

## Curriculum Map for PE

### Key characteristics we want to promote with our children:

- Leadership
- Team work
- Combining techniques
- Competing
- Being physically active
- Develop techniques and improve performances.
- To develop practical skills in order to participate, compete and lead a healthy lifestyle

Range of Opportunities
<b>Early Years</b>
<ul style="list-style-type: none"> <li>• Jump off an object and land appropriately.</li> <li>• Show increasing control over an object when pushing, patting, throwing, catching or kicking.</li> <li>• Experiment with different ways of moving.</li> <li>• Travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Negotiate space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles.</li> </ul>



Range of Opportunities	
Key Stage 1	Key Stage 2
Games Gymnastics Dance Swimming	Games Gymnastics Dance Swimming Athletics Outdoor and Adventurous Activities

	Milestone 1		Milestone 2		Milestone 3	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> <li>Lead others when appropriate.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills.</li> <li>Use the terms 'opponent' and 'team-mate'.</li> </ul>	<ul style="list-style-type: none"> <li>Lead others when appropriate.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills.</li> <li>Use the terms 'opponent' and 'team-mate'.</li> <li>Develop tactics</li> </ul>	<ul style="list-style-type: none"> <li>Throw and catch with control and accuracy.</li> <li>Strike a ball and field.</li> <li>Follow the rules of the game and play fairly.</li> <li>Pass to team mates at appropriate times.</li> <li>Lead others and act as a respectful team member.</li> </ul>	<ul style="list-style-type: none"> <li>Throw and catch with control and accuracy.</li> <li>Strike a ball and field with control.</li> <li>Follow the rules of the game and play fairly.</li> <li>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>Choose appropriate tactics to cause problems for the opposition.</li> <li>Pass to team mates at appropriate times.</li> <li>Lead others and act as a respectful team member.</li> </ul>	<ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Work alone, or with team mates in order to gain points or possession.</li> <li>Strike a bowled or volleyed ball with control.</li> <li>Use forehand and backhand when playing racket games.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> <li>Choose the most appropriate tactics for a game.</li> </ul>	<ul style="list-style-type: none"> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> <li>Use forehand and backhand when playing racket games.</li> <li>Strike a bowled or volleyed ball with accuracy.</li> <li>Work alone, or with team mates in order to gain points or possession.</li> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.)</li> </ul>
Dance	<ul style="list-style-type: none"> <li>Copy and remember moves and positions.</li> <li>Link two or more actions to perform a sequence.</li> <li>Choose movements to communicate a mood, feeling or idea.</li> </ul>	<ul style="list-style-type: none"> <li>Copy and remember moves and positions.</li> <li>Link two or more actions to perform a sequence.</li> <li>Choose movements to communicate a mood, feeling or idea.</li> <li>Move with control and coordination</li> </ul>	<ul style="list-style-type: none"> <li>Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner.</li> <li>Create dances and movements that convey a definite idea.</li> <li>Develop physical strength and suppleness by practising moves and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, perform and repeat sequences.</li> <li>Move in a clear, fluent and expressive manner.</li> <li>Refine movements into sequences.</li> <li>Create dances and movements that convey a definite idea.</li> <li>Change speed and levels within a performance.</li> <li>Develop physical strength and suppleness by practising moves and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>Perform expressively and hold a precise and strong body posture.</li> <li>Express an idea in original and imaginative ways.</li> <li>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece</li> </ul>	<ul style="list-style-type: none"> <li>Perform expressively and hold a precise and strong body posture.</li> <li>Express an idea in original and imaginative ways.</li> <li>Perform and create complex sequences.</li> <li>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> </ul>

Gymnastics	<ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Move with some control and awareness of space.</li> <li>Link two or more actions to make a sequence.</li> <li>Show contrasts (such as small/tall, straight/curved and wide/narrow)</li> <li>Hold a position whilst balancing on different points of the body.</li> <li>Climb safely on equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Move with some control and awareness of space.</li> <li>Link two or more actions to make a sequence.</li> <li>Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>Travel by rolling forwards, backwards and sideways.</li> <li>Hold a position whilst balancing on different points of the body.</li> <li>Climb safely on equipment.</li> <li>Stretch and curl to develop flexibility.</li> <li>Jump in a variety of ways and land with increasing control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, perform and repeat sequences.</li> <li>Move in a clear, fluent and expressive manner.</li> <li>Show changes of direction, speed and level during a performance.</li> <li>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).</li> <li>Swing and hang from equipment safely (using hands).</li> </ul>	<ul style="list-style-type: none"> <li>Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner.</li> <li>Refine movements into sequences.</li> <li>Show changes of direction, speed and level during a performance.</li> <li>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>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).</li> <li>Swing and hang from equipment safely (using hands).</li> </ul>	<ul style="list-style-type: none"> <li>Hold shapes that are strong, fluent and expressive.</li> <li>Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>Vary speed, direction, level and body rotation during floor performances.</li> <li>Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>Use equipment to vault and to swing (remaining upright).</li> </ul>	<ul style="list-style-type: none"> <li>Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>travelling</li> <li>balances</li> <li>springing</li> <li>flight</li> <li>vaults</li> <li>swinging</li> <li>inversions</li> <li>rotations</li> <li>bending, stretching and twisting</li> <li>gestures</li> <li>linking skills.</li> </ul> </li> <li>Hold shapes that are strong, fluent and expressive.</li> <li>Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>Vary speed, direction, level and body rotation during floor performances.</li> <li>Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>Use equipment to vault and to swing (remaining upright).</li> </ul>
Swimming		<ul style="list-style-type: none"> <li>Use one basic stroke, breathing correctly.</li> <li>Control leg movements.</li> </ul>	<ul style="list-style-type: none"> <li>Swim unaided up to 10 metres.</li> <li>Use one basic stroke, breathing correctly.</li> <li>Control leg movements</li> </ul>	<ul style="list-style-type: none"> <li>Swim between 10 and 25 metres unaided.</li> <li>Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>Coordinate leg and arm movements.</li> </ul>	<ul style="list-style-type: none"> <li>Swim up to 25 metres unaided.</li> <li>Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>Coordinate leg and arm movements.</li> <li>Swim at the surface and below the water.</li> </ul>	<ul style="list-style-type: none"> <li>Swim beyond 25 metres unaided.</li> <li>Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</li> <li>Swim fluently with controlled strokes.</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>Athletics skills are linked to Games in Years 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>Sprint over a short distance up to 60 metres.</li> <li>Use a range of throwing techniques (such as under arm, over arm).</li> <li>Throw with accuracy to hit a target or cover a distance.</li> <li>Compete with others and aim to improve personal best performances.</li> </ul>	<ul style="list-style-type: none"> <li>Sprint over a short distance up to 60 metres.</li> <li>Run over a longer distance, conserving energy in order to sustain performance.</li> <li>Use a range of throwing techniques (such as under arm, over arm).</li> <li>Throw with accuracy to hit a target or cover a distance.</li> <li>Jump in a number of ways, using a run up where appropriate.</li> <li>Compete with others and aim to improve personal best performances</li> </ul>	<ul style="list-style-type: none"> <li>Combine sprinting with low hurdles over 60 metres.</li> <li>Choose the best pace for running over a variety of distances.</li> <li>Show control in take off and landings when jumping.</li> <li>Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Combine sprinting with low hurdles over 60 metres.</li> <li>Choose the best pace for running over a variety of distances.</li> <li>Throw accurately and refine performance by analysing technique and body shape.</li> <li>Show control in take-off and landings when jumping.</li> <li>Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Outdoor and Adventurous Activities</p>	<ul style="list-style-type: none"> <li>• Not applicable in Years 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Remain aware of changing conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>
---	---	--	---	--	---