PE Curriculum and Knowledge Map
FS2/Year 1/Year 2

Pentecost 1
Athletics- Running & Hurdles

- ❑ I can take part in a race with my friends.
- ❑ I can take part in a relay with my friends.
- ❑ I can explain to friends how I need to drive my arms in a running race.

Pentecost 1
Athletics

- ❑ I can take part in a relay race with my friends.
- ❑ I can take part in the egg and spoon race following all the rules of the race.
- ❑ I could organize and start a race with my friend following the correct procedure (on your marks, set, GO)

Pentecost 2 Strike/Field Rounders

- ❑ I can strike a rolled ball and make runs for my team.
- ❑ I can return the ball back to the base/ wickets.
- ❑ I can describe to my friend the aim of the batter.

Pentecost 2
Strike/Field Cricket:

- ❑ I can strike a ball off a T in a chosen direction.
- ❑ I know that to score runs for my team I need to run between the stumps.
- ❑ I can explain to my friend what the aim of being a fielder is.

Lent 2
Invasion Games
Basketball

- ❑ I can pass a basketball using a chest or bounce pass.
- ❑ I can pass a ball between a group of five people towards an end zone.
- ❑ I can describe a game of end zone to my friend.

Lent 2
OAA

- ❑ I can work in a team and share my ideas
- ❑ I can solve a problem in a team.
- ❑ I explain a plan to my friend.

Lent 1
Fundamental through Net/Wall

- ❑ I can pass a tennis ball to my partner using an under-arm throw.
- ❑ I can hit a rolling ball from a static position back to my partner.
- ❑ I can rally a rolled ball with my partner controlling the power of each shot.

Lent 1
Dance - Superheroes

- ❑ **I can perform a dance with two moves with a smooth transition and to the beat.**
- ❑ **I enjoy dancing and performing my routines.**
- ❑ **I can describe to my friend what levels are in a dance.**

Advent 2
Gymnastics Floor skills

- ❑ I can transition smoothly between the gymnastics shapes (star, pike, straddle, tuck, straight).
- ❑ I can perform a five-part sequence in unison with a friend.
- ❑ I can identify 1 thing that my friend performed well and 1 thing they need to improve in their sequence.

Advent 1 Fundamental Movements

- ❑ I can travel in a variety of ways
- ❑ I can create a sequence of three fundamental movements.
- ❑ I can name three ways in which I can move (fundamental movements)

YEAR 1/2

Year 1 Advent 1 –Health and Fitness

- ❑ I have the physical stamina to complete a circuit session.
- ❑ I can take part in continuous activity for up to five mins.
- ❑ I describe what happens to my body when I take part in exercise.

Advent 2
Fundamental through invasion games

- ❑ I can kick a ball in a chosen direction (using side of foot).
- ❑ I can dribble a ball at walking pace
- ❑ I can explain the aim of a football game.

Pentecost
Gross Motor
*Negotiate space and obstacles safely, with considerations for themselves and others.
*Demonstrate strength, balance and coordination when playing.
*Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor
*Holds a pencil effectively in preparation for fluent writing- using tripod grip in almost all cases.
*Uses a range of tools, including scissors, paint brushes and cutlery.
*Begins to show accuracy and care when drawing.

Lent
Gross motor
*Will experiment and combine different ways of moving demonstrating increasing level of skill.
*Negotiates space successfully when racing and playing with other children, adjusting speed and changing direction to avoid obstacles.
*Travels with confidence and skill, under, over and through balancing and climbing equipment.
*Shows increasing control when pushing, patting, throwing, catching or kicking it.
Fine Motor
*Uses tools with increasing confidence and accuracy to effect changes to materials.
*Handles tools, objects, construction and malleable materials with increasing control and expertise.
*Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Advent
Gross Motor
*Experiments and combine different ways of moving.
*Jumps off an object and lands appropriately.
*Begins to negotiate space when racing and playing with other children, adjusting speed and changing direction to avoid obstacles.
*Explore and practice skills to travels, under, over and through balancing and climbing equipment.
*Explores how to push, pat, throw, catch or kick objects.
Fine Motor
*Explore simple tools to effect changes to materials.
*Handles tools, objects, construction and malleable materials with increasing control.
*Shows a preference for a dominant hand.
*Begins to use anti clockwise movement and retrace vertical lines.
*Begins to form recognisable letters

FS2
Physical Development

Baseline
Gross Motor
*Moves freely and with pleasure and confidence in a range of ways eg slithering, shuffling, rolling, crawling, walking, balancing, jumping and running.
*Mounts stairs, steps or climbing equipment using alternate feet.
*Walks downstairs, two feet on each step whilst carrying a small object.
*Runs skilfully and negotiates space, adjusting speed or directions to avoid obstacles.
*Stands momentarily on one foot when shown.
*Catches a large ball.
*Draws large lines and circles using gross motor movement.
Fine Motor
*Uses one handed tools and equipment eg makes snips in paper with scissors.
*Holds pencils between thumb and two fingers, no longer whole hand grasp(static tripod grip).
*Holds pencil near point between first two fingers and thumb and uses it with good control.
*Can copy some letters eg from own name.