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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
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| **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
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| **See EYFS Full Skills Curriculum document links** ***NB: yellow relates to nursery*** | **EYFS Outdoor Skills Curriculum links** *NB: yellow relates to nursery* |
| Page 3 – SandPage 4 – DoughPage 5 – WaterPage 6 – Mark makingPage 8 – SnackPage 9 – Using scissors to cutPage 10 – Pencil controlPage 12 - DrawingPage 15 & 16 – Communication | Page 17 – Block playPage 18 – CoilPage 19 – MouldPage 20 – PrintPage 21 – Colour mixingPage 22 – StickingPage 23 – ExtendPage 24 – BuryPage 25 - Enclose  | Page 1 – LiftingPage 2 – CarryingPage 3 – BalancingPage 4 – PullingPage 4 – PushingPage 4 – Managing riskPage 5 & 6 – ClimbingPage 7 – JumpingPage 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.
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| 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.
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| Expressive Arts and Design | * Respond to what they have heard, expressing their thoughts and feelings.
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| 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 smallapparatus indoors and outdoors, alone and in a group.* Develop overall body strength, balance, coordination and agility.
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| 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.
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| 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.
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| Building Relationships | * Work and play cooperatively and take turns with others.
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| 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.
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| ExpressiveArts 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/sideI know and can use the following vocabulary: dominant, stance, target, jump, rock, rolling | I know how not to turn my back on the ballI know how to show what a ‘ready’ position looks likeI know how to be aware of other childrenI know and can use the following vocabulary: kick, throw, aim, direction | I know how to perform as part of a groupI know how to listen to a piece of music and express my feelings in a danceI 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 danceI 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 dodgeI 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 upI know what the terms, ‘landing foot, pivot and stepping’ meanI 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 groupI 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. |