

PE Curriculum Map

	Invasion Games: Locomotion (EYFS) Object control (EYFS)					
<u>EYFS</u>	-To walk forwards along a straight line -To move in a straight line in different ways and at different speeds -To walk backwards with control. -To walk along a line with hands and arms in a variety of positions. -To walk on tip toes keeping feet on a straight line. - To walk on tip toes in different ways, forward, backwards, sideways, in crouch etc. - To hold a ball with 1 hand in a variety of positions. -To throw a balloon/ball to myself and catch it consistently. - To throw a variety of objects in a given direction with some level of accuracy. - To move a ball along the floor with hands and with feet. - To move a ball along the floor with feet around obstacles and at speed. -To stop a moving ball using different body parts. - To catch a ball with 2 hands. -To attempt to catch a ball with 1 hand. - To use equipment to move a ball with control. - To balance a cone on head whilst moving. -To turn with bean bag on head. - To complete obstacle courses with object balanced on head. - To mount, move along and dismount a bench with confidence. - To support body weight on 4 body parts. - To support body weight on 3 body parts.					

	<u>Autumn 1</u> (7 weeks)	<u>Autumn 2</u> (8 weeks)	<u>Spring 1</u> (6 weeks)	<u>Spring 2</u> (5 weeks)	<u>Summer 1</u> (6 weeks)	<u>Summer 2</u> (6 weeks)
Year 1	<u>Wellbeing through sport</u> Emotional awareness part 1 (page 14-16) -To be able to talk about what might make someone feel the following the emotions; happiness, sadness and fear <u>Gym: Body Management</u> -To know, use and demonstrate small body parts -To know, use & demonstrate large body parts -To link to static positions -To perform a learnt sequence -To perform an original 3 part sequence -To evaluate and perform original sequence	<u>Wellbeing through sport</u> Emotional Awareness, Part 2 (pg. 17-19) - To be able to talk about what might make someone feel the following the emotions; surprise, disgust and anger. <u>Interpretive dance</u> -To respond to stimuli -To be aware of different levels in dance -To use space and direction when responding to stimuli -To link 2 movements in a sequence -To repeat combinations	<u>Wellbeing through sport</u> Social skills: using good manners and taking turns (pg. 20-24) - The importance of having good manners and demonstrate an ability to take turns, and to say 'please', 'thank you', 'hello' and 'goodbye' at appropriate times. <u>Dance performance</u> -To explore moving to music - To explore moving to music - To use elements of dance in movement - To perform a sequence of movements - To create an original sequence and perform in time to music.	<u>Wellbeing through sport</u> Relaxation, Part 1: Deep Breathing (pg. 28-30) - To notice changes to their bodies whilst exercising and understand the basic principles of using relaxation techniques to help them feel calm in their body. <u>Gym: Floor (spring 1)</u> -To know and use different methods of travelling -To use different gymnastic movements and perform a simple sequence. -To know and use different methods of moving on the ground -To perform specific gymnastic movements	<u>Wellbeing through sport</u> Relaxation, Part 2: Meditation (pg. 31-33) - To be introduced to meditation as a form of relaxation. <u>Gym: Flight (spring 2)</u> -To explore jumping and to know the principles of take-off and landing. -To use different take-off and landing points -To alter shapes in the air -To turn using good technique -To create a 5 part sequence	<u>Indoor Athletics (Autumn 2)</u> -To explore and evaluate different jumps -To know basic principles of jumping for height -To explore movement in a straight line. -To have an awareness of speed -To explore throwing for different purposes -To throw with control

	<u>Games: Locomotion</u> -To know and use a variety of ways to move. -To investigate moving in a straight line. -To explore sideways movement. -To change direction while moving. -To be aware of space.	<u>Games: Object control (Spring 2)</u> -To explore ways of moving an object, using both sides of the body. -To use different take-off and landing points. -To create an original sequence -To control whilst changing direction. -To control an object using a stick or a bat.	<u>Games: sending and receiving (summer 1)</u> -To roll an object and stop it. -To roll with control (self and target). -To receive with consistency. -To throw with control. -To throw and control an object, including with a partner.	<u>Games: net and wall (summer 1)</u> - To develop hand eye/eye coordination. -To introduce racket skills -To develop racket skills to know hitting position -To develop racket skills to strike a moving ball. -To combine racket and hand-eye coordination.	<u>Games: sending and receiving (summer 2)</u> -To send and receive accurately and consistently. -To stop and control a moving object. -To throw accurately -To catch consistently and apply sending and receiving to a game. -To apply different ways of sending and receiving to a game.	<u>Games: Locomotion (summer 2)</u> -To move forward fluently. -To move explosively with control. -To select appropriate movements. -To link explosive movements. -To control movement effectively.
Year 2	<u>Wellbeing through sport</u> Emotional awareness part 1 (page 14-16) -To be able to talk about what might make someone feel the following the emotions; happiness, sadness and fear <u>Gym: Body Management</u> -To know, use and demonstrate small body parts -To know, use & demonstrate large body parts -To link to static positions -To perform a learnt sequence	<u>Wellbeing through sport</u> Emotional Awareness, Part 2 (pg. 17-19) - To be able to talk about what might make someone feel the following the emotions; surprise, disgust and anger. <u>Gym: Floor exercises (spring 1)</u> -To use different stepping gymnastic movements -To adapt and perform gymnastic movements	<u>Wellbeing through sport</u> Humour: seeing the funny side of things (pg. 25-28) - To have engaged in the fun, humorous activities and recognise the positive feeling humour creates. <u>Gym: Flight (spring 2)</u> -To know principles of take-off and landing -To alter shapes in the air -To explore basic linking movements -To create a simple sequence	<u>Wellbeing through sport</u> Relaxation, Part 1: Deep Breathing (pg. 28-30) -To notice changes to their bodies whilst exercising and understand the basic principles of using relaxation techniques to help them feel calm in their body. <u>Interpretive dance (autumn 2)</u> -To respond to stimuli	<u>Wellbeing through sport</u> Relaxation, Part 2: Meditation (pg. 31-33) -To understand the basic principle of using relaxation techniques to help them feel calm in their mind. <u>Dance Performance (spring 1)</u> -To explore dance moves	<u>Indoor athletics (autumn 2)</u> -To know basic techniques of jumping for distance. -To know basic techniques of jumping for height. -To develop awareness of running technique -To use effective

	-To perform an original 3 part sequence -To evaluate and perform original sequence Games: Object control -To roll and receive with control. -To use equipment to send and receive. -To control an object whilst moving using body part. - To use equipment to control an object whilst moving. -To use equipment to balance an object. -To send/receive and control an object on the move.	-To use different rolls -To perform a variety of rolls -To create and perform a simple sequence -To create a complex sequence Games: Locomotion (summer 1) -To know a variety of ways to move. -To move effectively in a straight line. -To apply changes of direction. -To change direction effectively. -To use evasion and special awareness skills. -To apply agility.	-To refine a simple sequence Games: net and wall (summer 1) -To develop hand eye coordination -To consolidate racket skills -To develop racket skills. -To improve racket/eye coordination -To consolidate racket/eye coordination. -To hit with control.	-To be aware of different levels in dance -To use space and direction when responding to stimuli -To link movements in a sequence Games: sending and receiving -To know basic principles of sending and receiving. -To know effective striking technique -To roll with accuracy -To apply striking technique -To bounce a ball accurately to self and catch and apply striking skills.	-To learn dance moves - To perform a sequence of movements - To create an original sequence and perform. - To perform in time to music Games: Locomotion (summer 2) -To know a variety of ways to move. -To move effectively in a straight line. -To apply changes of direction. -To change direction effectively. -To use evasion and special awareness skills. -To apply agility.	running technique -To throw with accuracy -To throw with power. Outdoor athletics (summer 2) - To know the basic principles of jumping To use jumping movements -To respond quickly to stimulus - To accelerate and decelerate rapidly - To develop running technique - To know different ways of throwing - To throw for distance effectively
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Year 3	<u>Wellbeing through sport</u> Emotional Awareness, Part 1 (pg. 15-17) -To recognise and reflect on the 3 emotions; happiness, sadness and fear. <u>Gym: Body management</u> -To demonstrate a range of balances using different body parts. -To demonstrate a range of balances using apparatus and floor -To demonstrate a range of balances using high apparatus -To link 2 static balances using apparatus -To create a 5 part sequence using apparatus -To evaluate and refine own and others work	<u>Wellbeing through sport</u> Communication Skills, Part 1 (pg. 23-25) -To understand that there are different ways we communicate both verbally and non-verbally <u>Gym: Floor (spring 1)</u> -To move with control and fluency -To roll with control -To perform a variety of rolls -To create a complex sequence -To create and evaluate paired sequence -To adapt sequence to include apparatus	<u>Wellbeing through sport</u> Empathy (pg. 21-22) -To be able to understand the need to be empathetic in a sporting context. <u>Gym: Flight (spring 2)</u> -To apply principles of landing and take-off -To perform half turn and full turn from floor and apparatus -To perform short sequence -To perform sequence with a partner -To perform sequence with a partner	<u>Wellbeing through sport</u> Problem Solving (pg. 30-32) -To be able to demonstrate an ability to communicate effectively and understand the importance of working together as part of a team. <u>Interpretive dance (spring 1)</u> -To explore and respond to a stimuli - To explore movement and respond to stimuli - To create a link dance phrases - To create and link dance phrases in a group and evaluate performance.	<u>Wellbeing through sport</u> Relaxation, Deep Breathing, Part 1 (pg. 39-42) -To take notice of changes to their bodies whilst exercising and understand the basic principle of using relaxation techniques to help them feel calm in their body. <u>Dance performance (spring 1)</u> - To perform rhythmic movements - To create a dance sequence - To perform an original sequence - To adapt a sequence - To perform a dance sequence	<u>Wellbeing through sport</u> Relaxation, Yoga & Meditation, Part 2 (pg. 43-44) - To use yoga and meditation as forms of relaxation. Orienteering Task (pg. 45-46) -To assess the children's learning of the eight 'TMH Core Life Skills' <u>Indoor athletics (autumn 2).</u> -To know basic technique of jumping for distance -To know basic technique of jumping for height

	<u>Games: Invasion</u> -To send and control a ball. -To understand the need for evasion. -To use evasive movements. -To know principles of defence. -To know principles of attack. -To apply principles to games situations.	<u>Outdoor athletics (summer 1)</u> -To refine jumping from height -To jump with power and balance -To consolidate running technique -To know how running effects health and fitness. -To throw for distance using different techniques. -To throw using different techniques with power	<u>Games: Striking and fielding (summer 2)</u> -To throw accurately -To stop a ball consistently. -To strike a static ball -To strike a moving ball -To know principles of a game.	<u>Games: Invasion (spring 2)</u> -To send and control a ball - To understand the need for evasion - To use evasive movements - To know principles of defence -To know principles of attack and apply this to a game situation.	<u>Games: net and wall (summer 1)</u> -To develop hand eye coordination. -To develop racket skills. -To develop racket/eye coordination. -To develop hitting technique. -To hit a moving ball accurately	-Develop awareness of running and use effective running technique -To throw with accuracy and power. <u>Outdoor Athletics summer 2</u> -To refine jumping for distance - To jump with power and balance - Consolidate running technique - To adjust running pace appropriately -To throw for distance using different techniques. -To throw using different techniques with power
Year 4	<u>Wellbeing through sport</u> Emotional Awareness, Part 2 (pg. 18-20)	<u>Wellbeing through sport</u> Communication skills, Part 2 (pg. 26-27)	<u>Wellbeing through sport</u> Stress Management (pg. 28-29)	<u>Wellbeing through sport</u> Conflict resolution (pg. 33-35)	<u>Wellbeing through sport</u> Humour (pg. 36-38)	<u>Wellbeing through sport</u> Relaxation, Yoga &

	-To recognise and reflect on the 3 emotions; surprise, disgust and anger. <u>Gym: Body management</u> -To perform a variety of balances with a partner (mirroring) -To perform a variety of balances with a partner (supporting) -To link paired balances with a variety of movements -To create a sequence showing mirroring balances -To create a sequence using a variety of partner balances -To refine and improve sequences based on feedback <u>Games: invasion</u> -To send and control a ball -To shoot effectively -To use evasion -To know and apply principles of defence -To apply principles of attack and defence to a games situation.	-To be able to demonstrate an ability to communicate effectively as part of a team. <u>Gym: Floor (spring 1)</u> -To roll in a variety of ways -To perform a backward roll -To create a sequence including a change of direction -To adapt a sequence -To create and perform a paired sequence <u>Games: Outdoor athletics (summer 1)</u> - To explore running and jumping - To run and jump effectively -To run for an extended period of time - To know how running affects the body - To explore starting positions	-To understand what stress is and how stress can be managed in different ways <u>Gym flight (spring 2)</u> -To perform jumps and landing safely -To perform Sissone Furma and Cat Leap -To perform Change Leg and Stag Leaps -To copy a sequence -To create an original sequence -To refine and adapt a sequence <u>Games: striking and fielding (summer 2)</u> -To throw accurately using different techniques -To stop a moving ball consistently -To use fielding techniques and catch consistently -To hit a moving ball -To understand the principles of a game	-To identify different strategies to resolve conflict during team games. <u>Interpretive dance (autumn 2)</u> -To explore characters in a narrative - To perform narrative - To use choreographic principles to create narrative - Perform dance that communicates narrative <u>Games: invasion (spring 2)</u> -To send and control a ball -To shoot effectively -To use evasion -To know and apply principles of defence -To apply principles of attack and defence to a games situation.	-To understand the role of humour and the feelings it creates. <u>Dance performance (Spring 1)</u> - To learn/ copy a dance routine - To modify a dance routine - To create a dance sequence - To refine a dance sequence - To perform an original sequence <u>Games: net and wall (summer 1)</u> -To consolidate forehand -To introduce backhand -To develop the backhand -To develop volley technique -To perform a variety of shots	Mediation, Part 2 (pg. 43-44) -To use yoga and meditation as forms of relaxation. Orienteering Task (pg. 45-46) -To assess the children's learning of the eight 'TMH Core Life Skills' <u>Indoor Athletics (autumn 2)</u> - To improve leg power and balance and link 2 or more movements together. -Consolidate running and maintain technique - To maintain running technique when running over obstacles - To throw for distance using different
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		- To throw for distance using different techniques - To throw using different techniques with power	-To apply skills to a game situation			techniques and power. <u>Games:</u> <u>outdoor athletics</u> <u>(summer 2)</u> -To link forward movements together - To run rapidly as part of a team -To run a curve with control - To throw for distance using different techniques - To apply techniques to competitions
Year 5	<u>Wellbeing through sport</u> Introduction to the TMH core life skills (pg. 15-20) -To identify the 'TMH core life skills' and demonstrate an understanding of these.	<u>Wellbeing through sport</u> Communication skills (pg. 23-29) -To be able to explain the importance of verbal and non-verbal communication as well as demonstrate and ability to use good social skills	<u>Wellbeing through sport</u> Problem solving and social Skills (pg. 30-42) -To understand the importance of effective communication skills to help solve problems.	<u>Wellbeing through sport</u> Empathy (pg. 45-46) -To be able to understand the need to be empathetic in a sporting context. To analyse performance and identify and discuss what their classmates may be feeling.	<u>Wellbeing through sport</u> Coping Skills (pg. 56-57) -To explore various strategies to manage difficult and stressful situations by officiating a sports match.	<u>Wellbeing through sport</u> Relaxation, Yoga & Mediation (pg. 58-59) -To use yoga and meditation as forms of relaxation.

	<u>Gym: Body Management</u> -To perform a variety of balances with a partner (mirror and contrast) -To perform a variety of balances supporting and taking weight of partner -To perform balances with partner on apparatus -To perform balances with partner using apparatus -To create a 3 part sequence with partner on apparatus -To perform and evaluate an original sequence <u>Games: Invasion</u> -To send and control a ball -To shoot with accuracy. -To apply evasive skills to game situations. -To develop an awareness of tactics. -To apply tactics and principles to games situations. -To use and apply tactics in a game situation.	<u>Gym: floor (spring 1)</u> -To use a variety of rolls -To perform all rolls with control -To perform a cartwheel -To perform and evaluate a sequence -To combine and adapt a sequence -To refine and perform a sequence <u>Games: outdoor athletics (summer 1)</u> -To explore running and jumping - To develop 3 part sequence jump - To know how exercise affects health and fitness - To explore starting positions - To throw using a short run up - To throw with accuracy	<u>Gym: flight (spring 2)</u> -To perform jumps and landing safely -To perform Sissone Furma and Cat Leap -To perform Change Leg and Stag Leaps -To copy a sequence -To create an original sequence <u>Games: Striking and fielding (summer 2)</u> -To throw accurately in different ways -To catch consistently -To use fielding skills consistently -To know basics of a cricket ball -To hit a bouncing ball -To understand principles of a game and apply skills to a game situation.	<u>Interpretive dance (spring 1)</u> -To respond to music -To create a narrative based on music - To create a narrative based on music - To perform narrative <u>Games: Invasion (spring 2)</u> -To send and control a ball - To shoot with accuracy - To apply evasive skills to game situations - To develop an awareness of tactics -To apply tactics and principles to games situations. -To use and apply tactics in a game situation.	<u>Dance performance (spring 1)</u> -To create part of a dance sequence - To refine performance - To perform part of a dance sequence -To perform a complex dance sequence <u>Games: net and wall (summer 1)</u> -To consolidate the forehand shot -To consolidate the backhand shot -To consolidate volley -To introduce serve -To develop shot selection - To play officiate tennis game	Assessment of the TMH Core life skills (pg. 60 – 65) -To assess learning of the 'TMH Core life skills' by comparing class progress. <u>Indoor athletics (autumn 2)</u> -To improve quality of technique -To increase power and control -To know principles of sprinting -To run an endurance race effectively <u>Outdoor athletics (summer 2)</u> -To consolidate jumping technique -To develop 3 part sequence jump
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						- To pass a relay baton at speed and run a curve maintaining technique. -To apply sprinting to a track relay. -To throw using a short run up -To apply techniques to competitions
Year 6	<u>Wellbeing through sport</u> Introduction to the TMH core life skills (pg. 15-20) -To identify the 'TMH core life skills' and demonstrate an understanding of these <u>Gym: body Management</u> -To perform key gymnastic positions	<u>Wellbeing through sport</u> Emotional Awareness (pg. 21-23) -Be able to reflect on the emotions they experienced during the session and explain h=the event that triggered them <u>Gym: floor (spring 1)</u> -To perform gymnastic movements	<u>Wellbeing through sport</u> Assertiveness (pg. 47-48) -To be able to demonstrate assertiveness and leadership skills in a game. Also, the understand the importance of being assertive in order to be an effective leader. <u>Gym: flight (spring 2)</u> -To know a variety of leaps, turns and spins	<u>Wellbeing through sport</u> Conflict Resolution (pg. 49-51) -To identify different strategies to resolve conflict during team games. <u>Interpretive dance (summer 2)</u> -To respond to music	<u>Wellbeing through sport</u> Humour (pg. 53-54) -To understand the role of humour and why it can be helpful in sport. To be able to demonstrate an ability to enjoy games without taking things too seriously.	<u>Wellbeing through sport</u> Relaxation, Yoga & Mediation (pg. 58-59) -To use yoga and meditation as forms of relaxation. Assessment of the TMH Core life skills (pg. 60 – 65)

	-Demonstrate tension and control -To link gymnastic positions -To perform a headstand -To perform a handstand -To create a sequence and perform it with quality <u>Games: invasion</u> -To refine the basic skills needed for invasion games -To develop a new invasion game -To perform skills in a game situation	-To create an extended sequence -To refine a sequence -To perform a sequence using gymnastic principles -To apply gymnastic principles to apparatus <u>Athletics (summer 1)</u> -To improve jumping technique - To improve triple jumping technique -To refine sprinting technique - To run using appropriate pace and tactics - To throw for distance using different techniques - To throw using different techniques with power	-To create and perform a complex sequence -To work with a partner to adapt a sequence -To work in a group to adapt a sequence -To work in a group to adapt a sequence and perform. <u>Games: striking and fielding (summer 2)</u> -To consolidate fielding skills -To consolidate striking skills -To apply skills to a game - To develop a striking and fielding game -To apply skills to their own games.	- To create a narrative based on music - To create a narrative based on music - To perform narrative <u>OAA (spring 2)</u> -To work together to solve problems -To understand a map as a representation of objects and areas - To use orientation and identify key features using a map -To perform orienteering skills - To Use orienteering and map reading skills	<u>Stress management (pg. 54-55)</u> -To understand ways in which stress can be managed. <u>Dance performance (spring 1)</u> -To create part of a dance sequence -To refine performance - To perform part of a dance sequence -To perform a complex dance sequence <u>Games: net and wall (summer 2)</u> -To consolidate the forehand shot -To consolidate the backhand shot -To consolidate volley -To introduce serve -To develop shot selection - To play officiate tennis game	-To assess learning of the 'TMH Core life skills' by comparing class progress. <u>Indoor athletics (autumn 2)</u> -To select appropriate skill for events -To develop jumping technique -To select and apply appropriate technique and improve on performance. -To show determination and run for an extended period of time. <u>Athletics (summer 2)</u> -To improve quality jumping technique -To know how exercise effects fitness and wellbeing
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						-To throw for distance using different techniques -To communicate knowledge -To know how fitness exercise effects fitness and wellbeing (2)
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