

Curriculum Map
PE objectives ladder

	Objectives
Health and Exercise	FS2 (PD) – Negotiate space and obstacles safely
	FS2 – Demonstrate strength, balance and coordination when playing.
	FS2 – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Year 1 - Can recognise changes in the body during exercise and a teacher led warm up
	Year 2 - Can recognise a change in temperature & heart rate during exercise.
	Year 2 - Understand the need for warm up & cool down, and also what is happening to their body during exercise
	Year 3 - Can recognise a change in heart rate, temperature and breathing rate
	Year 3 – Can identify how different types of exercise effect the body in different ways
	Year 4 - Understand working safely, they recognise changes in their body and can give reasons why PE is good for their health.
	Year 4 – Is able to talk about how exercise can help to both calm and invigorate
	Year 5 – Can explain how exercise benefits both physically and mentally
	Year 5 - Can demonstrate specific aspects of warm-up & describe effects of exercise on the body
	Year 6 - Understand & can explain the short & long term effects of exercise, and they understand the need for specific warm up& cool down
	Year 6 - Can lead own warm up & demonstrates all round safe practice
Athletics	Year 1 - Can run at different speeds
	Year 1 - Can jump from a standing position
	Year 2- Can throw an object with one hand
	Year 3 - Can demonstrate a range of throwing actions using a variety of objects
	Year 4- Can describe the changes in my body when running, jumping & throwing
	Year 5 - Can demonstrate good control, strength, speed & stamina in a variety of athletic events
	Year 5 -Understand how to apply athletic skills & tactics to the competitive situation
	Year 6 - Can explain how to improve technique in a variety of events
Dance/Yoga/Aerobics	Year 1 - Can copy & explore basic body patterns & movements with co-ordination
	Year 1 - Can remember simple dance steps/yoga positions performs in a controlled manner
	Year 1 - Can choose actions & link them with sounds & music
	Year 1 - Can safely perform teacher led warm-ups & can describe & discuss others work
	Year 2 - Can respond imaginatively to a variety of stimuli
	Year 2 - Can vary speed & direction of dance moves
	Year 2 - Can discuss their own & others performance with simple vocabulary
	Year 3- Can improvise freely on their own & with a partner
	Year 3 - Can translate ideas from a variety of stimuli into movement.
	Year 4 - Can compare, develop & adapt movement & motifs to create longer dances.
	Year 4 - Can use dance/yoga vocabulary to compare & improve their work
	Year 5 - Can demonstrates precision, control & fluency in response to stimuli
	Year 5 - Can vary dynamics & develop actions with a partner or as part of a group
	Year 5 - Can continually demonstrate rhythm & spatial awareness
	Year 5 - Can modify their performance & that of others as a result of observation & basic understanding of the structure of the body
	Year 6 - Can select & use a wide range of compositional skills to demonstrate ideas
	Year 6 - Can suggest ways to improve quality of performance showing sound knowledge & understanding
	Year 6 - Can lead their own warm up & demonstrates all round safe practice
Gymnastics	Year 1 - Can copy & explore basic actions with some control & co-ordination
	Year 1 - They have begun to choose & link basic actions, and they can recognise & use space appropriately
	Year 1- Can watch & discuss their own work & that of their peers
	Year 2 - Can copy, remember, explore & repeat simple actions varying speed & direction
	Year 2 - They are beginning to select simple actions to construct basic sequences
	Year 2 - They are beginning to identify the difference between their performance & that of others
	Year 3 - Can copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination
	Year 3 - Can apply compositional ideas to sequences alone & with others
	Year 4 - Can describe their own & others work noting similarities & differences.
	Year 4 - Can make suggestions for improvements to a sequence of actions
	Year 5 - Can link ideas, skills & techniques with control, precision & fluency when performing basic skills
	Year 5 - Understands composition by performing more complex sequences
	Year 5 - Can describe how to refine, improve & modify performances
	Year 6 - Can perform & create movement sequences with some complex skills & displaying accuracy & consistency
	Year 6 - Can select & use a wide range of compositional skills in complex sequences alone & in groups. They show an ability to innovate
Year 6 - Can analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding	
Games / Invasion games	Year 1 - Can stop a ball with basic control
	Year 1 - Can send a ball in the direction of another person
	Year 1 - Can take part in sending and receiving
	Year 2 - Can stop/catch a ball with control
	Year 2 - Can pass a ball to someone else
	Year 3 - Can take part in opposed conditioned games
	Year 3 - Can control and catch a ball while moving
	Year 4 - Can accurately pass to someone else
	Year 4 - Can move with a ball
	Year 5 - Can control and catch a ball & accurately pass whilst moving
	Year 5 - Can take part in conditioned game with understanding of tactics & rules

	Year 5 - Can move with a ball in opposed situations (unihoc / football)
	Year 6 - Can control movement with a ball in opposed situation whilst moving
	Year 6 - Can combine accurate passing skills / techniques in game
	Year 6 - Can advise and help others in their techniques in a game
Swimming	Swim competently, confidently and proficiently over a distance of at least 25m
	Use a range of strokes effectively
	Perform safe self-rescue in different water based situations
OAA	Year 5/6 - Take part in outdoor and adventurous activity challenges both individually and within team