

## PE CURRICULUM MAP

*Our aim at Sheen Mount is to give all children the opportunity to be active and to try a variety of sports in PE and clubs. Every child has the opportunity, through PE, to express themselves physically and to push their bodies to new physical levels. We want the children to leave Sheen Mount having a healthy and active lifestyle where each child feels confident to participate in sport and exercise.*

*We build fantastic links with external providers who can support the children further away from school in their sport.*

*Sport and exercise is incredibly important for a child's mental health and can help boost their self-esteem and reduce stress and anxiety levels.*

### **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

**Primary National Curriculum, Key Stages 1 and 2 Framework Document  
September 2013**

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### ELG - Physical Development

<b>EYFS</b>	<p><b>Physical Development</b>  <b>ELG: Gross Motor Skills</b>                  Children at the expected level of development will:                  - 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.</p> <p><b>ELG: Fine Motor Skills</b>                  Children at the expected level of development will:                  - Use a range of small tools</p> <p><b>Personal, Social and Emotional Development</b>  <b>ELG: Building Relationships</b>                  Children at the expected level of development will:                  - Work and play cooperatively and take turns with others;                  - Form positive attachments to adults and friendships with peers;                  - Show sensitivity to their own and to others' needs.</p>					
<b>Years 1 &amp; 2</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<p><b><u>Stability (Indoor &amp; Outdoor)</u></b></p> <ul style="list-style-type: none"> <li>balancing on one leg</li> <li>jumping and landing still</li> <li>hopping with one leg for 5 seconds or more</li> <li>understanding how to skip</li> </ul> <p><b><u>Object Control</u></b></p> <ul style="list-style-type: none"> <li>holding a ball in one and two hands</li> <li>throwing a ball with one hand</li> <li>catching with 2 hands</li> <li>bouncing and catching a ball</li> </ul>	<p><b><u>Stability (Indoor &amp; Outdoor)</u></b></p> <ul style="list-style-type: none"> <li>crawling and being able to support own body weight</li> <li>skipping and hopping for longer periods of time</li> <li>moving along the floor using hands and feet</li> </ul> <p><b><u>Object Control</u></b></p> <ul style="list-style-type: none"> <li>bouncing with one hand and catching a ball with two hands</li> <li>bouncing and catching with one hand on the spot</li> <li>catching a ball with no bounce</li> </ul>	<p><b><u>Locomotion (Indoor &amp; Outdoor)</u></b></p> <ul style="list-style-type: none"> <li>hopping, skipping, running, jumping</li> <li>all of the above but moving in different directions</li> <li>changing speeds and slowing down quicker</li> </ul> <p><b><u>Movement skills</u></b></p> <ul style="list-style-type: none"> <li>moving on, over and around objects</li> <li>moving on tip toes / running / jogging</li> <li>crawling / moving on hands and feet through objects</li> </ul>	<p><b><u>Locomotion (Indoor &amp; Outdoor)</u></b></p> <ul style="list-style-type: none"> <li>hopping, jumping running over and through objects</li> <li>using hurdles, ladders and cones</li> <li>changing direction quickly</li> </ul> <p><b><u>Movement skills</u></b></p> <ul style="list-style-type: none"> <li>changing speeds quickly while on the move</li> <li>stopping as fast as possible after moving in a variety of ways</li> <li>jumping and landing on two feet or one</li> </ul>	<p><b><u>Swimming (whole term)</u></b></p> <ul style="list-style-type: none"> <li>beginning to learn the skills to progress to swimming competently, confidently and proficiently over a distance of 25m</li> </ul> <p><b><u>Striking and fielding</u></b></p> <ul style="list-style-type: none"> <li>rolling a ball with a partner</li> <li>throwing a ball with a bounce to a partner</li> <li>understanding how to hold a cricket bat / tennis racket</li> <li>striking ball while stationary/rolling toward</li> </ul>	<p><b><u>OAA</u></b></p> <ul style="list-style-type: none"> <li>identifying positions on maps</li> <li>using simple maps and diagrams to follow a trail</li> <li>working cooperatively, planning and sharing</li> </ul> <p><b><u>Sports day skills</u></b></p> <ul style="list-style-type: none"> <li>athletic track and field events</li> <li>throwing overarm and underarm at targets</li> <li>baton handovers facing forward</li> <li>jumping and landing both feet planted</li> </ul>
<b>Years 1 and 2 Progression of Skills</b>						
<b>Games</b>	<p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>✓ throw and catch a ball with a partner</li> <li>✓ move fluently by changing direction and speed easily and avoiding collisions</li> <li>✓ show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</li> <li>✓ choose and use skills effectively for particular games and understands the concepts of aiming, hitting into space</li> </ul>			<p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>✓ pass a ball accurately to a partner over a variety of distances</li> <li>✓ perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</li> <li>✓ show a good awareness of others in running, chasing and avoiding games</li> <li>✓ make simple decisions about when and where to run</li> <li>✓ vary skills and show some understanding of simple tactics</li> </ul>		

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	<ul style="list-style-type: none"> <li>✓ take the ball to a good position for aiming and use skills in different ways in different games</li> <li>✓ try to win by changing the way they use skills in response to their opponent's actions</li> </ul>	<ul style="list-style-type: none"> <li>✓ choose and use tactics to suit different situations</li> <li>✓ react to situations in a way that helps their partners and makes it difficult for their opponent</li> </ul>				
<b>Dance</b>	<u>Year 1</u> <ul style="list-style-type: none"> <li>✓ explore movement</li> <li>✓ move confidently and safely</li> <li>✓ perform phrases</li> <li>✓ recognise how their body feels after exercise</li> <li>✓ discuss dance ideas</li> </ul>	<u>Year 2</u> <ul style="list-style-type: none"> <li>✓ explore, remember and repeat dance actions</li> <li>✓ compose and perform dance and short phrases</li> <li>✓ describe how different dance movements make them feel</li> <li>✓ watch and describe dance phrases and dances and use what they learn to improve</li> </ul>				
<b>Gym</b>	<u>Year 1</u> <ul style="list-style-type: none"> <li>✓ explore gymnastics and still movements</li> <li>✓ move safely and with confidence</li> <li>✓ know how to carry and place equipment</li> <li>✓ watch, copy and describe what others have done</li> <li>✓ perform movement phrases using a range of body parts and actions</li> </ul>	<u>Year 2</u> <ul style="list-style-type: none"> <li>✓ remember, repeat and link gymnastics and still movements</li> <li>✓ move safely and with confidence</li> <li>✓ know how to carry, lift and place equipment</li> <li>✓ watch, copy and describe what others have done</li> <li>✓ improve their work using information they have gained by watching and listening</li> </ul>				
<b>Athletics</b>	<u>Year 1</u> <ul style="list-style-type: none"> <li>✓ run for 1 minute</li> <li>✓ show differences in running at speed and jogging</li> <li>✓ use different techniques to meet challenges</li> <li>✓ describe different ways of running</li> <li>✓ perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</li> <li>✓ show differences in running at speed and jogging</li> <li>✓ use different techniques to meet challenges</li> <li>✓ describe different ways of running</li> <li>✓ describe different ways of jumping</li> <li>✓ throw into targets</li> </ul>	<u>Year 2</u> <ul style="list-style-type: none"> <li>✓ run for 2 minutes</li> <li>✓ show differences in running at speed and jogging</li> <li>✓ use different techniques to meet increasingly complex challenges</li> <li>✓ describe different ways of running for different purposes</li> <li>✓ perform combinations of the jumping</li> <li>✓ show control at take-off and landing</li> <li>✓ explain what is successful or how to improve</li> <li>✓ describe different ways of throwing</li> <li>✓ perform a range of throwing actions e.g. rolling, underarm, overarm</li> </ul>				
<b>OAA</b>	<u>Orientation Years 1 - 2</u> <ul style="list-style-type: none"> <li>✓ identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</li> <li>✓ use simple maps and diagrams to follow a trail</li> </ul>	<u>Communication Years 1 - 2</u> <ul style="list-style-type: none"> <li>✓ begin to work co-operatively with others</li> <li>✓ plan and share ideas</li> </ul>	<u>Problem Solving Years 1 - 2</u> <ul style="list-style-type: none"> <li>✓ discuss how to follow trails and solve problems</li> <li>✓ select appropriate equipment for the task</li> </ul>			
<b>Year 3</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>			
	<u>Object Control</u> <ul style="list-style-type: none"> <li>• moving with a ball in one and two hands</li> <li>• running holding an object</li> <li>• moving while avoiding objects working on coordination</li> </ul>	<u>Object Control</u> <ul style="list-style-type: none"> <li>• bouncing and catching a ball while on the move</li> <li>• throwing and catching with a partner</li> <li>• throwing and catching in pairs with no bounce</li> </ul>	<u>Movement skills</u> <ul style="list-style-type: none"> <li>• circuit exercises</li> <li>• running through ladders</li> <li>• working in teams looking at coordinating movements</li> <li>• long distance running (3x laps of the field)</li> </ul>	<u>Ball Mastery</u> <ul style="list-style-type: none"> <li>• passing &amp; receiving a netball / basketball (multi directional)</li> <li>• understanding the rules</li> <li>• piggy in the Rondo type games</li> </ul> <p style="text-align: center;">Basketball and Netball</p>	<u>Swimming (whole term)</u> <ul style="list-style-type: none"> <li>• developing the skills to progress swimming competently, confidently and proficiently over a distance of 25m by end of KS2</li> </ul>	<u>OAA</u> <ul style="list-style-type: none"> <li>• orientating simple maps and using maps to find way around and back to base</li> <li>• cooperating, sharing, taking responsibility, being safe</li> </ul> <p style="text-align: center;"><i>Sheen Park Tennis foundation skills: ready position,</i></p>

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	<p><b>Indoor PE</b></p> <ul style="list-style-type: none"> <li>moving over and under objects</li> <li>practising rolls and crawling along the floor building upper body strength</li> <li>balancing and holding the body in different positions</li> </ul>	<p><b>Indoor - PE</b></p> <ul style="list-style-type: none"> <li>moving over and under objects</li> <li>practising rolls and crawling along the floor building upper body strength</li> <li>balancing and holding the body in different positions</li> <li>improving quality of actions</li> </ul>	<p><b>Indoor – PE</b></p> <ul style="list-style-type: none"> <li>looking at rolls and movement on the floor</li> <li>making different shapes and angels with the body</li> <li>running softly on toes and holding balance when asked to stop</li> <li>improving strength</li> </ul>	<p><b>Indoor - PE</b></p> <ul style="list-style-type: none"> <li>looking at rolls and movement on the floor</li> <li>making different shapes and angels with the body</li> <li>running softly on toes and holding balance when asked to stop</li> <li>working in teams</li> </ul>	<p><b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>throwing and bouncing a ball with a partner</li> <li>throwing at a vertical target</li> <li>learning the stance in cricket when holding the bat</li> <li>striking off a tee or being rolled toward</li> </ul> <p>Cricket and Rounders</p>	<p><i>forehand/backhand, volley and rally</i></p> <p><b>Sports day practice</b></p> <ul style="list-style-type: none"> <li>practice for athletics events</li> <li>running / jumping practice</li> <li>trials</li> </ul> <p>Athletics / Track and Field</p>
<b>Year 3 Progression of Skills</b>						
<b>Games</b>	<ul style="list-style-type: none"> <li>✓ travel whilst bouncing a ball showing control</li> <li>✓ use a range of skills to help them keep possession and control of the ball</li> <li>✓ perform the basic skills needed for the games with control and consistency</li> <li>✓ in pairs, make up a game and play a simple rallying game</li> <li>✓ use a range of skills to keep possession and make progress towards a goal, on their own and with others</li> <li>✓ choose good places to stand when receiving, and give reasons for their choice</li> <li>✓ choose and use batting or throwing skills to make the game hard for their opponents</li> </ul>					
<b>Dance</b>	<ul style="list-style-type: none"> <li>✓ improvise freely on their own or with a partner</li> <li>✓ translate ideas into a dance</li> <li>✓ create and link phrases using a simple dance structure</li> <li>✓ perform dances with an awareness of rhythm on their own or in a group</li> </ul>					
<b>Gym</b>	<ul style="list-style-type: none"> <li>✓ improve the quality of their actions, body shapes and balance</li> <li>✓ select appropriate actions and consolidate simple ideas</li> <li>✓ know the importance of strength</li> <li>✓ evaluate their work and quality of their performance</li> <li>✓ recognise how their work can be improved</li> </ul>					
<b>Athletics</b>	<ul style="list-style-type: none"> <li>✓ run smoothly at different speeds</li> <li>✓ choose different styles of running for different distances</li> <li>✓ choose different styles of running for different distances</li> <li>✓ pace and sustain their effort over longer distances</li> <li>✓ perform combinations of jumps e.g. hop, step, jump showing control and consistency</li> <li>✓ choose different styles of jumping</li> <li>✓ explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</li> <li>✓ throw with greater control</li> <li>✓ consistently hit a target with a range of implements</li> </ul>					
<b>OAA</b>	<p><b>Orientation Years 3 - 4</b></p> <ul style="list-style-type: none"> <li>✓ orientate simple maps and plans</li> <li>✓ mark control points in correct position on map or plan</li> </ul>	<p><b>Communication Years 3 - 4</b></p> <ul style="list-style-type: none"> <li>✓ co-operate and share roles within a group Listen to each other's ideas when planning a task and adapt</li> </ul>			<p><b>Problem Solving Years 3 - 4</b></p> <ul style="list-style-type: none"> <li>✓ select appropriate equipment/route/people to solve a problem successfully</li> </ul>	

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	<ul style="list-style-type: none"> <li>✓ find way back to a base point</li> </ul>	<ul style="list-style-type: none"> <li>✓ take responsibility for a role within the group</li> <li>✓ recognise that some outdoor adventurous activities can be dangerous</li> <li>✓ follow rules to keep self and others safe</li> </ul>	<ul style="list-style-type: none"> <li>✓ choose effective strategies and change ideas if not working</li> </ul>		
<b>Year 4</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>		
	<p><b><u>Object Control</u></b></p> <ul style="list-style-type: none"> <li>• throwing and catching in pairs with no bounce</li> <li>• throwing and catching with a partner increasing distance each time</li> <li>• throwing and catching while on the move with a partner</li> </ul> <p><b><u>Indoor PE – Balance and Control</u></b></p> <ul style="list-style-type: none"> <li>• climbing using the apparatus</li> <li>• walking along objects maintaining balance</li> <li>• jumping and landing on / off objects</li> </ul>	<p><b><u>Object Control</u></b></p> <ul style="list-style-type: none"> <li>• passing an object along a line / chain in teams</li> <li>• catching with one hand with no bounce</li> <li>• throwing and catching over a greater distance</li> </ul> <p><b><u>Indoor PE – Movement</u></b></p> <ul style="list-style-type: none"> <li>• climbing using the apparatus</li> <li>• walking along objects maintaining balance</li> <li>• jumping and landing on / off objects</li> </ul>	<p><b><u>Movement skills</u></b></p> <ul style="list-style-type: none"> <li>• circuits working on their SAQ</li> <li>• sprinting technique (hips to lips with hands)</li> <li>• challenging the children to complete tasks against the clock</li> </ul> <p><b><u>Indoor PE – Agility</u></b></p> <ul style="list-style-type: none"> <li>• gymnastic skills</li> <li>• forward rolls with confidence</li> <li>• building routines with peers</li> <li>• planking and holding the body in positions for periods of time</li> </ul> <p style="text-align: center;">Gymnastics / movement skills</p>	<p><b><u>Ball Mastery</u></b></p> <ul style="list-style-type: none"> <li>• passing &amp; receiving (One directional)</li> <li>• 2v1 games with a target</li> <li>• 2v2 games</li> <li>• shooting technique</li> </ul> <p style="text-align: center;">Basketball / Netball</p> <p><b><u>Indoor PE – Dance</u></b></p> <ul style="list-style-type: none"> <li>• Children explore how to apply different types of travel to music</li> <li>• Children explore different levels of movement</li> <li>• Children explore different tempos of movement</li> <li>• Children apply these skills in a routine with peers</li> </ul> <p style="text-align: center;">Gymnastics / movement skills</p>	<p><b><u>Swimming</u></b> (whole term)</p> <ul style="list-style-type: none"> <li>• developing the skills to progress swimming competently, confidently and proficiently over a distance of 25m by end of KS2</li> </ul> <p style="text-align: center;">Badminton</p> <p><b><u>Agility, Balance, Control and Movement – striking and fielding</u></b></p> <ul style="list-style-type: none"> <li>• throwing at vertical targets</li> <li>• knowing when and where to throw over &amp; under arm</li> <li>• striking the ball that is rolling toward or bouncing softly</li> <li>• point scoring</li> </ul> <p style="text-align: center;">Cricket and Rounders</p>
<b>Year 4 Progression of Skills</b>					
<b>Games</b>	<ul style="list-style-type: none"> <li>✓ keep a game going using a range of different ways of throwing</li> <li>✓ strike a ball with intent and throw it more accurately when bowling and/or fielding</li> <li>✓ use a range of skills with increasing control</li> <li>✓ effectively play a competitive net/wall game</li> <li>✓ keep and use rules they are given</li> <li>✓ try to make things difficult for their opponent by directing the ball to space, at different speeds and height</li> </ul>				
<b>Dance</b>	<ul style="list-style-type: none"> <li>✓ explore and create characters and narratives</li> </ul>				

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	<ul style="list-style-type: none"> <li>✓ create motifs</li> <li>✓ describe the need to warm up</li> <li>✓ evaluate their own performance and comment on improvements</li> </ul>					
<b>Gym</b>	<ul style="list-style-type: none"> <li>✓ develop a range of actions, body shapes and include in a performance</li> <li>✓ create gymnastic sequences that meet a theme or set of objectives</li> <li>✓ describe how their body reacts to different situations</li> <li>✓ make simple judgments on their own and others work</li> <li>✓ suggest ways performances can be improved</li> </ul>					
<b>Athletics</b>	<ul style="list-style-type: none"> <li>✓ watch and describe specific aspects of running (e.g. what arms and legs are doing)</li> <li>✓ recognise and record how the body works in different types of challenges over different distances</li> <li>✓ carry out stretching and warm-up safely</li> <li>✓ set realistic targets of times to achieve over a short and longer distance (with guidance)</li> <li>✓ watch and describe specific aspects of jumping e.g. what arms and legs are doing</li> <li>✓ set realistic targets when jumping for distance for or height (with guidance)</li> <li>✓ throw with even greater control</li> <li>✓ watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</li> <li>✓ set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</li> </ul>					
<b>OAA</b>	<u><b>Orientation Years 3 - 4</b></u> <ul style="list-style-type: none"> <li>✓ orientate simple maps and plans</li> <li>✓ mark control points in correct position on map or plan</li> <li>✓ find way back to a base point</li> </ul>		<u><b>Communication Years 3 - 4</b></u> <ul style="list-style-type: none"> <li>✓ co-operate and share roles within a group Listen to each other's ideas when planning a task and adapt</li> <li>✓ take responsibility for a role within the group</li> <li>✓ recognise that some outdoor adventurous activities can be dangerous</li> <li>✓ follow rules to keep self and others safe</li> </ul>		<u><b>Problem Solving Years 3 - 4</b></u> <ul style="list-style-type: none"> <li>✓ select appropriate equipment/route/people to solve a problem successfully</li> <li>✓ choose effective strategies and change ideas if not working</li> </ul>	
<b>Year 5</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<u><b>Movement skills</b></u> <ul style="list-style-type: none"> <li>• fitness circuits looking at their SAQ</li> <li>• working in teams counting for each other and keeping score</li> <li>• running the MAS test and</li> <li>• bleep test</li> </ul> <u><b>Indoor PE</b></u> <ul style="list-style-type: none"> <li>• gymnastic skills</li> <li>• rolls (backward and forward)</li> <li>• putting routines together with a friend</li> </ul>	<u><b>Ball mastery</b></u> <ul style="list-style-type: none"> <li>• dribbling and controlling the ball</li> <li>• controlling the ball keeping it close to the body</li> <li>• dribbling around objects and passing with peers</li> </ul> Hockey / Netball / Basketball	<u><b>Attacking principles of play</b></u> <ul style="list-style-type: none"> <li>• breaking down how we attack in team sports</li> <li>• looking at width and depth</li> <li>• creating space for runs and passes</li> <li>• 3v3 / 4v4 games</li> </ul> Team games Hockey / Netball / Football / Basketball	<u><b>Defending principles of play</b></u> <ul style="list-style-type: none"> <li>• breaking down how we defend in team sports</li> <li>• understanding defending as a unit</li> <li>• closing space for opposition</li> </ul> Team games Hockey / Netball / Football / Basketball	<u><b>Swimming (whole term)</b></u> <ul style="list-style-type: none"> <li>• developing the skills to progress to swimming competently, confidently and proficiently over a distance of 25m</li> <li>• using a range of strokes effectively</li> </ul> <u><b>Striking and fielding</b></u> <ul style="list-style-type: none"> <li>• throwing overarm over bigger distances</li> <li>• passing a ball around the team quick</li> </ul>	<u><b>OAA</b></u> <ul style="list-style-type: none"> <li>• set trails for others to follow</li> <li>• use 8 points of the compass</li> <li>• understand different roles and adapt them if they do not work</li> <li>• plan strategies to solve problems</li> </ul> <u><b>Sports day practice</b></u> <ul style="list-style-type: none"> <li>• athletics practice</li> <li>• sprint trials</li> <li>• long distance trials</li> <li>• hurdles</li> <li>• throwing javelin and shot put</li> </ul>

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	<p>using apparatus and equipment</p> <p>Gymnastics / movement skills</p>	<ul style="list-style-type: none"> <li>• putting routines together with peers using apparatus and equipment</li> </ul> <p>Gymnastics / movement skills</p>	<ul style="list-style-type: none"> <li>• exploring spaces moving in different ways</li> <li>• working in groups putting routines together</li> </ul> <p>Dance</p>	<ul style="list-style-type: none"> <li>• exploring spaces moving in different ways</li> <li>• working in groups putting routines together</li> <li>• evaluating and improving work</li> </ul> <p>Dance</p>	<ul style="list-style-type: none"> <li>• breaking down the overarm bowl</li> <li>• striking a ball with one bounce</li> </ul> <p>Cricket and Rounders</p>	<ul style="list-style-type: none"> <li>• baton handovers (facing away)</li> </ul> <p>Athletics / Track and field</p>
<b>Year 5 Progression of Skills</b>						
<b>Games</b>	<ul style="list-style-type: none"> <li>✓ travel with a ball showing changes of speed and directions using either foot or hand</li> <li>✓ use a range of techniques when passing, e.g. high, low, bounced, fast, slow</li> <li>✓ hit the ball with purpose, varying the speed, height and direction</li> <li>✓ hit the ball from both sides of the body</li> <li>✓ judge how far they can run to score points</li> <li>✓ perform skills with accuracy, confidence and control</li> <li>✓ choose when to pass or dribble, so that they keep possession and make progress towards the goal</li> </ul>					
<b>Dance</b>	<ul style="list-style-type: none"> <li>✓ explore ideas from different dance styles</li> <li>✓ compose dances expressively</li> <li>✓ organise their own warm up and cool down to suit activities</li> <li>✓ understand why it's important to warm up</li> </ul>					
<b>Gym</b>	<ul style="list-style-type: none"> <li>✓ perform actions in a fluent and consistent performance</li> <li>✓ create sequences and adapt</li> <li>✓ know and understand the basic the principles of warming up and why it is important</li> <li>✓ understand why physical activity is good for overall health</li> <li>✓ evaluate and improve their own and others work</li> </ul>					
<b>Athletics</b>	<ul style="list-style-type: none"> <li>✓ sustain pace over longer distance – 3-5 minutes</li> <li>✓ identify parts of the performance that need to be improved</li> <li>✓ perform a range of warm-up exercises specific to running for short and longer distances</li> <li>✓ explain how warming up affects performance</li> <li>✓ demonstrate a range of jumps showing power and control and consistency at both take-off and landing</li> <li>✓ set realistic targets for self, when jumping for distance or height</li> <li>✓ throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</li> <li>✓ organise small groups to SAFELY take turns when throwing and retrieving implements</li> <li>✓ set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</li> </ul>					
	<p><b>Orientation Years 5 - 6</b></p> <ul style="list-style-type: none"> <li>✓ draw maps and plans and set trails for others to follow</li> <li>✓ use the eight points of the compass to orientate Plan an orienteering challenge</li> </ul>	<p><b>Communication Years 5 - 6</b></p> <ul style="list-style-type: none"> <li>✓ plan and share roles within the group based on each other's strengths</li> <li>✓ understand individuals' roles and responsibilities</li> <li>✓ adapt roles or ideas if they are not working</li> </ul>	<p><b>Problem Solving Years 5 - 6</b></p> <ul style="list-style-type: none"> <li>✓ plan strategies to solve problems/plan routes/follow trails/build shelters etc.</li> <li>✓ implement and refine strategies</li> </ul>			

## PE CURRICULUM MAP

		<ul style="list-style-type: none"> <li>✓ recognise and talk about the dangers of tasks</li> <li>✓ recognise how to keep themselves and others safe</li> </ul>				
<b>Year 6</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>			
	<p><b><u>Movement skills</u></b></p> <ul style="list-style-type: none"> <li>• fitness circuits</li> <li>• counting individual and team scores</li> <li>• ladders / hurdles / sprints / relays</li> <li>• bleep and MAS test</li> </ul> <p><b><u>Swimming (whole term)</u></b></p> <ul style="list-style-type: none"> <li>• developing the skills to progress to swimming competently, confidently and proficiently over a distance of 25m</li> <li>• using a range of strokes effectively</li> </ul>	<p><b><u>Ball mastery</u></b></p> <ul style="list-style-type: none"> <li>• dribbling in possession of a ball</li> <li>• running with a ball and increasing speed</li> <li>• moving the ball with both hands / feet</li> </ul> <p>Hockey / Netball / Basketball</p> <p><b><u>Indoor PE</u></b></p> <ul style="list-style-type: none"> <li>• gymnastic circuits with peers</li> <li>• creating an individual routine to show the class</li> </ul> <p>Gymnastics/movement skills</p>	<p><b><u>Attacking principles of play</u></b></p> <ul style="list-style-type: none"> <li>• looking at width and depth</li> <li>• making penetrating forward runs and passes</li> <li>• playing quickly</li> <li>• 4v4 / 5v5+ games</li> </ul> <p>Team games Hockey / Netball / Football / Basketball</p> <p><b><u>Indoor PE</u></b></p> <ul style="list-style-type: none"> <li>• using the apparatus and equipment for routine</li> <li>• working in groups of 5+ Gymnastics/movement skills</li> </ul>	<p><b><u>Defending principles of play</u></b></p> <ul style="list-style-type: none"> <li>• working on compactness</li> <li>• delaying the attack</li> <li>• balance in defence</li> <li>• counter attack</li> </ul> <p>Team games Hockey / Netball / Football / Basketball</p> <p><b><u>Indoor PE</u></b></p> <ul style="list-style-type: none"> <li>• dance routines with peers and alone</li> <li>• moving the body in a variety of ways to music</li> <li>• building good rhythm</li> <li>• evaluating own and others' work</li> </ul> <p>Dance</p>	<p><b><u>Striking and fielding</u></b></p> <ul style="list-style-type: none"> <li>• confidently throwing overarm at targets over a range of distances</li> <li>• bowling overarm (steady pace) bicep brushing ear</li> <li>• striking a ball following through with the bat to maximise distance</li> </ul> <p>Cricket and Rounders</p> <p><b><u>Indoor PE</u></b></p> <ul style="list-style-type: none"> <li>• badminton</li> <li>• playing 1v1 games</li> <li>• playing in pairs</li> <li>• serving and volleying</li> </ul> <p>Badminton</p>	<p><b><u>OAA</u></b></p> <ul style="list-style-type: none"> <li>• set trails for others to follow</li> <li>• use 8 points of the compass</li> <li>• understand different roles and adapt them if they do not work</li> <li>• plan strategies to solve problems and then implementing/refining them</li> </ul> <p><b><u>Sports day practice</u></b></p> <ul style="list-style-type: none"> <li>• athletics practice</li> <li>• sprint trials</li> <li>• long distance trials</li> <li>• baton handover (facing away)</li> <li>• throwing and jumping practice</li> </ul> <p>Athletics / Track and field</p>
<b>Year 6 Progression of Skills</b>						
<b>Games</b>	<ul style="list-style-type: none"> <li>✓ dribble effectively around obstacles</li> <li>✓ show precision and accuracy when sending and receiving</li> <li>✓ combine and perform skills with control, adapting them to meet the needs of the situation</li> <li>✓ play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game use different ways of bowling</li> <li>✓ play games showing tactical awareness and knowledge of rules and scoring</li> <li>✓ respond consistently in the games they play, choosing and using skills which meet the needs of the situation</li> </ul>					
<b>Dance</b>	<ul style="list-style-type: none"> <li>✓ explore, improvise and combine movements</li> <li>✓ create structure in sections of dance</li> <li>✓ understand why dance is good for fitness</li> <li>✓ comment on their own work and the work of others</li> </ul>					
<b>Gym</b>	<ul style="list-style-type: none"> <li>✓ combine and perform gymnastic actions, shapes and balances fluently</li> <li>✓ develop their own sequences</li> <li>✓ understand why warming up and cooling down is important</li> <li>✓ evaluate their own work and the work of others</li> <li>✓ suggest ways of improvement</li> </ul>					
<b>Athletics</b>	<ul style="list-style-type: none"> <li>✓ perform relay change-overs</li> </ul>					



## PE CURRICULUM MAP

	<ul style="list-style-type: none"> <li>✓ identify the main strengths of a performance of self and others</li> <li>✓ explain why athletics can help stamina and strength</li> <li>✓ set realistic targets for self, of times to achieve over a short and longer distance</li> <li>✓ organise small groups to SAFELY take turns when throwing and retrieving implements</li> <li>✓ set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</li> <li>✓ demonstrate a range of jumps showing power and control and consistency at both take-off and landing</li> <li>✓ set realistic targets for self, when jumping for distance or height</li> <li>✓ throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</li> </ul>		
<b>OAA</b>	<p><b><u>Orientation Years 5 - 6</u></b></p> <ul style="list-style-type: none"> <li>✓ draw maps and plans and set trails for others to follow</li> <li>✓ use the eight points of the compass to orientate Plan an orienteering challenge</li> </ul>	<p><b><u>Communication Years 5 - 6</u></b></p> <ul style="list-style-type: none"> <li>✓ plan and share roles within the group based on each other's strengths</li> <li>✓ understand individuals' roles and responsibilities</li> <li>✓ adapt roles or ideas if they are not working</li> <li>✓ recognise and talk about the dangers of tasks</li> <li>✓ recognise how to keep themselves and others safe</li> </ul>	<p><b><u>Problem Solving Years 5 - 6</u></b></p> <ul style="list-style-type: none"> <li>✓ plan strategies to solve problems/plan routes/follow trails/build shelters etc.</li> <li>✓ implement and refine strategies</li> </ul>

## Subject content

### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- Pupils should be taught to:
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

## PE CURRICULUM MAP

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

## PE CURRICULUM MAP

### NATIONAL CURRICULUM: PHYSICAL EDUCATION

#### Analysis of Progression across the Key Stages

The following table details the requirements of the National Curriculum as well as the progression in learning across the Key Stages under key headings identified within the national curriculum.

The Key Stage statements of 'what children should achieve' at each Key Stage are shown in black. Reference to 'what pupils should be taught' is shown in red.

As can be seen from the table, progression is more evident in some areas than in others. Teachers are encouraged to consider how any 'gaps' in progression might be addressed within their PE curricula to try to achieve as much coherence and continuity in pupils' learning across the breadth of the subject and the Key Stages as possible.

	<b>Purpose of Study Aims (italics)</b>	<b>KS1</b>	<b>KS2</b>
Movement	<i>Develop competence to excel in a broad range of physical activities</i>	Develop fundamental movement skills, becoming increasingly confident and competent Master basic movements such as running, jumping, throwing and catching	Continue to apply and develop a broader range of skills Use running, jumping, throwing and catching in isolation and in combination
Using skills, techniques		Access a broad range of opportunities to extend their agility, balance and coordination	Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement

## PE CURRICULUM MAP

		Developing balance, agility and coordination	Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics
Range of activities application		Begin to apply basic movements in a range of activities	..... and in combination
Dance		Perform dances using simple movement patterns	Perform dances using a range of movement patterns
Cooperation (social)	Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect	(work) individually and with others. Engage in cooperative physical activities	(enjoy) communicating, collaborating with each other  ...and within a team
Competition	A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport... <i>Engage in competitive sports and activities</i>	Engage in competitive physical activities (both against self and against others)	(enjoy) competing with each other
Games		Participate in team games	Play competitive games, modified where appropriate
Tactics Attack/defend		Developing simple tactics for attacking and defending	Apply basic principles suitable for attacking and defending
Challenge	....succeed and excel (in competitive sport) and other physically demanding activities	Range of increasingly challenging situations	Develop an understanding of how to improve in different physical activities and sports  Take part in OAA challenges both individually and within a team
Analysis and evaluation			Learn how to evaluate and recognise their own success  Compare their performances with previous ones and demonstrate improvement to achieve their personal best
Preparation for life and participation	It should provide opportunities for pupils to become physically confident in	Access a broad range of opportunities	

## PE CURRICULUM MAP

	a way, which supports their health and fitness		
Health and fitness	<i>Are physically active for sustained periods of time Lead healthy, active lives</i>		
Swimming		Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self rescue in different water-based situations	