



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>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:</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	I can play a game following a set of rules	Hop 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) <i>(Skills from previous units of work/year groups will also be revisited over the course of the year)</i>	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	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	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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Year 1		<p>I can roll a ball to an end target</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>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 play a game following a set of rules</p>	
	Learning Sequence	<p>Indoor:</p> <ol style="list-style-type: none"> 1. To know how to improve balance 2. To know how to improve balance 3. To know how to improve balance 4. To know how to improve balance 5. To know to improve balance 	<p>Indoor:</p> <ol style="list-style-type: none"> 1. To know how to improve agility 2. To know how to improve agility 3. To know how to improve agility 4. To know how to improve agility 5. To know how to improve agility 	<p>Indoor:</p> <ol style="list-style-type: none"> 1. To know how to respond in the correct manner to commands 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 	<p>Indoor:</p> <ol style="list-style-type: none"> 1. To know gymnastics balances. 2. To know how to hold a balance 3. To know gymnastic balances and how to hold a balance 4. To know gymnastic balances and how to hold a balance 	<p>Indoor:</p> <ol style="list-style-type: none"> 1. To know how the body functions/changes during exercise 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 	<p>Indoor:</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 3. To know how to develop agility and coordination 4. To know how to develop agility and coordination

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<p>Year 1</p>		<p>6. To know how to improve balance</p> <p>Outdoor:</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 	<p>simple sequences of movements</p> <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 	<ol style="list-style-type: none"> 5. To know gymnastic balances and how to hold a balance 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 	<ol style="list-style-type: none"> 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 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 	<ol style="list-style-type: none"> 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 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				6. To know how to move your thumb & map to display where they are, and which way you are facing			
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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Unit of Work	I: Health Related Exercise PE: 1.5	I: Dance PE: 1.3 O: Multi-Skills PE: 1.6	I: Gymnastics PE: 1.4 O: Football	I: Health Related Exercise PE: 1.5, 2.1 O: Striking and Fielding PE: 1.5	I: Multi-Skills PE: 1.6 O: 'Invictus'	I: Orienteering PE: 1.3 O: Athletics PE: 1.6
	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	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	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: 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	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.



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			<p>Stop on command</p> <p>Sprint</p> <p>Run</p> <p>Skip without a rope</p> <p>Jump for height</p>	<p>I can dribble 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 use my hands to control a ball with increasing accuracy</p> <p>I can play a game following a set of rules</p>	<p>increasing accuracy</p> <p>I can play a game following a set of rules</p>	<p>I can use my hands to control a ball with increasing accuracy</p> <p>I can:</p> <p>Hop</p> <p>Stop on command</p> <p>Sprint</p> <p>Run</p> <p>Skip without a rope</p> <p>Jump for height</p>
Year 2	<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>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 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 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> <p>Hop</p> <p>Stop on command</p>

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				<p>I can balance on a piece of apparatus</p> <p>I can: Side roll Climb Line walk Bench walk</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 cooperate with team mates</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>Sprint Run Skip without a rope Jump for height Skip with a rope Gallop Side gallop</p>
Year 2	<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>Basic movement I can move in a variety of ways in and out cones and obstacles.</p> <p>I can jump with both feet leaving the group</p> <p>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</p>	<p>Movement patterns: 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>Basic movement: I can move in a variety of ways in and out cones and obstacles.</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>Basic movement I can move in a variety of ways in and out cones and obstacles.</p> <p>I can jump with both feet leaving the group</p> <p>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</p>	<p>Basic movement: I can move in a variety of ways in and out cones and obstacles.</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>Basic movement I can move in a variety of ways in and out cones and obstacles.</p> <p>I can stop on command</p> <p>Team games I can play a game with a set of rules</p> <p>Basic movement: I can jump with both feet leaving the group</p> <p>I can:</p>



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<p style="text-align: center; color: blue;">Year 2</p>			<p>I can jump with both feet leaving the group</p> <p>I can:</p> <p>Hop</p> <p>Stop on command</p> <p>Sprint</p> <p>Run</p> <p>Skip without a rope</p> <p>Jump for height</p> <p>Skip with a rope</p> <p>Gallop</p> <p>Side gallop</p> <p>Jump for distance</p> <p>Agility and coordination:</p> <p>I can throw a beanbag into a given target</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>Agility and coordination:</p> <p>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:</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>	<p>Agility and coordination:</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>Team games:</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 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 control a ball accurately</p> <p>I can use both hands and feet in order to control a ball</p>	<p>Hop</p> <p>Stop on command</p> <p>Sprint</p> <p>Run</p> <p>Skip without a rope</p> <p>Jump for height</p> <p>Skip with a rope</p> <p>Gallop</p> <p>Side gallop</p> <p>Jump for distance</p> <p>Agility and coordination</p> <p>I can throw a beanbag into a given target</p>
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				Side roll Climb Line walk Bench walk			
Year 2	Learning Sequence	Indoor: 1. To know how the body functions/changes during exercise 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	Indoor: 1. To know how to respond in the correct manner to commands 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 Outdoor:	Indoor: 1. To know gymnastics balances. 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 Outdoor: 1. To know how to keep the ball close & under control	Indoor: 1. To know how the body functions/changes during exercise 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 Outdoor: 1. To know how to roll/move the ball with accuracy	Indoor: 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	Indoor: 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 which way you are facing



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<p style="text-align: center; color: blue;">Year 2</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 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 	<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 use knowledge of technique to suggest ways for peers to improve 	<ol style="list-style-type: none"> 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 5. To know how to strike the ball with some consistency 6. To know how to analyse performance 	<p style="text-align: center;">agility and coordination</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 	<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 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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit of Work	I: Dance PE: 1.3, 2.2 O: Football PE: 2.3	I: Gymnastics PE: 1.4, 2.6 O: Hockey	I: Basketball O: Tennis	I: Health Related Exercise PE: 1.5, 2.1, 2.4 O: Orienteering PE: 1.3	I: Handball O: Athletics PE: 1.6, 2.6	I: Badminton O: Rounders
	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 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 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	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 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	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

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Year 3		<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 kick a ball with increasing accuracy to an end target</p> <p>I can dribble a ball</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 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>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>I can stop on command</p> <p>I can play a game with a set of rules</p> <p>Names and functions of different muscles.</p> <p>Compass directions (N, E, S, W), use of a map and key</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 jump with both feet leaving the group</p> <p>I can: Hop Stop on command Sprint Run Skip without a rope Jump for height Skip with a rope Gallop Side gallop</p> <p>Throw a beanbag into a target</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>
	Sticky Knowledge	<p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p>	<p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p>	<p>I can bounce a ball on the spot with consistency</p> <p>I can participate in team games</p>	<p>Knowing how body functions and changed during exercise</p> <p>Knowing how to exercise at different intensities.</p>	<p>I can participate in team games</p> <p>I can develop simple tactics for attacking and defending</p>	<p>I can participate in team games</p> <p>I can succeed and excel (in competitive sport) and other physically</p>

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Year 3		Participate in team games Develop simple tactics for attacking and defending I can succeed and excel (in competitive sport) and other physically demanding activities.	Perform a basic log, egg, shoulder and forward roll I can participate in team games I can develop simple tactics for attacking and defending I can succeed and excel (in competitive sport) and other physically demanding activities.	I can develop simple tactics for attacking and defending I can succeed and excel (in competitive sport) and other physically demanding activities.	Names and functions of different muscles. Healthy and unhealthy foods. I can move in a variety of ways in and out cones and obstacles. 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	I can succeed and excel (in competitive sport) and other physically demanding activities.	demanding activities. I can create and perform a short sequence linking basic actions with a clear beginning, middle and end.
	<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>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>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:</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>Competitive games: I can participate in team games</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:</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</p>

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		<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>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 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>	<p>basic actions with a clear beginning, middle and end.</p>
Year 3	<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 	<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>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>	<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 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to throw and catch effectively 	<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 <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to coordinate and field effectively

Whole School Physical Education (PE) Curriculum Map

<p>Year 3</p>	<p>movements relating to a stimulus 6. To know how to repeat some simple sequences of movements relating to a stimulus</p> <p>Outdoor 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 6. To know how to use knowledge of technique to suggest ways for peers to improve</p>	<p>Outdoor: 1. To know how to control the hockey ball and dribble with the stick 2. To know how to control the hockey ball and dribble with the stick 3. To know how to control the hockey ball and dribble with the stick 4. To know how to pass the Hockey ball to teammates 5. To know how to pass the Hockey ball to teammates 6. To know how to apply skill in a competitive environment</p>	<p>1. To know how to grip the racket effectively 2. To know how to grip the racket effectively 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</p>	<p>6. To know how the food & drink we consume affects our body</p> <p>Outdoor: 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 which way you are facing</p>	<p>Outdoor: 1. To know how to jump as far as you can 2. To know how to jump as far as you can 3. To know how to throw as far as you can 4. To know how to chest push as far as you can 5. To know how to chest push as far as you can 6. To know how to hurdle effectively</p>	<p>2. To know how to coordinate, field and strike effectively 3. To know how to coordinate, field and strike effectively 4. To know how to coordinate, field and strike effectively 5. To know how to coordinate, field and strike effectively 6. To know how to coordinate, field and strike effectively</p>
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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
Year 4	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. Shoot, defend, attack	Balance, directions, speed, sequences, commands, composition, accompaniment Fair play, respect, stretch, improvise, speed	Mirror/Match & Canon & Unison, Balance, sequence, directs, control, point balance, travel Compass directions- North, South, East, West Map	Muscle groups – Biceps, Quads, Abs, & Deltoids, Intensities, oxygen, Heart rate, stretching (dynamic/static), energy, burn off, pulse Grip, racket, control	Attack, defend, shoot Athletics, hurdle, throws, chest push
	Prior Knowledge	I can move in a variety of ways in and out cones and obstacles. I can participate in team games I can develop simple tactics for attacking and defending.	I can bounce a ball on the spot with consistency I can participate in team games I can develop simple tactics for attacking and defending I can succeed and excel (in competitive sport) and other	Create and perform a short sequence linking basic actions with a clear beginning, middle and end. I can move in a variety of ways in and out cones and obstacles. I can play a game with a set of rules	Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Perform a basic log, egg, shoulder and forward roll	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.	I can participate in team games I can develop simple tactics for attacking and defending I can succeed and excel (in competitive sport) and other physically demanding activities



Whole School Physical Education (PE) Curriculum Map

			physically demanding activities.			<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>	
Year 4	Sticky Knowledge	<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 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</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 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>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>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 and effects on body.</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 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 respond imaginatively and</p>

Whole School Physical Education (PE) Curriculum Map

Year 4		<p>sport) and other physically demanding activities.</p> <p>I can compete in a range of increasingly challenging situations</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 play competitive games, modified where appropriate.</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>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>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:</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:</p> <p>I can participate in team games</p>	<p>Control and balance:</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>Competitive games:</p> <p>I can participate in team games</p>	<p>Movement patterns:</p> <p>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</p>	<p>Control and balance:</p> <p>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>Competitive 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>Control and balance:</p> <p>I can respond imaginatively and</p>	<p>Competitive games:</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>

Whole School Physical Education (PE) Curriculum Map

Year 4		<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 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>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>Movement patterns: I can create and perform a short sequence linking basic actions with a clear beginning, middle and end</p>	<p>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 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>
	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 	<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 	<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 	<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 	<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 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to throw and catch effectively

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<p>Year 4</p>	<p>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> <ol style="list-style-type: none"> To know how to keep the ball close & under control To know how to pass effectively To know how to pass effectively To know how to shoot effectively To know how to shoot effectively To know how to assess a peer's performance 	<p>6. To know how to shoot effectively in basketball</p> <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 To know how to pass the hockey ball to teammates To know how to pass the hockey ball to team mates To know how to apply skills in a competitive environment To know how to apply skills in a competitive environment 	<p>relating to a stimulus</p> <p>4. To know how to repeat some simple sequences of movements relating to a stimulus</p> <p>5. To know how to create some simple sequences of movements relating to a stimulus</p> <p>6. To know how to create some simple sequences of movements relating to a stimulus</p> <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to solve problems and engage in new activities fairly To know how to solve problems and engage in new activities fairly 	<p>6. To know about Mirror/Match & Canon & Unison</p> <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 To know how to use your thumb & map to display where they are, and which way you are facing To know how to use your thumb & map to display where they are, and which way you are facing To know how to use your thumb & map to 	<p>different intensities</p> <p>5. To know how to exercise at different intensities</p> <p>6. To know how the food & drink we consume affects our body</p> <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to grip the racket correctly To know how to control the movement of a ball with a racket. To know how to control the movement of a ball with a racket. To know how to control the movement of a ball with a racket. To know how to control the movement of a ball with a racket. 	<p>5. To know how to throw and catch effectively</p> <p>6. To know how to throw and catch effectively</p> <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to jump as far as you can To know how to hurdle effectively To know how to hurdle effectively To know how to Triple Jump effectively To know how to throw the Javelin effectively To know how to run the 400m effectively
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Whole School Physical Education (PE) Curriculum Map

Year 4				<ol style="list-style-type: none">3. To know how to solve problems and engage in new activities fairly4. To know how to solve problems and engage in new activities fairly5. To know how to solve problems and engage in new activities fairly6. To know how to solve problems and engage in new activities fairly	display where they are, and which way you are facing	<ol style="list-style-type: none">6. To know how to control the movement of a ball with a racket.	
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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
Year 5	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 Shoot, defend, attack	Agility, coordination, stretch	Attack, defend, shoot	Muscle groups – Biceps, Quads, Abs, & Deltoids, Intensities, oxygen, Heart rate, stretching (dynamic/static), energy, burn off, pulse Grip, racket, control	Coordination, field, strike Pass- bounce, chest, overhead. Shoot, defend, attack	Grip, serve Coordination, field
	Prior Knowledge	I can vary dynamics, speed, direction and level of their movements I can participate in team games I can develop simple tactics for attacking and defending I can play competitive games,	I can vary dynamics, speed, direction and level of their movements I can participate in team games I can develop simple tactics for attacking and defending I can play competitive games,	I can participate in team games I can play competitive games, modified where appropriate. I can succeed and excel (in competitive	I can participate in team games I can develop simple tactics for attacking and defending I can play competitive games, modified where appropriate. I can succeed and excel (in competitive	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.	I can bounce a ball on the spot with consistency I can respond imaginatively and with control and coordination I can vary dynamics, speed, direction and level of their movements



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Year 5		<p>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>I can vary dynamics, speed, direction and level of their movements</p>	<p>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>I can use different body parts</p>	<p>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>I can use different body parts</p> <p>I can vary dynamics, speed, direction and level of their movements</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>I can use different body parts</p> <p>Vary the speed, direction and level of movement.</p> <p>Balance ball on racket</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>Compete in range of challenging situations.</p>	<p>level of their movements</p> <p>I can participate in team games</p>
	Sticky 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 play competitive games,</p>	<p>I can respond imaginatively and with control and coordination</p>	<p>Knowing how body functions and changed during exercise,</p>	<p>I can bounce a ball on the spot with consistency</p>	<p>I can respond imaginatively and with control and coordination</p>

Whole School Physical Education (PE) Curriculum Map

<p style="text-align: center; color: blue;">Year 5</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>modified where appropriate through team and individual games</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 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</p>	<p>Knowing how to exercise at different intensities.</p> <p>Names and functions of different muscles.</p> <p>Healthy and unhealthy foods and effects on body.</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>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 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 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</p>
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Whole School Physical Education (PE) Curriculum Map

				challenging situations		I can succeed and excel (in competitive sport) and other physically demanding activities I can compete in a range of increasingly challenging situations	suggestions to improve quality and performance
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>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>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,</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>I can travel whilst bouncing a ball, showing control</p> <p>Movement patterns: I can apply basic compositional ideas</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 play competitive games, modified where appropriate through team and individual games</p>

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<p>Year 5</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 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>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>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>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 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</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 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>
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						<p>sport) and other physically demanding activities</p> <p>I can compete in a range of increasingly challenging situations</p>	
<p>Year 5</p>	<p>Learning Sequence</p>	<p>Indoor:</p> <ol style="list-style-type: none"> To understand how the body reacts to different types of exercise To know how to push yourself physically <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to control the hockey ball and 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to develop agility and coordination 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to throw and catch effectively. <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to pass effectively To know how to pass effectively To know how to shoot effectively 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how the food & drink we consume affects our body To know how the body functions and changes during exercise To know how to exercise at different intensities. 	<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 shoot 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 field and strike effectively To know how to field and strike effectively 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to grip the racquet correctly and serve effectively To know how to grip the racquet correctly and serve effectively To know how to grip the racquet correctly and serve effectively To know how to grip the racquet correctly and serve effectively To know how to grip the racquet correctly and serve effectively To know how to grip the racquet correctly and serve effectively <p>Outdoor:</p>

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<p>Year 5</p>	<p>dribble with the stick</p> <ol style="list-style-type: none"> 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 competitive environment 5. To know how to apply skills in a competitive environment 6. To know how to apply skills in a competitive environment 	<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 and pass effectively 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 	<ol style="list-style-type: none"> 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 	<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 control the movement of the ball with the racket. 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. 	<ol style="list-style-type: none"> 3. To know how to field and strike effectively 4. To know how to field and strike effectively 5. To know how to field and strike effectively 6. To know how to field and strike effectively 	<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 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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Whole School Physical Education (PE) Curriculum Map



Year 5					6. To know how to grip the racket correctly and control the movement of the ball with the racket.		
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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
Year 6	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, Heart rate, stretching (dynamic/static), energy, burn off, pulse Shoot, defend, attack	Rate of perceived exertion, 'fartlec', aerobic, fitness Shoot, defend, attack	Mirror/Match & Canon & Unison, Balance, sequence, directs, control, point balance, travel Compass directions- North, South, East, West Map	Agility, coordination, stretch	Balance, directions, speed, sequences, commands, composition, accompaniment Coordination, field	Pass- bounce, chest, overhead. Shoot, defend, attack 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.	Vary dynamics, speed, direction and level of their movements I can participate in team games I can play competitive games, modified where appropriate through	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 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 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



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<p style="text-align: center; color: #0070C0;">Year 6</p>		<p>Healthy and unhealthy foods and effects on body.</p>	<p>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 vary dynamics, speed, direction and level of their movements</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 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>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 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>
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Whole School Physical Education (PE) Curriculum Map

Year 6							I can participate in team games
	Sticky Knowledge	<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 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</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 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 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 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,</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, 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>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>I can develop a longer and more varied movement sequence demonstrating</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 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>

Whole School Physical Education (PE) Curriculum Map

<p>Year 6</p>		<p>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>I can apply basic principles suitable for attacking and defending</p>	<p>I can develop an understanding of how to improve in different physical activities and sports.</p>	<p>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 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>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>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>	<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 changes of speed and direction.</p>
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Whole School Physical Education (PE) Curriculum Map

				<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>Year 6</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>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</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>Control and balance: 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 translate ideas from a stimulus into movement.</p> <p>I can perform a range of rolls consistently including a backward roll.</p>	<p>Control and balance: I can respond imaginatively and 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</p>	<p>Movement patterns: 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>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 apply basic principles suitable for attacking and defending</p>

Whole School Physical Education (PE) Curriculum Map

<p style="text-align: center; color: #0070C0;">Year 6</p>		<p>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 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>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 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>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</p>	<p>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 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>I can describe and comment on their own performance and that of others and make simple suggestions to improve quality and</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>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</p>
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Whole School Physical Education (PE) Curriculum Map

<p style="text-align: center; color: blue;">Year 6</p>				<p>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 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>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>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,</p>	<p>changes of speed and direction.</p>
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Whole School Physical Education (PE) Curriculum Map

						modified where appropriate through team and individual games	
						I can develop an understanding of how to improve in different physical activities and sports.	
Year 6	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 different intensities. To know how to exercise at different intensities. To know how to exercise at different intensities. To know how to use knowledge and understanding of the body to improve another person's fitness 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how the body reacts to different types of exercise To know how to push yourself physically <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to pass effectively 	<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 how to use the key to help them find where they are on a map 	<p>Indoor:</p> <ol style="list-style-type: none"> To know how to develop agility and coordination 	<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 simple sequences of movement relating to a stimulus To know how to create some complex sequences of movement relating to a stimulus To know how to create some complex sequences of movement 	<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 To know how to pass effectively in Basketball To know how to shoot 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 hurdle effectively

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<p>Year 6</p>		<p>6. To know how to use knowledge and understanding of the body to improve another person's fitness</p> <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to pass the hockey ball to teammates To know how to pass the hockey ball to teammates To know how to pass the hockey ball to teammates To know how to pass the hockey ball to teammates To know how to apply skills in a competitive environment To know how to apply skills in a competitive environment 	<ol style="list-style-type: none"> To know how to shoot effectively To know how to shoot effectively To know how to shoot effectively To know how to use knowledge of technique to assess peers To know how to use knowledge of technique to assess peers 	<ol style="list-style-type: none"> To know how to move your thumb & map to display where you are, and which way you are facing To know how to move your thumb & map to display where you are, and which way you are facing To know how to move your thumb & map to display where you are, and which way you are facing To know how to move your thumb & map to display where you are, and which way you are facing To know how to move your thumb & map to display where you are, and which way you are facing To know how to move your thumb & map to display where you are, and which way you are facing 	<p>Outdoor:</p> <ol style="list-style-type: none"> To know how to run with the ball and pass effectively To know how to run with the ball and pass effectively To know how to run with the ball and pass effectively To know how to run with the ball and pass effectively To know how to run with the ball and pass effectively To know how to run with the ball and pass effectively 	<p>relating to a stimulus</p> <ol style="list-style-type: none"> To know how to create some complex sequences of movement relating to a stimulus To know how to create some complex sequences of movement relating to a stimulus <p>Outdoor:</p> <ol style="list-style-type: none"> To know how to field and use the bat effectively To know how to field and use the bat effectively To know how to field and use the bat effectively To know how to field and use the bat effectively To know how to field and use the bat effectively 	<ol style="list-style-type: none"> To know how to triple jump effectively To know how to throw the Javelin effectively To know how to run the 800m effectively To know how to 'putt the shot' effectively To know how to 'putt the shot' effectively
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Whole School Physical Education (PE) Curriculum Map



Year 6						6. To know how to field and use the bat effectively	
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