

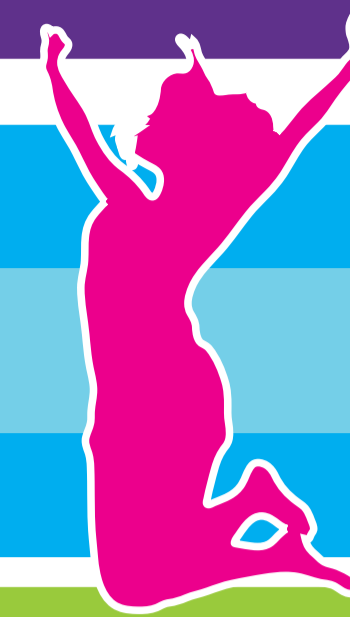


Curriculum Map for Physical Education, Physical Activity and Sport

EYFS

Introduction to basic fundamental skills such as running and jumping. Safely and confidently using space. Following instructions

GYMNASTICS
FUNDAMENTAL SKILLS
DANCE
ATHLETICS



YEAR
1

Consolidate and develop fundamental skills. Good decision making when using skills. Positive choices about physical activity

GAMES
ATHLETICS
FUNDAMENTAL SKILLS
GYMNASTICS
DANCE
HEALTH & FITNESS



YEAR
2

Refine fundamental skills. Applications of skills. Knowledge of the impact activity can have on the body. Working as part of a team

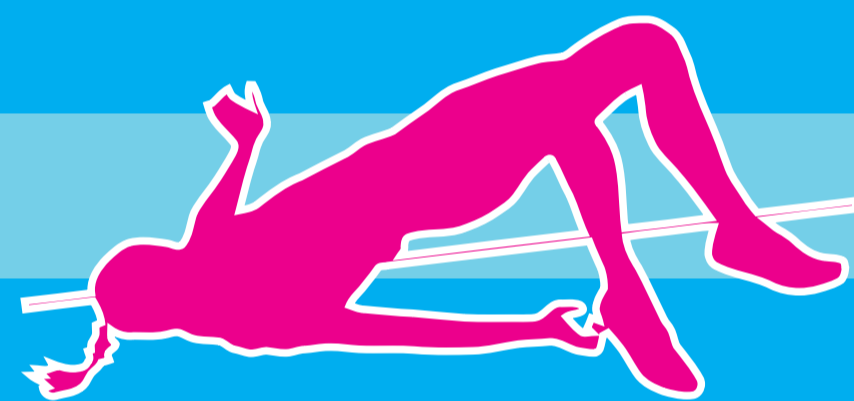
GAMES
ATHLETICS
GYMNASTICS
DANCE
FUNDAMENTAL SKILLS
HEALTH & FITNESS



YEAR
3

Developing, adapting and applying skills in new contexts. Understand how the body changes during exercise. Developing greater resilience.

DANCE
LINKING ACTIONS
GYMNASTICS OAA
KEEPING POSSESSION
SENDING & RECEIVING
HEALTH & FITNESS
ATHLETICS



YEAR
4

Improved stamina and general physical fitness. Knowledge of nutrition. Self reflection and improving performance. What is respect in PE & Sport?

DANCE
LINKING ACTIONS
GYMNASTICS OAA
KEEPING POSSESSION
SENDING & RECEIVING
HEALTH & FITNESS
ATHLETICS



YEAR
5

Transferable skills in games. Understand the link between physical activity and mental wellbeing. What does equality look like in PE and Sport?

GYMNASTICS
LINKING ACTIONS
ATHLETICS OAA
TACTICS & STRATEGIES
CREATING & CLOSING
SPACE
DANCE



YEAR
6

Different roles with a team/lesson. Role of physical activity in leading a healthy lifestyle. Awareness of others and communicating.

DANCE
LINKING ACTIONS
GYMNASTICS
TACTICS & STRATEGIES
HEALTH & FITNESS
ATHLETICS
OAA
EDI

OUR CURRICULUM INTENT

When pupils leave our school we want them to have good knowledge and understanding of healthy active lifestyles, enabling them to make positive choices related to their own health and wellbeing beyond the school gates. We want our pupils to have good levels of physical fitness including strength and stamina and pupils should be more resilient and self confident in their ability to succeed in PE and transfer this into other areas of the curriculum. All pupils should have positive experiences of playing as part of a team and be able to use a range of skills to enable themselves to become a successful team mate, including communication and cooperation. Our curriculum will support pupils in developing good spatial awareness at a young age, encouraging positive language and communication when working collaboratively or as part of a team and provide opportunities for all pupils to access a wide range of experiences. Pupils will be encouraged to learn independently and reflect on how they can practice to improve. The curriculum in our school will be delivered in a fun, engaging and enthusiastic way with clear and realistic outcomes and support longer term participation in sport through the development of links with local community clubs. As a school we value the impact PE and Sport can have on other challenges facing our young people including linking learning in PE lessons to Maths, English and other foundation subjects, developing respect and an awareness of others and supporting attendance and punctuality. For our pupils, there will be an additional focus on developing knowledge of water safety due to the area that we live in, allowing all pupils the opportunity to explore a range of interests and a chance to develop a passion for at least one sport or activity. The school will also encourage pupils to persevere and show dedication and commitment towards PE and Sport both within the school day and through additional opportunities.

EYFS

OUTCOMES

GO
BACK

PHYSICAL COMPETENCE

Develop good control when performing basic gross motor skills such as running, jumping, stopping and throwing.

THINKING (Decision Making & Improving Performance)

Good awareness of the space around them, including in PE and on the playground plus an ability to negotiate space safely using key skills

SOCIAL & EMOTIONAL

Work well with others in a lesson, when working with a partner or in a small group, including taking turns and offering encouragement..

HEALTHY ACTIVE LIFESTYLES

Take some responsibility or the safe use of space and equipment both indoors and outside.



PHYSICAL COMPETENCE

Consolidate existing movements skill such as running, jumping, throwing catching and develop additional skills such hopping, skipping, agility, balance and coordination.

THINKING (Decision Making & Improving Performance)

Develop good thinking and decision-making skills that lead to physical skills being used and applied in an appropriate way and at the right time.

SOCIAL & EMOTIONAL

Develop self-reflection skills - identifying positive choices, improvements and strengths.

HEALTHY ACTIVE LIFESTYLES

Explain why being active is important, including reference to impact on their brains for learning, feeling happy and confident and the positive physical benefits for the body.



PHYSICAL COMPETENCE

Refine and further develop variations of key fundamental skills including throwing, catching and jumping in different ways.

THINKING (Decision Making & Improving Performance)

Make appropriate decisions about how and when to use the range of skills developed, including choosing different techniques depending on the task and the equipment.

SOCIAL & EMOTIONAL

Work collaboratively as part of a group or team, alongside developing the ability to work independently on a task.

HEALTHY ACTIVE LIFESTYLES

Understand the importance of being active and the positive impact physical exercise can have on the body, including knowledge of strengthening and flexibility of muscles and understanding how the heart works during activity.

PHYSICAL COMPETENCE

Adapt physical skills such as agility, throwing, catching and kicking a range of different contexts including team games.
Develop basic water safety and swimming skills including safe entry and exit when at the pool.

THINKING (Decision Making & Improving Performance)

Apply a range of skills in different contexts, including selecting the appropriate skill to the situation and choosing a good time to use skills effectively.

SOCIAL & EMOTIONAL

Develop self esteem, including understanding about the importance of recognising personal strengths and the strengths of others and identify activities, games and skills that are performed well.

HEALTHY ACTIVE LIFESTYLES

Knowledge of the links between nutrition and physical activity including how different sports require energy from a variety of different food sources.

PHYSICAL COMPETENCE

Develop physical fitness including stamina in running activities, speed, strength and flexibility.
Start to build up stamina to swim continuously for longer.

THINKING (Decision Making & Improving Performance)

Reflect on the performance of an individual skill or series of skills and begin to make links for how skills transfer across PE

SOCIAL & EMOTIONAL

Develop self-esteem, including understanding about the importance of recognising personal success across a range of activities.

HEALTHY ACTIVE LIFESTYLES

Knowledge of the links between nutrition and physical activity including how different sports require energy from a variety of different food sources.



PHYSICAL COMPETENCE

Refine the techniques of previous skills such as throwing, catching and striking and transfer them effectively to new activities or sports.

THINKING (Decision Making & Improving Performance)

Use knowledge and understanding to reflect and improve their performance, including making links between previous learning and new challenges.

SOCIAL & EMOTIONAL

Develop perseverance and resilience in activities, including in new activities and tasks that require different sets of skills.

HEALTHY ACTIVE LIFESTYLES

Develop knowledge and understanding of how exercise can make a positive impact on their physical and mental wellbeing.

PHYSICAL COMPETENCE

Swim for at least 25m using front crawl and perform a range of self rescue tasks.

Increased levels of physical fitness established through regular opportunities in curriculum, extra curricular and throughout the school day with particular focus on speed and strength.

THINKING (Decision Making & Improving Performance)

Use prior knowledge to apply effective tactics and strategies both individually and when playing as part of a team.

SOCIAL & EMOTIONAL

Develop communication skills within a game and lesson including, appropriate feedback to others, encouragement for a teammates and positive body language.

HEALTHY ACTIVE LIFESTYLES

Knowledge and understanding of the importance of being physically active allows positive lifestyle choices in relation to sport, healthy eating and curriculum PE. This includes enthusiasm and an eagerness to learn within PE, a commitment to extra-curricular activities and sustained participation outside of school.

EYFS

ACTIVITIES

Subject areas taught for each Year Group

GO
BACK

GYMNASTICS



Travelling including
changing speed
& direction
Different jumping and
landing techniques.
A range of balances

DANCE



Explore and create actions
linked to words
Move in time with
a simple beat
Perform with control and
fluency

FUNDAMENTAL
SKILLS




Tagging and chasing games
Cooperative team
challenges including basic
invasion type games
Catching with a large ball
Partner tasks for throwing,
rolling and catching.

ATHLETICS



Travelling including
changing speed
& direction
Different jumping and
landing techniques.
Partner tasks for
throwing,
rolling and catching.

GYMNASTICS 

Strength and flexibility
Link different balances and movements
Rocking and rolling actions

DANCE 

Create movements and actions to resemble a chosen theme
Phrases of movement in time to a beat
Portray a story using changes in speed and level

GAMES 

Coordination skills using bats, rackets and feet with different sized balls. Tagging and chasing games.
Throwing (to a partner and at a target).
Catching (in isolation and in cooperative games)

ATHLETICS 

Improve running technique when running at different paces, changing speed and changing direction.
Practice throwing underarm with a partner.
Take off, jump and land safely.

HEALTH AND FITNESS 

Further develop stamina, flexibility and strength through personal challenges.
Food groups and links to activity.

FUNDAMENTAL SKILLS 

Improve running technique when running.
Development of agility, balance and co-ordination skills in isolation and combination.

GYMNASTICS 

Supporting body weight using hands.
Combine rocking and rolling actions with other movements. Different jumping and landing techniques, including from height.

DANCE 

Exploration of how actions can link together
Create a variety of movement phrases that represent a theme or topic

GAMES 

Team cooperative and competitive activities .
Invasion style games using a range of different fundamental skills.

ATHLETICS 

Improve running technique when running at different paces, changing speed and changing direction. Practice throwing underarm with a partner.
Take off, jump and land safely.

HEALTH AND FITNESS 

Further develop stamina, flexibility and strength through personal challenges.
Food groups and links to activity

FUNDAMENTAL SKILLS 

Improve running technique when running.
Further development of agility, balance and co-ordination skills in isolation and combination.

GYMNASTICS 

Adapting shapes and movements when using apparatus
More advanced rolls and rocking actions
Linking balances together

DANCE 

Perform a routine in Unison
Perform using Canon Create a sequence of movements that involve working with a partner

LINKING ACTIONS 

Pass/ strike a ball with some accuracy.
Introduction to batting/ fielding.
Refine underarm and overarm throwing.

SENDING AND RECEIVING 

Pass/ strike a ball with some accuracy.
Change direction quickly when running.
Make simple tactical decisions.

ATHLETICS 

Standing long jump
Running activities and challenges focusing on pacing and sprinting technique
Over arm throwing for athletics
Working as a team in relays

HEALTH AND FITNESS 

Develop stamina and fitness through challenges and activities.
Improve flexibility and strength through personal challenges.

KEEPING POSESSION 

Develop ball handling, control and dribbling skills. Developing passing technique and decision-making skills.

OAA 

Tasks and challenges to develop basic map skills, teamwork and communication.

GYMNASTICS 

Using support shapes in combinations
Enhance a performance to make it more dynamic including reflecting on what has worked well Backwards rolls

DANCE 

Create and perform using dynamics and expression to communicate the theme.

LINKING ACTIONS 

Linking movements to pass/ strike/ dribble with fluency and control (in different contexts).
Pass accurately to a stationary and moving target.

SENDING AND RECEIVING 

Develop forehand and backhand stroke.
Practices to increase striking success rate and consistency.

ATHLETICS 

Understand how to develop stamina.
Perform a standing long jump with control.
Using different throws with good technique and increasing power.
Relays.

HEALTH AND FITNESS 

Further develop stamina, flexibility and strength through personal challenges.
Food groups, hydration and links to activity.

KEEPING POSSESSION 

Effective passing/ dribbling used to create space and avoid a defender, leading to keeping possession of the ball.

OAA 

Tasks and challenges to further develop basic map skills, teamwork and communication.

GYMNASTICS 

Introduce rotations to create more complex jumps
Use larger body parts to perform balances Adapt the starting and finishing positions of movements to add complexity

DANCE 

Create, improve and perform using speed and levels to add complexity
Choreograph a routine as a group

LINKING ACTIONS 

Linking throwing, catching and movement to further develop fielding.
Develop basic bowling and refine batting techniques.

TACTICS AND STRATEGIES 

Identify how a team can improve attacking and defending.
Select the most appropriate passing technique, including the right time to pass.

ATHLETICS 

Understands pace and how to vary it for different challenges and develops stamina.
Good technique when throwing a javelin.

HEALTH AND FITNESS 

Increased cardiovascular endurance and stamina
The role of different food groups linked to activity
Flexibility and strength

CREATING AND CLOSING SPACE 

Identify how their team can improve attacking and defending.
Select and apply appropriate passing skills to create space.

OAA 

Tasks and challenges to develop map skills, teamwork and communication, and simple orienteering skills.

GYMNASTICS 

Take weight on hands safely. Use large body parts as part of a sequence. Select and use a range of actions and movements.

DANCE 

Use unison and canon to enhance performance. How speed can be changed to portray a theme or message.

LINKING ACTIONS 

Further develop and refine different skills. Successfully apply skills and tactics that can be transferred from a different context.

TACTICS AND STRATEGIES 

Select the most appropriate pass and perform consistently. Evaluate how a team can improve (retain possession and adapt formations/ tactics).

ATHLETICS 

Long and triple jump
Sprint starts
Relays
Throwing - Javelin and shot put techniques

HEALTH AND FITNESS 

Increased cardiovascular endurance, stamina, flexibility and strength.
The role of the circulatory system and food groups, linked to activity.

OAA 

Tasks and challenges to develop map skills, teamwork and communication, and simple orienteering skills.

Equality, Diversity and Inclusion 

Develop a greater understanding of the roles equality, diversity and inclusion play in sport, including tackling racism and gender stereotypes.