

PE CURRICULUM

	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 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 coordination 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 coordination, control and fluency.</p> <p>I can take part in competitive games.</p> <p>I can create my 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 link these together.</p> <p>I can use skills with coordination, control and fluency.</p> <p>I can take part in competitive games with an understanding of tactics and composition.</p> <p>I can create my 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 coordination, 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 my 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>
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 copy and explore basic movements with clear control.</p> <p>I can vary levels and speed in sequence.</p>	<p>I can begin to improvise independently to create a simple dance.</p> <p>I can translate ideas from stimuli into movement with support.</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 exaggerate dance movements and motifs (using expression when moving).</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 link movements to sounds and music.</p> <p>I can respond to a range of stimuli.</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 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 begin to use gym vocabulary to describe how to improve and refine performances.</p>	<p>I can begin to demonstrate strong movements throughout a dance sequence.</p> <p>I can control flexibility, technique and movement to create a sequence.</p> <p>I can move with the required style in relation to the stimulus. <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 the 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 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. <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 the 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>
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<p>GYMNASTICS</p>	<p>I can copy and explore 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 jumps.</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 my 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, coordination and fluency.</p> <p>I can understand composition by performing more complex sequences.</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> <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>ATHLETICS</p>	<p>I can run at different speeds.</p>	<p>I can change speed and direction whilst running.</p>	<p>I can begin to run at speeds appropriate for the distance.</p>	<p>I can begin to build a variety of running techniques and use with confidence.</p>	<p>I can begin to build a variety of running techniques and use with confidence.</p>	<p>I can begin to build a variety of running techniques and use with confidence.</p>

	<p>I can jump from a standing position.</p> <p>I can perform a variety of throws with basic control.</p>	<p>I can jump from a standing position with accuracy.</p> <p>I can perform a variety of throws with control and coordination.</p> <p><i>Preparation for shot out and javelin.</i></p> <p>I can use equipment safely.</p>	<p><i>e.g. sprinting and cross country</i></p> <p>I can perform a running jump with some accuracy.</p> <p>I can perform a variety of throws using a selection of equipment.</p> <p>I can use equipment safely and with control.</p>	<p>I can perform a running jump with more than one component.</p> <p><i>e.g. hop, skip, jump (triple jump).</i></p> <p>I can demonstrate accuracy in throwing and catching activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p>	<p>I can perform a running jump with more than one component.</p> <p><i>e.g. hop, skip, jump (triple jump).</i></p> <p>I can begin to record peers' performances and evaluate these.</p> <p>I can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p>	<p>I can perform a running jump with more than one component.</p> <p><i>e.g. hop, skip, jump (triple jump).</i></p> <p>I can begin to record peers' performances and evaluate these.</p> <p>I can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p>
OAA			<p>I can develop listening skills.</p> <p>I can create simple body shapes.</p> <p>I can listen to instructions from a partner/adult.</p> <p>I can begin to think activities through and problem solve.</p> <p>I can discuss and work with others in a group.</p> <p>I can demonstrate an understanding of how to stay safe.</p>	<p>I can develop strong listening skills.</p> <p>I can use simple maps.</p> <p>I can begin to think activities through, and problem solve.</p> <p>I can choose and apply strategies to solve problems with support.</p> <p>I can discuss and work with others in a group.</p> <p>I can demonstrate an understanding of how to stay safe.</p>	<p>I can develop strong listening skills.</p> <p>I can use and interpret simple maps.</p> <p>I can think activities through and problem solve using general knowledge.</p> <p>I can choose and apply strategies to solve problems with support.</p> <p>I can discuss and with others in a group.</p> <p>I can demonstrate an understanding of how to stay safe.</p>	<p>I can develop strong listening skills.</p> <p>I can use and interpret simple maps.</p> <p>I can think activities through and problem solve using general knowledge.</p> <p>I can choose and apply strategies to solve problems with support.</p> <p>I can discuss and work with others in a group.</p> <p>I can demonstrate an understanding of how to stay safe.</p>
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>		
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PE CURRICULUM MAP

EYFS

30 – 50 MONTHS	Physical Development	Moving and Handling	<p>I can move freely, 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.</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, pathing, 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	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.
		Health and Self-care	I can know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
	Expressive Arts and Design	Being Imaginative	I can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.