

PE Curriculum Map

EYFS

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary
Autumn Term Large apparatus Write Dance	<p>I can travel on low level apparatus in different ways: climbing, sliding (on back, tummy, bottom), crawling, walking and jumping</p> <p>I can move confidently between different pieces of large apparatus</p> <p>Activities to learn through: Large apparatus</p> <p>I can imitate movements I can develop my pencil grip I can begin to understand moving rhythmically</p> <p>Activities to learn through: Write Dance</p>	<p>I know how to use apparatus safely and appropriately</p> <p>I know that moving my body in different ways will create different effects.</p>	<p>push stop jump space forwards safely backwards balance run stop throw roll team kick space catch move copy space shape travel sideways</p>
Spring Term Gymnastics Dance Love the Ball - Basketball	<p>Gymnastics</p> <p>I can balance on large body parts and some small body parts I can balance momentarily on 1 foot I can perform wide, tall, tuck, star shapes I can jump and land on 2 feet</p> <p>Dance</p> <p>I can move rhythmically I can use and remember simple actions in response to music I can experiment with ways to move my body in creative ways I can change the way I move in response to different tempo</p> <p>Ball Skills & Games</p> <p>I am beginning to catch a large ball when thrown accurately I am beginning to throw a large ball in a given direction</p>	<p>I know that I can hold my arms out to help me to balance. I understand that I can make different shapes with my body. I know that I can change my body shape to help me to roll. I know that if I hold a shape and count to five people will see it clearly.</p> <p>I can move my body in different ways to create interesting actions. I am beginning to understand fast and slow within pieces of music and can move my body in response I can perform short phrases of movement in front of others.</p> <p>I know that if I use lots of space, it helps to make my dance look interesting. I know to look at a target when sending a ball. I know to have hands out ready to catch.</p>	<p>rolling , crawling, walking, jumping running, hopping , skipping ,climbing Body parts ; heel, elbow, shoulder, hip, knee, waist, chest, neck</p> <p>rhythm , beat</p> <p>bounce, palm, accurate, direction</p>

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<p>Summer Term</p> <p>Swimming</p> <p>Love The Ball - Summer 1 - Tennis</p> <p>Summer 2 - Athletics</p>	<p>Swimming I can blow bubbles in the water I can develop my confidence in the water and begin to understand water safety I can explore different ways of moving in the water, using aids.</p> <p>Tennis I can strike a ball with a racket. I am developing a range of ball skills including: throwing, catching, and aiming. I am developing my confidence, competence, precision and accuracy in activities that involve a ball.</p> <p>Athletics I can negotiate space when running at speed I can explore jumping far and landing on my feet with some control I am showing increasing control and coordination when throwing equipment</p>	<p>I know that I have to breathe out when my face is in the water I know how to be safe in and around water.</p> <p>I know how to hold a racket I know how to hit a ball accurately I know I need a safe space around me when I swing my racket</p> <p>I know how to keep myself and others safe when running, jumping and throwing. I know the rules and routines of sports day I know simple techniques to: jump further/run faster/throw more accurately</p>	<p>water, float, blow, bubbles, kick, look, listen, above, below</p> <p>hit, strike, racket, aim, accurate</p> <p>space, aim , throw, target</p>
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PE Curriculum Map

Year 1

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary
Autumn Term <i>Love the Ball - football</i> <i>Large apparatus</i>	<u>Ball Skills & Games - Football</u> - To explore moving around a space effectively - To recognise the changes in the body during exercise, e.g. heart rate, breathing, body heat - To develop skills for moving a ball around a space, e.g. dribbling, passing, shooting - To work collaboratively as part of a team - To explore different ways of travelling, e.g. fast, slow, high, low - To explore techniques for jumping with control - To develop throwing and catching skills, e.g. rolling, chest pass, over-arm/under-arm <u>Large Apparatus</u> - To develop agility, balance and coordination - To ensure a safe working space between other children and equipment	<u>Health & Fitness</u> - Pupils can describe how their body feels before, during and after activity - Pupils know how to exercise safely - Pupils know what their body needs to stay healthy <u>Acquiring & Developing skills:</u> - Pupils can copy and remember actions - Pupils can move with control and care - Pupils attempt basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination <u>Evaluation & Self-Improvement:</u> - Pupils can describe what other children have done - Pupils can say how they can improve <u>Games</u> - Pupils can throw in different ways - Pupils can follow rules - Pupils can use hitting, kicking and/or rolling in a game	ball, pass, roll, throw, catch, fast, slow, high, low, team, space, move, dribble, shoot, jump, chest pass, over-arm/under-arm, exercise, healthy agility, balance, coordination
Spring Term <i>Gymnastics</i> <i>Love the Ball - Hockey</i>	<u>Gymnastics</u> - To develop balancing skills, exploring balances using different parts of the body - To develop coordination of the body, forming a variety of shapes, positions and rolling techniques - To learn how to transition between positions <u>Games - Hockey</u> - To develop skills for moving a ball around a space, e.g. dribbling, passing, shooting - To work collaboratively as part of a team - To explore different ways of travelling, e.g. fast, slow, high, low	<u>Gymnastics</u> - Pupils can make my body tense, relaxed, curled and stretched. - Pupils can plan and show a sequence of movements. - Pupils can control my body when travelling. - Pupils can control my body when balancing. - Pupils can climb safely. <u>Movement and Dance</u> - Pupils can copy dance moves. Pupils can make up a short dance. Pupils can change rhythm, speed and direction	names of body parts (shoulder, leg, arm, back, stomach), balance, move, position, shape, v-sit hand support, pike, tuck/log/teddy roll, dish/arch, front support, straddle, shoulder stand, straight, hold, rhythm, beat, step, fast, slow ball, stick, push, dribble, hit, pass, shoot, tap

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<p>Summer Term</p> <p><i>Dance - Country Dancing, Love the Ball - Tennis & Athletics, Swimming</i></p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> - To explore basic travelling movements whilst moving confidently into a free space - To perform dances using simple movement patterns <p><u>Games - Tennis / Athletics</u></p> <ul style="list-style-type: none"> - To develop hand-eye coordination, learning to hit a ball with a racquet - To develop running, jumping and throwing skills - To learn to take part in competitive events both individually and as a team <p><u>Swimming</u></p> <ul style="list-style-type: none"> - To build confidence in water and understand water safety. - Begin to develop basic swimming skills, e.g. floating, kicking and develop confidence of moving in the water 	<p><u>Movement and Dance</u></p> <p>Pupils can copy dance moves. Pupils can make up a short dance.</p> <p>Pupils can change rhythm, speed and direction</p> <p><u>Games</u></p> <p>Pupils can throw in different ways.</p> <p>Pupils can follow rules.</p> <p>Pupils can hit a ball with a racquet.</p> <p>Pupils can use hitting, kicking and/or rolling in a game.</p> <p><u>Acquiring & Developing Skills</u></p> <p>Pupils can copy and suggest their own actions.</p> <p>Pupils can repeat and explore actions with control and coordination</p> <p>Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination and begin to apply these in a range of activities</p> <p><u>Evaluation & Self improvement</u></p> <p>Pupils can talk about what is different between what they did and what someone else did.</p> <p>Pupils can suggest how others could improve. Give some examples to clarify.</p>	<p>step, move, direction, rhythm, beat, fast, slow, timing, partner</p> <p>ball, racquet, bounce, hit, serve, pass, control, balance</p> <p>water, float, blow, bubbles, kick, look, listen, above, below</p>
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PE Curriculum Map

Year 2

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary
Autumn Term PE & Love the Ball	<p><u>Fundamental skills</u></p> <ul style="list-style-type: none"> - To be able to jump, hop and balance with control - To roll/bounce a ball - To use equipment safely and appropriately <p><u>Ball skills & Games - Football & Rugby</u></p> <ul style="list-style-type: none"> - To control the ball, dribble, pass, shoot, catch, tag, play as a team with consistency - To kick/throw to a target - To hit using equipment 	<p><u>Acquiring & Developing Skills</u></p> <p>Pupils can copy and suggest their own actions. Pupils can repeat and explore actions with control and coordination Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination and begin to apply these in a range of activities</p> <p><u>Games</u></p> <p>Pupils can use one tactic in a game. Pupils can stay in a 'zone' during a game. Pupils can decide where the best place to be is during a game.</p> <p><u>Movement & Dance</u></p> <p>Pupils can dance with control and coordination. Pupils can make a sequence by linking sections together. Pupils can change rhythm, speed, level and direction including those from different times and cultures-express and communicate ideas and feelings.</p>	ball, pass, roll, throw, catch, fast, slow, high, low, team, space, move, dribble, shoot, jump, chest pass, over-arm/under-arm
Spring Term PE & Love the Ball	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - To execute movements and positions involving balance, rolls - To use jumps and steps to make careful transitions and combinations of movement - To perform a sequence of movements as a routine <p><u>Games - Basketball & Hockey</u></p> <ul style="list-style-type: none"> - To control the ball, dribble, pass, shoot, play as a team 	<p><u>Health & Fitness</u></p> <p>Pupils can describe how their body feels before, during and after activity. Pupils can show how to exercise safely. Pupils can explain what their body needs to keep healthy - give examples</p> <p><u>Gymnastics</u></p> <p>Pupils' movements are controlled. Pupils can work on their own and with a partner to create a sequence. Pupils can use contrast in sequences. Pupils can think of more than one way to create a sequence which follows a set of 'rules'.</p> <p><u>Evaluation & Self improvement</u></p> <p>Pupils can talk about what is different between what they did and what someone else did. Pupils can suggest how others could improve. Give some examples to clarify.</p>	exercise, healthy, names of body parts (shoulder, leg, arm, back, stomach), balance, move, position, shape, pike, tuck/log/teddy roll, dish/arch, front support, straddle, shoulder stand, straight ball, stick, push, dribble, hit, pass, shoot, tap

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<p>Summer Term</p> <p>PE & Swimming (x2)</p>	<p><u>Swimming</u></p> <ul style="list-style-type: none"> - Water safety, water confidence, using equipment - Start to develop simple swimming strokes: front crawl, breaststroke, backstroke <p><u>Athletics</u></p> <ul style="list-style-type: none"> - To develop a range of skills to take part in competitive events, e.g. running, relay, throwing, catching, tug 'o' war 	<p><u>Acquiring & Developing Skills</u></p> <p>Pupils can copy and suggest their own actions.</p> <p>Pupils can repeat and explore actions with control and coordination</p> <p>Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination and begin to apply these in a range of activities</p> <p><u>Evaluation & Self improvement</u></p> <p>Pupils can talk about what is different between what they did and what someone else did.</p> <p>Pupils can suggest how others could improve. Give some examples to clarify.</p>	<p>step, move, direction, rhythm, beat, fast, slow, timing, partner</p> <p>ball, racquet, bounce, hit, serve, pass, control, balance</p> <p>water, float, blow, bubbles, kick, look, listen, above, below, front crawl, breast stroke, back stroke</p>
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