

PE Knowledge Map Year R

Autumn Term – Multi Skills, Gym, Outdoor Forest School and Adventure Trail:

- ▷ I can touch different parts of my body
- ▷ I can follow a leader
- ▷ I can move to music/instruments
- ▷ I can begin to move rhythmically to music
- ▷ I can move into a space
- ▷ I can roll a ball
- ▷ I can catch a large ball
- ▷ I can stand on one foot
- ▷ I can run around looking for spaces, trying to adjust speed
- ▷ I can listen/follow instructions when playing with the parachute
- ▷ I can use our Forest School area safely
- ▷ I can participate in supervised Forest Schools activities

Vocabulary

Body parts, follow my leader, getting to know you games, circle games – 'Oh the Okey Cokey', Parachute games, warm up, stretching, puffing/panting/heart beating faster, slow down/breathing/cool down, balance, take turns/share/pass,

Spring Term – Gym, Dance / Music & movement:

- ▷ I can squat down with good control (steadiness)
- ▷ I can rise to my feet without using my hands
- ▷ I can climb the wall bars/rope
- ▷ I can climb steps using alternative feet
- ▷ I can jump off an object and land appropriately
- ▷ I can travel with confidence and skill around, under and over balancing and climbing equipment
- ▷ I can move in different ways
- ▷ I can move/interpret music to create my own movements
- ▷ I can use a prop when I dance eg. ribbons
- ▷ I can work with a partner to mirror actions

Vocabulary

Body parts, shapes, pathways, travelling actions – slither, shuffle, roll, crawl, walk, run, jump, slide, hop, tip-toe, low, high

Summer Term – Games & Sports Day prep:

- ▷ I can negotiate space in running/racing & chasing games with others
- ▷ I can kick a large ball (around cones)
- ▷ I can take my turn in team games
- ▷ I can run a (sprint) race or a lap of the field (marathon)
- ▷ I can roll a hoop
- ▷ I can try hard to skip, walk through skip
- ▷ I can balance and egg & spoon
- ▷ I can throw beanbags into a hoop nearby
- ▷ I can balance/bounce on a Bouncy hopper
- ▷ I can collect bean bags and drop them into a carton, racing on and back.

Vocabulary

- ▷ Start/get set go/ finish line, sports day

PE Knowledge Map Year 1

Autumn Term – Running and jumping /Ball skills and Gymnastics:

Running and jumping/ ball skills

- ▷ I can tell you how my body feels before during and after exercise
- ▷ I can run as fast as I can (assume we remove the 50m target as per your email)
- ▷ I can run one lap round the field at a steady pace
- ▷ I can feel my heart beating faster after running
- ▷ I can change directions when running at different speeds
- ▷ I can use space in a running game
- ▷ I can jump 2 feet to 2 feet
- ▷ I can jump two feet to one foot
- ▷ I can jump one foot to same foot
- ▷ I can jump one foot to opposite foot
- ▷ I can throw underarm
- ▷ I can throw overarm
- ▷ I can throw a ball towards a target with increasing accuracy
- ▷ I know if I use more power I can throw further.
- ▷ I can catch and bounce a ball
- ▷ I can use rolling skills in a game
- ▷ I can watch others and describe what they are doing well
- ▷ I can make suggestions as to how to improve
- ▷ I can travel with a football in different ways
- ▷ I can travel with a football in different directions
- ▷ I can pass a ball to a partner
- ▷ I can use kicking skills to pass to a partner
- ▷ I can strike, send and receive a ball.
- ▷ I know what attacking means
- ▷ I know what defending means
- ▷ I can mark a player
- ▷ I can defend a space
- ▷ I can dodge to get past a defender
- ▷ I can follow simple rules to play games including team games
- ▷ I can take part in competitive activities and team games

Vocabulary

- ▷ Warmup/ muscles/ stretch – I know that before we exercise we should warm up our muscles and stretch to prevent injury
- ▷ Warm-down stretches – I know that after exercising we should do some warm-down stretches to take care of our muscles.
- ▷ I understand that sprinting means running as fast as I can.
- ▷ I know that 'long distance' running means I have to run steadily so I get to the end.
- ▷ I know 1 lap means once round (eg our school field)
- ▷ Hurdle, running start, standing start
- ▷ Partner/ pair/ team

Gymnastics

- ▷ I can carry and use apparatus safely
- ▷ I can link two actions to make a sequence
- ▷ I can recognise and copy contrasting actions
- ▷ I can travel in different ways, changing direction and speed
- ▷ I can move in a balanced way
- ▷ I can copy actions and movement sequences with a beginning, middle and end
- ▷ I can carry out simple stretches
- ▷ I can carry out a range of simple jumps, landing safely
- ▷ I can move under, over and through different objects and equipment
- ▷ I can move with control and care
- ▷ I can perform a log roll
- ▷ I can perform a curled side roll – egg roll
- ▷ I can perform a controlled Teddy Bear roll
- ▷ I can perform a straight jump
- ▷ I can perform a tuck jump
- ▷ I can perform a jumping jack
- ▷ I can perform a straight half turn jump
- ▷ I can perform a cat spring
- ▷ I can perform a bunny hop
- ▷ I can perform a front support wheelbarrow with a partner (T bar)
- ▷ I can tiptoe, step, jump and hop
- ▷ I can play hopscotch
- ▷ I can skip
- ▷ I can gallop
- ▷ I perform a standing balance
- ▷ I can perform a kneeling balance
- ▷ I can make a pike, tuck, star, straight and straddle jump
- ▷ I can perform with some co ordination and control

Vocabulary

start, end, position/shape, hold, levels, move, link, sequence

PE Knowledge Map Year 1

Spring Term – Dance and Ball skills:

Dance

- ▷ I can copy and repeat actions
- ▷ I can put a sequence of actions together to create a routine (motif?)
- ▷ I can vary the speed of my moves.
- ▷ I can create a simple dance routine of my own.
- ▷ I can use a range of moves and body parts with some co-ordination
- ▷ I can begin to perform learnt moves with some control.
- ▷ I can watch and describe performances.
- ▷ I can suggest how I can improve.

Vocabulary

- ▷ Rhythm, beat, step, march, skip, gallop, sequence, free dance

Ball skills

- ▷ I can dribble a football around objects at a jog or run and then pass to my partner
- ▷ I can pass my football to a partner when I get tackled
- ▷ I can kick a football into a goal (without a goalkeeper)
- ▷ I can kick a football into a goal defended by a goalkeeper
- ▷ I can defend a goal
- ▷ I can work as a part of a team

Vocabulary

- ▷ Target, over arm, underarm, dribble, goal, tackle/ intercept/ defend, team

Summer Term – Outdoor adventurous activities and preparation for sports day/athletics:

Outdoor Adventurous Activities

- ▷ I know how to be safe in the outdoor area.
- ▷ I know the basic rules of Forest School.
- ▷ I can take part in scavenger hunts

Vocabulary

- ▷ I know and understand the term 'outdoor activities'.
- ▷ I know that 'team building' means learning to work well with others.

Preparation for sports day/athletics

- ▷ I can dribble a football round cones
- ▷ I can sprint 100m
- ▷ I can run 1 lap of the field (the marathon)
- ▷ I can skip with a rope for a minute
- ▷ I can bowl a hoop
- ▷ I can throw a beanbag into a hoop at 1–2m
- ▷ I can bounce a bouncy hopper and travel forwards
- ▷ I can walk/ jog with an egg and spoon
- ▷ I know how a 'collecting' race works e.g. collecting bean bags into a carton

Vocabulary

- ▷ Skipping, bowling a hoop

PE Knowledge Map Year 2

Autumn Term – Gymnastics and Invasion games:

Gymnastics

- ▷ I can describe how the body feels during gymnastics.
- ▷ I can copy, explore and remember movements to create my own sequence.
- ▷ I can link actions to make a sequence.
- ▷ I can travel in different ways.
- ▷ I can master basic movement skills like agility, coordination and balance.
- ▷ I can hold a balance for 3 seconds, individually, with a partner and on the apparatus.
- ▷ I can use a variety of body parts to balance on.
- ▷ I can perform a log roll, curled side roll and Teddy bear roll – This is also in year 1 so do we need to have it again?
- ▷ I can perform a straight jump, tuck jump, jumping jack, half turn jump and cat spring to straddle – again in year 1?
- ▷ Do we need to list all other areas here that are also in year 1?
- ▷ I can perform a rocking forward roll and a straight jump half turn.
- ▷ I can create a sequence in gymnastics and perform any learnt skills.
- ▷ I can climb onto and off equipment safely.
- ▷ I can move with increasing control and care.
- ▷ I can use apparatus appropriate for my age.

Vocabulary

I understand that 'pike' and 'straddle' are different positions in gymnastics and I understand what they should look like.
I know the term 'apparatus' means the use of gymnastics equipment.

Invasion Games

- ▷ I can explain how the body feels during games activities.
- ▷ I can strike a ball with increasing control.
- ▷ I can show skills needed for striking and fielding games.
- ▷ I can position the body to strike a ball.
- ▷ I can throw a ball in different ways for accuracy and distance.
- ▷ I can throw, catch and bounce a ball with a partner.
- ▷ I can use throwing and catching skills in a game.
- ▷ I can throw a ball for distance.
- ▷ I can use hand eye coordination to control a ball.
- ▷ I can vary the types of throw I use.
- ▷ I can bounce and kick a ball whilst moving.
- ▷ I can use kicking skills in a game.
- ▷ I can use dribbling skills in a game.
- ▷ I can use different ways of travelling at speeds and in different pathways, directions and courses.
- ▷ I can change my speed and direction when running.

- ▷ I can begin to choose the best space in the game.
- ▷ I can understand the terms attacking and defending.
- ▷ I can use one technique to attack or defend to play a game successfully.
- ▷ I can understand the importance of rules in games.
- ▷ I can perform learnt skills in games.
- ▷ I can watch others perform the skills and learn from them.

Vocabulary

I understand that to 'strike' a ball means to hit it.
I understand the term 'coordination' means the ability to use different body parts together.
I understand that 'direction' means the way I am travelling

Spring Term – OAA and Dance:

Outdoor Adventurous Activities

- ▷ I can recognise how the body feels in forest schools.
- ▷ I can confidently take part in outside games on my own and with a group.
- ▷ I can safely carry larger things with a partner.
- ▷ I know what I can and can't touch and use whilst in forest school.

Vocabulary

- ▷ I know and understand the term 'outdoor activities'.
- ▷ I know that 'team building' means learning to work well with others.

Dance

- ▷ I can describe how my body feels when performing in dance.
- ▷ I can copy, remember and repeat actions.
- ▷ I can create a short motif inspired by a stimulus.
- ▷ I can change the level and speed of my actions.
- ▷ I can use canon, mirroring and unison in my dance.
- ▷ I know that music is counted in 8's and I can move in time to music.
- ▷ I can perform sequences I have created with coordination.
- ▷ I can perform learnt skills with increased control.
- ▷ I can watch others perform and use what I see to help improve my own performances.
- ▷ I can discuss the differences between mine and others work.

Vocabulary:

- ▷ I understand that the term 'motif' means a movement that is repeated.
- ▷ I understand that the term 'canon' means moving one after the other.
- ▷ I understand the term 'unison' in dance means at the same time as others.
- ▷ I understand that a 'stimulus' means something that gives me an idea.

PE Knowledge Map Year 2

Summer Term – Swimming and Athletics:

Swimming

- ▷ I can describe how my body feels when swimming.
- ▷ I can enter the swimming pool safely.
- ▷ I can kick my legs on my front and my back.
- ▷ I can use my arms to help me move through the water.
- ▷ I can perform a star float and mushroom float to help with self-rescue

Vocabulary

- ▷ I understand the term 'front crawl' means swimming on my front.
- ▷ I understand the term 'backstroke' means swimming on my back.

Athletics

- ▷ I can explain how the body feels during athletics.
- ▷ I can run at different paces and I can describe the different paces.
- ▷ I can use a variety of different stride lengths.
- ▷ I can travel at different speeds.
- ▷ I can think about the best pace and speed to use for different distances.
- ▷ I can complete an obstacle course.
- ▷ I can vary the speed and direction in which I travel.
- ▷ I can run with basic techniques following a curved line.
- ▷ I can maintain and control a run over different distances.
- ▷ I can perform and compare different types of jump.
- ▷ I can combine different types of jumps.
- ▷ I can jump for distance from a standing position.
- ▷ I can decide the best jump to use to cover different distances.
- ▷ I know that the leg muscles are used when performing a jump.
- ▷ I can throw different types of equipment in different ways for accuracy and distance.
- ▷ I can throw with accuracy at targets of different heights.
- ▷ I can try different ways to throw to achieve a greater distance.
- ▷ I can perform learnt skills with increasing control.
- ▷ I can compete against others.
- ▷ I can watch other people's performances and talk about the differences in mine and others work and use what I see to help my own performance.

Vocabulary

- ▷ I know what a 'field' and 'track' event is.
- ▷ I understand the term 'distance' and 'time'.

PE Knowledge Map Year 3

Autumn Term – Games (Three Touch Ball) / Dance (Paso Doble) / OAA (forest schools):

Skills

- ▷ I can recognise and describe the effects of exercise on the body.
- ▷ I know the importance of strength and flexibility for physical activity.
- ▷ I can say why it is important to warm up / cool down.
- ▷ I can throw and catch with growing accuracy.
- ▷ I can practise the correct technique for throwing and catching, and use it in a game.
- ▷ I can perform a range of catching and gathering skills with control.
- ▷ I can catch with increasing control and accuracy.
- ▷ I can throw a ball in different ways.
- ▷ I can move with the ball in a variety of ways with some control.
- ▷ I can use two different ways of moving with a ball in a game.
- ▷ I can pass a ball in two different ways, in a game situation, with some success.
- ▷ I can keep and win back possession of a ball in a team game.
- ▷ I can find a useful space to get into in order to support my team-mates.
- ▷ I can use simple attacking and defending skills in a game.

Equipment

- ▷ A variety of balls e.g. football / rugby / large sponge / flexi-grab
- ▷ 2 hoops per team
- ▷ Cones

Strictly Come Paso

- ▷ I can begin to improvise with a partner to create a simple dance.
- ▷ I can create motifs from different stimuli.
- ▷ I can begin to compare and adapt movements and motifs to create a larger sequence.
- ▷ I can use simple dance vocabulary to compare and improve work.
- ▷ I can perform with some awareness of rhythm and expression.
- ▷ I can develop the quality of my actions in performances.
- ▷ I can perform learnt skills and techniques with control and confidence.
- ▷ I can compete against self and others in a controlled manner.
- ▷ I can watch, describe and evaluate the effectiveness of a performance.
- ▷ I can describe how my performance has improved over time.

Vocabulary

- ▷ Staccato (short / sharp)
- ▷ Posture
- ▷ Chasse (side-together)
- ▷ Apels (foot stomp)
- ▷ Huit (eight)
- ▷ Flamenco

Forest School

- ▷ I can recognise and describe the effects of exercise on the body.
- ▷ I know the importance of strength for physical activity.
- ▷ I know rules and boundaries for group and individual activities.
- ▷ I can build small shelters. E.g bug homes.
- ▷ I can take part in a range of nature activities individually and as a team.
- ▷ I can identify and use effective communication to begin to work as a team.
- ▷ I can communicate with others
- ▷ I can begin to choose equipment that is appropriate for an activity.
- ▷ I can describe how my work has improved over time.

Equipment

- ▷ Various for different activities

PE Knowledge Map Year 3

Autumn Term – Games (Three Touch Ball) / Dance (Paso Doble) / OAA (forest schools):

Skills

- ▷ I can recognise and describe the effects of exercise on the body.
- ▷ I know the importance of strength and flexibility for physical activity.
- ▷ I can say why it is important to warm up / cool down.
- ▷ I can throw and catch with growing accuracy.
- ▷ I can practise the correct technique for throwing and catching, and use it in a game.
- ▷ I can perform a range of catching and gathering skills with control.
- ▷ I can catch with increasing control and accuracy.
- ▷ I can throw a ball in different ways.
- ▷ I can move with the ball in a variety of ways with some control.
- ▷ I can use two different ways of moving with a ball in a game.
- ▷ I can pass a ball in two different ways, in a game situation, with some success.
- ▷ I can keep and win back possession of a ball in a team game.
- ▷ I can find a useful space to get into in order to support my team-mates.
- ▷ I can use simple attacking and defending skills in a game.

Equipment

- ▷ A variety of balls e.g. football / rugby / large sponge / flexi-grab
- ▷ 2 hoops per team
- ▷ Cones

Strictly Come Paso

- ▷ I can begin to improvise with a partner to create a simple dance.
- ▷ I can create motifs from different stimuli.
- ▷ I can begin to compare and adapt movements and motifs to create a larger sequence.
- ▷ I can use simple dance vocabulary to compare and improve work.
- ▷ I can perform with some awareness of rhythm and expression.
- ▷ I can develop the quality of my actions in performances.
- ▷ I can perform learnt skills and techniques with control and confidence.
- ▷ I can compete against self and others in a controlled manner.
- ▷ I can watch, describe and evaluate the effectiveness of a performance.
- ▷ I can describe how my performance has improved over time.

Vocabulary:

- ▷ Staccato (short / sharp)
- ▷ Posture
- ▷ Chasse (side-together)
- ▷ Apels (foot stomp)
- ▷ Huit (eight)
- ▷ Flamenco

Forest School

- ▷ I can recognise and describe the effects of exercise on the body.
- ▷ I know the importance of strength for physical activity.
- ▷ I know rules and boundaries for group and individual activities.
- ▷ I can build small shelters. E.g bug homes.
- ▷ I can take part in a range of nature activities individually and as a team.
- ▷ I can identify and use effective communication to begin to work as a team.
- ▷ I can communicate with others
- ▷ I can begin to choose equipment that is appropriate for an activity.
- ▷ I can describe how my work has improved over time.

Equipment

- ▷ Various for different activities

Spring Term – Gymnastics / Games (rounders):

Gymnastics

- ▷ I can choose ideas to compose a movement sequence independently and with others.
- ▷ I can link combinations of actions with increasing confidence, including changes of direction, speed or level.
- ▷ I can develop the quality of my actions, shapes and balances.
- ▷ I can move with coordination, control and care.
- ▷ I can use turns whilst travelling in a variety of ways.
- ▷ I can use a range of jumps in my sequences.
- ▷ I can create interesting body shapes while holding balances with control and confidence.
- ▷ I can begin to show flexibility in movement.
- ▷ I can, safely and age-appropriately, use the apparatus.
- ▷ I can complete a Crouched forward roll, Forward roll from standing and Tucked backward roll.
- ▷ I can perform a Straight jump, Tuck jump, Jumping jack, Star jump Straddle, jump Pike jump, Straight jump half-turn Cat leap
- ▷ I can Handstand Lunge into handstand and Cartwheel
- ▷ I can Tiptoe, step, jump and hop, Hopscotch and Skip
- ▷ I can Chassis steps, Straight jump half turn and Cat leap
- ▷ I can perform large and small body part balances, including standing and kneeling balances and balances on apparatus, Matching and contrasting partner balances
- ▷ I can make Pike, tuck, star, straight and straddle shapes, Front and back support
- ▷ I can develop the quality of my actions in performances.
- ▷ I can perform learnt skills and techniques with control and confidence.
- ▷ I can compete against self and others in a controlled manner.

Equipment

- ▷ Mats, Benches, Wall bars

PE Knowledge Map Year 3

Rounders

- ▷ I can demonstrate successful hitting and striking skills.
- ▷ I can develop a range of skills in striking.
- ▷ I can develop a range of skills in fielding.
- ▷ I can practise the correct batting technique and use it in a game.
- ▷ I can strike the ball for distance.
- ▷ I can find a useful space and get into it to support team-mates.
- ▷ I can use fielding skills to stop a ball from travelling past me.
- ▷ I know how to play a striking and fielding game fairly.
- ▷ I can develop the quality of my actions.
- ▷ I can perform learnt skills and techniques with control and confidence.
- ▷ I can compete against myself and others in a controlled manner.
- ▷ I can watch, describe and evaluate the effectiveness of a performance.
- ▷ I can describe how my performance has improved over time.

Equipment

- ▷ Plastic tennis rackets, Small sponge balls/Tennis balls, Posts and bases, Rounders bats

Summer Term – Athletics (track and field skills) / OAA (forest schools) / Swimming:

Athletics

- ▷ I can identify and demonstrate how different techniques can affect my performance.
- ▷ I can focus on arm and leg action to improve my sprinting technique.
- ▷ I can begin to combine running with jumping over hurdles.
- ▷ I can focus on trail leg and lead leg action when running over hurdles.
- ▷ I understand the importance of adjusting running pace to suit the distance being run.
- ▷ I can use one and two feet to take off and to land with.
- ▷ I can develop an effective take-off for the standing long jump.
- ▷ I can develop an effective flight phase for the standing long jump, and safely, with control.
- ▷ I can throw with greater control and accuracy including showing increasing control in my overarm throw, performing a push throw and continuing to develop techniques to throw for increased distance.
- ▷ I can perform learnt skills and techniques with control and confidence.
- ▷ I can compete against self and others in a controlled manner.
- ▷ I can watch, describe and evaluate the effectiveness of a performance.
- ▷ I can describe how my performance has improved over time

Equipment

- ▷ Hurdles, Tennis balls/sponge balls, Javelins, Cones/markers

Forest School

- ▷ I can recognise and describe the effects of exercise on the body.
- ▷ I know the importance of strength for physical activity.
- ▷ I know rules and boundaries for group and individual activities.
- ▷ I can build small shelters. E.g bug homes.
- ▷ I can take part in a range of nature activities individually and as a team.
- ▷ I can identify and use effective communication to begin to work as a team.
- ▷ I can communicate with others
- ▷ I can begin to choose equipment that is appropriate for an activity.
- ▷ I can describe how my work has improved over time.

Equipment

- ▷ Various for different activities

Swimming

- ▷ I can begin to use a range of strokes.
- ▷ I can recognise and describe the effects of exercise on the body.
- ▷ I know the importance of strength and flexibility for physical activity.
- ▷ I can explain why it is important to warm up and cool down.

PE Knowledge Map Year 4

Autumn Term – Invasion Games (Hockey and Tag Rugby) / OAA (Forest Schools):

Hockey

- ▷ I can hold a hockey stick correctly for pushing and stopping the ball.
- ▷ I can push the ball accurately.
- ▷ I can stop and control the ball.
- ▷ I can use the correct body position to travel with the ball safely.
- ▷ I can stay in control of the ball whilst moving.
- ▷ I can change direction with the ball.
- ▷ I can use the correct grip and body position for dribbling.
- ▷ I can dribble past an opponent.
- ▷ I can use the correct technique to tackle safely.
- ▷ I know the rules for tackling.
- ▷ I can win back the ball.
- ▷ I can use the correct grip and body position for hitting.
- ▷ I can aim for a target.
- ▷ I can hit the ball at pace.
- ▷ I can use the skills I have learnt in a game.
- ▷ I can work as a team to attack and defend.
- ▷ I know the basic rules of hockey.
- ▷ I can evaluate my performance.

Equipment

- ▷ Hockey sticks – 1 per child, A range of different sized balls, Junior hockey balls, Tennis balls, Cones, Bibs, Stop watches, Whistles for children to umpire with

Vocabulary

- ▷ Pass, push, receive, stop, control, stance, grip, dribble, straight dribble, foot work, opponents, intercept, Indian dribble, tackle, possession, technique, attack, defend, block, shaft, grip, hit, shoot, aim, pace, umpire, foul, free hit, one-on-one, team.

Tag Rugby

- ▷ I know how to hold a rugby ball.
- ▷ I can use the correct technique to catch a rugby ball.
- ▷ I can use the correct technique to throw a rugby ball.
- ▷ I can throw and catch with accuracy and control.
- ▷ I can use technique and positioning to successfully throw and catch a ball in rugby while on the move.
- ▷ I can use the side-step to move into space with the ball, avoiding defenders.
- ▷ I can work as part of a team to move the ball towards the try line.
- ▷ I can explain and demonstrate the rules of tagging when playing as a defender and as an attacker.

- ▷ I know when to pass the ball to a teammate after being tagged.
- ▷ I can avoid being tagged by using the space effectively.
- ▷ I can position myself between the player with the ball and a supporting player.
- ▷ I can cooperate with teammates and defend space.
- ▷ I can look for and attack the space when attacking.
- ▷ I can defend the ball and the space when defending.
- ▷ I can make tactical decisions to help my team win possession and keep the ball.
- ▷ I can use attacking and defending skills to contribute towards the success of my team.
- ▷ I can work as part of a team.
- ▷ I can play to the rules of tag rugby.
- ▷ I can describe the effectiveness of the performance of others and give suggestions for improvement.

Equipment

- ▷ Cones, Rugby balls, Bibs, Tag rugby tags and belts, Hoops, Large inflated balls

Vocabulary

- ▷ Try, passing, catching, W-shape, backward pass, technique, possession, tackle, contact, non-contact, opposition, opposing team, belts, tags, Velcro, fend, dodge, dodging, intercept, interception, anticipate, tagging, attacker, defender, grounding the ball, offside, tactics, decision making, space, team work, supporting player, marking players, evaluation.

Forest School

- ▷ I know the importance of strength, balance and control for physical activity.
- ▷ I know rules and boundaries for group and individual activities.
- ▷ I can build big shelters and dens.
- ▷ I can work as part of team to create a dead hedge.
- ▷ I can take part in willow weaving.
- ▷ I can make different types of knots
- ▷ I can select the appropriate equipment needed for individual activities.
- ▷ I can evaluate my work and finds ways in which to improve.

Equipment

- ▷ Various for different activities

Vocabulary

- ▷ Shelters, dens, dead hedging, willow weavings, knots, evaluate, improve, teamwork.

PE Knowledge Map Year 4

Gymnastics

- ▷ I can take off and land showing good control.
- ▷ I can perform a straight jump full turn accurately.
- ▷ I can perform a cat leap half turn accurately.
- ▷ I can use my core leg and arm strength to perform the rolls with controls.
- ▷ I can perform the straddle shape correctly during the movement.
- ▷ I can begin and end in the correct position.
- ▷ I can hurdle step onto and rebound off the springboard to create height.
- ▷ I can use my body strength to shape and control my movements.
- ▷ I can land in a straddle position on the vaulting box.
- ▷ I can perform a jump off the vaulting box and land safely.
- ▷ I can use my core and arm strength to control my movements.
- ▷ I can begin and end my cartwheel in a lunge position.
- ▷ I can create the correct body position and shape needed to perform each movement.
- ▷ I can choose appropriate linking actions to form a sequence.
- ▷ I can create a sequence of moves with a theme.
- ▷ I can work collaboratively as part of a group.
- ▷ I can select and combine movements to reflect a theme.
- ▷ I can describe the effectiveness of the performance of others and give suggestions for improvement.

Equipment

- ▷ Mats
- ▷ Agility tables or benches
- ▷ Stop watches
- ▷ Markers

Vocabulary

- ▷ Take-off, land, control, height, flexibility, straight jump full turn, cat leap half turn, straddle forward roll, backward roll to straddle, vaulting box, springboard, hurdle step, rebound, straddle on vault, lunge, cartwheel, handstand, pivot, sequence, perform, theme, fluency, reflect, evaluate, improve.

Summer Term – Net and Wall Games and Striking/Fielding Games (Tennis/Rounders) and Swimming:

Tennis

- ▷ I can move around a space whilst maintaining control of a ball on a racket.
- ▷ I can catch and control a ball using a racket.
- ▷ I can get into a good position to catch and control a ball.
- ▷ I can grip and hold tennis racket correctly when hitting a forehand.
- ▷ I know how and when to use the ready position.
- ▷ I can use the forehand technique to successfully land a ball in the opposition's side of the court.
- ▷ I know the advantages and disadvantages of the different types of backhand stroke.
- ▷ I can strike a ball using the correct technique for a backhand groundstroke.
- ▷ I can hit a backhand accurately at a targeted area.
- ▷ I can use the correct technique to perform a toss suitable for serving.
- ▷ I can successfully strike a tossed ball using an overhead service stroke.
- ▷ I can aim a serve accurately at a target area.
- ▷ I can strike a tennis ball before it bounces, using the volley technique.
- ▷ I can use my racket and technique to play a volley, with varying degree of power.
- ▷ I can play into position quickly to play a volley.
- ▷ I can show an understanding of the rules and the scoring system in tennis.
- ▷ I can take part in a rally in a tennis mini-game, by playing a ground-stroke or volley.
- ▷ I can serve the ball.
- ▷ I can evaluate my performance.

Equipment

- ▷ Tennis rackets, Tennis balls, Cones, Beanbags, Hoops, Bibs

Vocabulary

- ▷ Coordination, fundamentals, court, racket, stroke, shot, hit, forehand, backhand, dribble, racket head, grip bevel, agility, aim, target, rally, balance, baseline, base knuckle, index finger, ready position, hand-eye coordination, volley, doubles, deuce, love, advantage, ace, let, serve, overhead, umpire

PE Knowledge Map Year 4

Rounders

- ▷ I can hold a rounders bat correctly.
- ▷ I can adopt the correct stance for batting.
- ▷ I can swing the bat and lean in to hit a ball that is bowled to me.
- ▷ I can bowl underarm to reach a target.
- ▷ I can control the height, speed and distance of my bowls.
- ▷ I can position myself correctly to receive a catch.
- ▷ I can adapt my body, hand and arm positions to make different type of catches.
- ▷ I can throw overarm using the correct technique.
- ▷ I can throw towards and reach a target using different types of throws where necessary.
- ▷ I can explain where the backstop and base fielders should stand and what they need to do.
- ▷ I can judge who I need to throw the ball to when fielding, to try and stop the opposing team from scoring.
- ▷ I can throw and catch a ball quickly and accurately while under pressure.
- ▷ I can explain where the deep fielders should stand and what they need to do.
- ▷ I can stop a moving ball using the appropriate technique.
- ▷ I can explain and apply different tactics
- ▷ I can demonstrate awareness of the game to make decisions which positively affect gameplay.
- ▷ I can play strategically as part of a team.
- ▷ I can play a rounders match according to the rules and show good sportsmanship.

Equipment

- ▷ Rounders bats, Lightweight balls, Tennis balls, Chalk, Selection of larger balls (LA Children), Rounders posts and bases, Rounders balls

Vocabulary

- ▷ Batter, bowler, stance, technique, height, speed, distance, judgment, swing, bowl, underarm, fielder, fielding, catch, throw, pathway, overarm, backstop, deep field, high ball catch, strategic, tactic, game plan, sportsmanship.

PE Knowledge Map Year 5

Autumn Term – Invasion Games and Gym:

Invasion Games

- ▷ I know a warm up raises the heart rate and gets blood and therefore oxygen circulating around the body quicker
- ▷ I can create space to produce goal scoring opportunities
- ▷ I can 'mark' a player when defending to prevent goal scoring opportunities
- ▷ I can link skills together, such as running with the ball whilst evading a defender in rugby
- ▷ I can pass a ball with speed and accuracy using appropriate techniques in a game situation
- ▷ I can make appropriate decisions in a game e.g. know when to pass and when to dribble in a game.
- ▷ I can take part in a competitive game with some knowledge of tactics.
- ▷ I can watch my team mates and offer advice on how to improve performance

Vocabulary

- ▷ I know that to attack is to create scoring opportunities
- ▷ I know that to defend is to deny goal scoring opportunities

Gym

- ▷ I can confidently develop the placement of my body parts in balances, recognising the position of my centre of gravity and where it should be in relation to the base of the balance.
- ▷ I can confidently use equipment to vault in a variety of ways.
- ▷ I can combine equipment with movement to create sequences.
- ▷ I can use link moves e.g. rolls, jumps, turns to link sequences fluently
- ▷ I can analyse others performance giving areas for development

Vocabulary

- ▷ I know that to move fluently is to move effortlessly and smoothly
- ▷ I know that to vault is to jump over something
- ▷ I know that a springboard can be used to help launch

Spring Term – Swimming and Dance:

Dance

- ▷ I can compose individual, partner and group dances that reflect the chosen dance style.
- ▷ I can show a change of pace and timing in my movements.
- ▷ I can demonstrate different levels in my movements
- ▷ I can use transitions to link motifs together smoothly
- ▷ I can modify my dance as a result of self and peer evaluation.

Vocabulary

- ▷ I know a motif is a single dance movement
- ▷ I know choreography is arranging movements into a finished performance

Summer Term – Athletics and Striking and Fielding

Athletics

- ▷ I can accelerate from a variety of different positions and select my preferred position
- ▷ I can select the most suitable pace for distance and maintain it for a sustained run
- ▷ I can perform an effective standing long jump
- ▷ I can attempt to combine the three phases of triple jump
- ▷ I can perform a vertical jump
- ▷ I can throw a range of implements using a variety of techniques
- ▷ I can combine a range of actions to increase throw for distance e.g. introduce a run up

Equipment

- ▷ I can measure the length/height of a jump accurately
- ▷ I can measure a throw accurately
- ▷ I can time a run accurately

Striking and Fielding

- ▷ I can identify and apply techniques for hitting a cricket ball
- ▷ I can begin to bowl over arm in cricket
- ▷ I can bat, bowl and field in an adapted cricket game

Vocabulary

- ▷ I know hand-eye coordination is to co-ordinate what you see with your eyes with the movement of your body

PE Knowledge Map Year 6

Autumn Term – Invasion Games, Swimming and Gymnastics:

Health and Fitness

- ▷ I know the importance of warming up and cooling down.
- ▷ I can carry out warm-ups and cool-downs safely and effectively.
- ▷ I know why exercise is good for health, fitness and wellbeing.
- ▷ I know ways to become healthier.

Invasion Games

- ▷ I can throw and catch accurately and successfully under pressure in a game.
- ▷ I can use ball skills in various ways in a game situation, and link these together effectively.
- ▷ I can make the best pass in a game situation and link a range of skills together with fluency e.g passing and receiving the ball on the move.
- ▷ I can keep and win back possession of the ball effectively and in a variety of ways in a team game.
- ▷ I can demonstrate a good awareness of space.
- ▷ I can think ahead and plan attack or defence.
- ▷ I can apply knowledge of attacking and defending.
- ▷ I can work as a team to develop fielding strategies to prevent the opposition from scoring.
- ▷ I can follow and create complicated rules to play a game successfully.
- ▷ I can communicate plans to others during a game.
- ▷ I can lead others during a game.
- ▷ I can perform and apply a variety of skills and techniques confidently, consistently and with precision.
- ▷ I can take part in competitive games with a strong understanding of tactics and composition.

Vocabulary

- ▷ I know that 'change pace' is to move faster/slower
- ▷ I know that 'change direction' is to transfer weight and turn
- ▷ I know that a 'dodge' is to transfer weight and drive in another direction.

Swimming

- ▷ I can swim 25m using a range of strokes and perform a safe self-rescue.

Vocabulary

I know that self-rescue is to get myself out of trouble in the water by getting to the side and exiting

Gymnastics

- ▷ I can create sequences involving the full range of actions and movements: traveling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching
- ▷ I can demonstrate precise and controlled placement of my body in actions, shapes and balances.
- ▷ I can confidently use equipment to vault and incorporate this into a sequence.
- ▷ I can use skills and techniques I have learnt previously consistently, showing precision and control.
- ▷ I can show strength, technique and flexibility throughout a performance.

Rolls

- ▷ I can do a forward roll from standing, straddle forward roll, dive forward roll, tucked backward roll, backward roll to standing pike, pike backward roll.

Jumps

- ▷ I can do a straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump half and full turn, cat leap, cat leap half and full turn, split leap, stag leap.

Vault

- ▷ I can squat and straddle in a vault.
- ▷ I can star, tuck, straddle, pike off the vault.
- ▷ I can squat through vault.
- ▷ I can straddle over the vault.

Handstands, cartwheels and round-offs

- ▷ I can lunge into cartwheel and round-offs.
- ▷ I can step into cartwheel.
- ▷ I can hurdle step into round off.

Travelling

- ▷ I can use a variety of ways to travel and link actions e.g skipping, chassiss, leaps, turning.

Shapes and balances

- ▷ I can do a variety of shapes and balances that include: 1,2,3,4 point balances.
- ▷ I can balance on apparatus.
- ▷ I can develop technique, control and complexity of part-weight partner balances.

Perform

- ▷ I can perform a range of movements in a sequence confidently with precision.
- ▷ I can evaluate mine and others performances and suggest appropriate improvements.

Vocabulary

I know that a gymnastic sequence is made up of a range of movements

PE Knowledge Map Year 6

Spring Term – Net/Wall Games:

Dance

- ▷ I can identify and repeat the movement patterns and actions of a chosen dance style.
- ▷ I can compose individual, partner and group dances in a chosen style.
- ▷ I can improvise with confidence, still demonstrating fluency across a sequence.
- ▷ I can perform with confidence using a range of movement patterns.
- ▷ I can combine flexibility, techniques and movements to create a fluent sequence.
- ▷ I can move rhythmically and accurately in dance sequences.
- ▷ I can link all movements ensuring transitions and flow.
- ▷ I can link actions to create a complex sequence using a full range of movement.
- ▷ I can link actions to create complex sequence using a full range of movements.
- ▷ I can evaluate my own and others work, suggesting improvements.
- ▷ I can use appropriate vocabulary linked to dance to compare and improve mine and others work.
- ▷ I can modify my work as a result of peer and self evaluation.

Games – Net and Wall

- ▷ I can use good hand eye co ordination to be able to direct a ball when hitting.
- ▷ I can understand how to serve in order to start a game. I can demonstrate a good awareness of space.

Summer Term – Striking/Fielding Games, Athletics and Outdoor and Adventurous Activities:

Striking and fielding – Rounders

- ▷ I can hit a bowled ball over long distances.
- ▷ I can throw and catch accurately in a pressured game.
- ▷ I can demonstrate a good awareness of space.
- ▷ I can evaluate my own and other performances suggesting improvements.

Vocabulary

- ▷ I know that in striking and fielding games, one team bats, while the other fields

Athletics

- ▷ I can sprint using an effective technique that includes a sprint finish.
- ▷ I can run over hurdles with fluency, focusing on the lead leg technique and stride pattern.
- ▷ I can work as a team competitively to perform a relay.
- ▷ I can confidently and independently select the most appropriate pace for different distances and different parts of a run.
- ▷ I can demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
- ▷ I can confidently do the standing vertical jump.
- ▷ I can control each stage of the triple jump and land safely.
- ▷ I can perform and apply different types of jumps.
- ▷ I can develop and improve my own and other jumping technique.
- ▷ I can set up and lead jumping activities including measuring jumps with accuracy.
- ▷ I can do a heave throw.
- ▷ I can measure and record the distance of my throws.
- ▷ I can evaluate my own and others performances within athletics and suggest appropriate improvements.

Vocabulary

- ▷ I know that throwing is done in different ways in different sports/with different equipment

Dance – Production

- ▷ I can use dramatic expression in dance movements and motifs.
- ▷ I can perform with confidence, using a range of movement patterns.
- ▷ I can demonstrate strong and controlled movements throughout a dance sequence.
- ▷ I can show a change of pace and timing in movements.
- ▷ I can move rhythmically and accurately in dance sequences.
- ▷ I can dance with fluency and control, linking all movements.
- ▷ I can perform a sequence in time with music.
- ▷ I can perform and apply a variety of skills and techniques confidently consistently and precision.

Outdoor and Adventurous Activities

- ▷ I can apply shelter building skills to design and create my own shelter as part of a team or individually.
- ▷ I can work effectively as part of a team, demonstrating leadership when necessary.
- ▷ I can apply knowledge and skills of tools to use them appropriately for the appropriate job.
- ▷ I can evaluate my own and other work suggesting appropriate improvements

Vocabulary

- ▷ I know that 'team-building' is a term used to encompass developing team skills such as communication, responsibility, leadership, fairness etc