

## P.E. Curriculum Map 2016-17



### Foundation Stage

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery and Reception</b>	<p><u>Ourselves</u> <u>Light and Dark</u> 22-36 months Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p> <p>30-50 months 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. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball.</p>	<p><u>Fairy Tales</u> <u>The Rainbow</u> 22-36 months Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p> <p>30-50 months 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. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball.</p>	<p><u>Growing and Food</u> <u>Journeys</u> 22-36 months Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p> <p>30-50 months 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. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball.</p>

<p>Draws lines and circles using gross motor movements</p> <p>40-60 months</p> <p><b>Moving and Handling</b></p> <p>Experiments with different ways of moving. Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <ul style="list-style-type: none"> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>	<p>Draws lines and circles using gross motor movements</p> <p>40-60 months</p> <p><b>Moving and Handling</b></p> <p>Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <ul style="list-style-type: none"> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>	<p>Draws lines and circles using gross motor movements</p> <p>40-60 months</p> <p><b>Moving and Handling</b></p> <p>Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <ul style="list-style-type: none"> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>
--	---	---

## Key Stage 1

	Autumn	Spring	Summer
<b>Year 1</b>	<p><b>Gym-</b> <b>Aims:</b> moving different parts of the body; moving on different parts of the body Stretches Flight-bouncing, jumping, landing Copying various simple travelling movements Maintain a balance position with their body Link movements with control and co-ordination</p> <p><b>Games-ball skills</b> <b>Aims:</b> familiarisation with a ball-balancing, rolling and passing the ball around different body parts. Stopping a ball with basic control. Sending a ball in the direction of another child. Learning about exercising and safety and short term effects of exercise.</p> <p><b>Dance-</b> to create simple dance routines for the Christmas Nativity play.</p>	<p><b>Gym -</b> <b>Aims:</b> To be able to rock on parts of the body. To curl up tightly with knees close to the floor, rocking gently from side to side, rolling over slowly, back to your starting position. To start in a small neat tucked position, with knees on the floor, rolling over once completely to return to starting position.</p> <p><b>Games-</b> <b>Developing partnerwork.</b> <b>Bat and ball skills.</b> <b>Aims:</b> to develop skills of team work and collaboration when taking part in a variety of skills: throwing, catching and ball control. To develop skills of net and ball games.</p> <p><b>Dance-</b> Winter and spring dances. Snow dances; new life dances. <b>Aims:</b> To copy and explore various basic body patterns and movements. To remember simple dance steps and perform in a controlled manner. To link movement with sounds and music. To use simple dance vocabulary.</p>	<p><b>Gym-</b> <b>Balances and floor work.</b> <b>Using the apparatus safely.</b> <b>Aims:</b> Maintain a balance position with their body (moving or still) Use and set up apparatus safely Explore different shapes and movements with control and co-ordination Link and repeat movements with control and co-ordination</p> <p><b>Games-athletics</b> <b>Aims:</b> To run at different speeds and change direction whilst running. To jump accurately from a standing position. To throw a variety of objects with one hand. To recognise a change in temperature and heart rate during exercise.</p> <p><b>Dance-</b> Listen to different Music from England, Ireland, Scotland, Wales Watch different dancing from the four countries of the UK. Scottish dancing.</p>
<b>Year 2</b>	<p><b>Games Skills</b> <u>Throwing and Catching - Inventing games</u> Throwing and catching using a bean bag</p>	<b>Gymnastics floor work</b>	Games

	<p>Throwing , catching and bouncing balls Using hoops Two hands, one hand, clap hands while throwing and catching Develop different directions and levels throw and catch on the move Develop partner work Develop small games Aims: develop throwing and catching skills using a range of equipment Send and receive using different directions and levels Throw, catch and bounce in different ways Throw and catch on the move Make up games using throwing, catching and bouncing Play co-operatively and competitively</p> <p><b><u>Gymnastics floor work</u></b> <b>Shapes</b> – Straight, Star, Tuck, Pike, StraddleSquat, Landing position,Dish, Arch, Front support, Back support Link 3 movements together Plan, practise and perform sequences Aims: Develop flexibility, strength, technique, control and balance through gymnastics Develop a broad range of gymnastic skills Learn how to use them in different ways Link them to make actions and sequences</p>	<p><b>Shapes</b> – Straight, Star, Tuck, Pike, StraddleSquat, Landing position,Dish, Arch, Front support, Back support <b>Balances</b> - T balance, V balance, Y balanceArabesque, Shoulder balance, 3 point balance, Counter balance – with a partner <b>Rolls</b> - Tuck roll, Log roll, Side roll, Teddy Bear roll, <b>Jumps and Leaps</b> - Straight jumpTuck jumpStar jumpStraddle jumpPike jump ½ turn jumpFull turn jump</p> <p>Link 3 movements together Plan, practise and perform sequences Aims: Develop flexibility, strength, technique, control and balance through gymnastics Develop a broad range of gymnastic skills Learn how to use them in different ways Link them to make actions and sequences</p> <p>Dance Use a range of basic dance actions with understanding. Choose and link actions appropriate for the dance idea Demonstrate strong/light, quick/slow movements. Work in pairs, experiencing different relationships Describe what happens to their breathing and their body temperature.</p>	<p>Send and receive with consistency, co-ordination and control using a variety of equipment Demonstrate accuracy when using hands and feet in different ways to pass or aim. Understand and use simple tactics eg passing at different angles, height and speeds to outwit an opponent Observe and copy a partner's game and improve it. Choose and use appropriate equipment for the games they create both individually and with a partner.</p> <p>Dance To copy and perform simple movements /rhythmic patterns To understand that dance plays an important part in other cultures To understand that dance is active and that changes will occur in their bodies To work alone and in pairs, with guidance from the teacher, to create movement ideas in response to the stimuli Travel, turn, jump, gesture, show shape and stillness to create a dance</p>
--	--	--	---

			To be able to work co-operatively with a partner to create a dance Use a range of words to describe the movements they have learnt.
--	--	--	--

## Key Stage 2

	Autumn	Spring	Summer
<b>Year 3</b>	<p><b>Gymnastics floor work</b>  <b>Shapes</b> – Straight, Star, Tuck, Pike, StraddleSquat, Landing position,Dish, Arch, Front support, Back support  <b>Balances</b> - T balance, V balance, Y balanceArabesque, Shoulder balance, 3 point balance, Counter balance – with a partner  <b>Rolls</b> - Tuck roll, Log roll, Side roll, Teddy Bear roll, Rock and Roll, Forward roll</p> <p>Link 3 movements together  Plan, practise and perform sequences  Aims:  Develop flexibility, strength, technique, control and balance through gymnastics  Develop a broad range of gymnastic skills  Learn how to use them in different ways  Link them to make actions and sequences</p> <p><b>Dance</b>  <b>Celtic dancing</b>  Aims:  Perform dances using a range of movement</p>	<p><b>Gymnastics floor work</b>  <b>Jumps</b> - Straight jump, Tuck jump,Star jump, Straddle jump, Pike jump, ½ turn jump, Full turn jump  <b>Moves</b> - Bunny hops,Handstand,Cartwheel  Link 3 movements together  Plan, practise and perform sequences to be filmed (link with computing)</p> <p>Aims:  Develop flexibility, strength, technique, control and balance through gymnastics  Develop a broad range of gymnastic skills  Learn how to use them in different ways  Link them to make actions and sequences</p> <p><b>Gymnastics using Large Apparatus</b>  <b>Symmetry and Asymmetry</b>  Make symmetrical shapes with my body  Balance and stretch in symmetrical shapes  Travel in a symmetrical shape on and off the apparatus smoothly from one shape to another  Develop symmetrical rolls and jumps</p>	<p><b>Gymnastics using Large Apparatus</b>  <b>Pathways</b>  Travel in triangular, rectangular and then circular pathways with control and showing different shapes, balances, rolls and movements  Develop this on and off the apparatus  Construct sequences with planned variations of speed, levels and pathways  Develop and perform a sequence with a partner</p> <p>Aims:  Understand and explore flexible and direct triangular, rectangular and circular pathways  Select and perform appropriate actions for different pathways  Travel on and off the apparatus  Create sequences with planned variations of speed, levels and pathways  Construct a sequence with a partner</p> <p><b>Games Skills</b></p>

	<p>patterns. Develop skill and confidence in a range of dance sequences.</p> <p><b><u>Games</u></b> To throw accurately, to signal to retrieve, to use a bounce pass accurately, to pass accurately, to control a ball with your foot.</p> <p>Aims: To throw and catch in isolation and in combination. To play competitive games, modified where appropriate. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>Invasion games</u></b> To create: a target game that extends to adding an obstacle course, a passing and scoring game, a net game, a passing and intercepting game with goals.</p> <p>Aims: To make up and play small sided games. To select and use appropriate skills. To describe and evaluate the effectiveness of the performance. To work co-operatively with others.</p>	<p>Link them to make actions and sequences</p> <p>Aims: Develop flexibility, strength, technique, control and balance through gymnastics. Move and balance showing planned symmetrical and asymmetrical shapes on different body parts.</p> <p><b><u>Dance</u></b> <b>WW2 – Wartime jive</b></p> <p>Aims: Perform dances using a range of movement patterns. Develop skill and confidence in a range of dance sequences.</p>	<p><b><u>Striking and Fielding</u></b> Practise the skills of throwing and receiving without and then with a bat Underarm throwing and rolling Simple cricket skills Develop partner work and team work</p> <p>Aims: Throw and receive more confidently Develop speed and accuracy</p> <p><b><u>Athletic skills</u></b> Sports Day</p> <p><b><u>Swimming</u></b> Aims To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke.] (This will be continued in Year 5 if not met.)</p>
<b>Year 4</b>	<p>To develop coordination, ball skills and team work along with an understanding of the need regular for physical activity.</p> <p>Netball</p>	<p>To develop coordination, balance and leadership skills along with an understanding of the need regular for physical activity.</p> <p>Gymnastics</p>	<p>To develop coordination, ball skills and team work along with an understanding of the need regular for physical activity.</p> <p>Athletics</p>

	<p>Tag rugby Tennis Hockey</p>	<p>Tennis Circuit training</p>	<p>Rounders Volleyball</p>
<p><b>Year 5</b></p>	<p><b><u>Swimming/Football</u></b> To 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.</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>To perform dances using a range of movement patterns.</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p>	<p><b><u>Handball/Gym/Dance</u></b> To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To 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.</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>To perform dances using a range of movement patterns.</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b><u>Athletics/Rounders</u></b> To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To 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.</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

	To perform safe self-rescue in different water-based situations.		
<b>Year 6</b>	<p><b><u>Volleyball and Tennis</u></b> Learn to dig, volley and set in volleyball in pairs and teams. Refine tennis skills and put into games.</p> <p><b><u>Invasion Games (netball and basketball)</u></b> Refining and developing strategies to play on a team. Learning positioning on court.</p> <p><b>AIMS:</b> To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To use running, jumping, throwing and catching in isolation and in combination.</p>	<p><b><u>Gymnastics</u></b> Refining movements, with focus on jumping on apparatus and rolling, to create longer sequences.</p> <p><b><u>Dance</u></b> Rock Challenge- choreography and development of different dance styles to create longer performance. Knowledge of key terms- unison and canon.</p> <p><b><u>Invasion Games (Hockey and Tag Rugby)</u></b> Developing skills to play on larger sided teams.</p> <p><b>AIMS:</b> To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To perform dances using a range of movement patterns. To develop flexibility, strength, technique, control and balance</p>	<p><b><u>Dance</u></b> Choreographing dances for school play. Remembering longer sequences and refining movements.</p> <p><b><u>Rounders and Cricket</u></b> Developing skills for throwing, catching (fielding) and bowling.</p> <p><b><u>Athletics</u></b> Refining jumping, throwing and running. Working on improving personal bests.</p> <p><b>AIMS:</b> To perform dances using a range of movement patterns. To develop flexibility, strength, technique, control and balance To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>