



Key Knowledge, Skills and Understanding for P.E

EYFS

Key Knowledge and Skills

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for P.E.

The most relevant statements for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Key Skills and Understanding

Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
	Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dig with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.



	Expressive Arts and Design		<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings.
Reception	Physical Development		<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling - running crawling - hopping walking - skipping jumping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility.
	Expressive Arts and Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.
ELG	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



Key Knowledge, Skills and Understanding for PE

Year 1

Key Knowledge

Evaluating and Improving

- Do they know that they can reflect upon their own performance and suggest how they could improve further?

Health and Fitness

- Do they know that it is beneficial for their health and wellbeing to exercise regularly by participating in physical activity?
- Do they know that it is beneficial for their health and wellbeing to exercise regularly by participating in P.E. at school and activities such as football, dance and cross country?
- Do they know that they should warm up their body gradually for at least 5 minutes to prepare their body so they can safely engage in physical activity?

Dance

- Do they know that they can perform a dance to a piece of music by copying known movement patterns or using their own movements?

Games

- Do they know that the ball in an underarm throw goes beneath their head whilst an overarm throw goes above their head?
- Do they know that they need to use their hand-eye coordination to throw and catch a ball?

Gymnastics

- Do they know that they can develop their agility and control when travelling and balancing in different ways such as a roll or curl?
- Do they know that they can copy and repeat gymnastic movements which making their body curled, tense, stretched or relaxed within a performance?

Key Skills and Understanding

				Acquiring and Developing Skills	Evaluating and Improving	Health and Fitness	
Expected		<ul style="list-style-type: none"> • Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care? 	<ul style="list-style-type: none"> • Can they talk about what they have done? • Can they describe what other people did? 	<ul style="list-style-type: none"> • Can they describe how their body feels before, during and after an activity? 			
		Dance	Games	Gymnastics			



<ul style="list-style-type: none"> • Can they move to music? • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely? 	<ul style="list-style-type: none"> • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways? 	<ul style="list-style-type: none"> • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways?
--	--	---



BRIDGEWATER
PRIMARY SCHOOL

Key Knowledge, Skills and Understanding for PE

Year 2

Key Knowledge

Gymnastics

- Do they know that a routine is made up of a series movements?

Games

- Do they know they can move equipment in games by rolling, kicking or hitting it?

Dance

- Do they know that they can show feeling or emotion through different dance moves?

Evaluating and Improving

- Do they know that their fitness level increases if they exercise regularly?

Health and Fitness

- Do they know that their heart beats faster when they exercise?

Key Skills and Understanding

	Acquiring and Developing Skills	Evaluating and Improving	Health and Fitness
Expected	<ul style="list-style-type: none"> • Can they copy and remember actions? • Can they repeat and explore actions with control and coordination? 	<ul style="list-style-type: none"> • Can they talk about what is different between what they did and what someone else did? • Can they say how they could improve? 	<ul style="list-style-type: none"> • Can they show how to exercise safely? • Can they describe how their body feels during different activities? • Can they explain what their body needs to keep healthy?
	Dance	Games	Gymnastics



BRIDGEWATER
PRIMARY SCHOOL

<ul style="list-style-type: none"> • Can they dance imaginatively? • Can they change rhythm, speed, level and direction? • Can they dance with control and co-ordination? • Can they make a sequence by linking sections together? • Can they link some movements to show a mood or feeling? 	<ul style="list-style-type: none"> • Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules? 	<ul style="list-style-type: none"> • Can they plan and show a sequence of movements? • Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence?
---	---	--



Key Knowledge, Skills and Understanding for PE

Year 3

Key Knowledge

Evaluating and improving

- Do they know that it is not OK to criticise someone else's work it is better to say how to improve it?

Health and fitness

- Do they know the names of some muscles that they use in gymnastics? (Biceps, Triceps)
- Do they know that they should always warm up and cool down before and after exercise to ensure that they do not damage/hurt their body?

Dance

- Do they know that they can repeat dance phrases and link them together to create a routine?

Games

- Do they know that when they play rugby they throw (pass) the ball sideways?
- Do they know that they can pass a ball in different ways? (underarm throw, over arm throw, sideways throw (pass), kicking, hitting, bouncing)

Gymnastics

- Do they know that their hands and head should touch the floor when doing a forward roll?

Athletics

- Do they know that they can change their speed when approaching a partner in a relay race?

Outdoor/Adventurous

- Do they know that they can use clues and symbols to help follow a map?

Key Skills and Understanding

	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
Expected	<ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? 	<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • With help, do they recognise how performances could be improved? 	<ul style="list-style-type: none"> • Can they explain why it is important to warm-up and cool-down? • Can they identify some muscle groups used in gymnastic activities? 	<ul style="list-style-type: none"> • Can they improvise freely, translating ideas from a stimulus into movement? • Can they share and create phrases with a partner and in small groups? • Can they repeat, remember and perform these phrases in a dance?
	Games	Gymnastics	Athletics	Outdoor/adventurous



<ul style="list-style-type: none"> • Can they throw and catch with control when under limited pressure? • Are they aware of space and use it to support team-mates and cause problems for the opposition? • Do they know and use rules fairly to keep games going? • Can they keep possession with some success when using equipment that is not used for throwing and catching skills? 	<ul style="list-style-type: none"> • Can they use a greater number of their own ideas for movement in response to a task? • Can they adapt sequences to suit different types of apparatus and their partner's ability? • Can they explain how strength and suppleness affect performances? • Can they compare and contrast gymnastic sequences, commenting on similarities and differences? 	<ul style="list-style-type: none"> • Can they run at fast, medium and slow speeds, changing speed and direction? • Can they link running and jumping activities with some fluency, control and consistency? • Can they make up and repeat a short sequence of linked jumps? • Can they take part in a relay activity, remembering when to run and what to do? • Do they throw a variety of objects, changing their action for accuracy and distance? 	<ul style="list-style-type: none"> • Can they follow a map in a familiar context? • Can they move from one location to another following a map? • Can they use clues to follow a route? • Can they follow a route safely?
---	---	---	---



BRIDGEWATER
PRIMARY SCHOOL

Key Knowledge, Skills and Understanding for PE

Year 4

Key Knowledge

Evaluating and improving

- Do they know they can compare their work to others?
- Do they know that they can improve their work by evaluating it effectively?

Health and Fitness

- Do they know that warming up is important?
- Do they know what a healthy balanced diet is?

Dance

- Do they know that different music can influence different movements?
- Do they know they need to stretch before completing any dance movements?
- Do they know they need to plan and practice their dance before performing it to an audience?

Games

- Do they know the rules to a range of sports, such as tennis, dodgeball, hockey etc?
- Do they know the different types of balls used in sports?
- Do they know that they can change their tactics to try and beat the other team in competitions?
- Do they know the size of an 8 a side football pitch?

Gymnastics

- Do they know what a spring board is?
- Do they know that the gymnastics mats need to be connected together when performing a full routine?

Key Skills and Understanding

	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
Expected	<ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? • Can they make up their own small-sided game? 	<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • Can they use their comparison to improve their work? 	<ul style="list-style-type: none"> • Can they explain why warming up is important? • Can they explain why keeping fit is good for their health? 	<ul style="list-style-type: none"> • Can they take the lead when working with a partner or group? • Can they use dance to communicate an idea? • Can they work on their movements and refine them? • Is their dance clear and fluent?



BRIDGEWATER
PRIMARY SCHOOL

Games	Gymnastics	Athletics	Outdoor/adventurous
<ul style="list-style-type: none"> Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game? Can they vary tactics and adapt skills according to what is happening? 	<ul style="list-style-type: none"> Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phases? 	<ul style="list-style-type: none"> Can they run over a long distance? Can they spring over a short distance? Can they throw in different ways? Can they hit a target? Can they jump in different ways? 	<ul style="list-style-type: none"> Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route accurately, safely and within a time limit?



BRIDGEWATER
PRIMARY SCHOOL

Key Knowledge, Skills and Understanding for PE

Year 5

Key Knowledge

Evaluating and Improving

- Do they know that comparing other people's skills and techniques can support their learning?
- Do they know that evaluating can help identify areas of improvement?

Health and Fitness

- Do they know that drinking water is necessary to re-hydrate before, during and after exercise?
- Do they know that exercise helps maintain a healthy body?

Dance

- Do they know that a stimulus is an idea that inspires the creation of a dance such as a story or musical lyrics?
- Do they know that a short phrase of movements, known as a motif, can include travelling, turning and jumping?

Games

- Do they know that the different techniques to passing a ball are high, low, fast, slow and bouncing?
- Do they know that they can gain possession by working as a team to direct the ball into a space, using different speeds and heights?

Gymnastics

- Do they know that to be consistent and accurate when performing a pike roll they must always took their head in, keeping their legs straight?
- Do they know that a sequence of movements can be created by combining an action, balance and a shape such as a roll, standing on one foot and a tuck?

Athletics

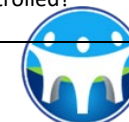
- Do they know that to avoid injury they must be controlled when landing a jump by bending their hips, knees and ankles?
- Do they know that to throw with increased accuracy they need to focus on one small spot?

Outdoor

- Do they know that the four points on a compass are North, East, South and West?
- Do they know that if they encounter a problem they can change to an alternative route?

Key Skills and Understanding

	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
Expected	<ul style="list-style-type: none"> Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements? 	<ul style="list-style-type: none"> Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work? 	<ul style="list-style-type: none"> Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important? 	<ul style="list-style-type: none"> Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled?



BRIDGEWATER
PRIMARY SCHOOL

			<ul style="list-style-type: none"> Does their dance show clarity, fluency, accuracy and consistency?
	Games	Gymnastics	Athletics
	<ul style="list-style-type: none"> Can they gain possession by working as a team? Can they pass in different ways? Can they use forehand and backhand with a racquet? Can they field? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot? 	<ul style="list-style-type: none"> Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences? Are their movements accurate, clear and consistent? 	<ul style="list-style-type: none"> Are they controlled when taking off and landing in a jump? Can they throw with accuracy? Can they combine running and jumping? Can they follow specific rules?
			Outdoor/adventurous
			<ul style="list-style-type: none"> Can they follow a map in an unknown location? Can they use clues and compass directions to navigate a route? Can they change their route if there is a problem? Can they change their plan if they get new information?



Key Knowledge, Skills and Understanding for PE

Year 6

Key Knowledge

Evaluating and Improving

- Do they know that there are sports which they will be more skilled at than others and that practising and asking for advice will allow them to achieve their personal best?

Health and Fitness

- Do they know that eating a healthy, balanced diet will contribute to their performance in a sporting activity?

Dance

- Do they know that matching moves to a style of dance can improve the overall performance?

Games

- Do they know that explaining rules to others will communicate a plan effectively in order to succeed?

Gymnastics

- Do they know that timing is important in order to create a sequence of moves?

Athletics

- Do they know that continuing to practise an athletic activity will increase stamina and strength because muscles become more trained?

Outdoor/adventurous

- Do they know that taking account of safety and danger will allow individuals within a team to operate together?

Key Skills and Understanding

Expected	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
----------	--	---------------------------------	---------------------------	--

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