

# Curriculum Map for Physical Education, Physical Activity and Sport

**EYFS**

Introduction to basic fundamental skills such as running and jumping. Safely and confidently using space. Following instructions.

Fundamental Skills  
Gymnastics  
Dance



**YEAR 2**

Mastery of fundamental skills including catching and throwing. Decision making in a game or activity. Knowledge of the impact activity can have on the body. Working well as part of a team.

Games  
Gymnastics  
Dance  
Athletics

Consolidate and develop fundamental skills. Good decision making when using skills. Positive choices about physical activity.

**YEAR 1**

**YEAR 4**

Developing stamina, strength and speed, alongside refining fundamental skills in new contexts. Self-reflection and improving performance. Developing greater resilience. Links between food, our bodies and exercise.

Games  
Gymnastics  
Dance  
Athletics

Developing, adapting & applying skills in new contexts. Develop self-esteem through self-reflection. Understand how the body changes during exercise

**YEAR 3**

**YEAR 6**

Swimming and Water Safety. Transferring skills in different contexts. Tactics and strategies. Making positive choices. Social skills. Roles within a team.

Games  
Gymnastics  
Dance Athletics  
Swimming

Games  
Gymnastics  
Dance Athletics  
OAA  
Swimming

Transferring skills from one activity to another. Reflecting and improving performance. New opportunities in and out of school. Equality and an awareness of others

**YEAR 5**

Games  
Gymnastics  
Dance Athletics  
OAA  
Swimming

## OUR CURRICULUM INTENT

When pupils leave our school, we want them to have the knowledge and understanding of how to lead a healthy and active life, enabling them to make positive choices in relation to healthy eating and exercise. Our pupils will demonstrate perseverance, resilience and a determination to succeed. Our curriculum will develop the whole child – morally, intellectually, emotionally, physically and artistically. It will cover a wide range of contexts, ensuring that all children discover and are given the opportunity to develop their talents. Through high-quality teaching and learning, children will develop their physical, decision making and social and emotional skills. As a school we value the impact PE and Sport can have on other challenges facing our young people, including supporting mental wellbeing, especially as pupils transition from our school to the next part of their education journey. For our pupils, the curriculum will place additional focus on Swimming and water safety, while ensuring that children are equipped to lead healthy, active lifestyles through a sound understanding of nutrition. Links within the local community will be encouraged and opportunities for pupils to access activity outside of school will be developed.



EYFS

OUTCOMES

GO  
BACK

## PHYSICAL COMPETENCE

Develop basic fundamental skills such as running, jumping, throwing and catching.

## THINKING (Decision Making & Improving Performance)

Develop a good awareness of the space around them including how to move safely and avoid others.

## SOCIAL & EMOTIONAL

Work well with others in a lesson, when working with a partner or in a small group, including taking turns and offering encouragement.

## HEALTHY ACTIVE LIFESTYLES

Take some responsibility or the safe use of space and equipment both indoors and outside.



## PHYSICAL COMPETENCE

Consolidate existing movements skill such as running, jumping, throwing catching and develop additional skills such hopping, skipping, agility, balance and coordination.

## THINKING (Decision Making & Improving Performance)

Develop good thinking and decision-making skills that lead to physical skills being used and applied in an appropriate way and at the right time.

## SOCIAL & EMOTIONAL

Develop self-reflection skills - identifying improvements and strengths.

## HEALTHY ACTIVE LIFESTYLES

Explain why being active is important, including reference to impact on their brains for learning, feeling happy and confident and the positive physical benefits for the body.





## PHYSICAL COMPETENCE

Refine and further develop variations of key fundamental skills including throwing, catching and jumping in different ways

## THINKING (Decision Making & Improving Performance)

Making good decisions about how and when to apply a range of skills, including choosing different techniques depending on the task and the equipment.

## SOCIAL & EMOTIONAL

Work effectively as part of a small team, using appropriate communication skills and encouraging team mates.

## HEALTHY ACTIVE LIFESTYLES

Understand the importance of being active and the positive impact physical exercise can have on the body, including knowledge of strengthening and flexibility of muscles and understanding how the heart works during activity.



## **PHYSICAL COMPETENCE**

Adapt physical skills such as agility, throwing, catching and kicking a range of different contexts including team games.

## **THINKING (Decision Making & Improving Performance)**

Apply a range of skills in different contexts, including selecting the appropriate skill for the task, choosing a good time to use skills effectively and recognising how to transfer skills from one activity to another.

## **SOCIAL & EMOTIONAL**

Develop self esteem, including understanding about the importance of recognising personal strengths and the strengths of others and identify activities, games and skills that are performed well.

## **HEALTHY ACTIVE LIFESTYLES**

Understand how the body adapts and changes before, during and after exercise including physical changes and the impact on wellbeing.





## PHYSICAL COMPETENCE

Develop physical fitness including stamina in running activities, speed, strength and flexibility.  
Develop basic water safety and swimming skills including safe entry and exit when at the pool.

## THINKING (Decision Making & Improving Performance)

Reflect on the performance of an individual skill or series of skills and begin to make links for how skills transfer across PE

## SOCIAL & EMOTIONAL

Develop understanding of the word respect and its role within PE and Sport, including how to show respect for others through actions and language.

## HEALTHY ACTIVE LIFESTYLES

Knowledge of the links between nutrition and physical activity including how different sports require energy from a variety of different food sources.





## PHYSICAL COMPETENCE

Refine the techniques of previous skills such as throwing, catching and striking and transfer them effectively to new activities or sports.  
Start to build up stamina to swim continuously for longer.

## THINKING (Decision Making & Improving Performance)

Use knowledge and understanding to reflect and improve their performance, including applying skills in an appropriate way to meet the needs of the task.

## SOCIAL & EMOTIONAL

Develop perseverance and resilience in activities, including in new activities and tasks that require different sets of skills.

## HEALTHY ACTIVE LIFESTYLES

Develop knowledge and understanding of how exercise can make a positive impact on their physical and mental wellbeing.





## PHYSICAL COMPETENCE

Swim for at least 25m using front crawl and perform a range of self rescue tasks.

Increased levels of physical fitness established through regular opportunities in curriculum, extra curricular and throughout the school day with particular focus on speed and strength.

## THINKING (Decision Making & Improving Performance)

Use prior knowledge to apply effective tactics and strategies both individually and when playing as part of a team.

## SOCIAL & EMOTIONAL

Communication skills within a game and lesson including, appropriate feedback to others, encouragement for a team mates and positive body language.

## HEALTHY ACTIVE LIFESTYLES

Knowledge and understanding of the importance of being physically active allows positive lifestyle choices in relation to sport, healthy eating and curriculum PE. This includes enthusiasm and an eagerness to learn within PE, a commitment to extra-curricular activities and sustained participation outside of school.



EYFS

ACTIVITIES

Subject areas taught for each Year Group

GO  
BACK

GYMNASTICS



DANCE



FUNDAMENTAL  
SKILLS



Travelling including  
changing speed  
& direction  
Different jumping and  
landing techniques.  
A range of balances

Explore and create actions  
linked to words  
Move in time with  
a simple beat  
Perform with control and  
fluency

Tagging and chasing games  
Cooperative team  
challenges including basic  
invasion type games  
Catching with a large ball  
Partner tasks for throwing,  
rolling and catching



YEAR  
**1**

**ACTIVITIES**

## Subject areas taught for each Year Group

**GO  
BACK**

**GYMNASTICS**



Strength and flexibility  
Link different balances and movements  
Rocking and rolling actions

**DANCE**



Create movements and actions to resemble a chosen theme  
Phrases of movement in time to a beat  
Portray a story using changes in speed and level

**GAMES**



Coordination skills using bats, rackets and feet with different sized balls. Tagging and chasing games.  
Throwing (to a partner and at a target).  
Catching (in isolation and in cooperative games)

**ATHLETICS**



Improve running technique when running at different paces, changing speed and changing direction.  
Practice throwing underarm with a partner.  
Take off, jump and land safely.



**GYMNASTICS**



Supporting body weight using hands. Combine rocking and rolling actions with other movements. Different jumping and landing techniques, including from height.

**DANCE**



Exploration of how actions can link together  
Create a variety of movement phrases that represent a theme or topic

**GAMES**



Team cooperative and competitive activities  
Invasion style games using a range of different skills

**ATHLETICS**



Improve running technique when running at different paces, changing speed and changing direction. Practice throwing underarm with a partner.  
Take off, jump and land safely.

**HEALTH AND FITNESS**



Develop stamina and fitness through challenges and activities.  
Improve flexibility and strength through personal challenges.  
Develop understanding of how some organs work.



**GYMNASTICS**



Adapting shapes and movements when using apparatus  
More advanced rolls and rocking actions  
Linking balances together

**DANCE**




Perform a routine in Unison  
Perform using Canon  
Create a sequence of movements that involve working with a partner

**ATHLETICS**



Standing long jump  
Running activities and challenges focusing on pacing and sprinting technique  
Over arm throwing for athletics  
Working as a team in relays

**TENNIS**



Getting into the ready position including gripping the racket  
Introduction to forehand and backhand  
Underarm serve

**BASKETBALL**



Ball handling, control and dribbling skills.  
Passing technique and decision making  
Keeping possession

**TAG RUGBY**



Pass a ball with some accuracy.  
Change direction quickly when running.  
Make simple tactical decisions.  
Create space for others in the team.



YEAR  
**4**

# ACTIVITIES

GO  
BACK

## Subject areas taught for each Year Group

**GYMNASTICS** 

Using support shapes in combinations  
Enhance a performance to make it more dynamic including reflecting on what has worked well Backwards rolls

**DANCE** 

Create and perform using dynamics and expression to communicate the theme

**ROUNDERS** 

Throwing, catching and fielding  
Develop basic bowling and batting techniques

**OAA AND RESIDENTIAL** 

To use teamwork skills to complete a given challenge, including giving clear instructions.  
To orientate and set a map.

**HOCKEY** 

Understand how creating space can help to maintain possession.  
Explain tactics and skills that can be used within a game.

**ATHLETICS** 

Understand how to develop stamina.  
Perform a standing long jump with control.  
Use a 'push throw with good technique and increasing power.  
Relays.

**SWIMMING** 

Works towards National Curriculum requirements: 25m unaided.  
Use a range of strokes.  
Perform safe self-rescue.



**GYMNASTICS** 


Introduce rotations to create more complex jumps  
Use larger body parts to perform balances  
Adapt the starting and finishing positions of movements to add complexity

**DANCE** 

Create, improve and perform using speed and levels to add complexity  
Choreograph a routine as a group

**BASKETBALL** 

Identify how their team can improve attacking and defending.  
Good control and accuracy for a range of passing techniques.

**CRICKET** 

Throwing, catching and fielding  
Develop basic bowling and batting techniques

**ATHLETICS** 

Understands pace and how to vary it for different challenges and develops stamina.  
Good technique when throwing a javelin.

**TAG RUGBY** 

Evading a defender  
Passing the ball including decision making  
Create space to keep possession

**SWIMMING** 

Works towards National Curriculum requirements: 25m unaided.  
Use a range of strokes.  
Perform safe self-rescue.



YEAR  
**6**

# ACTIVITIES

## Subject areas taught for each Year Group

GO  
BACK

**GYMNASTICS** 


Take weight on hands safely.  
Use large body parts as part of a sequence.  
Select and use a range of actions and movements.

**HOCKEY** 

Understanding of the rules  
Defending and attacking  
Creating and passing into space  
Closing space when defending

**DANCE** 

Use unison and canon to enhance performance  
How speed can be changed to portray a theme or message.

**OAA** 


To use co-ordination and reaction skills to complete a challenge.  
To understand the symbols used on an orienteering map  
To understand the cardinal points of a compass.

**ATHLETICS** 

Long and triple jump  
Sprint starts  
Relays  
Throwing - Javelin and shot put techniques

**SWIMMING** 

Meeting National Curriculum requirements:  
25m unaided.  
Use a range of strokes.  
Perform safe self-rescue.

**TENNIS** 

Further develop forehand and backhand stroke  
Introduce and refine overhead serving technique.