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| **Navigation Primary PE Knowledge Map** | | | |
| **EYFS PE in continuous provision** | | | |
| **Indoor** | * Deconstructed role play * Small world * Creative area * Sand * Construction * Block play * Play dough * Gross and fine motor opportunities and focus activities | | |
| **Outdoor** | * Children are allowed to manage and assess risk * Large construction * Climbing frame * Bikes – from trikes to 2-wheel bikes * Sports equipment – balls, bats, balancing, scoops, ball in cup, skipping ropes etc * Small trampoline * Children fill and carry vessels to set up the water tray/ mud kitchen | | |
| **See EYFS Full Skills Curriculum document links**  ***NB: yellow relates to nursery*** | | | **EYFS Outdoor Skills Curriculum links**  *NB: yellow relates to nursery* |
| Page 3 – Sand  Page 4 – Dough  Page 5 – Water  Page 6 – Mark making  Page 8 – Snack  Page 9 – Using scissors to cut  Page 10 – Pencil control  Page 12 - Drawing  Page 15 & 16 – Communication | | Page 17 – Block play  Page 18 – Coil  Page 19 – Mould  Page 20 – Print  Page 21 – Colour mixing  Page 22 – Sticking  Page 23 – Extend  Page 24 – Bury  Page 25 - Enclose | Page 1 – Lifting  Page 2 – Carrying  Page 3 – Balancing  Page 4 – Pulling  Page 4 – Pushing  Page 4 – Managing risk  Page 5 & 6 – Climbing  Page 7 – Jumping  Page 8 - Sweeping |

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| **EYFS** | | | | |
| Nursery | Personal, Social and Emotional Development | | | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. * Increasingly follow rules, understanding why they are important. * Remember rules without needing an adult to remind them. |
| Physical Development | | | * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers,   paint and make marks.   * Start taking part in some group activities which they make up for themselves, or in teams. * Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Show a preference for a dominant hand. * Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. |
| Expressive Arts and Design | | | * Respond to what they have heard, expressing their thoughts and feelings. |
| Reception | Personal, Social and Emotional Development | | | * Manage their own needs.   -personal hygiene   * Know and talk about the different factors that support overall health and wellbeing:   -regular physical activity |
| Physical Development | | | * Revise and refine the fundamental movement skills they have   already acquired:   * + rolling - running   + crawling - hopping   + walking - skipping   + jumping - climbing * Progress towards a more fluent style of moving, with   developing control and grace.   * Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small  apparatus indoors and outdoors, alone and in a group.   * Develop overall body strength, balance, coordination and agility. |
| Expressive Arts and Design | | | * Explore, use and refine a variety of artistic effects to express   their ideas and feelings.   * Return to and build on their previous learning, refining ideas   and developing their ability to represent them.   * Create collaboratively, sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses. * Explore and engage in music making and dance, performing solo or in groups. |
| ELG | Personal, Social and Emotional Development | | Managing Self | * Be confident to try new activities and show independence,   resilience and perseverance in the face of a challenge.   * Explain the reasons for rules, know right from wrong and try to behave accordingly. * Manage their own basic hygiene and personal needs, including dressing. |
| Building Relationships | * Work and play cooperatively and take turns with others. |
| Physical Development | | Gross Motor Skills | * Negotiate space and obstacles safely, with consideration for themselves and others. * Demonstrate strength, balance and coordination when playing. * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| Expressive  Arts and Design | Being Imaginative and Expressive | | * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

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|  | **Basic movements** | **Team games** | | **Dance** | **Sports games values** | |
| Nursery | I know how to focus on a spot and balance on one leg.  I know how to shift my weight from one foot to another to dodge.  I know and can use the following vocabulary: balance, dodge, focus, run, stop, skip | | I know how to show what a good space is.  I know and can use the following vocabulary: space, roll, team, catch, pass, balance, weight and dodge. | I know how to move in time to music listening to the rhythm.  I know and can use the following vocabulary: move, copy, rhythm. | | I know how to work and play co-operatively.  I know how to take turns with other people.  I know and can use the following vocabulary: co-operatively, follow, safely. |
|  | **Basic movements** | **Team games** | | **Dance** | **Sports games values** | |
| Reception | I know how to bend my legs and drive my arms forwards to jump.  I know which hand is my dominant hand and can use it to throw towards a target.  I know how to stand with the opposite leg forward to my throwing hand.  I know how to use a sideways stance for rolling.  I know how to rock and this means moving forward/backwards or side/side  I know and can use the following vocabulary: dominant, stance, target, jump, rock, rolling | I know how not to turn my back on the ball  I know how to show what a ‘ready’ position looks like  I know how to be aware of other children  I know and can use the following vocabulary: kick, throw, aim, direction | | I know how to perform as part of a group  I know how to listen to a piece of music and express my feelings in a dance  I know and can use the following vocabulary: travel, forwards, backwards, shape. | I know how to support my partner with positive praise.  I know and can use the following vocabulary: positive praise, partner. | |
|  | **Basic movements** | **Team games** | | **Dance** | **Sports games values** | |
| 1 | I know how to run at 3 different speeds; sprint, jog and walk.  I know how to show the difference between running, jumping, skipping, hopping and walking.  I know how to make the basic gymnastics shapes: tuck, straddle, arch, dish.  I know how to make a cradle with hands or arms and look at the ball to catch.  I know and can use the following vocabulary: sprint, jog, walk, speed, tuck, straddle, arch, dish, cradle, land, point | I know the rules of some games like cricket, hockey and football.  I know how to relax when dribbling and not be too tense.  I know how to defend by getting in the way of the attacker  I know how to use my hands or feet to send a ball towards a target.  I know and can use the following vocabulary: defend, attacker, dribbling, tense, direction, score | | I know how to use movements and sequence them to create a dance  I know how to copy simple dance moves.  I know how to work at a variety of different levels, low and high.  I know how to describe what I have done or what I have seen others do.  I know and can use the following vocabulary: low, high, level, sequence, counts | l know how to listen to others’ views and share kind words.  I know how to show a positive ‘can do’ attitude and encourage my teammates.  I know and can use the following vocabulary: attitude, encourage. | |
|  | **Basic movements** | **Team games** | | **Dance** | **Sports games values** | |
| 2 | I know how to take off from one foot and then spring from two into a jump.  I know how to perform the front and back support.  I know how to throw underarm or overarm as part of a team game.  I know when to throw underarm or overarm.  I know to track the flight of the ball right into my hands to make a successful catch.  I know that I need to get into a sideways position when striking.  I know how to run quickly using my arms to drive forwards.  I know the difference between a point and a patch.  I know and can use the following vocabulary: drive, striking, successful, underarm, overarm, flight, take off, front support, back support, points, patches. | I know I need to be in a ‘ready position’ to catch my teammate’s throw.  I know how to demonstrate attacking tactics (taking up good positions, avoiding the defenders, making quick decisions).  I know that I must get under the ball sufficiently to strike it upwards and over a net.  I know how far to throw the ball in relation to where I am standing.  I know and can use the following vocabulary: tactics, decision, collect, receive, possession, strike. | | I know the importance of changes of level and direction.  I know how to translate ideas into simple theme related shapes, movements, actions.  I know how to use simple technical language to give constructive and useful feedback.  I know and can use the following vocabulary: technical language, theme, action, pathway, timing, constructive, translate, direction. | I know how to listen to other people’s ideas and vocalise my own thoughts calmly.  I know and can use the following vocabulary: vocalise, communicate, support, focus. | |

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|  | **Basic movements** | **Team games** | **Dance** | **Gymnastics** | **Athletics** | **OAA** |
| 3 | I know how to catch different balls with two hands or one hand when moving and stationary.  I know how to hold a rugby ball.  I know how to grip the bat in cricket.  I know how to grip a ball when bowling in cricket.  I know how to swim competently, confidently and proficiently over 25m.  I know how to use a range of strokes E.G. front crawl, backstroke and breaststroke.  I can perform safe self-rescue in different water-based situations.  I know and can use the following vocabulary: grip, stationary, self rescue, stroke, distance. | I know to put my body between the ball and my opponent when shielding it.  I know that I need to aim low and throw the ball downwards to make it hard to catch in dodgeball.  I know what ‘backing up’ means to fielders.  I know what the term ‘knock on’ means in rugby.  I know and can use the following vocabulary: knock on, backing up, fielders, shielding, opponent | I know how to improvise freely and translate ideas from a stimulus into movement.  I know that I can coordinate different body parts at the same time to create a dance.  I know how to work constructively with a partner to create a routine.  I know and can use the following vocabulary: stimulus, expressions, co-ordinate, flow. | I know how to perform a forwards, tuck and pencil roll.  I know how to perform symmetrically and asymmetrically.  I know how to move with control with good quality transitions between movements.  I know what mirroring is.  I know and can use the following vocabulary: mirroring, transitions, symmetrical, asymmetrical, forward roll, pencil roll. | I know that I need to bend my knees and swing my arms to perform a jump for distance to increase my personal best.  I know that I need to stand sideway and shift my weight from the back leg to the front to throw a javelin.  I know how to run in sprints and over longer distances (maintaining a steady speed).  I know how to use the correct technique to start a sprint.  I know and can use the following vocabulary: technique, maintain, pace. | I know the different compass points.  I know how to orientate a map and find clues.  I know the importance of listening to others.  I know and can use the following vocabulary: compass, orientate, navigate, grid. |

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|  | **Basic movements** | **Team games** | **Dance** | **Gymnastics** | **Athletics** | **OAA** |
| 4 | I know how to throw underarm or overarm as part of a team game making quick decisions.  I know how to catch as part of a team game reliably.  I know how to vary movement to control the ball when moving e.g. dribbling in football, bouncing in basketball.  I know why it’s important to take touches with different parts of the foot when dribbling to keep control.  I know how to volley a ball by deflecting it downwards.  I know that I can play backhand with one hand or two, whichever feels more comfortable.  I know and can use the following vocabulary: backhand, deflecting, reliable, transfer, volley. | I know how to maintain possession of the ball under pressure through quick passes, movement and communication.  I know which might be the best turn to use in certain circumstances.  I know the importance as a defender of getting into a sideways position where they can see the football and their opponent.  I know that I need to move into space after passing.  I know that I need to pass in front of my teammates so they can run on to the ball  .  I know and can use the following vocabulary: possession, pivot, outwit, contact, pressure. | I know how to perform dance to an accompaniment devising the sequence to take account of rhythm and style of music.  I know that dance can communicate feelings and narratives.  I know and can state which aspects of my own performance were particularly strong and which I could improve on.  I know and can use the following vocabulary : narratives, devise, accompaniment. | I know how to perform the Arabesque balance with control.  I know how to perform counterbalances with a partner.  I know how to perform the bridge.  I know how to use the floor space imaginatively as well as the apparatus.  I know how to use contrast - a deliberate change in movement or body position.  I know how to work with a partner and perform in unison.  I know and can use the following vocabulary: unison, canon, Arabesque, counterbalance. | I know how to use correct technique for Javelin and shot put, e.g. standing one leg in front of the other, leaning on the back leg and shifting weight forward.  I can run in sprints and over longer distances to improve my personal best.  I know how to combine my sprinting with low hurdles.  I know what stamina is and how to sustain physical exertion over periods of time.  I know what flexibility is and why it is important in life.  I know why core strength and flexibility are important in almost every sport.  I know and can use the following vocabulary: strength, flexibility, exertion, stamina, personal best. | I know how to persevere and try again when things don’t go immediately to plan.  I know how to navigate around an area following directions.  I know how to listen and communicate well to solve problems in a group.  I know and can use the following vocabulary: solve, effectively, persevere, leader. |
|  | **Basic movements** | **Team games** | **Dance** | **Gymnastics** | **Athletics** | **OAA** |
| 5 | I know how to throw a range of passes (bounce, chest, overhead) as part of a team game.  I know how to catch as part of a team game reliably both stationary and on the move.  I know when I might use a one-handed pick up technique for instance for speed or size of ball.  I know how to receive a ball by cushioning its impact.  I know and can use the following vocabulary: cushion, bounce pass, overhead pass, impact. | I know to use the width of the pitch when attacking.  I know when to pop pass and when to pocket pass in tag rugby.  I know when it is wise to attempt to catch the ball and when to dodge  I know how attacking lines are organised in a staggered formation either side of the ball.  I know how to target the opposition and what tactics might be best deployed.  I know and can use the following vocabulary: tactics, dodge, staggered formation, pop pass, pocket pass, support. | I know how to use chance choreography to create a sequence.  I know how to use canon, formation changes, direction and level to improve our ideas.  I know how to listen to other people’s ideas and vocalise my own thoughts.  I know and can use the following vocabulary: vocalise, choreograph, posture. | I know what unison and canon are.  I know how to land safely on one or two feet following a quarter turn.  I know how to match and mirror movements.  I know how to combine up to 8 movements into a routine.  I know how to use gymnastic terminology including: aesthetics, progression, synchronisation , combine. | I know how to throw a shot using, ‘clean palm, dirty neck’ technique and how to increase my personal best.  I know the technique, ‘same, different, both’ for triple jump.  I know how to control my running over middle distance.  I know and can use the following vocabulary: triple jump, stride, technique. | I know the importance of having a plan before I undertake a challenge.  I know how to use a simple map to navigate my-self around.  I know the importance of communication and negotiation when working as part of a team.  I know what ordnance survey symbols mean – such as school, bus / coach station, cycle trail, place of worship.  I know and can use the following vocabulary: symbol, negotiation, collaborate. |
|  | **Basic movements** | **Team games** | **Dance** | **Gymnastics** | **Athletics** | **OAA** |
| 6 | I know how to throw a range of passes (bounce, chest, overhead) as part of a team game beginning to show some disguise through feints etc.  I know how to create space to receive a pass.  I know how to dribble with the ball close to me and my head up  I know what the terms, ‘landing foot, pivot and stepping’ mean  I know to change my grip slightly to hit back-hand shots.  I know and can use the following vocabulary: disguise, feint, back hand. | I know what the difference between man v man defence and zone defence and understand the benefits of both styles.  I know how to work as a team to create shooting opportunities.  I know how to signal for a pass.  I know and can use the following vocabulary: formation, conceding, contest, zone defence, man v man defence. | I know the impact of increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space.  I know how to compose own dances in a creative way, individually, with a partner and within a small group  I know and can use the following vocabulary: poise, phrase. | I know how to perform a round off.  I know how to perform a range of different rolls with control and extension.  I know how to combine up to 10 movements into a routine.  I know to take off one foot and then spring from two into flight.  I know how to use apparatus as part of my jumping.  I know what safe mounts and dismounts look like.  I know and can use the following vocabulary: mount, dismount, flight. Extension, round off. | I know how to develop all round strength for my body.  I know the importance of warming up specific muscle groups as well as cooling down.  I know and can use the following vocabulary:  muscles, warm up. cool down. | I know where I need to position myself to give clear instructions and keep my partner safe.  I know how to motivate other members of my team.    I know and can use the following vocabulary: motivate, strategy. |