

PE Curriculum Map: **INDOOR** **OUTDOOR** (Summer I outdoor twice) – Units relate to the Year Group unless otherwise stated.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Gym 1 Speed/Agility/Travel 1	Dance 1 Manipulation & Co-ordination 1	Gym 2 Speed/Agility/Travel 2	Dance 2 Manipulation & Co-ordination 2	Body Management 1 Co-operate & Solve problems	Dance (production) Body Management 2
Year 1	Gym 1 Attack / Defend 1	Dance 1 Hit / Catch 1	Gym 2 Send / Return 1	Dance 2 Attack / Defend 2	Run / Jump / Throw 1 Hit / Catch 2	Dance (production) Run / Jump / Throw 2
Year 2	Gym 1 Attack / Defend 1	Gym 2 Attack / Defend 2	Dance 1 Send / Return 1	Dance 2 Hit / Catch 1	Run, Jump, Throw 1 Hit / Catch 2	Run, Jump, Throw 2 Send / Return 2
Year 3	Gym 1 Handball	Dance 1 Football	Gym 2 Netball	Dance 2 Cricket	Tennis Athletics	Dance (production) Rounders
Year 4	Gym 1 Netball	Dance 1 Tag Rugby	Gym 2 Hockey	Dance 2 Football	Swimming Tennis	Dance (production) Rounders / Athletics
Year 5	Gym 1 Handball (Yr4-5)	Dance 1 Tag Rugby	Gym 2 Hockey	Bike ability Netball	Dance 2 Cricket	Dance (production) Rounders / Athletics
Year 6	Gym 1 Netball	Dance 1 Tag Rugby	Gym 2 Handball	Dance 2 Basketball	Dance (production) Football	Dance (production) Rounders / Athletics

Early Years Foundation Stage

Within EYFS, Physical development is one of three prime areas for learning.

The two related early learning goals are:

Moving and handling -

- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care -

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

(Below is listed the more generalised skills that should be developed across a child's learning journey.

For the specific skills related to each of the individual units above, see the 'What you'll learn' section in 'ThePEhub' units of work.

What you'll learn

- Performing and linking simple gymnastics movements
- Creating short dance sequences
- Body movement basics, including balancing self and objects
- Controlling speed and direction in running games
- Navigating obstacle courses
- Moving and controlling objects like beanbags, balloons, and balls
- Cooperating and problem-solving with partners and groups
- Understanding basic changes exercise causes in the body

Progression of skills

Gymnastics	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Basic movements including walking, running, rolling, crawling, jumping, and taking weight on hands. Develop basic movements such as jumping, changing direction, moving at speed and balancing. Able to follow simple instructions	Explore gymnastics actions and still shapes Move confidently and safely in their own and general space, using change of speed and direction	Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision	Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements	Develop the range of actions, body shapes and balances they include in a performance Perform skills and actions more accurately and consistently	Perform actions, shapes and balances consistently and fluently in specific activities	Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas
Selecting and applying skills, tactics and compositional ideas	Able to replicate basic demonstrations and copy and repeat simple movements and shapes	Copy or create and link movement phrases with beginnings, middles and ends Perform movement phrases using a range of body actions and body parts	Choose, use and vary simple compositional ideas in the sequences they create and perform	Improve their ability to select appropriate actions and use simple compositional ideas	Create gymnastic sequences that meet a theme or set of conditions Use compositional devices when creating their sequences, such as changes in speed, level and direction	Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations	Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles
Knowledge and understanding of fitness and health	Enjoying participating in a broad range of activities and how we feel during participation.	Know how to carry and place equipment Recognise how their body feels when still and when exercising	Recognise and describe what their bodies feel like during different types of activity Lift, move and place equipment safely	Recognise and describe the short term effects of exercise on the body during different activities Know the importance of suppleness and strength	Describe how the body reacts during different types of activity and how this affects the way they perform	Know and understand the basic principles of warming up and why it is important for good quality performance Understand why physical activity is good for their health	Understand why warming up and cooling down are important Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves Carry out warm ups safely and effectively
Evaluating and improving performance	Watch and copy	Watch, copy and describe what they and others have done	Improve their work using information they have gained by watching, listening and investigating	Describe and evaluate the effectiveness and quality of a performance Recognise how their own performance has improved	Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved	Choose and use information and basic criteria to evaluate their own and others' work	Evaluate their own and others' work Suggest ways of making improvements
	● IT - Use of digital cameras, video recorders to record and evaluate performance						

Games	Year R (Body management/ Manipulation/co-ordination)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Acquiring and developing skills	Developing balance, flexibility and body management. Gaining confidence in a variety of gross motor skills. Participate in a variety of agility-based activities involving moving and controlling objects. Recognise the different between actions such as: moving softly, quietly, quickly, powerfully, etc.	Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing	Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills	Consolidate and improve the quality of their techniques and their ability to link movements Develop the range and consistency of their skills in all games	Develop the range and consistency of their skills in all games	Develop a broader range of techniques and skills for attacking and defending Develop consistency in their skills	Choose, combine and perform skills more fluently and effectively in invasion, striking and net games
Selecting and applying skills, tactics and compositional ideas	Can stand and balance for short periods on one foot. Can climb stairs or move over large and small steps /objects. Can use hands and feet to negotiate obstacles.	Choose and use skills effectively for particular games	Choose, use and vary simple tactics	Improve their ability to choose and use simple tactics and strategies Keep, adapt and make rules for striking and fielding and net games	Devise and use rules Keep, adapt and make rules for striking and fielding and net games Use and adapt tactics in different situations	Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations Choose and apply skills more consistently in all activities	Understand, choose and apply a range of tactics and strategies for defence and attack Use these tactics and strategies more consistently in similar games
Knowledge and understanding of fitness and health	That being active is fun.	Know that being active is good for them and fun	Recognise and describe what their bodies feel like during different types of activity	Know and describe the short term effects of different exercise activities on the body Know how to improve stamina Begin to understand the importance of warming up	Recognise which activities help their speed, strength and stamina and know when they are important in games Recognise how specific activities affect their bodies	Know and understand the basic principles of warming up, and understand why it is important for a good quality performance Understand why exercise is good for their fitness, health and wellbeing	Understand why exercise is good for their fitness, health and wellbeing Understand the need to prepare properly for games
Evaluating and improving performance	Working with others.	Watch, copy and describe what others are doing Describe what they are doing	Recognise good quality in performance Use information to improve their work	Recognise good performance and identify the parts of a performance that need improving Use what they have learned to improve their work	Explain their ideas and plans Recognise aspects of their work which need improving Suggest practices to improve their play	Choose and use information to evaluate their own and others' work Suggest improvements in their own and others' performances	Develop their ability to evaluate their own and others' work, and to suggest ways to improve it Know why warming up and cooling down are important
	IT - Use of digital cameras, video recorders to record and evaluate performance Videos of professional teams, training videos, to improve understanding of team play and tactics						

Dance	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Respond to hearing music. Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands. Able to follow simple instructions.	Explore movement ideas and respond imaginatively to a range of stimuli Move confidently and safely in their own and general space, using changes of speed, level and direction	Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement	Explore and create characters and narratives in response to a range of stimuli	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group	Explore, improvise and combine movement ideas fluently and effectively
Selecting and applying skills, tactics and compositional ideas	Able to replicate basic demonstrations, copy and repeat simple movements and shapes.	Compose and link movement to make simple dances with clear beginnings, middles and ends Perform movement phrases using a range of body actions and body parts	Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas	Create and link dance phrases using a simple dance structure or motif Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups	Use simple choreographic principles to create motifs and narrative. Perform complex dance phrases and dances that communicate character and narrative	Compose dances by using adapting and developing steps, formations and patterning from different dance styles Perform dances expressively, using a range of performance skills	Create and structure motifs, phrases, sections and whole dances Begin to use basic compositional principles when creating their dances
Knowledge and understanding of fitness and health	What it feels like when they are active.	Recognise how their body feels when still and exercising	Recognise and describe how different dance activities make them feel Understand the importance of warming up and cooling down	Keep up activity over a period of time and know they need to warm up and cool down for dance	Know and describe what you need to do to warm up and cool down for dance	Organise their own warm-up and cool-down activities to suit the dance Show an understanding of why it is important to warm up and cool down	Understand why dance is good for their fitness, health and wellbeing Prepare effectively for dancing

Evaluating and improving performance	Watch and copy.	Talk about dance ideas inspired by different stimuli Copy, watch and describe dance movement	Watch and describe dance phrases and dances and use what they learn to improve their own work	Describe and evaluate some of the compositional features of dances performed with a partner and in a group Talk about how they might improve their dances	Describe, interpret and evaluate their own and others dances, taking account of character and narrative	Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context	Understand how a dance is formed and performed Evaluate, refine and develop their own and others work
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Athletic activities	Year R	Year 1/2	Year3/4	Year5/6
Acquiring and developing skills	Travel with some control and coordination. Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare for and anticipate movement in a variety of situations.	Remember, repeat and link combinations of actions Use their bodies and a variety of equipment with greater control and coordination	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities	Develop the consistency of their actions in a number of events Increase the number of techniques they use
Selecting and applying skills, tactics and compositional ideas	Developing speed and agility in travel and movement. Knowing when and how to change during a variety of small games.	Use their bodies and a variety of equipment with greater control and coordination	Develop their ability to choose and use simple tactics and strategies in different situations	Choose appropriate techniques for specific events
Knowledge and understanding of fitness and health	How it feels when we go quicker instead of slower.	Recognise and describe what their bodies feel like during different types of activity	Know, measure and describe the short-term effects of exercise on the body Describe how the body reacts to different types of activity	Understand the basic principles of warming up Understand why exercise is good for fitness, health and wellbeing
Evaluating and improving performance	Watch, copy.	Watch, copy and describe what they and others have done	Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving	Evaluate their own and others work and suggest ways to improve it

Outdoor and adventurous activities	Year 1/2	Year3/4	Year5/6
Acquiring and developing skills	Recognise their own space Explore finding different places	Develop the range and consistency of their skills and work with others to solve challenges	Develop and refine orienteering and problem-solving skills when working in groups and on their own
Selecting and applying skills, tactics and compositional ideas	Follow simple routes and trails, orientating themselves successfully Solve simple challenges and problems successfully	Choose and apply strategies and skills to meet the requirements of a task or challenge	Decide what approach to use to meet the challenge set Adapt their skills and understanding as they move from familiar to unfamiliar environments
Knowledge and understanding of fitness and health	Recognise and describe how their body feels during exercise	Recognise the effect of different activities on the body and to prepare for them physically Work safely	Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing
Evaluating and improving performance	Observe what they and others have done and use their observations to	Describe and evaluate their own and other performances, and identify	See the importance of a group or team plan, and the value of pooling ideas
improving performance	Improve their performance by watching others.	Identify areas that need improving	Improve their performance by changing or adapting their approaches as needed

Swimming activities and water safety	Year 1 Year 2 Year 3	Year 3 Year 4 Year 5 Year 6
	Beginners (non-swimmers and developing swimmers)	Developing and competent swimmers
Acquiring and developing skills	Work with confidence in the water Explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; use legs in kicking actions; hold their breath under water Remember, repeat and link skills	Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills Improve linking movements and actions
Selecting and applying skills, tactics and compositional ideas	Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction Improve the control and co-ordination of their bodies in water	Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges
Knowledge and understanding of fitness and health	Know that being active is fun and good for them Recognise what their bodies feel like during different activities	Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity
Evaluating and improving performance	Watch, copy and describe what they and others have done and use the information to improve their work	Describe and evaluate the quality of swimming and recognise what needs improving