

Curriculum Map PE

Vision for the subject: The intent behind the PE curriculum is to provide opportunities for our children to experience, enjoy and excel in high quality PE and school sport incorporating a diverse range of motivational activities which offer life-long learning and a healthy lifestyle through challenge and competition, allowing the pupils to be the BEST they can be.

Two hours of quality PE are taught every week with PE being assessed at the end of each unit of work. Following our curriculum map which has been designed to be cumulative and coherent, building on skills that the pupils have previously acquired. Lessons are adapted for pupils with SEND so that every pupil has an equal chance to be successful.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
Owls Year B	<p>FUNCTIONAL MOVEMENT • Movement related to animals, transport etc – building strength in the legs</p> <p>Accuracy</p>	<p>GENERAL HAND-EYE CO-ORDINATION (Slant towards rugby skills)</p> <ul style="list-style-type: none"> • Picking up and putting down static items • Running with the ball (rugby) <p>DANCE</p> <ul style="list-style-type: none"> • Related to Nursery Rhymes 	<p>GENERAL HAND-EYE CO-ORDINATION (Slant towards basketball/netball skills)</p> <ul style="list-style-type: none"> • Rolling, drop and catch etc <p>BASIC GYMNASTICS</p> <ul style="list-style-type: none"> • Building on ABCs 	<p>FOOT-EYE CO-ORDINATION (Slant towards football skills) • Static tick-tocks and add movement • Kick a static ball</p>	<p>HAND-EYE CO-ORDINATION HITTING (Slant towards cricket and tennis). CRICKET</p> <ul style="list-style-type: none"> • Hitting static balls along the -oor (to targets) with hands and tennis rackets <p>TENNIS</p> <ul style="list-style-type: none"> • Airborne – hitting balloons to self, fairy liquid bubbles etc with hands. Balancing a ball on the strings of a racket 	<p>ATHLETICS</p> <p>RUNNING</p> <ul style="list-style-type: none"> • Di erent speeds – di erences between walking, jogging, sprinting <p>JUMPING</p> <ul style="list-style-type: none"> • Understand that we can take-o and land on 1 foot or 2. Hurdles and Broad (Long) <p>THROWING</p> <ul style="list-style-type: none"> • Rolling mini-red tennis balls (to targets, longest roll) <p>*Standard challenges for all to measure progress</p>	
Vocabulary	<p>Balance Hop Jog Movement Tip Toes</p>	<p>Catch Palm Rugby Soldier 2-hand waist Space Movement</p>	<p>Accuracy Hockey Hitting Gates Stationary position</p>	<p>Movement Kicking Goal Bending Dominant foot</p>	<p>Backswing Cricket Dominant hand</p>	<p>Accuracy Catch Landing Roll Take-off Throwing</p>	

		Distance					
Assessment	<p>Formative Assessment – children are assessed throughout the PE sessions against lesson objectives.</p> <p>Summative – children assessed at the end of each unit of PE and</p>						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
Buzzards Year B	<p><u>Y2 Functional Movement</u></p> <ul style="list-style-type: none"> • Moving through more challenging obstacles to develop power (legs), balance, speed and agility <p><u>Y2 Hand-eye coordination (Rugby)</u></p> <ul style="list-style-type: none"> • Throwing and catching a rugby ball to self and in pairs. Add movement INVASION GAMES WITH RUGBY • Basic 2 v 1 – ‘Piggy in the Middle’ (Passing – static) <p><u>Y1 Basic Gymnastics</u></p> <ul style="list-style-type: none"> • Dynamic balance, balancing on 1,2,3, 4 body parts • Shaping basic letters with the body • Combining dynamic balance with co-ordination through basic obstacles 	<p><u>Y2 Hand-eye coordination (Netball)</u></p> <ul style="list-style-type: none"> • Throw and catch different types/sizes of ball with and without a bounce with a partner – add movement • Bouncing a multi-skills ball <p>BASIC INVASION GAMES WITH BASKETBALL/NETBALL</p> <ul style="list-style-type: none"> • Basic 2 v 1 – ‘Piggy in the Middle’ (Passing – static) <p><u>Y1 Dance</u></p> <p>Relating dance/movement to the seasons of the year (Sci)</p> <ul style="list-style-type: none"> • Which movements relate to the different seasons? • Relating dance/movement to the capital cities of the UK – Belfast (Titanic), London – Great Fire etc (Geography/History) 	<p><u>Y2 Foot-eye coordination (Football)</u></p> <ul style="list-style-type: none"> • Tick-tocks through basic obstacles • Basic pass and trap (wedge) technique <p>BASIC INVASION GAMES WITH FOOTBALL</p> <ul style="list-style-type: none"> • Follow the Leader, Mirroring <p><u>Y2 Gymnastics</u></p> <ul style="list-style-type: none"> • Balancing on 5, 6, 7, 8 body parts – progression to balance with a partner • Creating letters in pairs • Basic gymnastic shapes – Pike, straddle, tuck, star, straight etc – progression to link together 	<p><u>Y2 Hand-eye coordination (Hockey)</u></p> <ul style="list-style-type: none"> • Dribbling through more challenging obstacles with tennis rackets • Passing and moving with tennis racket <p>INVASION GAMES WITH HOCKEY</p> <ul style="list-style-type: none"> • Basic 2 v 1 – ‘Piggy in the Middle’ (Passing – static) <p><u>Y2 Dance</u></p> <p>ANIMALS AND THEIR HABITATS (SCIENCE):</p> <ul style="list-style-type: none"> • ‘The Jungle Book’ • ‘The Lion King’ <p>EXPLORER (HISTORY):</p> <ul style="list-style-type: none"> • Christopher Columbus • ‘Flamenco’ (Spanish) or American dance 	<p><u>Y2 Hand-eye coordination (Cricket)</u></p> <p>Hitting a bouncing ball with tennis racket</p> <ul style="list-style-type: none"> • Fielding - rolling, underarm throw, overarm technique <p><u>Year 1 Athletics</u></p> <p>RUNNING</p> <ul style="list-style-type: none"> • Technique developed from soldier • Endurance – shorter strides, lower knees <p>JUMPING</p> <ul style="list-style-type: none"> • Hurdle developed from running • Broad developed from kangaroo <p>THROWING</p> <ul style="list-style-type: none"> • Underarm throw <p>*Standard challenges for all to measure progress</p>	<p><u>Y2 Hand-eye coordination (Tennis)</u></p> <ul style="list-style-type: none"> • Hitting a balloon to a partner with hands • Hitting a multi-skills ball with a bounce to self • Hitting a balloon to self with a tennis racket • Passing a mini-red tennis ball from racket to racket in pairs <p><u>Year 2 Athletics</u></p> <p>RUNNING</p> <ul style="list-style-type: none"> • Sprint technique – shorter strides into longer strides • Endurance – consolidate shorter strides and lower knees - more running time/longer distance <p>JUMPING</p> <ul style="list-style-type: none"> • Hurdling – add small hurdles to jump • Long jump – taking off 1 leg and landing on 2 with small run-up <p>THROWING</p> <ul style="list-style-type: none"> • Overarm throw (Nike tick) <p>*Standard challenges for all to measure progress</p>	

Vocabulary	<p>Circuit Stretch Strength Muscle Body part Sprint Team Obstacles</p> <p>Gymnastics Hop Straddle Star Straight stand Pencil roll Pike Roll Teddy bear roll</p>	<p>Bounce Catching Footwork In 2 hands Metre Pass Pivot</p>	<p>Control Attack Dribble Defence Space Tackle Intercept</p>	<p>Direction Ladders Opposition Accurate Static position Trapping</p>	<p>Backswing Nest Dominant side (of the body) Grip Underarm throw Target</p>	<p>Take back (the arm/racket before striking the ball) Sideways on Hand-eye Co-ordination Low to high (technique of hitting a forehand) Pathway of the racket (the way the racket is swung) Racket skills (skills with the tennis racket and the tennis balls)</p>	
Assessment	<p>Formative Assessment – children are assessed throughout the PE sessions against lesson objectives. Summative – children assessed at the end of each unit of PE and</p>						

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Kestrels Year B	<p><u>Y4 Functional Movement</u></p> <ul style="list-style-type: none"> • More complex and intense leg exercises • Running circuit incorporating obstacles • Using leg muscles/movements in playground/sports specic games (Tag) • Understand how the body takes in dierent elements that it requires (Science) <p>RUGBY skills –</p> <ul style="list-style-type: none"> • Technique of rugby pass • Introduce tag-belts – tagging <p>INVASION GAMES WITH RUGBY</p> <ul style="list-style-type: none"> • 4 (attackers) v 2 (defenders) <p>Add movement and Directional play (scoring)</p> <p><u>Y4 Hand-eye coordination (Netball)</u></p> <p>NETBALL skills -</p> <ul style="list-style-type: none"> • Chest and bounce pass technique – add movement 	<p><u>Y4 Hand-eye coordination (Hockey)</u></p> <ul style="list-style-type: none"> • Indian Dribble • Basic tackle developed from ‘trap’ • Introduce wooden sticks – and recap dribbling, passing etc. <p>INVASION GAMES WITH HOCKEY</p> <ul style="list-style-type: none"> • 4 (attackers) v 2 (defenders) Add movement and Directional play (scoring) <p><u>Y3 Dance</u></p> <ul style="list-style-type: none"> • ‘Earth Song’ – Michael Jackson (Geography) 	<p><u>Y4 Foot-eye coordination (Football)</u></p> <ul style="list-style-type: none"> • First time passing • Tackling technique INVASION GAMES WITH FOOTBALL • 4 (attackers) v 2 (defenders) Add movement and Directional play (scoring) <p><u>Y4 Gymnastics</u></p> <ul style="list-style-type: none"> • Further shapes using abdominal strength - v-sit, shoulder stand etc. • Partner balances/shapes 	<p><u>Y3 Outdoor Education</u></p> <ul style="list-style-type: none"> • Orienteering - using maps (Geography) linked to Literacy, Numeracy <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Treading water • Breaststroke technique • Swim 25 metres using breaststroke • Front crawl technique 	<p><u>Y4 Hand -eye coordination (Tennis)</u></p> <ul style="list-style-type: none"> • Volley rally • Basic backhand technique <p><u>Y4 Outdoor Education</u></p> <p>Orienteering - use compasses to navigate and locate numbers and letters (Geography)</p>	<p><u>Y4 Hand-eye coordination (Cricket)</u></p> <ul style="list-style-type: none"> • Introduce plastic bats - batting technique • Fielding technique – long barrier etc • Small cooperative game situations <p><u>Year 4 Athletics</u></p> <p>RUNNING</p> <ul style="list-style-type: none"> • Sprinting – introduce 3-point start, loose shoulders, open-palms etc – eradicating tension in muscles • Sprinting further • Endurance – loose shoulders, open-palms etc. • Running for longer <p>THROWING</p> <ul style="list-style-type: none"> • More substantial run-up • Throwing foam javelins <p>*Standard challenges for all to measure progress</p>	

	<p>INVASION GAMES WITH BASKETBALL/NETBALL</p> <ul style="list-style-type: none"> • 4 (attackers) v 2 (defenders) <p>Add movement and Directional play (scoring)</p> <p>Yr 3 Gymnastics</p> <ul style="list-style-type: none"> • Basic Rolls – pencil, egg, circle • Abdominal muscles – their importance and exercises to work them 					<p>JUMPING</p> <ul style="list-style-type: none"> • Hurdling – 3-point starting position and higher hurdles (high) • Loose shoulders, open palms in sprint phase • Long jump – accuracy of take-off and landing 	
Vocabulary	<p>Agility</p> <p>Heismann</p> <p>Hurdle</p> <p>All 4's Walk</p> <p>Technique</p> <p>Burpee</p> <p>Lunge</p> <p>Gymnastics</p> <p>Abdominal muscles</p> <p>Back support</p> <p>Arch</p> <p>Egg roll</p> <p>Tuck</p> <p>V-Sit</p> <p>Sequence</p>	<p>Back foot (right foot - where all the weight is on initially before a pass is made)</p> <p>Attacking team (team with the ball trying to score)</p> <p>Dispossess (get the ball off the attacker - tackle)</p> <p>Directional play (playing towards a goal)</p> <p>Compete (the players...)</p> <p>Manoeuvre the ball</p> <p>Release</p> <p>Technical coaching</p>	<p>Shadow</p> <p>Block tackle</p> <p>Trapping (trapping or stopping the football with the foot)</p> <p>Cushion trap</p> <p>Dribbling</p> <p>Low centre of gravity</p> <p>Tactic</p> <p>Possession</p>	<p>Compass (instrument which is used to provide directions – for instance, North, South etc.)</p> <ul style="list-style-type: none"> • Map (a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.) • Orienteering (a competitive sport in which people find their way to checkpoints or a destination with the aid of a map and compass) • Breaststroke • Backstroke • Front crawl • Swimming 25 metres (swimming half the length of an Olympic size swimming pool) • Treading water 	<ul style="list-style-type: none"> • Grid Reference (a map reference indicating a location in terms of a series of vertical and horizontal grid lines identified by numbers or letters) • Human Geographical features (things that have been built by people – buildings etc.) • Physical Geographical features (are natural elements on the Earth's surface - for instance, mountains, valleys etc.) <p>Tennis</p> <p>Rally</p> <p>Volley</p> <p>Winner</p> <p>Racket Control</p> <p>Groundstroke</p> <p>Forehand</p> <p>Backhand</p> <p>Grip</p> <p>Footwork</p>	<p>Boundary</p> <p>Batting Team</p> <p>Cooperative</p> <p>Follow Through</p> <p>Long Barrier</p> <p>Nike Tick position</p> <p>Hurdling</p> <p>Stride</p> <p>Stride Length (long/short)</p> <p>Discus</p> <p>Javelin</p> <p>Endurance race</p> <p>Pace</p> <p>Stamina</p>	
Assessment	<p>Formative Assessment – children are assessed throughout the PE sessions against lesson objectives.</p> <p>Summative – children assessed at the end of each unit of PE and</p>						

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	<p>Y6 Functional Movement</p> <ul style="list-style-type: none"> • Generic sports warm-up 	<p>Y6 Hand-eye coordination (Hockey)</p>	<p>Y6 Foot-eye coordination (Football)</p>	<p>Y5 Outdoor Education</p> <ul style="list-style-type: none"> • Use maps with grid references (Geography) 	<p>Y6 Hand-eye coordination (Cricket)</p>	<p>Y6 Hand-eye coordination (Rounders)</p>	

<p>Sparrowhawks Year B</p>	<ul style="list-style-type: none"> Working on other areas of the body Explain blood flow through PE – ‘A Body Circuit’ (Science) Skipping – different types of skip (building calves) To undertake a ‘sport-specific and footwork circuit.’ <p>RUGBY skills –</p> <ul style="list-style-type: none"> Recap all skills from previous years <p>INVASION GAMES WITH RUGBY</p> <ul style="list-style-type: none"> Full briefing on the rules of Tag-Rugby Building towards larger, even-sided games, matches, class and Year Group tournaments consolidating the skills that have been learnt in previous years in pressure situations <p>Y6 Hand-eye coordination (Rugby)</p> <p>Y5 Gymnastics</p> <ul style="list-style-type: none"> Further roll technique – half-star, forward, backward (or shoulder) Teacher led routine with shapes/balances and rolls Synchronised exercises with a partner 	<ul style="list-style-type: none"> Recap all skills from previous years <p>INVASION GAMES WITH HOCKEY</p> <ul style="list-style-type: none"> Full briefing on the rules of Quick sticks Hockey Building towards larger, even-sided games, matches, class and Year Group tournaments consolidating the skills that have been learnt in previous years in pressure situations <p>Y5 Dance</p> <p>WORLD WAR 2 (HISTORY)</p> <ul style="list-style-type: none"> ‘Dad’s Army’ theme tune ‘Dunkirk’ ‘Pearl Harbour’ 	<ul style="list-style-type: none"> Recap all skills from previous years <p>INVASION GAMES WITH FOOTBALL</p> <ul style="list-style-type: none"> Full briefing on the rules of football Building towards larger, even-sided games, matches, class and Year Group tournaments consolidating the skills that have been learnt in previous years in pressure situations <p>Y6 Gymnastics</p> <ul style="list-style-type: none"> Recap all elements from previous years Building towards choreographed performances to music as individuals and partnerships 	<p>Y6 Dance</p> <p>ANCIENT CIVILISATIONS (HISTORY) – EGYPTIANS</p> <ul style="list-style-type: none"> ‘Walk Like an Egyptian’ 	<ul style="list-style-type: none"> Recap all skills from previous years <p>Full briefing on the rules of Kwik Cricket</p> <ul style="list-style-type: none"> Building towards larger, games, matches, class and Year Group tournaments consolidating the skills that have been learnt in previous years in pressure situations <p>Year 6 Outdoor Education</p> <ul style="list-style-type: none"> Orienteering – using a map of a local hill/area the pupils try and navigate their way in 2 groups (1 with TA and 1 with the teacher) to the top of the Hill or to a meeting point in the local area (Geography) 	<ul style="list-style-type: none"> Recap all elements from previous years Building towards larger, games, matches, class and Year Group tournaments consolidating the skills that have been learnt in previous years in pressure situations <p>Year 6 Athletics</p> <ul style="list-style-type: none"> Recap technique for all athletic disciplines <p>RUNNING</p> <ul style="list-style-type: none"> Sprinting - fastest 100 m sprint, relays with baton changing Endurance - keep going for 6 minutes or run their fastest mile <p>JUMPING</p> <ul style="list-style-type: none"> Hurdling - fastest 60 metre hurdles Long jump – longest jump 	
<p>Vocabulary</p>	<p>Bench Jumps Quadriceps Squat Jumps Squat Thrusts Free Run Plank Pectoral Triceps</p> <p>Choreograph Link Front Support Timing Simultaneous</p>	<p>Exchange Pass Long corner Penalties Pressure Push Pass Push Back</p>	<p>Coordination Foot-eye coordination Foul Tick-tocks</p> <p>Gymnastic Shapes Performance Shoulder Balance Critique Feedback</p>	<p>Compass</p> <ul style="list-style-type: none"> Grid Reference Human Geographical features Map Navigate Orienteering Physical Geographical features 	<p>LBW Innings Offside Onside Over Runs Wicket Keeper Checkpoint</p> <ul style="list-style-type: none"> Orienteering Physical Geographical features 	<p>Backstop Batting square Half rounder Rounder No hit Posts Innings</p> <p>Conserving energy Endurance Long Jump Triple Jump 2-point starting position • 3-point starting position</p>	

	Routine Synchronised						• 4-point starting position	
Assessment	Formative Assessment – children are assessed throughout the PE sessions against lesson objectives. Summative – children assessed at the end of each unit of PE and							