • **Balance** • **Aim** • **Movement** • **Measure** • **Throw** • **Target** • **Jump**

**Orienteering:**

**Teamwork** • **Together** • **Compass** • **Map** • **Route** • **Directions** • **Safety** • **Orienteering** • **Problem solving** • **Challenge**

**Netball:**

• **Aim** • **Close** • **Gather** • **Send** • **Control** • **Aiming** • **Ready** • **Shoot** • **Ball control** • **Copy** • **Roll** • **Skills** • **Bounce** • **Explore** • **Score** • **Watch**

## Diversity and Cultural Capital

Our Year 1 PE curriculum provides rich opportunities for pupils to develop cultural capital and experience diversity through a broad range of physical disciplines. Children explore movement, teamwork, and expression through dance, gymnastics, games, athletics, and outdoor activities, helping them understand how physical activity is used and valued across different cultures and communities. Activities such as dance and performance encourage pupils to appreciate different expressive styles, while team sports promote cooperation, respect, and inclusion. Our orienteering and wellbeing units deepen pupils' understanding of the wider world, emotional diversity, and the importance of positive physical and mental health. Together, these experiences support pupils to become confident, empathetic, and active members of a diverse community.

## Barriers & Scaffolds

### Possible barriers:

- Some children may have lower gross-motor control, balance, or coordination.
- Some pupils may experience worry, frustration, or fear of trying unfamiliar movements such as rolls, jumps, or performing.
- Low confidence in teamwork or performing in front of others.
- Difficulty managing emotions when losing games or making mistakes.
- Children may struggle with instructions that include directional language (e.g., “change level”, “move to the space”, “north/east” in orienteering).
- EAL learners may misunderstand game rules or safety instructions.
- Limited awareness of space – bumping into others, not stopping quickly.
- Safety challenges when using apparatus or equipment (balls, clubs, mats).
- Visual, hearing, or physical impairments affecting movement or safety.
- Sensory sensitivities (noise, touch, busy settings).

### Possible scaffolds:

- Differentiated equipment (larger balls, lighter balls, foam balls, spots instead of lines).
- Visual models of movements before children try them.
- Extra attempts or shorter distances (e.g., shorter run, closer target).
- ‘Challenge levels’ so children can choose an appropriate version of the activity.
- Positive praise focusing on effort rather than achievement (“I love how you kept trying!”).
- Roles within teams that suit different confidence levels (e.g., time-keeper, equipment helper).
- Wellbeing strategies already in the curriculum (deep breathing, calm-down spots).
- Paired or small-group work before whole-class performances.

- Model how to handle mistakes or losses.
- Visual aids: picture cards for emotions, arrows for directions, photos of shapes or rolls.
- Demonstrate physically before asking children to copy.
- Consistent sentence starters (e.g., “I felt \_\_\_”, “I can move by \_\_\_”).
- Key vocabulary on display or lanyards.
- Children to repeat instructions back in their own words.
- Visual markers and boundaries (cones, lines, zones).
- Practise ‘freeze’ and ‘stop’ signals regularly.
- Walk through safety routines step-by-step before starting (especially for golf and gymnastics).
- Adapted equipment (larger targets, tactile markers).
- Quiet zones or reduced-stimulus spaces where needed.
- Alternative movements that meet the same learning objective.
- Pre-teach skills to SEND pupils before the main lesson.
- Peer buddies or adult support to model movements.