

The Three Schools

PE Curriculum Map

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	Body management - Explore balance and managing own body including manipulating small objects - Able to stretch, reach, extend in a variety of ways and positions - Able to control body and perform specific movements on command - Explore a variety of rolling, sliding and slithering. - Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet - Participate in a variety of small group co-operative activities.	Speed, agility and travel - Travel with some control and coordination - Change direction at speed through both choice and instructions - Stop, start, pause, prepare for and anticipate movement in a variety of situations - Agility-based activities moving and controlling objects - Recognise different actions such as: moving softly, quietly, quickly, powerfully - Relate body movements to m	Manipulation and coordination - Send and receive objects with different body parts. - Work with others to control objects in space. - Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways - Coordinate similar objects in a variety of ways - Differentiate ways to manoeuvre objects - Skip in isolation and with rope	Gymnastics - To develop confidence in fundamental movements - To experience jumping, sliding, rolling, moving over, under and on apparatus - To develop coordination and gross motor skills - To develop confidence in fundamental movements - To learn and refine a variety of shapes, jumps, balances and rolls - To link simple balance, jump and travel actions	Dance - Recognise that actions can be reproduced in time to music; beat patterns and different speeds - Perform a wide variety of dance actions both similar and contrasting - Copy, repeat, and perform simple movement patterns - Count and move to beats of 8. - Copy and repeat movement patterns. - Work as an individual, in partners, and as a group.	Co-operate and solve problems - Organise and match various items, images, colours and symbols - Work with a partner to listen, share ideas, question and choose - Move confidently and cooperatively in space - Copy and repeat various patterns and actions - Show an understanding of own feelings and others - Solve more complex tasks using skills learned - Work and play cooperate and take turns
Year 1	Games - Begin to use rolling, hitting, running, jumping, catching and kicking skills in combination. - Use the terms 'opponent' and 'team-mate'.	Dance - Begin to copy and remember moves and positions. - Begin to move with careful control and coordination. - Begin to link two or more actions to perform a sequence. - Begin to choose movements to communicate a mood, feeling or idea.	Games Begin to develop tactics.	Gymnastics - Copy and remember actions. - Begin to move with some control and awareness of space. - Begin to link two or more actions to make a sequence. - Show contrasts (such as small/tall, straight/curved and wide/narrow). - Begin to travel by rolling forwards, backwards and sideways. - Hold simple positions whilst balancing on different points of the body. - Climb safely on equipment. - Stretch and curl to develop flexibility. - Begin to jump in a variety of ways and land with increasing control and balance.	Games Begin to lead others when appropriate.	Swimming - Move across the pool 5m on back unaided - Move across the pool 5m on front unaided - Floating on front with support - Floating on back with support - Push and glide on back from a wall - Push and glide on front from a wall - Begin to control leg movements - Perform safe self-rescue in different water-based situations. - Enter/exit the water safely - Know the pool rules

Year 2	Games • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Use the terms 'opponent' and 'team-mate'.	Dance • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.	Games • Develop tactics.	Gymnastics • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.	Games • Lead others when appropriate.	Swimming • Use one basic stroke, breathing correctly • 5m on front using arms and legs, unaided • 5m on back using arms and legs, unaided • Control leg movements • Jump from poolside • Float on front and return to standing unaided • Float on back and return to standing unaided • Push and glide on front, arms extended • Push and glide on back, arms up/down • Log roll front to back • Log roll back to front
Year 3	Games • Begin to throw and catch with control and accuracy. • Begin to strike a ball and field with control.	Dance • Begin to plan, perform and repeat sequences. • Begin to move in a clear, fluent and expressive manner. • Begin to refine movements into sequences. • Begin to create dances and movements that convey a definite idea. • Begin to change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.	Games • Follow the rules of the game and play fairly. • Begin to choose appropriate tactics to cause problems for the opposition.	Swimming • Push and glide 10 metres unaided on front • Push and glide 10 metres unaided on back • Swim 10 metres unaided • Begin to use more than one stroke and coordinate breathing as appropriate for the stroke being used • Coordinate leg and arm movements • Sink, push and glide from the wall • Push and glide and roll from front to back • Push and glide and roll from back to front • Perform a tuck float for 3 seconds • Travel 5m on front, tuck and rotate onto back and return on back • Fully submerge to pick up an object • Answer 3 questions on the water safety code • Exit the water without using steps	Games • Begin to maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Begin to pass to team mates at appropriate times. • Begin to lead others and act as a respectful team member.	Athletics • Sprint over a short distance up to 40 metres. • Begin to run over a longer distance, conserving energy in order to sustain performance. • Begin to use a range of throwing techniques (such as under arm, over arm). • Begin to throw with accuracy to hit a target or cover a distance. • Begin to jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.

					Outdoor pursuits • Arrive properly equipped for outdoor and adventurous activity. • Begin to understand the need to show accomplishment in managing risks. • Begin to show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Begin to show resilience when plans do not work and initiative to try new ways of working. • Remain aware of changing conditions and change plans if necessary.	Gymnastics • Begin to plan, perform and repeat sequences. • Begin to move in a clear, fluent and expressive manner. • Begin to refine movements into sequences. • Begin to show changes of direction, speed and level during a performance. • Begin to travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Begin to show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
Year 4	Games • Throw and catch with control and accuracy. • Strike a ball and field with control.	Dance • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.	Games • Follow the rules of the game and play fairly. • Choose appropriate tactics to cause problems for the opposition.	Swimming • Swim between 20 metres unaided. • Coordinate leg and arm movements. • Kick 10m breast stroke front/back • Kick 10m on front • Kick 10m on back • Sculling head first 5m • Travel on back, log roll in one continuous movement onto front • Travel on front, log roll in one continuous movement onto back • Push and glide from the wall to the pool floor • Perform a sequence of 3 changing shapes whilst floating • Perform safe self-rescue in different water-based situations	Games • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	Athletics • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.

					Outdoor Pursuits • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.	Gymnastics • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).
Year 5	Games Begin to choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Begin to strike a bowled or volleyed ball with accuracy.	Swimming Begin to turn efficiently at the end of a length. • Push and glide and swim breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim between 10-25 metres unaided. • Perform a flat stationary scull on back • Perform feet first sculling for 5m • Tread water for 30 seconds • Perform 3 different shaped jumps into water • Demonstrate the action for getting help • Perform safe self-rescue in different water-based situations.	Games • Begin to use forehand and backhand when playing racket games. • Begin to field, defend and attack tactically by anticipating the direction of play. • Begin to choose the most appropriate tactics for a game. • Begin to work alone, or with team mates in order to gain points or possession.	Dance • Begin to compose creative and imaginative dance sequences. • Begin to perform expressively and hold a precise and strong body posture. • Begin to perform and create complex sequences. • Begin to express an idea in original and imaginative ways. • Begin to plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.	Games • Uphold the spirit of fair play and respect in all competitive situations. • Begin to lead others when called upon and act as a good role model within a team.	Athletics • Combine sprinting with low hurdles over 40 metres. • Begin to choose the best place for running over a variety of distances. • Begin to throw accurately and refine performance by analysing technique and body shape. • Begin to show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.

						Gymnastics • Begin to create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills • Practise and refine the gymnastic techniques used in performances (listed above). • Begin to hold shapes that are strong, fluent and expressive. • Begin to vary speed, direction, level and body rotation during floor performances. • Begin to demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
Year 6	Games • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Strike a bowled or volleyed ball with accuracy.	Swimming • Turn efficiently at the end of a length • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming • Push, glide and swim 25-50 metres unaided. • Perform a 'shout and signal' rescue • Perform a surface dive • Swim 10 metres wearing clothes • Perform a handstand • Perform safe self-rescue in different water-based situations	Games • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Work alone, or with team mates in order to gain points or possession.	Dance • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	Games • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.	Athletics • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.

					Outdoor pursuits Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.	Gymnastics • Create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills • Practise and refine the gymnastic techniques used in performances (listed above). • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).
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