



# Curriculum Map for Physical Education, Physical Activity and Sport

EYFS

Start to develop basic fundamental skills such as running, catching and jumping. Safely using space and equipment Following instructions

Gymnastics  
Fundamental Skills  
Dance



Year 1

Consolidate and develop additional fundamental skills. Applying skills appropriately Why it is important to be active? Making positive choices for learning

Dance  
Gymnastics  
Games  
Athletics



Year 2

Mastery of fundamental skills. Improved decision making. Warming up and how the heart works. Working effectively as part of a team

Dance  
Gymnastics  
Games  
Health & Fitness  
Athletics



Year 3

Developing variations of different skills and applying in new contexts. Understand how the body changes when active. Developing greater resilience

Dance  
Gymnastics  
Health & Fitness  
Tag Rugby  
Rounders  
Athletics



Year 4

Improved stamina, strength and general physical fitness. Self reflection and improving. What is respect in PE & Sport? Knowledge of links between nutrition and exercise

Dance  
Gymnastics  
Health & Fitness  
Rounders & Cricket  
Basketball  
Athletics



Year 5

Ability to transfer skills to new games & sports. The links between physical activity and mental wellbeing What does equality look like in PE and Sport?

Dance  
Gymnastics  
Tag Rugby  
Tennis  
Football  
Athletics



Year 6

Responsibility & different roles within a team/lesson Role of physical activity in leading a healthy lifestyle Awareness of others & communicating

Dance  
Gymnastics  
Hockey & Netball  
Health & Fitness  
Cricket  
Athletics

## 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 basic fundamental skills such as running, jumping, catching and throwing.

## THINKING (Decision Making & Improving Performance)

Awareness of the space around you, including how to move safely and avoid others.

## SOCIAL & EMOTIONAL

Listen carefully and following instructions within a lesson including changing types of movement following an instruction. Take some responsibility or the safe use of space and equipment both indoors and outside.

## HEALTHY ACTIVE LIFESTYLES

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

YEAR 1

*Outcomes*

*Go Back*

## 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)

Make good skills that lead to skills being used in an appropriate way and at the right time.

## SOCIAL & EMOTIONAL

Make positive choices about being physically active including enthusiasm within a lesson and taking part in additional opportunities outside of the curriculum.

## HEALTHY ACTIVE LIFESTYLES

Understand why it is important to warm up at the start of a lesson and recognise how a warm up changes my body

YEAR 2

*Outcomes*

*Go Back*

## PHYSICAL COMPETENCE

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

## THINKING (Decision Making & Improving Performance)

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

## SOCIAL & EMOTIONAL

Work collaboratively as part of a group or team, including taking on some different roles to help the group or team be successful.

## 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.

YEAR 3

*Outcomes*

*Go Back*

## PHYSICAL COMPETENCE

Adapt physical skills such as agility, throwing, catching and kicking a range of different contexts including team games.

## 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

Identify what resilience means and discuss how they can become more resilient in PE when faced with tasks they find difficult.

## HEALTHY ACTIVE LIFESTYLES

Understand how the body changes during and after exercise including heart rate, breathing and temperature.

YEAR 4

*Outcomes*

*Go Back*

## PHYSICAL COMPETENCE

Develop physical fitness including stamina in running activities, speed, strength and flexibility. Develop basic water safety and swimming skills including safe entry and exit when at the pool.

## THINKING (Decision Making & Improving Performance)

Reflect on the performance of an individual skill or series of skills, suggest improvements and practice the skill to make these improvements.

## SOCIAL & EMOTIONAL

Develop understanding of the word respect and its role within PE and Sport, including how to show respect for others through actions and language.

## HEALTHY ACTIVE LIFESTYLES

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

YEAR 5

*Outcomes*

*Go Back*

## PHYSICAL COMPETENCE

Develop knowledge of how to keep safe around different types of open water and refine swimming techniques including front crawl, back stroke and treading water. Start to build up stamina to and swim continuously for longer.

## THINKING (Decision Making & Improving Performance)

Use knowledge from other sports and activities to transfer skills and ideas into a new activity, including applying skills in an appropriate way to meet the needs of the task.

## SOCIAL & EMOTIONAL

Develop understanding of the word equality and the role it can play in PE and Sport, particularly in working well as part of a team. Develop perseverance 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 of their physical and mental wellbeing including recognising how they feel before and after exercise and how inactivity can have a negative affect.

## 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.

## THINKING (Decision Making & Improving Performance)

Knowledge of taking on a responsibility within a lesson or as part of a team, including different roles such as coach and official and adapting roles to suit the strengths and weaknesses of the team and the opposition.

## SOCIAL & EMOTIONAL

Communication skills within a game and lesson including, appropriate feedback to others, encouragement for a teammate and positive body language.

Increase awareness of others within a lesson or team including the importance of including all players and supporting the value of each player to or performer to the team or lesson.

## HEALTHY ACTIVE LIFESTYLES

Knowledge and understanding of the importance of being physically active allows positive lifestyle choices to be made in relation to sport in and out of school, 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

Gymnastics



Dance



Fundamental Skills



*Go  
Back*

**YEAR 1**



Subject areas taught for each Year Group

Gymnastics 

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Dance 

A dark blue rectangular box containing the word "Dance" in white text and a white icon of a dancer in a dynamic pose.

Games 

A dark blue rectangular box containing the word "Games" in white text and a white icon of a person running with a ball.

Athletics 

A dark blue rectangular box containing the word "Athletics" in white text and a white icon of a person running.

YEAR 2

*Activities*

Subject areas taught for each Year Group

Gymnastics



Dance



Games



Athletics



Health &  
Fitness



Go  
Back

YEAR 3

# Activities

Subject areas taught for each Key Stage

Gymnastics



Dance



Athletics



Tag Rugby



Badminton



Swimming



Works towards National Curriculum requirements:  
25m unaided  
Use a range of strokes  
Perform safe self rescue

Rounders



Developing batting, fielding and bowling techniques.  
Further develop throwing and catching skills, including stopping a rolling ball consistently.

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Back

YEAR 4

*Activities*

Subject areas taught for each Key Stage

Gymnastics



Dance



Tennis



Hockey



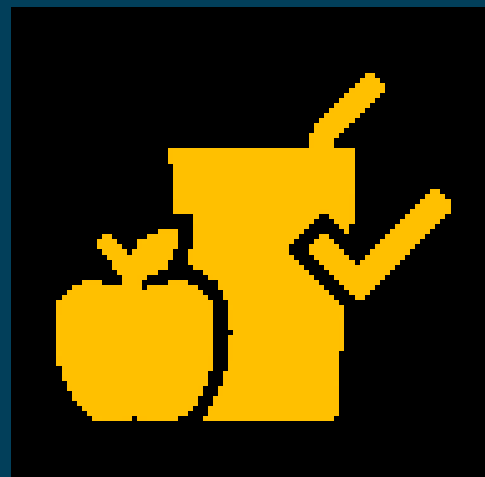
Basketball



Swimming



Health and  
Fitness



Athletics



Rounders /  
Cricket



Go  
Back

**YEAR 5**



Subject areas taught for each Year Group

Gymnastics



Dance



Swimming



Netball



OAA



Tag Rugby



Football



Tennis



Athletics



Go  
Back

YEAR 6



Subject areas taught for each Key Stage

Gymnastics



Dance



Hockey



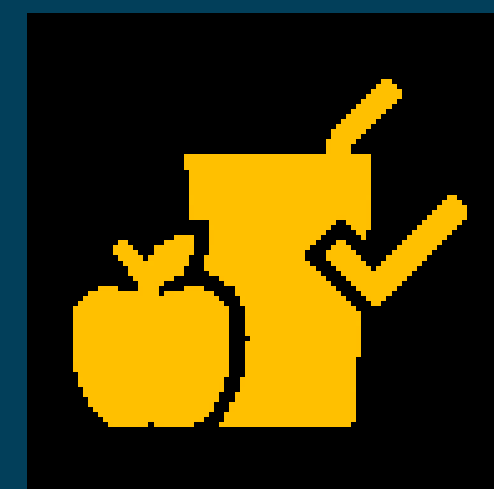
Netball



Athletics



Health &  
Fitness



Cricket



Go  
Back