



St Vincent's PE Curriculum Map

Terms	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Multi skills: throwing and catching	Multi skills: throwing and catching	Invasion Games	Swimming Orienteering	Invasion Games	Invasion Games
Autumn 2	Dance: The Seasons	Dance: Toys	Dance: Extreme Earth	Swimming	Dance: Eco Dance	Gymnastics: Movement
Spring 1	Gymnastics: Animals	Gymnastics: Under the Sea	Gymnastics: Movement	Swimming	Gymnastics: Movement	Dance: Electricity
Spring 2	Bat and Ball Skills	Bat and Ball Skills	Dodgeball	Swimming Dance	Handball Orienteering	Striking and Fielding
Summer 1	Invasion Games: At the fair	Invasion Games	Net & Wall Games	Swimming Skipping	Net and Wall: Tennis	Netball Orienteering
Summer 2	Multi Skills- Sports Day	Mini athletics- Animal Olympics	Athletics Orienteering	Swimming Athletics	Athletics	Athletics

Knowledge, Skills and Understanding breakdown for Physical Education

ACQUIRING and DEVELOPING SKILLS

Year 1	Year 2	Year 3
<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 copy and remember actions? • Can they repeat and explore actions with control and coordination? 	<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?
Year 4	Year 5	Year 6
<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? • Can they make up their own small-sided game? 	<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"> • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency?

Knowledge, Skills and Understanding breakdown for Physical Education

EVALUATING and IMPROVING

Year 1	Year 2	Year 3
<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 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 explain how their work is similar and different from that of others? • With help, do they recognise how performances could be improved?
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • Can they use their comparison to improve their work? 	<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 analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating?

Knowledge, Skills and Understanding breakdown for Physical Education

HEALTH and FITNESS

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Can they describe how their body feels before, during and after an activity? 	<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? 	<ul style="list-style-type: none"> • Can they explain why it is important to warm-up and cool-down? • Can they identify some muscle groups used in gymnastic activities?
Year 4	Year 5	Year 6
<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 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 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?

Knowledge, Skills and Understanding breakdown for Physical Education

DANCE

Year 1

- 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?

Year 2

- 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?

Year 3

- 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?

Year 4

- 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?

Year 5

- Can they compose their own dances in a creative and imaginative way?
- Can they perform to an accompaniment, expressively and sensitively?
- Are their movements controlled?
- Does their dance show clarity, fluency, accuracy and consistency?

Year 6

- Can they develop imaginative dances in a specific style?
- Can they choose their own music, style and dance?

Knowledge, Skills and Understanding breakdown for Physical Education

GAMES

Year 1

- 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?

Year 2

- 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?

Year 3

- Can they throw and catch with control when under limited pressure?
- Are they aware of space and use it to support team-mates and cause problems for the opposition?
- Do they know and use rules fairly to keep games going?
- Can they keep possession with some success when using equipment that is not used for throwing and catching skills?

Year 4

- 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?

Year 5

- Can they gain possession by working as a team?
- Can they pass in different ways?
- Can they use forehand and 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?

Year 6

- Can they explain complicated rules?
- Can they make a team plan and communicate it to others?
- Can they lead others in a game situation?

Knowledge, Skills and Understanding breakdown for Physical Education

GYMNASTICS

Year 1

- 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?

Year 2

- 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?

Year 3

- 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 and their partner's ability?
- Can they explain how strength and suppleness affect performances?
- Can they compare and contrast gymnastic sequences, commenting on similarities and differences?

Year 4

Skipping

Year 5

- Can they make complex or extended sequences?
- Can they combine action, balance and shape?
- Can they perform consistently to different audiences?
- Are their movements accurate, clear and consistent?

Year 6

- Do they combine their own work with that of others?
- Can they link their sequences to specific timings?

Knowledge, Skills and Understanding breakdown for Physical Education

ATHLETICS

YEAR 3

- 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 make up and repeat a short sequence of linked jumps?
- 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?

YEAR 4

- Can they run over a long distance?
- Can they sprint over a short distance?
- Can they throw in different ways?
- Can they hit a target?
- Can they jump in different ways?

YEAR 5

- 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?

YEAR 6

- Can they demonstrate stamina?
- Can they use their skills in different situations?

Knowledge, Skills and Understanding breakdown for Physical Education

OUTDOOR & ADVENTUROUS

YEAR 3

- 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 route?
- Can they follow a route safely?

YEAR 4

- Can they follow a map in a more demanding familiar context?
- Can they move from one location to another following a map?
- Can they use clues to follow a route?
- Can they follow a route accurately, safely and within a time limit?

YEAR 5

- Can they follow a map in an unknown location?
- Can they use clues and compass directions to navigate a route?
- Can they change their route if there is a problem?
- Can they change their plan if they get new information?

YEAR 6

- Can they plan a route and series of clues for someone else?
- Can they plan with others taking account of safety and danger?

What the national curriculum requires in physical education at key stage 1 and key stage 2

Key stage 1

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Key Stage 1

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Stage 2

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Swimming