



# Clara Grant

## Key Knowledge, Skills and Understanding

### PE

# Knowledge, Skills and Understanding breakdown for PE

## EYFS “Physical Development”

Characteristics of Effective Learning (Skills)	Knowledge and Interpretation	Early Learning Goal
<p><b>Playing and exploring</b> – engagement</p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to ‘have a go’</li> </ul> <p><b>Active learning</b> – motivation</p> <ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keeping trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> <p><b>Creating and thinking critically</b> – thinking</p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Choosing ways to do things</li> </ul>	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>

# Knowledge, Skills and Understanding breakdown for Physical Education

## Year 1

Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none"> <li>• Can they copy actions?</li> <li>• Can they repeat actions and skills?</li> <li>• Can they move with control and care?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they talk about what they have done?</li> <li>• Can they describe what other people did?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe how their body feels before, during and after an activity?</li> </ul>
Dance	Games	Gymnastics
<ul style="list-style-type: none"> <li>• Can they move to music?</li> <li>• Can they copy dance moves?</li> <li>• Can they perform some dance moves?</li> <li>• Can they make up a short dance?</li> <li>• Can they move around the space safely?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they throw underarm?</li> <li>• Can they roll a piece of equipment?</li> <li>• Can they hit a ball with a bat?</li> <li>• Can they move and stop safely?</li> <li>• Can they catch with both hands?</li> <li>• Can they throw in different ways?</li> <li>• Can they kick in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make their body tense, relaxed, curled and stretched?</li> <li>• Can they control their body when travelling?</li> <li>• Can they control their body when balancing?</li> <li>• Can they copy sequences and repeat them?</li> <li>• Can they roll in different ways?</li> <li>• Can they travel in different ways?</li> <li>• Can they balance in different ways?</li> <li>• Can they climb safely?</li> <li>• Can they stretch in different ways?</li> <li>• Can they curl in different ways?</li> </ul>

# Knowledge, Skills and Understanding breakdown for Physical Education

## Year 2

<b>Acquiring and developing skills</b>	<b>Evaluating and improving</b>	<b>Health and fitness</b>
<ul style="list-style-type: none"> <li>• Can they copy and remember actions?</li> <li>• Can they repeat and explore actions with control and coordination?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they talk about what is different between what they did and what someone else did?</li> <li>• Can they say how they could improve?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show how to exercise safely?</li> <li>• Can they describe how their body feels during different activities?</li> <li>• Can they explain what their body needs to keep healthy?</li> </ul>
<b>Dance</b>	<b>Games</b>	<b>Gymnastics</b>
<ul style="list-style-type: none"> <li>• Can they dance imaginatively?</li> <li>• Can they change rhythm, speed, level and direction?</li> <li>• Can they dance with control and co-ordination?</li> <li>• Can they make a sequence by linking sections together?</li> <li>• Can they link some movement to show a mood or feeling?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use hitting, kicking and/or rolling in a game?</li> <li>• Can they stay in a 'zone' during a game?</li> <li>• Can they decide where the best place to be is during a game?</li> <li>• Can they use one tactic in a game?</li> <li>• Can they follow rules?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they plan and show a sequence of movements?</li> <li>• Can they use contrast in their sequences?</li> <li>• Are their movements controlled?</li> <li>• Can they think of more than one way to create a sequence which follows a set of 'rules'?</li> <li>• Can they work on their own and with a partner to create a sequence?</li> </ul>

# Knowledge, Skills and Understanding breakdown for Physical Education

## Year 3

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none"> <li>• Can they select and use the most appropriate skills, actions or ideas?</li> <li>• Can they move and use actions with co-ordination and control?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how their work is similar and different from that of others?</li> <li>• With help, do they recognise how performances could be improved?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why it is important to warm-up and cool-down?</li> <li>• Can they identify some muscle groups used in gymnastic activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they improvise freely, translating ideas from a stimulus into movement?</li> <li>• Can they share and create phrases with a partner and in small groups?</li> <li>• Can they repeat, remember and perform these phrases in a dance?</li> </ul>
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> <li>• Can they throw and catch with control when under limited pressure?</li> <li>• Are they aware of space and use it to support team-mates and cause problems for the opposition?</li> <li>• Do they know and use rules fairly to keep games going?</li> <li>• Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a greater number of their own ideas for movement in response to a task?</li> <li>• Can they adapt sequences to suit different types of apparatus and their partner's ability?</li> <li>• Can they explain how strength and suppleness affect performances?</li> <li>• Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they run at fast, medium and slow speeds, changing speed and direction?</li> <li>• Can they link running and jumping activities with some fluency, control and consistency?</li> <li>• Can they make up and repeat a short sequence of linked jumps?</li> <li>• Can they take part in a relay activity, remembering when to run and what to do?</li> <li>• Do they throw a variety of objects, changing their action for accuracy and distance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they follow a map in a familiar context?</li> <li>• Can they move from one location to another following a map?</li> <li>• Can they use clues to follow a route?</li> <li>• Can they follow a route safely?</li> </ul>

# Knowledge, Skills and Understanding breakdown for Physical Education

## Year 4

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none"> <li>• Can they select and use the most appropriate skills, actions or ideas?</li> <li>• Can they move and use actions with co-ordination and control?</li> <li>• Can they make up their own small-sided game?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how their work is similar and different from that of others?</li> <li>• Can they use their comparison to improve their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why warming up is important?</li> <li>• Can they explain why keeping fit is good for their health?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they take the lead when working with a partner or group?</li> <li>• Can they use dance to communicate an idea?</li> <li>• Can they work on their movements and refine them?</li> <li>• Is their dance clear and fluent?</li> </ul>
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> <li>• Can they catch with one hand?</li> <li>• Can they throw and catch accurately?</li> <li>• Can they hit a ball accurately and with control?</li> <li>• Can they keep possession of the ball?</li> <li>• Can they move to find a space when they are not in possession during a game?</li> <li>• Can they vary tactics and adapt skills according to what is happening?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they work in a controlled way?</li> <li>• Can they include change of speed?</li> <li>• Can they include change of direction?</li> <li>• Can they include range of shapes?</li> <li>• Can they follow a set of 'rules' to produce a sequence?</li> <li>• Can they work with a partner to create, repeat and improve a sequence with at least three phases?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they run over a long distance?</li> <li>• Can they spring over a short distance?</li> <li>• Can they throw in different ways?</li> <li>• Can they hit a target?</li> <li>• Can they jump in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they follow a map in a more demanding familiar context?</li> <li>• Can they move from one location to another following a map?</li> <li>• Can they use clues to follow a route?</li> <li>• Can they follow a route accurately, safely and within a time limit?</li> </ul>

# Knowledge, Skills and Understanding breakdown for Physical Education

## Year 5

Acquiring and developing skills	Evaluating and improving	Health and fitness	
<ul style="list-style-type: none"> <li>• Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>• Do they show good control in their movements?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they compare and comment on skills, techniques and ideas that they and others have used?</li> <li>• Can they use their observations to improve their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain some important safety principles when preparing for exercise?</li> <li>• Can they explain what effect exercise has on their body?</li> <li>• Can they explain why exercise is important?</li> </ul>	
Swimming			Outdoor/ adventurous
<ul style="list-style-type: none"> <li>• <b>Level 3</b></li> <li>• Jump in from poolside and submerge (0.9m)</li> <li>• Perform a push and glide into a long roll</li> <li>• Fully submerge to pick up an object</li> <li>• Travel 10m on front and back</li> <li>• <b>Level 4</b></li> <li>• Perform a tuck float for 5 seconds</li> <li>• Push and glide from the wall to the pool floor</li> <li>• Demonstrate effective leg kick on 3 strokes</li> <li>• Swim 10m on preferred choice of stroke</li> <li>• Head first sculling for 5 metres</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Level 5</b></li> <li>• Perform a stationary sculling for 5 metres</li> <li>• Tread water for 5 seconds</li> <li>• Perform a jump into deep water</li> <li>• Able to swim 10m on at least 3 strokes</li> <li>• <b>Level 6</b></li> <li>• Swim 10 m with clothes on to floating object and adopt HELP position</li> <li>• Perform a surface dive</li> <li>• Swim 25 m on preferred choice of stroke</li> <li>• Perform a shout and signal rescue</li> </ul>	<ul style="list-style-type: none"> <li>• Can they follow a map in an unknown location?</li> <li>• Can they use clues and compass directions to navigate a route?</li> <li>• Can they change their route if there is a problem?</li> <li>• Can they change their plan if they get new information?</li> </ul>	

# Knowledge, Skills and Understanding breakdown for Physical Education

## Year 6

<b>Acquiring and developing skills</b>	<b>Evaluating and improving</b>	<b>Health and fitness</b>	<b>Dance</b>
<ul style="list-style-type: none"> <li>• Do they apply their skills, techniques and ideas consistently?</li> <li>• Do they show precision, control and fluency?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they analyse and explain why they have used specific skills or techniques?</li> <li>• Can they modify use of skills or techniques to improve their work?</li> <li>• Can they create their own success criteria for evaluating?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how the body reacts to different kinds of exercise?</li> <li>• Can they choose appropriate warm ups and cool downs?</li> <li>• Can they explain why we need regular and safe exercise?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they develop imaginative dances in a specific style?</li> <li>• Can they choose their own music, style and dance?</li> </ul>
<b>Games</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Outdoor/ adventurous</b>
<ul style="list-style-type: none"> <li>• Can they explain complicated rules?</li> <li>• Can they make a team plan and communicate it to others?</li> <li>• Can they lead others in a game situation?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they combine their own work with that of others?</li> <li>• Can they link their sequences to specific timings?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they demonstrate stamina?</li> <li>• Can they use their skills in different situations?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they plan a route and series of clues for someone else?</li> <li>• Can they plan with others taking account of safety and danger?</li> </ul>