

# PE Curriculum Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<p>I can travel in a variety of ways including running and jumping.</p> <p>I can begin to perform a range of throws.</p> <p>I can receive a ball with basic control</p> <p>I can begin to develop hand-eye coordination</p> <p>I can participate in simple games.</p>	<p>I can confidently send the ball to others in a range of ways.</p> <p>I can begin to apply and combine a variety of skills (to a game situation).</p> <p>I can develop strong spatial awareness.</p> <p>I can begin to develop own games with peers.</p> <p>I can understand the importance of rules in games.</p> <p>I can develop simple tactics and use them appropriately.</p> <p>I can begin to develop an understanding of attacking/defending.</p>	<p>I can understand tactics and composition by starting to vary how they respond.</p> <p>I can begin to vary skills, actions and ideas.</p> <p>I can begin to communicate with others during game situations.</p> <p>I can use skills with co-ordination and control.</p> <p>I can develop own rules for new games.</p> <p>I can make imaginative pathways using equipment.</p> <p>I can work well in a group to develop various games.</p> <p>I can begin to understand how to compete with each other in a controlled manner.</p> <p>I can begin to select resources independently to carry out different skills.</p>	<p>I can vary skills, actions and ideas.</p> <p>I can show confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>I can use skills with co-ordination, control and fluency.</p> <p>I can take part in competitive games.</p> <p>I can create their own games using knowledge and skills.</p> <p>I can work well in a group to develop various games.</p> <p>I can begin to compare and comment on skills to support the creation of new games.</p> <p>I can apply basic skills for attacking and defending.</p> <p>I can run, jump, throw and catch in isolation.</p>	<p>I can vary skills, actions and ideas and begin to link these in ways that suit the games activity.</p> <p>I can show confidence in using ball skills in various ways, and can link these together.</p> <p>I can use skills with co-ordination, control and fluency.</p> <p>I can take part in competitive games with an understanding of tactics and composition.</p> <p>I can create their own games using knowledge and skills.</p> <p>I can make suggestions as to what resources can be used to differentiate a game.</p> <p>I can apply basic skills for attacking and defending.</p> <p>I can run, jump, throw and catch in isolation and begin to use these in combination.</p>	<p>I can vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>I can show confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>I can keep possession of balls during games situations.</p> <p>I can consistently use skills with co-ordination, control and fluency.</p> <p>I can take part in competitive games with a strong understanding of tactics and composition.</p> <p>I can create their own games using knowledge and skills.</p> <p>I can modify competitive games.</p> <p>I can compare and comment on skills to support the creation of new games.</p> <p>I can make suggestions as to what resources can be used to differentiate a game.</p>

						<p>I can apply knowledge of skills for attacking and defending.</p> <p>I can run, jump, throw and catch in isolation and combination.</p>
Dance	<p>I can copy and explore basic movements and body patterns.</p> <p>I can remember simple movements and dance steps.</p> <p>I can link movements to sounds and music.</p> <p>I can respond to range of stimuli.</p>	<p>I can copy and explore basic movements with clear control.</p> <p>I can vary levels and speed in sequence.</p> <p>I can vary the size of their body shapes.</p> <p>I can add change of direction to a sequence.</p> <p>I can use space well and negotiate space clearly.</p> <p>I can describe a short dance using appropriate vocabulary.</p> <p>I can respond imaginatively to stimuli.</p>	<p>I can begin to improvise independently to create a simple dance.</p> <p>I can begin to improvise with a partner to create a simple dance.</p> <p>I can translate ideas from stimuli into movement with support.</p> <p>I can begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>I can use simple dance vocabulary to compare and improve work.</p>	<p>I can confidently improvise with a partner or on their own.</p> <p>I can begin to create longer dance sequences in a larger group.</p> <p>I can demonstrate precision and some control in response to stimuli.</p> <p>I can begin to vary dynamics and develop actions and motifs.</p> <p>I can demonstrate rhythm and spatial awareness.</p> <p>I can modify parts of a sequence as a result of self-evaluation.</p> <p>I can use simple dance vocabulary to compare and improve work.</p>	<p>I can begin to exaggerate dance movements and motifs (using expression when moving).</p> <p>I can begin to demonstrate strong movements throughout a dance sequence.</p> <p>I can combine flexibility, technique and movement to create a sequence.</p> <p>I can move with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>I can begin to show a change of pace and timing in my movements.</p> <p>I can use the space provided to the maximum potential.</p> <p>I can improvise, demonstrating fluency across their sequence.</p> <p>I can modify parts of a sequence as a result of self and peer evaluation.</p> <p>I can use more complex dance vocabulary to compare work.</p>	<p>I can exaggerate dance movements and motifs (using expression when moving)</p> <p>I can perform with confidence, using a range of movement patterns.</p> <p>I can demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>I can demonstrate strong movements throughout a dance sequence.</p> <p>I can combine flexibility, technique and movement to create a fluent sequence.</p> <p>I can move appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>I can show a change of pace and timing in my movements.</p> <p>I can move to the beat accurately in dance sequences.</p> <p>I can improvise with confidence, still demonstrating fluency across their sequence.</p> <p>I can dance with fluency, linking all movements and ensuring they flow.</p>

						<p>I can demonstrate consistent precision when performing dance sequences.</p> <p>I can modify parts of a sequence as a result of self and peer evaluation to further improve.</p> <p>I can use more complex dance vocabulary to compare and improve work.</p>
Gymnastics	<p>I can copy and explores basic movements with some control and coordination.</p> <p>I can perform different body shapes.</p> <p>I can perform at different levels.</p> <p>I can perform 2 footed jump.</p> <p>I can use equipment safely.</p> <p>I can balance with some control.</p> <p>I can link 2-3 simple movements.</p>	<p>I can explore and create different pathways and patterns.</p> <p>I can use equipment in a variety of ways to create a sequence.</p> <p>I can link movements together to create a sequence.</p>	<p>I can apply compositional ideas independently and with others to create a sequence.</p> <p>I can copy, explore and remember a variety of movements and use these to create own sequence.</p> <p>I can describe my own work using simple gym vocabulary.</p> <p>I can begin to notice similarities and differences between sequences.</p> <p>I can use turns whilst travelling in a variety of ways.</p> <p>I can begin to show flexibility in movements.</p> <p>I can begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>I can link skills with control, technique, co-ordination and fluency.</p> <p>I can understand composition by performing more complex sequences.</p> <p>I can begin to use gym vocabulary to describe how to improve and refine performances.</p> <p>I can begin to develop strength, technique and flexibility throughout performances.</p> <p>I can create sequences using various body shapes and equipment.</p> <p>I can combine equipment with movement to create sequences.</p>	<p>I can select and combine their skills, techniques and ideas.</p> <p>I can apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>I can draw on what I know about strategy, tactics and composition when performing and evaluating.</p> <p>I can analyse and comment on skills and techniques and how these are applied in my own and others' work.</p> <p>I can use more complex gym vocabulary to describe how to improve and refine performances.</p> <p>I can develop strength, technique and flexibility throughout performances.</p> <p>I can link skills with control, technique, co-ordination and fluency.</p> <p>I can understand composition by</p>	<p>I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>I can adapt sequences to include a partner or a small group.</p> <p>I can gradually increase the length of sequence of work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>I can draw on what I know about strategy, tactics and composition when performing and evaluating.</p> <p>I can analyse and comment on skills and techniques and how these are applied in my own and others' work.</p>

					performing more complex sequences.	I can use more complex gym vocabulary to describe how to improve and refine performances.  I can develop strength, technique and flexibility throughout performances.
Athletics	I can run at different speeds. I can jump from a standing position. I can perform a variety of throws with basic control.	I can change speed and direction whilst running. I can jump from a standing position with accuracy. I can perform a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i> I can use equipment safely.	I can begin to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> I can perform a running jump with some accuracy. I can perform a variety of throws using a selection of equipment. I can use equipment safely and with control.	I can begin to build a variety of running techniques and use with confidence. I can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> I can demonstrate accuracy in throwing and catching activities. I can describe good athletic performance using correct vocabulary. I can use equipment safely and with good control.	I can begin to build a variety of running techniques and use with confidence. I can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> I can begin to record peers performances, and evaluate these. I can demonstrate accuracy and confidence in throwing and catching activities. I can describe good athletic performance using correct vocabulary. I can use equipment safely and with good control.	I can begin to build a variety of running techniques and use with confidence. I can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> I can begin to record peers performances, and evaluate these. I can demonstrate accuracy and confidence in throwing and catching activities. I can describe good athletic performance using correct vocabulary. I can use equipment safely and with good control.
OAA			I can develop listening skills. I can create simple body shapes. I can listen to instructions from a partner/ adult. I can begin to think activities through and problem solve. I can discuss and work with others in a group.	I can develop strong listening skills. I can use simple maps. I can begin to think activities through and problem solve. I can choose and apply strategies to solve problems with support. I can discuss and work with others in a group.	I can develop strong listening skills. I can use and interpret simple maps. I can think activities through and problem solve using general knowledge. I can choose and apply strategies to solve problems with support. I can discuss and work with others in a group.	I can develop strong listening skills. I can use and interpret simple maps. I can think activities through and problem solve using general knowledge. I can choose and apply strategies to solve problems with support. I can discuss and work with others in a group.

			I can demonstrate an understanding of how to stay safe.	I can demonstrate an understanding of how to stay safe.	I can demonstrate an understanding of how to stay safe.	I can demonstrate an understanding of how to stay safe.
Swimming				<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>I can perform safe self-rescue in different water-based situations.</p>		

Moving forward together  
**EYFS**

30-50 Months	Physical Development	Moving and Handling	<p>I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>I can mount stairs, steps or climbing equipment using alternate feet.</p> <p>I can walk downstairs, two feet to each step, while carrying a small object.</p> <p>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can stand momentarily on one foot when shown.</p> <p>I can catch a large ball.</p> <p>I can draw lines and circles using gross motor movements.</p>
		Health and self-care	<p>I can observe the effects of activity on their bodies.</p> <p>I can understand that equipment and tools have to be used safely.</p>
	Expressive Arts and Design	Exploring and Using Media and Materials	<p>I can enjoy joining in with dancing and ring games.</p> <p>I can begin to move rhythmically.</p> <p>I can imitate movement in response to music.</p> <p>I can tap out simple repeated rhythms.</p>

		Being Imaginative	<p>I can develop preferences for forms of expression.</p> <p>I can use movement to express feelings.</p> <p>I can create movement in response to music.</p> <p>I can capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
40-60 Months	Physical Development	Moving and Handling	<p>I can experiment with different ways of moving.</p> <p>I can jump off an object and land appropriately.</p> <p>I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it</p>
		Health and Self-Care	<p>I can show understanding of the need for safety when tackling new challenges and consider and manage some risks.</p> <p>I can show understanding of how to transport and store equipment safely.</p> <p>I can practice some appropriate safety measures without direct supervision.</p>
	Expressive Arts and Design	Being Imaginative	<p>I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>
ELG	Physical Development	Moving and Handling	<p>I can show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>
		Health and Self-Care	<p>I can know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>
	Expressive Arts and Design	Being Imaginative	<p>I can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>