

Whole School Physical Education (PE) Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit of Work	I: Improve balance O: Improve catching	I: Improve agility O: 'Invictus'	I: Dance O: Orienteering	I: Gymnastics O: Football	I: Health Related Exercise O: Striking and Fielding	I: Multi-Skills O: Athletics
	Key Vocabulary (Tier 2/Tier 3)	Balance, Base of support	Dodge, avoid, directions, fair play, respect, stretch, improvise, speed	FUNdamentals of movement – Jog, Jump, Hop, Weight on Hands & Balance, directions, speed, sequences, commands, Compass directions	Balance, sequence, directs, control, point balance Pass, shoot, dribble, stretch	Oxygen, muscles, fitness, intensity, heart rate Field, strike, catch, bowl	Direction, agility, coordination Athletics, hurdle, throws
	Prior Knowledge	<p>In EYFS, Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food</p> <p>Early Learning Goals for Physical development:</p> <ul style="list-style-type: none"> To 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. To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. 					
Sticky Knowledge	<p>I can control a ball within a game setting</p> <p>I can use my hands to control a ball with increasing accuracy</p> <p>I can play a game following a set of rules</p>	<p>Play a game following a set of rules</p> <p>Move in a variety of ways in and out cones and obstacles.</p>	<p>Move to a beat</p> <p>Copy a dance pattern</p> <p>I can single balance</p> <p>I can balance on one foot</p> <p>Follow sequences and commands</p>	<p>I can participate in a game with an opposing side</p> <p>I can control a ball within a game setting</p> <p>I can play a game following a set of rules</p>	<p>I can participate in a game with an opposing side</p> <p>I can control a ball within a game setting</p> <p>I can use my hands to control a ball with increasing accuracy</p> <p>I can play a game following a set of rules</p>	<p>Warming up and cooling down.</p> <p>Dynamic and static exercises.</p> <p>I can use my hands to control a ball with increasing accuracy</p> <p>I can: Hop</p>	



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		Balancing in a range of ways Rolls			I can kick a ball with increasing accuracy to an end target I can dribble a ball I can single balance I can balance on one foot I can balance on a piece of apparatus		Stop on command Sprint Run Skip without a rope Jump for height
Year 1	Specific skills to be taught/applied (taken from subject skills progression map) (Skills from previous units of work/year groups will also be revisited over the course of the year)	Balance: I can single balance I can balance on one foot I can balance on a piece of apparatus I can: Side roll Climb Line walk Agility and coordination: I can throw and catch a large ball over arm and under arm I can roll a ball to an end target	Basic movement: I can move in a variety of ways in and out cones and obstacles. Team games: I can control a ball within a game setting I can use my hands to control a ball with increasing accuracy I can play a game following a set of rules	Movement patterns: I can dance to link in with learning theme I can copy a dance pattern I can move to a beat I can link 2 dance movements together Team games: I can play a game following a set of rules Balance: I can single balance	Team games I can participate in a game with an opposing side I can control a ball within a game setting I can play a game following a set of rules Agility and coordination I can kick a ball with increasing accuracy to an end target I can dribble a ball Developing balance I can single balance	Basic movement: I can: Hop Stop on command Sprint Run Skip without a rope Jump for height Team games: I can participate in a game with an opposing side I can control a ball within a game setting I can use my hands to control a ball with increasing accuracy	Team games: I can use my hands to control a ball with increasing accuracy Basic movements: I can: Hop Stop on command Sprint Run Skip without a rope Jump for height

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<p>Year 1</p>		<p>Team games: I can control a ball within a game setting</p> <p>I can use my hands to control a ball with increasing accuracy</p> <p>I can play a game following a set of rules</p>		<p>I can balance on one foot</p>	<p>I can balance on one foot</p> <p>I can balance on a piece of apparatus</p>		
	<p>Learning Sequence</p>	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to improve balance To know how to improve balance To know how to improve balance To know how to improve balance To know to improve balance To know how to improve balance <p>Outdoor:</p>	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to improve agility To know how to improve agility To know how to improve agility To know how to improve agility To know how to improve agility 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to respond in the correct manner to commands To know how to repeat some simple sequences of movements To know how to repeat some simple sequences of movements To know how to repeat some simple sequences of movements 	<p>Indoor:</p> <ol style="list-style-type: none"> To know gymnastics balances. To know how to hold a balance To know gymnastic balances and how to hold a balance To know gymnastic balances and how to hold a balance To know gymnastic balances and 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how the body functions/changes during exercise To know how to exercise at different intensities To know how to exercise at different intensities To know how to exercise at different intensities To know how to exercise at 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to develop agility and coordination To know how to develop agility and coordination To know how to develop agility and coordination To know how to develop agility and coordination To know how to develop agility

<p style="text-align: center; color: blue;">Year 1</p>		<ol style="list-style-type: none"> 1. To know how to catch 2. To know how to catch 3. To know how to catch 4. To know how to catch 5. To know how to catch 6. To know how to catch 	<p>6. To know how to improve agility</p> <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to engage in new activities fairly 2. To know how to solve problems 3. To know how to solve problems 4. To know how to solve problems 5. To know how to solve problems 6. To know how to solve problems 	<ol style="list-style-type: none"> 5. To know how to repeat some simple sequences of movements relating to a stimulus 6. To know how to repeat some simple sequences of movements relating to a stimulus <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to list the different points on a compass 2. To know what a 'key' is on a map 3. To know how to use the key to help you find where you are on a map 4. To know how to use the key to help you find where you are on a map 5. To know how to use the key to help you find where you are on a map 6. To know how to move your thumb & map to display where they are, and 	<p>how to hold a balance</p> <ol style="list-style-type: none"> 6. To know gymnastic balances and how to hold a balance <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to keep the ball close & under control 2. To know how to keep the ball close & under control 3. To know how to pass effectively 4. To know how to pass effectively 5. To know how to shoot effectively 6. To know how to use knowledge of technique to suggest ways for peers to improve 	<p>different intensities</p> <ol style="list-style-type: none"> 6. To know how to exercise at different intensities <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to roll/move the ball with accuracy 2. To know how to roll/move the ball with accuracy 3. To know how to catch/stop the ball with accuracy 4. To know how to catch/stop the ball with accuracy 5. To know how to strike the ball with some consistency 6. To know how to strike the ball with some consistency 	<p>and coordination</p> <ol style="list-style-type: none"> 6. To know how to develop agility and coordination <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to run at speed 2. To know how to hurdle effectively 3. To know how to jump as far as you can. 4. To know how to throw as far as you can. 5. To know how to throw as far as you can 6. To know how to use your body to maximise performance
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Year 1				which way you are facing			
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Year Group	Unit of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		I: Health Related Exercise PE: 1.5	I: Dance PE: 1.3	I: Gymnastics PE: 1.4	I: Health Related Exercise	I: Multi-Skills PE: 1.6	I: Orienteering PE: 1.3

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			O: Multi-Skills PE: 1.6	O: Football	PE: 1.5, 2.1 O: Striking and Fielding PE: 1.5	O: 'Invictus'	O: Athletics PE: 1.6
Year 2	Key Vocabulary (Tier 2/Tier 3)	Muscle groups – Biceps, Quads, Abs, & Deltoids, Intensities, oxygen, Heart rate, stretching (dynamic/static)	Balance, directions, speed, sequences, commands Direction, agility, coordination	Balance, sequence, directs, control, point balance, travel Pass, shoot, dribble, stretch	Muscle groups – Biceps, Quads, Abs, & Deltoids, Intensities, oxygen, Heart rate, stretching (dynamic/static) Field, strike, catch, bowl	Direction, agility, coordination Fair play, respect, stretch, improvise, speed	Compass directions-North, South, East, West Map Athletics, hurdle, throws
	Prior Knowledge	Knowing how body functions and changes during exercise Knowing how to exercise at different intensities	Move to a beat Copy a dance pattern I can single balance I can balance on one foot Follow sequences and commands Link 2 dance movements together I can: Hop Stop on command Sprint Run Skip without a rope Jump for height	I can participate in a game with an opposing side I can control a ball within a game setting I can play a game following a set of rules I can kick a ball with increasing accuracy to an end target I can dribble a ball I can single balance	Knowing how body functions and changes during exercise Knowing how to exercise at different intensities I can participate in a game with an opposing side I can control a ball within a game setting I can use my hands to control a ball with increasing accuracy I can play a game following a set of rules	I can: Hop Stop on command Sprint Run Skip without a rope Jump for height I can control a ball within a game setting I can use my hands to control a ball with increasing accuracy	Compass directions-North, South, East, West Move in a variety of ways in and out cones and obstacles. Warming up and cooling down. Dynamic and static exercises. I can use my hands to control a ball with increasing accuracy

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				<p>I can balance on one foot</p> <p>I can balance on a piece of apparatus</p>		<p>I can play a game following a set of rules</p>	<p>I can:</p> <ul style="list-style-type: none"> Hop Stop on command Sprint Run Skip without a rope Jump for height
<p>Year 2</p>	<p>Sticky Knowledge</p>	<p>Knowing how body functions and changed during exercise, Knowing how to exercise at different intensities.</p>	<p>I can dance to link in with learning theme</p> <p>I can copy a dance pattern</p> <p>I can move to a beat</p> <p>I can link a short series of dance sequences together</p> <p>I can move in a variety of ways in and out cones and obstacles.</p>	<p>I can work as a team in order to score goals</p> <p>I can control a ball accurately</p> <p>I can use both hands and feet in order to control a ball</p> <p>I can single balance</p> <p>I can balance on one foot</p> <p>I can balance on a piece of apparatus</p> <p>I can:</p> <ul style="list-style-type: none"> Side roll Climb Line walk 	<p>Knowing how body functions and changed during exercise, Knowing how to exercise at different intensities.</p> <p>Names and functions of different muscles.</p> <p>I can hit a ball with some accuracy using a racket or bat</p> <p>I can throw and catch a medium sized ball accurately</p> <p>I can participate in a game with an opposing side</p> <p>I can control a ball within a game setting</p>	<p>I can move in a variety of ways in and out cones and obstacles.</p> <p>I can participate in a game with an opposing side</p> <p>I can control a ball within a game setting</p> <p>I can play a game with a set of rules</p> <p>I can play as part of a team</p> <p>I can cooperate with team mates</p> <p>I can work as a team in order to score goals</p>	<p>I can move in a variety of ways in and out cones and obstacles.</p> <p>I can stop on command</p> <p>I can play a game with a set of rules</p> <p>I can jump with both feet leaving the group</p> <p>I can:</p> <ul style="list-style-type: none"> Hop Stop on command Sprint Run Skip without a rope Jump for height Skip with a rope

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				Bench walk	I can play a game with a set of rules I can play as part of a team I can cooperate with team mates	I can control a ball accurately I can use both hands and feet in order to control a ball	Gallop Side gallop
Year 2	Specific skills to be taught/applied (taken from subject skills progression map) (Skills from previous units of work/year groups will also be revisited over the course of the year)	Basic movement I can move in a variety of ways in and out cones and obstacles. I can jump with both feet leaving the group I can: Hop Stop on command Sprint Run Skip without a rope Jump for height Skip with a rope Gallop Side gallop Jump for distance	Movement patterns: I can dance to link in with learning theme I can copy a dance pattern I can move to a beat I can link a short series of dance sequences together Basic movement: I can move in a variety of ways in and out cones and obstacles. I can jump with both feet leaving the group I can: Hop Stop on command Sprint Run	Team games I can participate in a game with an opposing side I can control a ball within a game setting I can play a game with a set of rules I can play as part of a team I can cooperate with team mates I can work as a team in order to score goals I can control a ball accurately I can use both hands and feet in	Basic movement I can move in a variety of ways in and out cones and obstacles. I can jump with both feet leaving the group I can: Hop Stop on command Sprint Run Skip without a rope Jump for height Skip with a rope Gallop Side gallop Jump for distance Agility and coordination: I can hit a ball with some accuracy using a racket or bat I can throw and catch a medium sized ball accurately	Basic movement: I can move in a variety of ways in and out cones and obstacles. Team games: I can participate in a game with an opposing side I can control a ball within a game setting I can play a game with a set of rules I can play as part of a team I can cooperate with team mates I can work as a team in order to score goals	Basic movement I can move in a variety of ways in and out cones and obstacles. I can stop on command Team games I can play a game with a set of rules Basic movement: I can jump with both feet leaving the group I can: Hop Stop on command Sprint Run Skip without a rope Jump for height

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<p>Year 2</p>			<p>Skip without a rope Jump for height Skip with a rope Gallop Side gallop Jump for distance</p> <p>Agility and coordination: I can throw a beanbag into a given target</p>	<p>order to control a ball</p> <p>Agility and coordination: I can kick a ball</p> <p>I can balance a ball on a bat</p> <p>I can dribble a ball in and out of a set of obstacles</p> <p>Developing balance: I can single balance</p> <p>I can balance on one foot</p> <p>I can balance on a piece of apparatus</p> <p>I can: Side roll Climb Line walk Bench walk</p>	<p>Team games: I can participate in a game with an opposing side</p> <p>I can control a ball within a game setting</p> <p>I can play a game with a set of rules</p> <p>I can play as part of a team</p> <p>I can cooperate with team mates</p>	<p>I can control a ball accurately</p> <p>I can use both hands and feet in order to control a ball</p>	<p>Skip with a rope Gallop Side gallop Jump for distance</p> <p>Agility and coordination I can throw a beanbag into a given target</p>
	<p>Learning Sequence</p>	<p>Indoor: 1. To know how the body functions/changes during exercise</p>	<p>Indoor: 1. To know how to respond in the correct manner to commands</p>	<p>Indoor: 1. To know gymnastics balances.</p>	<p>Indoor: 1. To know how the body functions/changes during exercise</p>	<p>Indoor: 1. To know how to develop agility and coordination</p>	<p>Indoor: 1. To know how to list the different points on a compass</p>

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<p>Year 2</p>	<ol style="list-style-type: none"> 2. To know how to exercise at different intensities 3. To know how to exercise at different intensities 4. To know how to exercise at different intensities 5. To know how to exercise at different intensities 6. To know the names & functions of muscles 	<ol style="list-style-type: none"> 2. To know how to repeat some simple sequences of movements 3. To know how to repeat some simple sequences of movements 4. To know how to repeat some simple sequences of movements 5. To know how to repeat some simple sequences of movements relating to a stimulus 6. To know how to repeat some simple sequences of movements relating to a stimulus <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to develop agility and coordination 2. To know how to develop agility and coordination 	<ol style="list-style-type: none"> 2. To know how to hold a balance 3. To know gymnastic balances and how to hold a balance 4. To know how to travel in a range of ways 5. To know how to travel in a range of ways 6. To know how to travel in a range of ways <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to keep the ball close & under control 2. To know how to pass effectively 3. To know how to pass effectively 4. To know how to shoot effectively 5. To know how to shoot effectively 	<ol style="list-style-type: none"> 2. To know how to exercise at different intensities 3. To know how to exercise at different intensities 4. To know how to exercise at different intensities 5. To know how to exercise at different intensities 6. To know the names & functions of muscles <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to roll/move the ball with accuracy 2. To know how to roll/move the ball with accuracy 3. To know how to catch/stop the ball with accuracy 4. To know how to strike the ball with some consistency 	<ol style="list-style-type: none"> 2. To know how to develop agility and coordination 3. To know how to develop agility and coordination 4. To know how to develop agility and coordination 5. To know how to develop agility and coordination 6. To know how to develop agility and coordination <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to engage in new activities fairly 2. To know how to solve problems 3. To know how to solve problems 4. To know how to solve problems 5. To know how to solve problems 6. To know how to solve problems 	<ol style="list-style-type: none"> 2. To know what a 'key' is on a map 3. To know how to use the key to help you find where you are on a map 4. To know how to use the key to help you find where you are on a map 5. To know how to use the key to help you find where you are on a map 6. To know how to move your thumb & map to display where they are, and which way you are facing <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to hurdle effectively 2. To know how to jump as far as you can 3. To know how to throw as far as you can
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<p>Year 2</p>			<ul style="list-style-type: none"> 3. To know how to develop agility and coordination 4. To know how to develop agility and coordination 5. To know how to develop agility and coordination 6. To know how to develop agility and coordination 	<ul style="list-style-type: none"> 6. To know how to use knowledge of technique to suggest ways for peers to improve 	<ul style="list-style-type: none"> 5. To know how to strike the ball with some consistency 6. To know how to analyse performance 		<ul style="list-style-type: none"> 4. To know how to throw as far as you can 5. To know how to throw as far as you can 6. To know how to use your body to maximise performance
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Year Group	Unit of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		I: Dance PE: 1.3, 2.2	I: Gymnastics PE: 1.4, 2.6	I: Basketball O: Tennis	I: Health Related Exercise PE: 1.5, 2.1, 2.4	I: Handball O: Athletics	I: Badminton O: Rounders

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Year 3		O: Football PE: 2.3	O: Hockey		O: Orienteering PE: 1.3	PE: 1.6, 2.6	
	Key Vocabulary (Tier 2/Tier 3)	Balance, directions, speed, sequences, commands Pass, dribble, shoot, stretch, attach, defend	Mirror/Match & Canon & Unison, Balance, sequence, directs, control, point balance, travel Attack, defends, pass, shoot, control, stick, puck	Pass- bounce, chest, overhead. Shoot, defend, attack Grip, racket, control	Muscle groups – Biceps, Quads, Abs, & Deltoids, Intensities, oxygen, Heart rate, stretching (dynamic/static), energy, burn off, pulse Compass directions- North, South, East, West Map	Attack, defend, shoot Athletics, hurdle, throws, chest push	Grip, serve Coordination, fielding, striking
Prior Knowledge	I can dance to link in with learning theme I can copy a dance pattern I can move to a beat I can link a short series of dance sequences together I can participate in a game with an opposing side I can control a ball within a game setting	I can single balance I can balance on one foot I can balance on a piece of apparatus I can move in a variety of ways in and out cones and obstacles. I can participate in a game with an opposing side I can control a ball within a game setting	I can control a ball accurately I can use both hands and feet in order to control a ball I can throw and catch a medium sized ball accurately I can participate in a game with an opposing side I can control a ball within a game setting	Knowing how body functions and changed during exercise, Knowing how to exercise at different intensities. I can move in a variety of ways in and out cones and obstacles. I can stop on command I can play a game with a set of rules Names and functions of different muscles.	I can control a ball accurately I can use both hands and feet in order to control a ball I can throw and catch a medium sized ball accurately I can participate in a game with an opposing side I can control a ball within a game setting	Balance a ball on a racket Hit a ball with some accuracy using a racket or bat I can throw and catch a medium sized ball accurately I can participate in a game with an opposing side I can control a ball within a game setting	

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Year 3		<p>I can play a game following a set of rules</p> <p>I can kick a ball with increasing accuracy to an end target</p> <p>I can dribble a ball</p>	<p>I can play a game with a set of rules</p> <p>I can play as part of a team</p> <p>I can cooperate with team mates</p>	<p>I can play a game with a set of rules</p> <p>Play as part of a team</p> <p>Cooperate with team mates</p> <p>Balance a ball on a racket</p> <p>Hit a ball with some accuracy using a racket or bat</p>	<p>Compass directions (N, E, S, W), use of a ma and key</p>	<p>I can jump with both feet leaving the group</p> <p>I can:</p> <ul style="list-style-type: none"> Hop Stop on command Sprint Run Skip without a rope Jump for height Skip with a rope Gallop Side gallop <p>Throw a beanbag into a target</p>	<p>I can play a game with a set of rules</p> <p>I can play as part of a team</p> <p>I can cooperate with team mates</p>
	Sticky Knowledge	<p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>Participate in team games</p> <p>Develop simple tactics for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other</p>	<p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>Perform a basic log, egg, shoulder and forward roll</p> <p>I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p>	<p>I can bounce a ball on the spot with consistency</p> <p>I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p>	<p>Knowing how body functions and changed during exercise</p> <p>Knowing how to exercise at different intensities.</p> <p>Names and functions of different muscles.</p> <p>Healthy and unhealthy foods.</p> <p>I can move in a variety of ways in and out cones and obstacles.</p>	<p>I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p>	<p>I can participate in team games</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>I can create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p>

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<p>Year 3</p>		physically demanding activities.	I can succeed and excel (in competitive sport) and other physically demanding activities.		I can play a game with a set of rules Names and functions of different muscles. Compass directions (N, E, S, W), use of a map and key		
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>Movement patterns: I can create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>I can choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p> <p>Competitive games: I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other</p>	<p>Movement patterns: I can create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>Control and balance: I can perform a basic log, egg, shoulder and forward roll</p> <p>Competitive games: I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically</p>	<p>Control and balance: I can bounce a ball on the spot with consistency</p> <p>Competitive games: I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p>	<p>Competitive games: I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Movement patterns: I can create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p>	<p>Competitive games: I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Movement patterns: I can create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p>	<p>Competitive games: I can participate in team games</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Movement patterns: I can create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p>

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<p>Year 3</p>		physically demanding activities	demanding activities.				
	<p>Learning Sequence</p>	<p>Indoor</p> <ol style="list-style-type: none"> To know how to respond in the correct manner to commands To know how to repeat some simple sequences of movements To know how to repeat some simple sequences of movements relating to a stimulus To know how to repeat some simple sequences of movements relating to a stimulus To know how to repeat some simple sequences of movements relating to a stimulus To know how to repeat some simple sequences of movements relating to a stimulus <p>Outdoor</p> <ol style="list-style-type: none"> To know how to keep the ball close & under control 	<p>Indoor:</p> <ol style="list-style-type: none"> To know gymnastics balances. To know how to hold a balance To know gymnastic balances and how to hold a balance To know how to travel in a range of ways To know how to travel in a range of ways To know about Mirror/Match & Canon & Unison <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to control the hockey ball and dribble with the stick To know how to control the hockey ball and dribble with the stick 	<p>Indoor:</p> <ol style="list-style-type: none"> To understand the rules of Basketball To know how to dribble legally in Basketball To know how to pass effectively in Basketball To know how to pass effectively in Basketball To know how to shoot effectively in Basketball To know how to shoot effectively in Basketball <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to grip the racket effectively To know how to grip the racket effectively To know how to control the movement of a ball with a racket To know how to control the 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how the body functions/changes during exercise To know how to exercise at different intensities To know how to exercise at different intensities To know how to exercise at different intensities To know how to exercise at different intensities To know how the food & drink we consume affects our body <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to list the different points on a compass To know what a 'key' is on a map 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to throw and catch effectively To know how to throw and catch effectively To know how to throw and catch effectively To know how to throw and catch effectively To know how to throw and catch effectively To know how to throw and catch effectively <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to jump as far as you can To know how to jump as far as you can To know how to throw as far as you can 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to grip the racquet correctly To know how to grip the racquet correctly To know how to serve effectively To know how to serve effectively To know how to serve effectively To know how to serve effectively <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to coordinate and field effectively To know how to coordinate, field and strike effectively To know how to coordinate, field and strike effectively To know how to coordinate, field and strike effectively To know how to coordinate, field

Whole School Physical Education (PE) Curriculum Map

Year 3		<p>2. To know how to pass effectively</p> <p>3. To know how to pass effectively</p> <p>4. To know how to shoot effectively</p> <p>5. To know how to shoot effectively</p> <p>6. To know how to use knowledge of technique to suggest ways for peers to improve</p>	<p>3. To know how to control the hockey ball and dribble with the stick</p> <p>4. To know how to pass the Hockey ball to teammates</p> <p>5. To know how to pass the Hockey ball to teammates</p> <p>6. To know how to apply skill in a competitive environment</p>	<p>movement of a ball with a racket</p> <p>5. To know how to control the movement of a ball with a racket</p> <p>6. To know how to control the movement of a ball with a racket</p>	<p>3. To know how to use the key to help you find where you are on a map</p> <p>4. To know how to use the key to help you find where you are on a map</p> <p>5. To know how to use the key to help you find where you are on a map</p> <p>6. To know how to move your thumb & map to display where they are, and which way you are facing</p>	<p>4. To know how to chest push as far as you can</p> <p>5. To know how to chest push as far as you can</p> <p>6. To know how to hurdle effectively</p>	<p>and strike effectively</p> <p>6. To know how to coordinate, field and strike effectively</p>
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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit of Work	I: Multi-Skills PE: 1.6, 2.5 O: Football PE: 3.1	I: Basketball PE: 3.3 O: Hockey PE: 3.2	I: Dance PE: 1.3, 2.2, 3.1 O: 'Invictus'	I: Gymnastics PE: 1.4, 2.3, 3.2 O: Orienteering PE: 1.3, 3.5	I: Health Related Exercise PE: 1.5, 2.1, 2.4, 3.4 O: Tennis PE: 1.3	I: Handball PE: 3.4 O: Athletics PE: 1.6, 2.6, 3.5
	Key Vocabulary (Tier 2/Tier 3)	Agility, coordination, stretch	Pass- bounce, chest, overhead.	Balance, directions, speed, sequences, commands,	Mirror/Match & Canon & Unison,	Muscle groups – Biceps, Quads, Abs, & Deltoids, Intensities,	Attack, defend, shoot

Whole School Physical Education (PE) Curriculum Map

Year 4			Shoot, defend, attack	composition, accompaniment Fair play, respect, stretch, improvise, speed	Balance, sequence, directs, control, point balance, travel Compass directions- North, South, East, West Map	oxygen, Heart rate, stretching (dynamic/static), energy, burn off, pulse Grip, racket, control	Athletics, hurdle, throws, chest push
	Prior Knowledge	<p>I can move in a variety of ways in and out cones and obstacles.</p> <p>I can participate in team games</p> <p>I can develop simple tactics for attacking and defending.</p>	<p>I can bounce a ball on the spot with consistency</p> <p>I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p>	<p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>I can move in a variety of ways in and out cones and obstacles.</p> <p>I can play a game with a set of rules</p>	<p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>Perform a basic log, egg, shoulder and forward roll</p>	<p>Knowing how body functions and changed during exercise, Knowing how to exercise at different intensities. Names and functions of different muscles.</p> <p>Healthy and unhealthy foods.</p> <p>I can control a ball within a game setting</p> <p>I can play a game with a set of rules</p> <p>Balance a ball on a racket</p>	<p>I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p>
	Sticky Knowledge	<p>I can respond imaginatively and with control and coordination</p>	<p>I can bounce a ball on the spot with consistency</p> <p>I can respond imaginatively and</p>	<p>I can create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p>	<p>I can perform a basic log, egg, shoulder and forward roll</p> <p>I can respond imaginatively and</p>	<p>Knowing how body functions and changed during exercise</p>	<p>I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p>

Whole School Physical Education (PE) Curriculum Map

<p style="text-align: center; color: blue; font-weight: bold;">Year 4</p>		<p>I can use different body parts</p>	<p>with control and coordination</p>		<p>with control and coordination</p>	<p>Knowing how to exercise at different intensities.</p>	
	<p>I can vary dynamics, speed, direction and level of their movements</p>	<p>I can vary dynamics, speed, direction and level of their movements</p>	<p>I can choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p>	<p>I can use different body parts</p>	<p>Names and functions of different muscles.</p>	<p>I can play competitive games, modified where appropriate.</p>	
	<p>I can participate in team games</p>	<p>I can participate in team games</p>	<p>I can plan and perform a movement</p>	<p>I can vary dynamics, speed, direction and level of their movements</p>	<p>Healthy and unhealthy foods and effects on body.</p>	<p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p>	
	<p>I can develop simple tactics for attacking and defending</p>	<p>I can develop simple tactics for attacking and defending</p>	<p>sequence showing contrasts in speed/level and direction,</p>		<p>I can play competitive games, modified where appropriate.</p>	<p>I can compete in a range of increasingly challenging situations</p>	
	<p>I can play competitive games, modified where appropriate.</p>	<p>I can play competitive games, modified where appropriate.</p>	<p>I can apply basic compositional ideas to create dance phrases with a partner and in a small group.</p>		<p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p>	<p>I can respond imaginatively and with control and coordination</p>	
	<p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p>	<p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p>	<p>I can play competitive games, modified where appropriate.</p>		<p>I can compete in a range of increasingly challenging situations</p>	<p>I can use different body parts</p>	
	<p>I can compete in a range of increasingly challenging situations</p>	<p>I can compete in a range of increasingly challenging situations</p>			<p>I can respond imaginatively and with control and coordination</p>	<p>I can vary dynamics, speed, direction and level of their movements</p>	

Whole School Physical Education (PE) Curriculum Map

<p>Year 4</p>	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p><i>(Skills from previous units of work/year groups will also be revisited over the course of the year)</i></p>	<p>Control and balance: I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>Competitive games: I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can play competitive games, modified where appropriate.</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>I can compete in a range of increasingly</p>	<p>Control and balance: I can bounce a ball on the spot with consistency</p> <p>I can respond imaginatively and with control and coordination</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>Competitive games: I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can play competitive games, modified where appropriate.</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p>	<p>Movement patterns: I can create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>I can choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p> <p>I can plan and perform a movement sequence showing contrasts in speed/level and direction,</p> <p>I can apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>Competitive games: I can play competitive games, modified where appropriate.</p>	<p>Control and balance: I can perform a basic log, egg, shoulder and forward roll</p> <p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>Movement patterns: I can create and perform a short sequence linking basic actions with a clear beginning, middle and end</p>	<p>Competitive games: I can play competitive games, modified where appropriate.</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>I can compete in a range of increasingly challenging situations</p> <p>Control and balance: I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p>	<p>Competitive games: I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can play competitive games, modified where appropriate.</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>I can compete in a range of increasingly challenging situations</p> <p>Control and balance: I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and</p>
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Year 4	challenging situations	I can compete in a range of increasingly challenging situations				level of their movements
Learning Sequence	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to develop agility and coordination To know how to develop agility and coordination To know how to develop agility and coordination To know how to develop agility and coordination To know how to develop agility and coordination To know how to develop agility and coordination <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to keep the ball close & under control 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to dribble legally in basketball To know how to dribble legally in basketball To know how to pass effectively in basketball To know how to pass effectively in basketball To know how to shoot effectively in basketball To know how to shoot effectively in basketball <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to control the hockey ball and dibble with a stick To know how to control the hockey ball and dibble with a stick 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to respond in the correct manner to commands. To know how to repeat some simple sequences of movements To know how to repeat some simple sequences of movements relating to a stimulus To know how to repeat some simple sequences of movements relating to a stimulus To know how to create some simple sequences of movements relating to a stimulus To know how to create some 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to hold a balance To know how to hold a balance To know how to travel in a variety of ways To know how to travel in a variety of ways To know about Mirror/Match & Canon & Unison To know about Mirror/Match & Canon & Unison <p>Outdoor:</p> <ol style="list-style-type: none"> To know the different points on a compass and how to use the key on a map To know how to use the key on a map to find where you are To know how to use the key on a map to find where you are 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how the body functions/changes during exercise To know how to exercise at different intensities To know how to exercise at different intensities To know how to exercise at different intensities To know how to exercise at different intensities To know how the food & drink we consume affects our body <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to grip the racket correctly To know how to control the 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to throw and catch effectively To know how to throw and catch effectively To know how to throw and catch effectively To know how to throw and catch effectively To know how to throw and catch effectively To know how to throw and catch effectively <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to jump as far as you can

Whole School Physical Education (PE) Curriculum Map

Year 4		<ol style="list-style-type: none"> 2. To know how to pass effectively 3. To know how to pass effectively 4. To know how to shoot effectively 5. To know how to shoot effectively 6. To know how to assess a peer's performance 	<ol style="list-style-type: none"> 3. To know how to pass the hockey ball to teammates 4. To know how to pass the hockey ball to team mates 5. To know how to apply skills in a competitive environment 6. To know how to apply skills in a competitive environment 	<p>simple sequences of movements relating to a stimulus</p> <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to solve problems and engage in new activities fairly 2. To know how to solve problems and engage in new activities fairly 3. To know how to solve problems and engage in new activities fairly 4. To know how to solve problems and engage in new activities fairly 5. To know how to solve problems and engage in new activities fairly 6. To know how to solve problems and engage in new activities fairly 	<ol style="list-style-type: none"> 4. To know how to use your thumb & map to display where they are, and which way you are facing 5. To know how to use your thumb & map to display where they are, and which way you are facing 6. To know how to use your thumb & map to display where they are, and which way you are facing 	<p>movement of a ball with a racket.</p> <ol style="list-style-type: none"> 3. To know how to control the movement of a ball with a racket. 4. To know how to control the movement of a ball with a racket. 5. To know how to control the movement of a ball with a racket. 6. To know how to control the movement of a ball with a racket. 	<ol style="list-style-type: none"> 2. To know how to hurdle effectively 3. To know how to hurdle effectively 4. To know how to Triple Jump effectively 5. To know how to throw the Javelin effectively 6. To know how to run the 400m effectively
Year 4							



Whole School Physical Education (PE) Curriculum Map



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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit of Work	I: Types of Training O: Hockey PE: 3.2, 4.2	I: Multi-Skills PE: 1.6, 2.5, 4.1 O: Tag Rugby	I: Handball PE: 3.4, 4.6 O: Football PE: 3.1, 4.1	I: Health Related Exercise PE: 1.5, 2.1, 2.4, 3.4, 4.5 O: Tennis PE: 3.3, 4.5	I: Basketball PE: 3.3, 4.2 O: Rounders PE: 3.6	I: Badminton O: Cricket
	Key Vocabulary (Tier 2/Tier 3)	Rate of perceived exertion, 'fartlec', aerobic, fitness	Agility, coordination, stretch	Attack, defend, shoot	Muscle groups – Biceps, Quads, Abs, & Deltoids,	Coordination, field, strike	Grip, serve Coordination, field

Whole School Physical Education (PE) Curriculum Map

Year 5		Shoot, defend, attack			Intensities, oxygen, Heart rate, stretching (dynamic/static), energy, burn off, pulse Grip, racket, control	Pass- bounce, chest, overhead. Shoot, defend, attack	
	Prior Knowledge	<p>I can vary dynamics, speed, direction and level of their movements</p> <p>I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can play competitive games, modified where appropriate.</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>I can compete in a range of increasingly challenging situations</p>	<p>I can vary dynamics, speed, direction and level of their movements</p> <p>I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can play competitive games, modified where appropriate.</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>I can compete in a range of increasingly challenging situations</p>	<p>I can participate in team games</p> <p>I can play competitive games, modified where appropriate.</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>I can compete in a range of increasingly challenging situations</p> <p>I can respond imaginatively and with control and coordination</p>	<p>Knowing how body functions and changed during exercise</p> <p>Knowing how to exercise at different intensities. Names and functions of different muscles.</p> <p>Healthy and unhealthy foods and effects on body. I can play competitive games, modified where appropriate.</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>I can compete in a range of increasingly</p>	<p>I can bounce a ball on the spot with consistency</p> <p>I can respond imaginatively and with control and coordination</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can play competitive games, modified where appropriate.</p> <p>I can succeed and excel (in competitive sport) and other</p>	<p>Balance a ball on a racket</p> <p>Hit a ball with some accuracy using a racket or bat</p> <p>I can respond imaginatively and with control and coordination</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>I can participate in team games</p>

Whole School Physical Education (PE) Curriculum Map

<p>Year 5</p>		<p>I can respond imaginatively and with control and coordination</p> <p>I can vary dynamics, speed, direction and level of their movements</p>	<p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p>	<p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p>	<p>challenging situations</p> <p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>Vary the speed, direction and level of movement.</p> <p>Balance ball on racket</p>	<p>physically demanding activities.</p> <p>Compete in range of challenging situations.</p>	
<p>Year 5</p>	<p>Sticky Knowledge</p>	<p>I can vary dynamics, speed, direction and level of their movements</p> <p>I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can develop simple tactics for attacking and defending</p>	<p>I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p>	<p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>I can participate in team games</p> <p>I can play competitive games, modified where</p>	<p>Knowing how body functions and changed during exercise, Knowing how to exercise at different intensities. Names and functions of different muscles.</p> <p>Healthy and unhealthy foods and effects on body.</p>	<p>I can bounce a ball on the spot with consistency</p> <p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p>	<p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>I can participate in team games</p> <p>I can play competitive games, modified where</p>



Whole School Physical Education (PE) Curriculum Map



		<p>I can apply basic principles suitable for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p>		<p>appropriate through team and individual games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can apply basic principles suitable for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p>		<p>I can travel whilst bouncing a ball, showing control</p> <p>I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can apply basic principles suitable for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p>	<p>appropriate through team and individual games</p> <p>I can create and perform a short sequence linking basic actions, with a clear beginning, middle and end.</p> <p>I can plan and perform a movement sequence showing contrasts in speed, level and direction.</p> <p>I can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance</p>
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Whole School Physical Education (PE) Curriculum Map

Year 5	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>Control and balance: I can vary dynamics, speed, direction and level of their movements</p> <p>Competitive games: I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can apply basic principles suitable for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p>	<p>Competitive games: I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>Control and balance: I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p>	<p>Control and balance: I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>Competitive games: I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can apply basic principles suitable for attacking and defending</p> <p>I can succeed and excel (in competitive</p>	<p>Movement patterns: I can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p> <p>I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>Competitive games: I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can apply basic principles suitable</p>	<p>Control and balance: I can bounce a ball on the spot with consistency</p> <p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>Competitive games: I can participate in team games</p> <p>I can travel whilst bouncing a ball, showing control</p> <p>Movement patterns: I can apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>I can describe and comment on their own performance and that of others and make simple</p>	<p>Control and balance: I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>Competitive games: I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can compete in a range of increasingly challenging situations</p> <p>Movement patterns: I can create and perform a short sequence linking basic actions, with a</p>
Year 5							



Whole School Physical Education (PE) Curriculum Map



Year 5				<p>sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p> <p>Movement patterns: I can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p>	<p>for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p>	<p>suggestions to improve quality and performance.</p> <p>Competitive games: I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can develop simple tactics for attacking and defending</p> <p>I can apply basic principles suitable for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p>	<p>clear beginning, middle and end.</p> <p>I can plan and perform a movement sequence showing contrasts in speed, level and direction.</p> <p>I can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p> <p>I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p>
	Learning Sequence	Indoor:	Indoor:	Indoor:	Indoor:	Indoor:	Indoor:

Whole School Physical Education (PE) Curriculum Map

<p style="text-align: center; color: blue; font-weight: bold;">Year 5</p>		<ol style="list-style-type: none"> 1. To understand how the body reacts to different types of exercise 2. To know how to push yourself physically 3. To know how to push yourself physically 4. To know how to push yourself physically 5. To know how to push yourself physically 6. To know how to push yourself physically <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to control the hockey ball and dribble with the stick 2. To know how to pass the hockey ball to team mates 3. To know how to pass the hockey ball to team mates. 4. To know how to apply skills in a 	<ol style="list-style-type: none"> 1. To know how to develop agility and coordination 2. To know how to develop agility and coordination 3. To know how to develop agility and coordination 4. To know how to develop agility and coordination 5. To know how to develop agility and coordination 6. To know how to develop agility and coordination <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to run with the ball and pass effectively 2. To know how to run with the ball and pass effectively 3. To know how to run with the ball 	<ol style="list-style-type: none"> 1. To know how to throw and catch effectively. 2. To know how to throw and catch effectively. 3. To know how to throw and catch effectively. 4. To know how to throw and catch effectively. 5. To know how to throw and catch effectively. 6. To know how to throw and catch effectively. <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to pass effectively 2. To know how to pass effectively 3. To know how to shoot effectively 4. To know how to shoot effectively. 5. To know how to assess a peer's performance 6. To know how to select passes effectively 	<ol style="list-style-type: none"> 1. To know how the food & drink we consume affects our body 2. To know how the body functions and changes during exercise 3. To know how to exercise at different intensities. 4. To know how to exercise at different intensities. 5. To know how to exercise at different intensities. 6. To know how to exercise at different intensities. <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to grip the racket correctly and control the movement of the ball with the racket. 2. To know how to grip the racket correctly and 	<ol style="list-style-type: none"> 1. To know how to dribble legally in basketball 2. To know how to dribble legally in basketball 3. To know how to pass effectively in basketball 4. To know how to shoot effectively in basketball 5. To know how to shoot effectively in basketball 6. To know how to shoot effectively in basketball <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to field and strike effectively 2. To know how to field and strike effectively 3. To know how to field and strike effectively 4. To know how to field and strike effectively 	<ol style="list-style-type: none"> 1. To know how to grip the racquet correctly and serve effectively 2. To know how to grip the racquet correctly and serve effectively 3. To know how to grip the racquet correctly and serve effectively 4. To know how to grip the racquet correctly and serve effectively 5. To know how to grip the racquet correctly and serve effectively 6. To know how to grip the racquet correctly and serve effectively <p>Outdoor:</p> <ol style="list-style-type: none"> 1. To know how to field effectively 2. To know how to use the bat effectively 3. To know how to field and use the bat effectively 4. To know how to field and use
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Whole School Physical Education (PE) Curriculum Map



<p style="text-align: center; color: blue; font-weight: bold;">Year 5</p>		<p>competitive environment</p> <ol style="list-style-type: none"> 5. To know how to apply skills in a competitive environment 6. To know how to apply skills in a competitive environment 	<p>and pass effectively</p> <ol style="list-style-type: none"> 4. To know how to run with the ball and pass effectively 5. To know how to run with the ball and pass effectively 6. To know how to run with the ball and pass effectively 		<p>control the movement of the ball with the racket.</p> <ol style="list-style-type: none"> 3. To know how to grip the racket correctly and control the movement of the ball with the racket. 4. To know how to grip the racket correctly and control the movement of the ball with the racket. 5. To know how to grip the racket correctly and control the movement of the ball with the racket. 6. To know how to grip the racket correctly and control the movement of the ball with the racket. 	<ol style="list-style-type: none"> 5. To know how to field and strike effectively 6. To know how to field and strike effectively 	<p>the bat effectively</p> <ol style="list-style-type: none"> 5. To know how to field and use the bat effectively 6. To know how to field and use the bat effectively
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Whole School Physical Education (PE) Curriculum Map



Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit of Work	I: Health Related Exercise PE: 1.5, 2.1, 2.4, 3.4, 4.5, 5.4 O: Hockey PE: 3.2, 4.2, 5.1	I: Types of Training PE: 5.1 O: Football PE: 3.1, 4.1, 5.3	I: Gymnastics PE: 1.4, 2.3, 3.2, 4.4 O: Orienteering PE: 1.3, 2.5, 3.5, 4.4	I: Multi-Skills PE: 1.6, 2.5, 4.1, 5.2 O: Tag Rugby PE: 5.2	I: Dance PE: 1.3, 2.2, 3.1, 4.3 O: Cricket PE: 5.6	I: Basketball PE: 3.3, 4.2, 5.5 O: Athletics PE: 1.6, 2.6, 3.5, 4.6
	Key Vocabulary (Tier 2/Tier 3)	Muscle groups – Biceps, Quads, Abs, & Deltoids, Intensities, oxygen,	Rate of perceived exertion, ‘fartlec’, aerobic, fitness	Mirror/Match & Canon & Unison,	Agility, coordination, stretch	Balance, directions, speed, sequences, commands,	Pass- bounce, chest, overhead. Shoot, defend, attack

Whole School Physical Education (PE) Curriculum Map

Year 6		Heart rate, stretching (dynamic/static), energy, burn off, pulse Shoot, defend, attack	Shoot, defend, attack	Balance, sequence, directs, control, point balance, travel Compass directions- North, South, East, West Map		composition, accompaniment Coordination, field	Athletics, hurdle, throws, chest push, triple jump, 'putt the shot'
	Prior Knowledge	Knowing how body functions and changed during exercise Knowing how to exercise at different intensities. Names and functions of different muscles. Healthy and unhealthy foods and effects on body.	Vary dynamics, speed, direction and level of their movements I can participate in team games I can play competitive games, modified where appropriate through team and individual games I can develop simple tactics for attacking and defending I can apply basic principles suitable for attacking and defending I can succeed and excel (in competitive sport) and other	I can perform a basic log, egg, shoulder and forward roll I can respond imaginatively and with control and coordination I can use different body parts I can vary dynamics, speed, direction and level of their movements	I can participate in team games I can play competitive games, modified where appropriate through team and individual games	I can create and perform a short sequence linking basic actions with a clear beginning, middle and end. I can choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. I can plan and perform a movement sequence showing contrasts in speed/level and direction, I can apply basic compositional ideas to create dance phrases with a partner and in a small group.	I can play competitive games, modified where appropriate through team and individual games I can develop simple tactics for attacking and defending I can apply basic principles suitable for attacking and defending I can succeed and excel (in competitive sport) and other physically demanding activities I can compete in a range of increasingly challenging situations

Whole School Physical Education (PE) Curriculum Map

<p>Year 6</p>			<p>physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p>			<p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p>	<p>I can bounce a ball on the spot with consistency</p> <p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>I can travel whilst bouncing a ball, showing control</p> <p>I can participate in team games</p>
<p>Year 6</p>	<p>Sticky Knowledge</p>	<p>Knowing how body functions and changed during exercise</p> <p>Knowing how to exercise at different intensities. Names and functions of different muscles.</p>	<p>Participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can use a range of tactics and strategies to</p>	<p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can improvise freely, individually and with a partner</p>	<p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can participate in team games</p> <p>I can play competitive games,</p>	<p>create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>I can choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p>	<p>I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can use a range of tactics and strategies to</p>

Whole School Physical Education (PE) Curriculum Map

<p>Year 6</p>		<p>Healthy and unhealthy foods and effects on body.</p> <p>Using knowledge and understanding of the body to improve another person's fitness.</p> <p>I can vary dynamics, speed, direction and level of their movements</p> <p>I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition</p> <p>I can develop an understanding of how to improve in different physical activities and sports.</p>	<p>overcome opponents in direct competition</p> <p>I can apply basic principles suitable for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p> <p>I can develop an understanding of how to improve in different physical activities and sports.</p>	<p>I can translate ideas from a stimulus into movement.</p> <p>I can perform a range of rolls consistently including a backward roll.</p> <p>I can perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll (Y5 skill)</p> <p>I can respond imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency.</p> <p>I can incorporate different dynamics and develop new actions with a partner and in a group.</p> <p>I can create and perform a short sequence linking</p>	<p>modified where appropriate through team and individual games</p> <p>I can use a range of tactics and strategies to overcome opponents in direct competition</p> <p>I can develop an understanding of how to improve in different physical activities and sports.</p>	<p>I can plan and perform a movement sequence showing contrasts in speed/level and direction</p> <p>I can apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>I can compare, develop and adapt movement motifs to create longer dances.</p> <p>From observations of others, I can describe constructively how to refine, improve and modify performance</p>	<p>overcome opponents in direct competition</p> <p>I can apply basic principles suitable for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p> <p>I can develop an understanding of how to improve in different physical activities and sports.</p> <p>I can bounce a ball on the spot with consistency.</p> <p>I can travel whilst bouncing a ball, showing control</p> <p>I can use either hand to dribble showing</p>
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Whole School Physical Education (PE) Curriculum Map

Year 6		I can apply basic principles suitable for attacking and defending		<p>basic actions with a clear beginning, middle and end.</p> <p>I can plan and perform a movement sequence showing contrasts in speed/level and direction</p> <p>I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>From observations of others, I can describe constructively how to refine, improve and modify performance</p> <p>I can refine my own performance in response to others and self-analysis</p>		<p>I can refine my own performance in response to others and self-analysis</p> <p>I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can develop an understanding of how to improve in different physical activities and sports.</p>	changes of speed and direction.
	Specific skills to be taught/applied	Control and balance: I can respond imaginatively and	Competitive games: Participate in team games	Control and balance: I can respond imaginatively and	Control and balance: I can respond imaginatively and	Movement patterns: Create and perform a short sequence	Competitive games: I can participate in team games

Whole School Physical Education (PE) Curriculum Map

<p style="text-align: center; color: blue; font-weight: bold;">Year 6</p>	<p>(taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>with control and coordination</p> <p>I can use different body parts</p> <p>Competitive games: participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can use a range of tactics and strategies to overcome opponents in direct competition</p> <p>I can apply basic principles suitable for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly</p>	<p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can use a range of tactics and strategies to overcome opponents in direct competition</p> <p>I can apply basic principles suitable for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p> <p>I can develop an understanding of how to improve in different physical activities and sports.</p>	<p>with control and coordination</p> <p>I can use different body parts</p> <p>I can improvise freely, individually and with a partner</p> <p>I can translate ideas from a stimulus into movement.</p> <p>I can perform a range of rolls consistently including a backward roll.</p> <p>I can perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll (Y5 skill)</p> <p>I can respond imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency.</p>	<p>with control and coordination</p> <p>I can use different body parts</p> <p>Competitive games: I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can use a range of tactics and strategies to overcome opponents in direct competition</p> <p>I can develop an understanding of how to improve in different physical activities and sports.</p>	<p>linking basic actions with a clear beginning, middle and end.</p> <p>I can choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p> <p>I can plan and perform a movement sequence showing contrasts in speed/level and direction</p> <p>I can apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>I can compare, develop and adapt</p>	<p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can use a range of tactics and strategies to overcome opponents in direct competition</p> <p>I can apply basic principles suitable for attacking and defending</p> <p>I can succeed and excel (in competitive sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p> <p>I can develop an understanding of how to improve in different physical activities and sports.</p>
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Whole School Physical Education (PE) Curriculum Map

<p style="text-align: center; color: blue; font-weight: bold;">Year 6</p>		<p>challenging situations</p> <p>I can develop an understanding of how to improve in different physical activities and sports.</p>	<p>Movement patterns: I can refine my own performance in response to others and self-analysis.</p> <p>Control and balance: I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p>	<p>I can incorporate different dynamics and develop new actions with a partner and in a group.</p> <p>Movement patterns: I can create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>I can plan and perform a movement sequence showing contrasts in speed/level and direction</p> <p>I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>I can describe and comment on their own performance and that of others and make simple</p>		<p>movement motifs to create longer dances.</p> <p>From observations of others, I can describe constructively how to refine, improve and modify performance</p> <p>I can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance (Y5 skill)</p> <p>I can refine my own performance in response to others and self-analysis</p> <p>Control and balance: I can respond imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency.</p>	<p>Control and balance: I can bounce a ball on the spot with consistency</p> <p>I can respond imaginatively and with control and coordination</p> <p>I can use different body parts</p> <p>I can travel whilst bouncing a ball, showing control</p> <p>I can use either hand to dribble showing changes of speed and direction.</p>
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Year 6				<p>suggestions to improve quality and performance (Y5 skill)</p> <p>From observations of others, I can describe constructively how to refine, improve and modify performance</p> <p>I can refine my own performance in response to others and self-analysis.</p>		<p>I can incorporate different dynamics and develop new actions with a partner and in a group.</p> <p>I can improvise freely, individually and with a partner</p> <p>Competitive games: I can participate in team games</p> <p>I can play competitive games, modified where appropriate through team and individual games</p> <p>I can develop an understanding of how to improve in different physical activities and sports.</p>	
	Learning Sequence	<p>Indoor:</p> <ol style="list-style-type: none"> To know how the food & drink we consume affects our body To know how to exercise at 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how the body reacts to different types of exercise 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to hold a balance To know how to hold a balance 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to develop agility and coordination To know how to develop agility 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to respond in the correct manner to commands To know how to create some 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to dribble legally in Basketball To know how to pass effectively in Basketball

<p style="text-align: center; color: blue; font-weight: bold;">Year 6</p>		<p>different intensities.</p> <p>3. To know how to exercise at different intensities.</p> <p>4. To know how to exercise at different intensities.</p> <p>5. To know how to use knowledge and understanding of the body to improve another person's fitness</p> <p>6. To know how to use knowledge and understanding of the body to improve another person's fitness</p> <p>Outdoor:</p> <p>1. To know how to pass the hockey ball to teammates</p> <p>2. To know how to pass the hockey ball to teammates</p>	<p>2. To know how to push yourself physically</p> <p>3. To know how to push yourself physically</p> <p>4. To know how to push yourself physically</p> <p>5. To know how to push yourself physically</p> <p>6. To know how to push yourself physically</p> <p>Outdoor:</p> <p>1. To know how to pass effectively</p> <p>2. To know how to shoot effectively</p> <p>3. To know how to shoot effectively</p> <p>4. To know how to shoot effectively</p> <p>5. To know how to use knowledge of technique to assess peers</p> <p>6. To know how to use knowledge of technique to assess peers</p>	<p>3. To know how to travel in a variety of ways</p> <p>4. To know how to travel in a variety of ways</p> <p>5. To know about Mirror/Match & Canon & Unison</p> <p>6. To know about Mirror/Match & Canon & Unison</p> <p>Outdoor:</p> <p>1. To know how to use the key to help them find where they are on a map</p> <p>2. To know how to move your thumb & map to display where you are, and which way you are facing</p> <p>3. To know how to move your thumb & map to display where you are, and which way you are facing</p> <p>4. To know how to move your thumb & map to display where</p>	<p>and coordination</p> <p>3. To know how to develop agility and coordination</p> <p>4. To know how to develop agility and coordination</p> <p>5. To know how to develop agility and coordination</p> <p>6. To know how to develop agility and coordination</p> <p>Outdoor:</p> <p>1. To know how to run with the ball and pass effectively</p> <p>2. To know how to run with the ball and pass effectively</p> <p>3. To know how to run with the ball and pass effectively</p> <p>4. To know how to run with the ball and pass effectively</p>	<p>simple sequences of movement relating to a stimulus</p> <p>3. To know how to create some complex sequences of movement relating to a stimulus</p> <p>4. To know how to create some complex sequences of movement relating to a stimulus</p> <p>5. To know how to create some complex sequences of movement relating to a stimulus</p> <p>6. To know how to create some complex sequences of movement relating to a stimulus</p> <p>Outdoor:</p>	<p>3. To know how to pass effectively in Basketball</p> <p>4. To know how to shoot effectively in Basketball</p> <p>5. To know how to shoot effectively in Basketball</p> <p>6. To know how to shoot effectively in Basketball</p> <p>Outdoor:</p> <p>1. To know how to hurdle effectively</p> <p>2. To know how to triple jump effectively</p> <p>3. To know how to throw the Javelin effectively</p> <p>4. To know how to run the 800m effectively</p> <p>5. To know how to 'putt the shot' effectively</p> <p>6. To know how to 'putt the shot' effectively</p>
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Whole School Physical Education (PE) Curriculum Map



<p style="text-align: center; color: blue;">Year 6</p>		<ol style="list-style-type: none"> 3. To know how to pass the hockey ball to teammates 4. To know how to pass the hockey ball to teammates 5. To know how to apply skills in a competitive environment 6. To know how to apply skills in a competitive environment 		<ol style="list-style-type: none"> 5. To know how to move your thumb & map to display where you are, and which way you are facing 6. To know how to move your thumb & map to display where you are, and which way you are facing 	<ol style="list-style-type: none"> 5. To know how to run with the ball and pass effectively 6. To know how to run with the ball and pass effectively 	<ol style="list-style-type: none"> 1. To know how to field and use the bat effectively 2. To know how to field and use the bat effectively 3. To know how to field and use the bat effectively 4. To know how to field and use the bat effectively 5. To know how to field and use the bat effectively 6. To know how to field and use the bat effectively 	
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