



Key Concepts Progressive Curriculum Map

PE

Includes EYFS – Years 1 to 6 – Greater Depth

Knowledge, Skills and Understanding breakdown for Physical Education

EYFS

Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none"> • Can children show good control and co-ordination in large and small movements? • Can they move confidently in a range of ways, safely negotiating space? • Can they handle equipment and tools effectively, including pencils for writing? 		<ul style="list-style-type: none"> • Can they talk about ways to keep healthy and safe? • Can they begin to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently?
Dance	Games	Gymnastics
<ul style="list-style-type: none"> • Can children hop confidently and skip in time to music? 		

Knowledge, Skills and Understanding breakdown for Physical Education

Year 1

Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none"> • Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care? 	<ul style="list-style-type: none"> • Can they talk about what they have done? • Can they describe what other people did? 	<ul style="list-style-type: none"> • Can they describe how their body feels before, during and after an activity?
Dance	Games	Gymnastics
<ul style="list-style-type: none"> • Can they move to music? • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely? 	<ul style="list-style-type: none"> • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways? • Can they understand the basic principles of attack? • Do they know what 'attacking' means and why we attack during a game? • Do they understand the basic principles of defence? • Do they know what 'defending' means and why we defend during a game? 	<ul style="list-style-type: none"> • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 2

Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none"> • Can they copy and remember actions? • Can they repeat and explore actions with control and coordination? 	<ul style="list-style-type: none"> • Can they talk about what is different between what they did and what someone else did? • Can they say how they could improve? 	<ul style="list-style-type: none"> • Can they show how to exercise safely? • Can they describe how their body feels during different activities? • Can they explain what their body needs to keep healthy?
Dance	Games	Gymnastics
<ul style="list-style-type: none"> • Can they dance imaginatively? • Can they change rhythm, speed, level and direction? • Can they dance with control and co-ordination? • Can they make a sequence by linking sections together? • Can they link some movement to show a mood or feeling? 	<ul style="list-style-type: none"> • Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules? • Can they create and understand simple attacking principles, applying them as a team into a game? • Do children understand what 'attacking' means and when and why we attack as a team during a game? • Can children explore dodging and learn how to dodge effectively? • Can they begin to understand why it is important to dodge in games? • Can pupils explore different combinations of jumping, jumping for distance and speeds? • Can children link jumps together? 	<ul style="list-style-type: none"> • Can they plan and show a sequence of movements? • Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 3

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? 	<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • With help, do they recognise how performances could be improved? 	<ul style="list-style-type: none"> • Can they explain why it is important to warm-up and cool-down? 	<ul style="list-style-type: none"> • Can they improvise freely, translating ideas from a stimulus into movement? • Can they share and create phrases with a partner and in small groups? • Can they repeat, remember and perform these phrases in a dance?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they throw and catch with control when under limited pressure? • Are they aware of space and use it to support teammates and cause problems for the opposition? • Do they know and use rules fairly to keep games going? 	<ul style="list-style-type: none"> • Can they use a greater number of their own ideas for movement in response to a task? • Can they adapt sequences to suit different types of apparatus? • Can they compare and contrast gymnastic sequences, commenting on similarities and differences? 	<ul style="list-style-type: none"> • Can they run at fast, medium and slow speeds, changing speed and direction? • Can they link running and jumping activities with some fluency, control and consistency? • Can they take part in a relay activity, remembering when to run and what to do? • Do they throw a variety of objects, changing their action for accuracy and distance? 	<ul style="list-style-type: none"> • Can they begin to follow a map in a familiar context? • Can they begin to move from one location to another following a map? • Can they begin to use clues to follow a simple route? • Can they begin to follow a route safely?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 4

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? 	<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • Can they work with a partner to improve their work? 	<ul style="list-style-type: none"> • Can they explain why warming up is important? • Can they explain why keeping fit is good for their health? 	<ul style="list-style-type: none"> • Can they take the lead when working with a partner or group? • Can they use dance to communicate an idea? • Can they work on their movements and refine them? • Is their dance clear and fluent?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they catch with one hand? • Can they throw and catch accurately? • Can they hit a ball accurately and with control? • Can they keep possession of the ball? • Can they move to find a space when they are not in possession during a game? • Can they vary tactics and adapt skills according to what is happening? 	<ul style="list-style-type: none"> • Can they work in a controlled way? • Can they include change of speed? • Can they include change of direction? • Can they include range of shapes? • Can they follow a set of 'rules' to produce a sequence? • Can they work with a partner to create, repeat and improve a sequence with at least three phases? 	<ul style="list-style-type: none"> • Can they run over a long distance? • Can they spring over a short distance? • Can they throw in different ways? • Can they hit a target? • Can they jump in different ways? 	<ul style="list-style-type: none"> • Can they follow a map in a familiar context? • Can they move from one location to another following a map? • Can they use clues to follow a simple route? • Can they follow a route with some accuracy and safely?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 5

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none"> • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movements? 	<ul style="list-style-type: none"> • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? 	<ul style="list-style-type: none"> • Can they explain some important safety principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? 	<ul style="list-style-type: none"> • Can they compose their own dances in a creative and imaginative way? • Are their movements controlled? • Does their dance show clarity, fluency, accuracy and consistency?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they gain possession by working as a team? • Can they pass in different ways? • Can they use forehand and begin to use backhand with a racquet? • Can they field? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? 	<ul style="list-style-type: none"> • Can they make complex or extended sequences? • Can they combine action, balance and shape? • Can they perform consistently to an audience? • Are their movements accurate, clear and consistent? 	<ul style="list-style-type: none"> • Are they controlled when taking off and landing in a jump? • Can they throw with accuracy? • Can they combine running and jumping? • Can they follow specific rules? 	<ul style="list-style-type: none"> • Can they follow a map in a familiar location, beginning to think strategically about the most logical route? • Can they use clues to navigate a route? • Can they change their route if there is a problem? • Can they change their plan if they get new information?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 6

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none"> • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? 	<ul style="list-style-type: none"> • Can they consider and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they evaluate their performances in line with success criteria? 	<ul style="list-style-type: none"> • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? 	<ul style="list-style-type: none"> • Can they develop imaginative dances in a specific style?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they explain rules of games to others effectively? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? 	<ul style="list-style-type: none"> • Do they combine their own work with that of others? • Can they link their sequences to specific timings? 	<ul style="list-style-type: none"> • Can they demonstrate stamina? • Can they use their skills in different situations? 	<ul style="list-style-type: none"> • Can they begin to plan a simple route for someone else? • Can they plan with others taking account of safety and danger?