

Physical Education curriculum road map overview: Dribbling, hitting and kicking/Invasion Games

EYFS

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.

Year 1

I can move in a controlled way with and without a ball
I can successfully receive/stop a moving object

Year 2

I can show continuous and controlled dribbling with hands, feet, bat or stick
I understand and demonstrate passing and receiving with a partner

Year 4

I can play confidently in small sided invasion games
I can use a range of techniques to pass and travel with the ball
I can use a range of tactics to keep possession and get into positions to shoot or score

Year 3

I can accurately pass and receive a range of balls in different ways
I can demonstrate control when dribbling, passing and receiving with hands, feet or stick
I can pass and receive on the move and signal for the ball to retain possession
I can explain why my team succeeded in these activities

I can choose and use skills which meet the specific needs of the invasion game
I can understand and show how a team can retain possession and find ways of progressing towards an opponents goal
I can demonstrate a range of skills for passing and receiving in a controlled manner whilst moving
I can find and use space to help my team and use a variety of tactics to keep the ball

Year 5

Year 6

I understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills
I can play in a range of small sided games and can make effective choices about when, how and where to pass
I understand the positions I play and identify specific attacking and defending skills
I understand how to organise my team into different formations to concentrate more attack or defence

Year 7



Physical Education curriculum road map overview: Throwing and Catching/Striking and Fielding Games

EYFS

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.

Year 1

I can show individually how to throw and catch using a variety of apparatus
I can send a ball/bean bag/quoit one handed using under arm throw
I can aim consistently between/into/at/over a variety of targets

Year 2

I can throw/catch/bounce with two hands or one hand
I can throw/catch/bounce when in a stationary position or moving around the playing area
I can show both individually and in pairs how to throw and catch using a variety of apparatus

Year 4

I can throw accurately and be a reliable bowler or feeder of the ball
I can strike a ball along the ground or through the air in different directions with control
I understand how to direct a ball into spaces in order to score
I can combine the skills to play small sided striking and fielding games
I can use the long barrier technique to effectively field a ball.

Year 3

I can receive the ball from one direction and throw or strike it away in another direction
I can strike a ball with confidence and control and direct it accurately into a target area
I can demonstrate the roles of a bowler, striker, fielder and backstop/wicket keeper
I can field a ball travelling at varying speeds

Year 5

I can use a rounders/cricket bat with confidence
I can strike and throw the ball with reasonable accuracy and consistency
I can bowl underarm so the ball arrives appropriately for the batter to hit
I can play confidently in a range of small sided striking and fielding games and experience all roles.
I can use the overarm throw technique

Year 6

I understand and show the correct striking stance and direct the ball away from fielders
I can bowl in competitive situations and understand strategies that can be deployed
I can field the ball and return it with an overarm throw

Year 7



Physical Education curriculum road map overview: Gymnastics

EYFS

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.

Year 1

I can hop, bounce and skip in different directions, forwards, sideways and backwards.
I can balance on small and large parts of the body
I can understand and show which parts of the body can be used for spinning and rocking
I can travel showing long and narrow, wide and short shapes.

Year 2

I can show various ways of travelling and balancing with the body close to or far away from the ground/apparatus.
I can understand different pathways, straight, zig zag and curving.
I can understand and show a variety of controlled turning jumps, using one or two feet.

Year 4

I can identify and use a variety of body parts for supporting balance.
I can show a variety of travelling, jumping, rolling and balancing skills and understand how different body parts are capable of receiving weight.
I can identify and show at least three different types of rolls in different directions.

Year 3

I can travel showing a range of stretched and curled shapes.
I can identify flexible and direct pathways and demonstrate different fluent movements.
I can travel with a change of front or direction

Year 5

I can identify and show a range of bridge shapes with back, front or side towards the floor or apparatus.
I can identify and show a variety of basic jumps and demonstrate clear body shapes in the air
I can demonstrate a variety of shapes and speeds when spinning on different body parts.

Year 6

I can understand and use a variety of spatial relationships when working with a partner.
I can understand, identify and use the terms synchronisation and cannon.
I can make clear balance shapes for a partner to travel over or under.

Year 7



Physical Education curriculum road map overview: Bat and Ball/Net and Wall

EYFS

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. Children use a range of equipment and apparatus with increasing control and accuracy

Year 1

I understand and demonstrate how to use equipment safely
I can balance a ball on a racket in a stationary position
I can roll a ball in a controlled manner to a designated area or target

Year 2

I understand and explain which grip to use to balance a ball on a racket
I can demonstrate balancing a ball on a racket both stationary and whilst moving
I can demonstrate the correct stance in order to hit a ball into a target
I can hit a ball in a controlled manner

Year 4

I can use a racket to strike a ball with accuracy and control
I understand, plan and combine skills to play 1v1 net games
I can understand and play a game over a net throwing/hitting into spaces

Year 3

I can strike a ball with control over a net at a target
I can select the appropriate shot in different situations
I understand simple principles and tactics and use them in a game activity

I can play shots on both sides of the body and from above the head
I understand how to position/move my body to receive a ball coming from different heights and angles
I recognise which skills I need to improve on

Year 5

Year 6

I can play a variety of shots with intent when striking the ball after one bounce or on the volley
I can direct a ball into an opponents court at different heights, speeds and angles and explain why I am doing it
I can evaluate the effectiveness of a shot and suggest ways of improving it
I can play a range of small sided net wall games and apply common principles for attack and defence

Year 7



Physical Education curriculum road map overview: Dance

EYFS

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.

Year 1

I can understand how to copy patterns and movements with different parts of my body.
I can remember and perform simple dance steps in a controlled way.
I can link different actions to different sounds.

Year 2

I can perform to the music with control and coordination.
I can respond creatively and imaginatively to a change in music.
I can change the way I move, changing direction, speed and level.

Year 4

I can demonstrate moving with precision, control and fluency to music.
I can move with rhythm and can demonstrate good spatial awareness.
I can create actions and moves with a partner or as part of a group to create a routine.

Year 3

I can dance freely not only on my own but also with a partner.
I can compare, develop and adapt movements to create longer dances.
I can begin to use specific dance vocabulary.

I can perform and create motifs in a variety of different dance styles with accuracy and consistency.
I can select and use a large variety of compositional skills to demonstrate ideas learnt,

Year 5

Year 6

I can create and perform a dance routine as part of a group to music.
I can suggest ways to improve quality of performance showing that I have good knowledge and understanding.

Year 7



Physical Education curriculum road map overview: Athletics

EYFS

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, Children develop positive attitudes towards a healthy lifestyle

Year 1

I can run at different speeds.
I can jump from a standing position and control my landing.
I can throw an object with one hand.
I can recognise changes my body goes through during exercise.

Year 2

I can change my direction and speed whilst running.
I can jump from a standing position and land with control and accuracy.
I can throw a variety of objects with one hand.
I can recognise a change in my body temperature and heart rate during exercise.

Year 4

I can sustain and improve my running technique at different speeds.
I can throw a variety of different objects using a range of techniques, with accuracy.
I can perform a range of jumping techniques with accuracy and controlled landings.
I can explain changes in my body when running, jumping and throwing.

Year 3

I can run at a speed that is appropriate to the distance I am running.
I can take a running jump and land with control.
I can throw a variety of objects using a range of throwing techniques.
I can recognise a change in my body temperature, breathing rate and heart rate during exercise

Year 5

I can demonstrate good control, speed, strength and stamina in a variety of athletic events.
I can apply athletic skills and tactics to a competitive situation.
I can understand and explain the long and short term effects of exercise.

Year 6

I can demonstrate good control, speed, strength and stamina in a variety of athletic events.
I can explain how to improve a technique in a variety of events.
I can understand and explain the long and short term effects of exercise and understand the need for a specific warm up and cool down.

Year 7



Physical Education curriculum road map overview: Outdoor and Adventurous Activities

EYFS

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.

Year 1

I can recognise my own space and ensure it is safe.
I can follow simple routes and trails.
I can explore school surroundings safely.

Year 2

I can recognise a map and where I might be on a map.
I can work well as part of a group.
I can recognise and describe how my body feels during exercise

Year 4

I can move confidently through both familiar and less familiar environments.
I can use and adapt skills and strategies to prepare well for challenges, showing an awareness of safety for myself and others.
I can display thought and planning to respond to any problems.
I can reflect and recognise strengths and weaknesses in the way challenges were approached.

Year 3

I can use maps and diagrams to travel around and follow a simple course.
I can start to plan responses to physical challenges or problems I may have.
I can be responsive when the task or environment changes and challenge increases.

Year 5

I can effectively find solutions to problems and challenges.
I can plan, refine and implement strategies I use, and can adapt where necessary.
I can work well in a group and understand the importance of roles and responsibilities.
I can identify my individual strengths and weaknesses as well as the groups and suggest ways in which to improve.

Year 6

I can work confidently in both familiar and changing environments, and can adapt quickly to new situations.
I am capable of taking a lead role when working within a group.
I can identify and respond to events as and when they happen and can identify effective solutions to problems and challenges.

Year 7



Physical Literacy Overview

EYFS

Children can be controlled in large and small movements.
Children can negotiate space safely and move confidently in a range of ways.
Children can understand factors that can keep them healthy, such as the food they eat and physical activity.

Year 1

Children can move in a controlled and coordinated way.
Children are able to run, jump, throw, catch and kick.
Children can balance and be agile and can begin to apply these in a range of activities.
I can recognise changes my body goes through during exercise.

Year 2

Children can participate in team games and understand how to follow rules.
Children can perform and copy simple movement patterns.
Children are developing their hand-eye coordination and aim.
I can recognise a change in my body temperature and heart rate during exercise.

Year 4

Children can understand the concept of attacking and defending.
Children can strike a ball with accuracy and control and can use a range of techniques to travel and pass with a ball.
Children can travel, jump and roll with precision and control.
Children can explain the effects of exercise on the body.

Year 3

Children can play competitive games and work well as part of a team.
Children can create a sequence using a range of movement patterns.
Children can aim a ball at a target.
Children can recognise a change in body temperature, breathing rate and heart rate during exercise

Year 5

Children can demonstrate intelligent movement when passing and receiving in possession based games.
Children can demonstrate high levels of hand eye coordination skills when striking and fielding in a variety of games.
Children can confidently use their body to perform a variety of jumps, balances, bridges and rotations. Children can independently create a movement sequence and motif.
Children are aware of different components of fitness and how the body works.

Year 6

Children can play confidently in a small sided game and understand the roles and responsibilities of different positions.
Children can demonstrate good tactical awareness within a game.
Children can demonstrate high level hand eye coordination and can make effective decisions in competitive scenarios.
Children can work confidently in a pair or small group to create and perform movement sequences and motifs.
Children can analyse their performance and the performance of their peers.
I can understand and explain the long and short term effects of exercise and understand the need for a specific warm up and cool down.

Year 7



Physical Education curriculum road map overview: Swimming

Stage 1

Enter water safely
Travel in different directions
Develop confidence with water being poured over and submerging
Follow pool rules and instructions

Stage 2

Show stretched floating positions (buoyancy aids allowed) on front and back
Push and glide in a horizontal streamlined position
Travel 5 metres on front and back

Stage 3

Fully submerge to pool floor
Develop push and glides on front, back and to the pool floor
Develop rotation skills

Stage 5

Stroke specific, demonstrate 3 different leg kicks over 10m
Show variety of rotation skills
Swim 10m in recognised stroke
Demonstrate survival technique

Stage 4

Demonstrate various floating shapes in continuous sequence
Push and glides into log rolls
Travel 10m front and back
Demonstrate action to get help

Show variety of jumps to enter deep water
Develop sculling skills to perform with a partner
Tread water
Swim 10 m clothed
Perform hand stands and somersaults
(upon completion of stage 6 children should have met the requirements from the [National Curriculum](#))

Stage 6

Aquatic Skills

Fully submerge to bottom of deep water
Swim selection of strokes with good technique over 10m
Swim 25m in clear proficient stroke
Play game of water polo
Demonstrate variety of sculling, floating, treading water and rotating skills

Year 7

