

# St Vincent's PE Curriculum Knowledge Map

PE	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Driving Question	How can we show compassion, care and love to those in need?	Why should we show respect for others and how can we do this?	How can we be stewards of our environment and of one another?	In what practical ways can we learn from our mistakes?	Why should we not judge others?	How can we build trusting relationships?
EYFS	<p><b>Gymnastics</b> Star , tuck and straight shapes - Learning how our own body moves in space.</p> <p><b>Dance</b> Respond to music by moving our bodies in a direction.</p>	<p><b>Running</b> To learn how to change direction while running effectively and maintaining balance.</p> <p><b>Dance</b> Moving body in time with music</p>	<p><b>Athletics</b> <b>Jumping</b> To use jumping, running and turn-taking in sports events while following rules.</p> <p><b>Dance</b> Choose a dance move to form a whole class routine about going on a journey.</p>	<p><b>Gymnastics</b> Star , tuck and straight shapes - Learning how our own body moves in space.</p> <p><b>Dance</b> Respond to music by moving our bodies in a direction.</p>	<p><b>Running</b> To learn how to change direction while running effectively (maintaining balance)</p> <p><b>Dance</b> Moving body in time with music (superhero themed)</p>	<p><b>Athletics</b> <b>Jumping</b> To use jumping, running and turn taking in sports events while following rules.</p> <p><b>Dance</b> Choose a dance move to form a whole class routine about going on a journey.</p>
P.E KS1	<p><b>Gymnastics</b> Travel through a space copying and choosing a series of actions in a sequence with a beginning and end.</p> <p>Follow simple instructions.</p> <p><b>Games</b></p>	<p><b>Running</b> Begin to run increasing distances using different choices for stride lengths while maintaining balance.</p> <p>Run short distances with long strides.</p> <p>Run long distances with short strides.</p>	<p><b>Athletics</b> <b>Jumping</b> Be able to perform and sequence different jumps, such as two feet to two feet, two feet to one foot, one foot to the same foot or one foot to the opposite</p>	<p><b>Games</b> Play simple ball games in a small group that shows a knowledge of different throwing techniques for distance and accuracy.</p> <p>Use different techniques for throwing at targets</p>	<p><b>Running</b> Complete an obstacle course while jogging and sprinting in a straight line and along a curved line.</p> <p>Run at different paces, describing how this makes our bodies feel and why this is.</p>	<p><b>Athletics</b> <b>Throwing</b> Look at the life of Jesse Owens and take part in activities that involve running, throwing and changing direction at speed with objects.</p> <p>Combine different jumps together with some fluency and</p>

	<p>Throw with an underarm technique and roll a ball.</p> <p>Hit an object with a piece of equipment with increasing accuracy.</p> <p>Play a simple catching game with two hands in a small group.</p> <p><b>Dance</b> Copy and repeat simple movements while moving bodies in response to music.</p> <p>Choose the speed at which the body moves in response to music.</p>	<p>Run increasing distances of 40m, 80m and 150m.</p> <p><b>Dance</b> Create a small dance with simple movements that describe animals on the galapagos Islands (Charles Darwin e.g</p> <p>Copy and repeat movements in time with music.</p> <p>Choose the level in which our body moves, speed and direction.</p>	<p>Understand how the body helps us to run and jump (Human anatomy) by understanding how we use our legs during running.</p> <p><b>Dance</b> Create a short routine that uses movements such as tapping feet, marching, swinging arms.</p>	<p>with different heights and investigate ways to achieve further throws.</p> <p><b>Dance</b> Follow a simple routine to London's burning that involves small body movements by copying simple movements and linking them together in a sequence.</p>	<p><b>Dance</b> Respond to different styles of dance with simple movements that show the development of music over the last 50 years.</p>	<p>control and begin to use hurdles.</p> <p><b>Dance</b> Make and join a sequence with two or three different movements (Dance to count on Me by Bruno Mars).</p>
LKS2	<p><b>Gymnastics</b> Create and perform a well-sequenced, extended sequence involving control, coordination and body shapes, changes in speed, direction and level.</p> <p><b>Games</b> Throw an object over an increasing</p>	<p><b>Outdoor Adventurous Activities (OAA)</b> Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Children should be able to identify simple orienteering symbols and use</p>	<p><b>Athletics Jumping</b> Take part in athletics circuits ( light and circuits). Perform actions, balances, body shapes, and different jumps and/or movements with control.</p> <p>Long-distance running and</p>	<p><b>Games</b> Use a range of techniques for games and develop known techniques for throwing, including power and accuracy.</p> <p>Track and anticipate the path and trajectory of a ball during a game-based situation</p>	<p><b>Outdoor Adventurous Activities (OAA)</b> Try a range of equipment for creating and completing an orientation activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p>	<p><b>Athletics Throwing</b> Throw objects using new techniques, such as the push and pull throw, and practice jumping over things at speed with the correct technique for both jumping and landing.</p> <p><b>Dance</b></p>

	<p>distance track and intercept a ball during a game.</p> <p>Hit balls bowled with intent and force, track where a ball may be batted and position themselves accordingly.</p> <p><b>Dance</b> Learn and choreograph a short dance sequence to include as part of their project in a whole class, which includes a range of complex large-body movements. (Victorian Music)</p>	<p>them accurately in their trails.</p> <p><b>Dance</b> Create a short dance routine in large groups to a Roman style of music with more complex whole-body movements. This will be completed both in a solo dance and a small group.</p>	<p>technique (Aztecs) by using improved methods for sprinting and the correct technique for sprint finishes.</p> <p><b>Dance</b> Choreograph (Aztec dance) and perform to the school, showing an increased understanding of dynamics and rhythm. In both group and solo segments.</p>	<p><b>Dance</b> Choose and sequence movements that reflect the dance idea, feel or mood of different genres of music and choreograph a dance piece that shows an understanding of tempo.</p>	<p><b>Dance</b> Create a dance to match a themed piece of music with short routines with strong movements</p>	<p>Improvise and create a dance related to Mayan music with a small group effectively, and then reflecting on my dance gives ideas for improvement.</p>
UKS2	<p><b>Gymnastics</b> Create and perform a structured sequence using a range of complex body movements, shapes and mode of travel.</p> <p><b>Games</b> Bat, bowl and field with control.</p>	<p><b>Outdoor Adventurous Activities (OAA)</b> Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities with a high degree of</p>	<p><b>Athletics Jumping</b> Refine technique for sprinting and long-distance running, walking and jumping.</p> <p>Perform a jumping sequence to music that uses vertical jumps and triple jumps with an</p>	<p><b>Games</b> Lead others in a game situation and officiate. Which include making decisions, enforcing known rules and developing sportsmanship.(trust and respect)</p> <p><b>Dance</b></p>	<p><b>Outdoor Adventurous Activities (OAA)</b> Identify the quickest route to navigate an orienteering course accurately.</p> <p>Manage an orienteering event for others to compete in.</p>	<p><b>Athletics Throwing</b> Begin to throw objects over larger distances using the heave throw and continue to develop other known techniques for improved performance.</p>

	<p>Organise a team tactic for batting and fielding. (rounders, cricket.)</p> <p><b>Dance</b> Choreograph, perform and evaluate a dance to perform in small groups to their class focusing on the type of dance and how effective their movements were.</p>	<p>accuracy both as part of a team and independently using a variety of stride lengths, quick turns and show the ability to balance.</p> <p><b>Dance</b> Choreograph a dance that uses cannon and mirroring to African music.</p>	<p>awareness of accuracy.</p> <p>Select the most appropriate technique and running pace for a sustained effort over a longer distance of run.</p> <p><b>Dance</b> Improvise freely on my own and with a partner developing ideas in response to the stimulus of the project, e.g, sounds of the forest.</p>	<p>Create a dance and explain how it is formed and performed (English Folk music).</p>	<p><b>Dance</b> Create a dance and perform using Greek music as a stimulus that is performed using large body movements that show an awareness of timing, level and mirroring.</p>	<p>Begin to look at personal bests and where to improve.</p> <p><b>Dance</b> Create a complex sequence of dance moves to perform to the school related to ancient Egypt using whole body movements and changes of level, tempo to reflect the mood of a piece.</p>
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