



# **Physical Education (PE) SUBJECT INTENT**

	Cycle A			Cycle B		
	Year 1/2	Year 3/4	Year 5/6	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Darling, put the fire out!	Sticks and stones	Hurry up, you've Benin there a while!	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Shrimply the best	We built this mega city on rock and roll!	Lavas all you need	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	A toy story!	Bronze ain't bad!	What did the Romans do for us?	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	Why don't penguins need to fly?	National parks	Walking on sunshine	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Location, location, location	Great scot!	Only we can save the world!
Summer 2	On the road again!	Save it for a train-y day	Current affairs	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?

# What does PE look like at Downlands?



## Volume of content:

1. Each mixed-age class will complete **12** units per year.
2. Each unit will be 5-6 lessons.

## Subject delivery:

1. Each mixed-age class will have 2 PE lessons a week, approx. 2 hours in total.
2. Each half term, pupils in a mixed age class will complete 2 units from the Get Set 4 PE curriculum.
3. Lessons should allow pupils to practise and apply skills in a low-stakes environment.
4. Where applicable, there should be opportunities to develop teamwork and communication skills.
5. Where appropriate, there should be an element of competition (e.g. Sports Day, external competitions).
6. A focus should be on improving your own skills/beating your own score, as opposed to comparing yourself to others.

# PE – progression of skills (disciplinary knowledge) – part 1



SKILL	FS2	End of KS1	End of KS2
BEHAVIOUR	<ul style="list-style-type: none"> <li>Join in with PE sessions and gross motor activities, listening to rules and expectations.</li> <li>Be prepared to demonstrate skills to others on request.</li> <li>Show an understanding of safety when taking part in PE sessions.</li> </ul>	<ul style="list-style-type: none"> <li>To show an interest in a range of sports and appreciate the skills involved.</li> <li>Children will work independently, in pairs and in groups, being able to cooperate effectively.</li> <li>They work collaboratively with others when required and encourage others to improve skills .</li> <li>Handle and use equipment with care.</li> </ul>	<ul style="list-style-type: none"> <li>To show an interest in a range of sports and appreciate the skills involved.</li> <li>Children will work independently, in pairs and in groups, being able to cooperate effectively.</li> <li>They work collaboratively with others when required and encourage others to improve skills .</li> <li>Handle and use equipment with care.</li> </ul>
ATTITUDE	<ul style="list-style-type: none"> <li>Show a growth mindset when taking part in PE/Gross Motor activities.</li> <li>Show confidence when learning new skills.</li> <li>Respect and help others when needed.</li> </ul>	<ul style="list-style-type: none"> <li>They should start to enjoy different sports and skills and then show a desire to get involved either in or out of school.</li> <li>They should show a desire to improve their own skills and encourage others who find it more difficult.</li> </ul>	<ul style="list-style-type: none"> <li>They should start to enjoy different sports and skills and then show a desire to get involved either in or out of school.</li> <li>They should show a desire to improve their own skills and encourage others who find it more difficult.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>Climb stairs or apparatus using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large muscle movements to wave flags and streamers.</li> <li>Start taking part in some group activities which they make up themselves or in teams.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, climbing, skipping.</li> <li>Can catch a medium sized ball with 2 hands.</li> <li>Can aim towards a target when kicking, throwing or batting.</li> <li>Learn how to ride a bike with no stabilisers.</li> <li>Able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> <li>Perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Perform dances using a range of movement patterns</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations</li> </ul>

# PE – progression of skills (disciplinary knowledge) – part 2



SKILL	FS2	End of KS1	End of KS2
KNOWLEDGE	<ul style="list-style-type: none"> <li>Know how exercise contributes to a healthy body and mind.</li> <li>Knows the rules of PE sessions, particularly in the hall when using apparatus.</li> <li>Can name 3 different jumps.</li> <li>Can recognise different styles of dancing e.g. Nepalese, African, Country Dancing</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> </ul>
EXPERIENCE	<ul style="list-style-type: none"> <li>PE sessions x 2 weekly</li> <li>Gymnastics, Games, Music and Movement</li> <li>Small/large apparatus</li> <li>Storycise</li> <li>Trikes, bikes, scooters</li> <li>Dance from other cultures e.g. Nepalese</li> <li>Sports Day</li> <li>Fun Run (Daily Mile)</li> </ul>	<ul style="list-style-type: none"> <li>Twice weekly PE sessions.</li> <li>Y2 Gym Festival with Blandford Cluster</li> <li>Y1 Multiskills Festival with Blandford Cluster</li> <li>Annual Sports Day within school</li> <li>Country Dancing morning</li> <li>Lunchtime and after school clubs</li> <li>Active Mile</li> </ul>	<ul style="list-style-type: none"> <li>Swimming instruction for a minimum of 6 weeks.</li> <li>Annual Sports Day within school</li> <li>Country Dancing morning</li> <li>Lunchtime and after school clubs</li> <li>Residential trip- various sporting activities often water based</li> <li>Inter school competitions</li> </ul>
TECHNOLOGY	<ul style="list-style-type: none"> <li>BBC Let's Move podcasts for Music and Movement</li> <li>Cosmic Yoga</li> <li>Just Dance</li> </ul>	<ul style="list-style-type: none"> <li>Twice weekly PE sessions.</li> <li>Y2 Gym Festival with Blandford Cluster</li> <li>Y1 Multiskills Festival with Blandford Cluster</li> <li>Annual Sports Day within school</li> <li>Country Dancing morning</li> <li>Lunchtime and after school clubs</li> <li>Active Mile</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally look at films, clips, websites to show examples of good practice.</li> <li>Measuring and timing devices for athletics.</li> </ul>
SUSTAINED	<ul style="list-style-type: none"> <li>Children are keen to participate in PE sessions.</li> <li>Children understand some basic rules in team games.</li> <li>Children show a growth mindset when faced with a challenge.</li> <li>Children are able to demonstrate safety when using equipment and apparatus.</li> <li>Children are able to show respect to others, especially when working in teams.</li> </ul>	<ul style="list-style-type: none"> <li>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.</li> <li>It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.</li> <li>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</li> </ul>	<ul style="list-style-type: none"> <li>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.</li> <li>It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.</li> <li>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</li> </ul>

# PE – curriculum map – KS1 (part 1) – cycle A



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit	Shrimply the best	Darling, put the fire out!	A toy story	Why don't penguins need to fly?	It's pasture bedtime!	On the road again
Sport / activity	Sport / activity	Striking and fielding (y1unit)	Dance (y1)	Dance (y1)	Fundamentals (y2)	Ball Skills (y1)	Sending and Receiving(y1)
	Substantive knowledge	Striking and fielding games involve two teams, batting and fielding, aiming to score points. In this unit, pupils learn defending and attacking principles, skills like throwing, catching, and striking, and develop respect and communication skills for small-sided games, including cricket and rounders.	Pupils will learn travelling actions, movement skills, and balancing, while understanding music's importance. They will copy and repeat actions, create ideas, and perform with partners, using dance terminology for feedback.	Pupils will learn travelling actions, movement skills, and balancing, while understanding music's importance. They will copy and repeat actions, create ideas, and perform with partners, using dance terminology for feedback.	This unit focuses on developing fundamental skills like balancing, running, jumping, hopping, and skipping, observing and recognizing improvements, and fostering collaboration and sharing ideas among pupils.	This unit focuses on developing fundamental ball skills like throwing, catching, rolling, hitting, dribbling, and kicking, enhancing control, accuracy, coordination, and balance through independent, pair, and small group work.	This unit focuses on developing students' sending and receiving skills, including throwing, catching, rolling, kicking, tracking, and stopping a ball, while teaching them to organize and self-manage their activities.
	Learning Objectives	<ol style="list-style-type: none"> <li>To develop underarm throwing towards a target.</li> <li>To develop overarm throwing.</li> <li>To develop hitting a ball.</li> <li>To develop collecting a ball.</li> <li>To learn how to get a batter out.</li> <li>To play games and understand how to score points.</li> </ol>	<ol style="list-style-type: none"> <li>To use counts of 8 to move in time and make my dance look interesting.</li> <li>To explore pathways in my dance.</li> <li>To create my own dance using, actions, pathways and counts.</li> <li>To explore speeds and actions in our pirate inspired dance.</li> <li>To copy, remember and repeat actions that represent the theme.</li> <li>To copy, repeat, create and perform actions that represent the theme.</li> </ol>	<ol style="list-style-type: none"> <li>To explore speeds and actions.</li> <li>To use expression and create actions that relate to the story.</li> <li>To use a pathway when travelling.</li> <li>To explore and copy actions in response to a theme.</li> <li>To create my own actions for an animal.</li> <li>To explore pathways with a partner.</li> </ol>	<ol style="list-style-type: none"> <li>To explore how the body moves when running at different speeds.</li> <li>To develop changing direction and dodging.</li> <li>To develop balance, stability and landing safely.</li> <li>To explore and develop jumping, hopping and skipping actions.</li> <li>To develop co-ordination and combining jumps.</li> <li>To develop combination jumping and skipping in an individual rope.</li> </ol>	<ol style="list-style-type: none"> <li>To develop dribbling a ball with your hands.</li> <li>To explore accuracy when rolling a ball.</li> <li>To explore throwing with accuracy towards a target.</li> <li>To explore catching with two hands.</li> <li>To explore dribbling a ball with your feet.</li> <li>To explore tracking a ball that is coming towards me.</li> </ol>	<ol style="list-style-type: none"> <li>To develop rolling and throwing a ball towards a target.</li> <li>To develop receiving a rolling ball and tracking skills.</li> <li>To be able to send and receive a ball with your feet.</li> <li>To develop throwing and catching skills over a short distance.</li> <li>To develop throwing and catching over a longer distance.</li> <li>To apply sending and receiving skills to small games.</li> </ol>

# PE – curriculum map – KS1 (part 2) – cycle A



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit	Shrimply the best	Darling, put the fire out!	A toy story	Why don't penguins need to fly?	It's pasture bedtime!	On the road again
	Sport / Activity	Target games (y1)	Fitness (y2)	Gymnastics (y2)	Invasion Games (y1)	Net and Wall (y1)	Athletics (y1 unit)
Sport / activity / Y2	Substantive knowledge	This unit teaches pupils the principles of defending and attacking in target games, using underarm and overarm actions. They learn to self-manage activities, follow rules, score points, and use simple tactics.	This unit focuses on developing fitness components through activities, fostering agility, balance, coordination, speed, stamina, and perseverance	This unit focuses on developing fitness components through activities, fostering agility, balance, coordination, speed, stamina, and perseverance..	Invasion games involve two teams playing against each other, such as football and netball. Pupils develop skills like attacking, defending, and possession	Net and wall games involve players using a net or wall to hit the ball over the net or against a wall, like tennis or badminton. Pupils develop attacking and defending principles, skills like throwing, catching, tracking, and hitting, score points, and self-manage their games.	This unit focuses on developing athletic skills in students through running, jumping, and throwing, allowing them to work collaboratively and independently, and identify strengths and areas for improvement.
	Learning Objectives	<ol style="list-style-type: none"> <li>To develop underarm throwing towards a target.</li> <li>To develop throwing for accuracy.</li> <li>To develop underarm and overarm throwing at a target.</li> <li>To develop throwing for accuracy and distance using underarm and overarm.</li> <li>To select the correct throw for the target.</li> <li>To develop throwing for accuracy and distance.</li> </ol>	<ol style="list-style-type: none"> <li>To learn how to run for a long time.</li> <li>To develop jumping in a long rope using timing.</li> <li>To develop co-ordination in individual skipping.</li> <li>To develop stamina and change of direction.</li> <li>To explore exercises to develop strength.</li> <li>To develop agility, balance and co-ordination.</li> </ol>	<ol style="list-style-type: none"> <li>To perform gymnastic shapes and link them together.</li> <li>To perform gymnastics shapes with control and link them together.</li> <li>To use shapes to create balances.</li> <li>To use shapes to create balances.</li> <li>To link travelling actions and balances using apparatus.</li> <li>To develop travelling actions and balances using apparatus</li> </ol>	<ol style="list-style-type: none"> <li>To understand the role of defenders and attackers.</li> <li>To recognise who to pass to and why.</li> <li>To move towards goal with the ball.</li> <li>To support a teammate when playing in attack.</li> <li>To move into space showing an awareness of defenders.</li> <li>To stay with a player when defending</li> </ol>	<ol style="list-style-type: none"> <li>To defend space using the ready position.</li> <li>To play against an opponent and keep the score.</li> <li>To explore hitting with a racket.</li> <li>To develop racket and ball skills.</li> <li>To develop sending a ball using a racket.</li> <li>To develop hitting over a net.</li> </ol>	<ol style="list-style-type: none"> <li>To move at different speeds over varying distances.</li> <li>To develop balance.</li> <li>To develop changing direction quickly.</li> <li>To explore hopping, jumping and leaping for distance.</li> <li>To develop throwing for distance.</li> <li>To develop throwing for accuracy.</li> </ol>

# PE – curriculum map – LKS2 (part 1) – cycle A



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit	Sticks and stones	We built this mega city on rock and roll!	Bronze ain't bad!	National parks	I've got my iron you	Save it for a train-y day
Sport / activity		Fundamentals	Fitness	Gymnastics (y3 unit)	Dance (y3unit)	Dodgeball	Swimming /Yoga
	Substantive knowledge	This unit focuses on developing fundamental skills like balancing, running, jumping, hopping, and skipping, allowing students to change direction, explore body speed, and identify strengths and areas for development.	This unit involves activities aimed at enhancing students' health and fitness. They will work at their maximum, identify areas for improvement, and suggest solutions. They will be encouraged to persevere, support others, and work safely and with control.	This unit focuses on developing balancing, rolling, and jumping skills, sequence work, collaboration, and confidence in performing actions, enhancing their ability to match and contrast shapes.	Pupils develop counting, rhythm, canon, unison, formation, and levels in dances, working individually, with partners, and in small groups, performing and providing feedback.	This unit focuses on improving dodgeball skills like throwing, dodging, and catching, teaching students to outwit opponents, play independently, and emphasize honesty and adhering to rules.	This unit focuses on developing swimmers by teaching strokes, travel, float, submerge, kicking, arm actions, observing others, providing feedback, and introducing personal survival skills for water safe
	Learning Objectives	<ol style="list-style-type: none"> <li>To develop balancing and understand the importance of this skill.</li> <li>To develop technique when running at different speeds.</li> <li>To develop agility using a change of speed and direction.</li> <li>To develop technique and control when jumping, hopping and landing.</li> <li>To develop skipping with a rope.</li> <li>To apply fundamental skills to a variety of challenges</li> </ol>	<ol style="list-style-type: none"> <li>To recognise different areas of fitness and explore what your body can do.</li> <li>To develop speed and strength.</li> <li>To develop co-ordination.</li> <li>To develop agility.</li> <li>To develop balance.</li> <li>To develop stamina.</li> </ol>	<ol style="list-style-type: none"> <li>To be able to create interesting point and patch balances.</li> <li>To develop point and patch balances on apparatus.</li> <li>To develop stepping into shape jumps with control.</li> <li>To develop stepping into shape jumps using apparatus.</li> <li>To develop the straight, barrel, and forward roll.</li> <li>To include rolls in sequence work using apparatus.</li> </ol>	<ol style="list-style-type: none"> <li>To create actions in response to a stimulus and move in unison with a partner.</li> <li>To create actions to move in contact with a partner or interact with a partner.</li> <li>To select and link appropriate actions and dynamics to show our dance idea.</li> <li>To share ideas of actions and dynamics to create a dance that shows a location</li> <li>To use choreographing ideas to develop our dance.</li> </ol>	<ol style="list-style-type: none"> <li>To develop throwing and apply this to a target game.</li> <li>To develop dodging skills to avoid being hit.</li> <li>To develop catching and learn the rules of the skill within this game.</li> <li>To further develop catching and use the rules of the skill within this game.</li> <li>To begin to think tactically and apply this to a game.</li> <li>To apply skills and knowledge to compete in a tournament</li> </ol>	<ol style="list-style-type: none"> <li>To develop an understanding of buoyancy and balance in the water.</li> <li>To develop independent movement and submersion.</li> <li>To develop gliding and crawl legs.</li> <li>To develop front crawl breathing.</li> <li>To develop gliding and backstroke.</li> <li>To develop rotation, sculling and treading water.</li> </ol>



# PE – curriculum map – LKS2 (part 2) – cycle A



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit	Sticks and stones	We built this mega city on rock and roll!	Bronze ain't bad!	National parks	I've got my iron you	Save it for a train-y day
	Sport / activity	Handball	Hockey	Football	OAA(y3 unit)	Rounders	Athletics (y3)
Sport / activity 2	Substantive knowledge	Handball is an invasion game that helps pupils understand attacking and defending principles, maintain possession, and score goals. It also promotes fair play, honesty, self-management, and evaluating performances, while adhering to key rules.	Hockey is an invasion game that helps students understand attacking and defending principles, maintain possession, and score goals. It also promotes fair play, honesty, self-management, learning key rules, and performance evaluation.	This unit teaches students about invasion games, attacking and defending principles, and strategies for outwitting opponents. It emphasizes fair play, honesty, self-management, learning key rules, and performance evaluation in football, focusing on maintaining possession and moving the ball towards goal.	OAA help students develop problem-solving skills, teamwork, inclusion, trust, and map navigation through challenges, independent work, and group work, while also promoting critical thinking.	Rounders is a striking and fielding game that helps students understand the principles of scoring points by striking a ball and running around bases. It focuses on developing throwing, catching, and batting skills, promoting collaboration, fair play, and respect for others.	This unit teaches students basic running, jumping, and throwing techniques, with challenges for distance and time. They learn perseverance, measure, time, and record scores to achieve personal best.
	Learning Objectives	<ol style="list-style-type: none"> <li>To begin to throw and catch while on the move.</li> <li>To move towards goal or away from a defender.</li> <li>To move towards goal to create shooting opportunities.</li> <li>To use defending skills to delay an opponent and gain possession.</li> <li>To use a change of direction and speed to lose a defender and move into space.</li> <li>To apply skills and knowledge to compete in game situations</li> </ol>	<ol style="list-style-type: none"> <li>To develop sending and receiving the ball with accuracy and control.</li> <li>To develop the attacking skill of dribbling.</li> <li>To develop dribbling to beat a defender.</li> <li>To use defending skills to delay an opponent and gain possession.</li> <li>To apply attacking skills to move towards goal and find space.</li> <li>To apply skills and knowledge to compete in a tournament</li> </ol>	<ol style="list-style-type: none"> <li>To develop the attacking skill of dribbling.</li> <li>To develop changing direction and speed when dribbling.</li> <li>To develop passing and begin to recognise when to use different skills.</li> <li>To apply attacking skills to move towards a goal.</li> <li>To use defending skills to delay an opponent and gain possession.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ol>	<ol style="list-style-type: none"> <li>To develop co-operation and teamwork skills.</li> <li>To develop trust and teamwork.</li> <li>To involve all team members to work towards a shared goal.</li> <li>To develop trust whilst listening to others and following instructions.</li> <li>To be able to identify objects, draw and follow a simple map.</li> <li>To draw a route using directions, orientate a map and navigate around a grid.</li> </ol>	<ol style="list-style-type: none"> <li>To develop overarm and underarm throwing and catching and apply these to a striking and fielding game.</li> <li>To develop bowling and learn the rules of the skill within this game.</li> <li>To develop batting technique and understand where to hit the ball.</li> <li>To develop fielding techniques and apply them to game situations.</li> <li>To play different roles in a game and begin to think tactically about each role.</li> <li>To apply skills and knowledge to compete in a tournament</li> </ol>	<ol style="list-style-type: none"> <li>To develop the sprinting technique and improve on your personal best.</li> <li>To develop changeover technique in relay events.</li> <li>To develop jumping technique in a range of approaches and take off positions.</li> <li>To develop throwing for distance and accuracy.</li> <li>To develop throwing for distance in a pull throw.</li> <li>To develop officiating and performing skill</li> </ol>

# PE – curriculum map – UKS2 (part 1) – cycle A



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit	Hurry up, you've Benin there a while	Lavas all you need	What did the Romans do for us?	Walking on Sunshine	Mirror, Royal Signal, Manoeuvre	Current affairs
Sport / activity		Cricket	Netball	Football	Fitness	OAA (y5 unit)	Athletics (y5 unit)
	Substantive knowledge	This unit teaches students cricket principles, including roles like bowler, wicket keeper, fielder, and batter. They learn to use skills, strategies, and tactics to outwit opponents, work collaboratively, and demonstrate understanding of rules while respecting others.	Netball is an invasion game where pupils learn attacking and defending principles, using skills, strategies, and tactics to outwit opponents. They develop fair play, honesty, self-management, and self-evaluation skills while managing games and adhering to rules.	This unit teaches students about invasion games, attacking and defending principles, and strategies for outwitting opponents. It emphasizes fair play, honesty, self-management, learning key rules, and performance evaluation in football, focusing on maintaining possession and moving the ball towards goal.	This unit focuses on developing students' health and fitness through various activities, including speed, stamina, strength, coordination, balance, and agility. Students are encouraged to work at their maximum, persevere, and identify areas for improvement using collected data.	This unit teaches students transferable skills for Outdoor Adventure Activities (OAA). They work individually, collaboratively, and collaboratively, sharing ideas, strategies, and planning. They also develop map reading skills, including cardinal points, scale, and direction.	This unit challenges pupils to use various running, jumping, and throwing styles for distance and time, focusing on achieving their best speed, height, distance, and accuracy. They learn to improve by identifying strengths and areas for development.
Sport / activity y1	Learning Objectives	<ol style="list-style-type: none"> <li>To develop throwing and catching under pressure and apply these to a striking and fielding game.</li> <li>To develop bowling under pressure whilst abiding by the rules of the game.</li> <li>To strike a bowled ball with increasing consistency.</li> <li>To develop fielding techniques and select the appropriate action for the situation.</li> <li>To understand and apply tactics in a game.</li> <li>To apply skills and knowledge to compete in a competition</li> </ol>	<ol style="list-style-type: none"> <li>To develop passing and moving to maintain possession.</li> <li>To use a variety of attacking skills to lose a defender.</li> <li>To move into and create space to support a teammate.</li> <li>To use defending skills to gain possession.</li> <li>To develop accuracy in the shooting action under pressure.</li> <li>To use and apply skills, principles and tactics to a game situation</li> </ol>	<ol style="list-style-type: none"> <li>To maintain possession when dribbling.</li> <li>To dribble with control under pressure.</li> <li>To select the appropriate skill, choosing when to pass and when to dribble.</li> <li>To move into and create space to support a teammate.</li> <li>To use the appropriate defensive technique for the situation.</li> <li>To apply rules, skills and principles to play in a competition.</li> </ol>	<ol style="list-style-type: none"> <li>To develop an awareness of what your body is able to do.</li> <li>To develop speed and stamina.</li> <li>To develop strength using my own body weight.</li> <li>To develop co-ordination.</li> <li>To develop agility.</li> <li>To develop balancing with control.</li> </ol>	<ol style="list-style-type: none"> <li>To develop communication and negotiation skills.</li> <li>To develop strong communication and negotiation skills to solve challenges.</li> <li>To develop planning and problem solving skills.</li> <li>To share ideas and work as a team to solve problems.</li> <li>To develop navigation skills and map reading.</li> <li>To create and follow a key and route on a map</li> </ol>	<ol style="list-style-type: none"> <li>To understand pace and apply different speeds over varying distances.</li> <li>To develop fluency and co-ordination when running for speed.</li> <li>To develop technique in relay changeovers.</li> <li>To build momentum and power in the triple jump.</li> <li>To develop throwing with force for longer distances.</li> <li>To develop throwing with greater control and technique.</li> </ol>

# PE – curriculum map – UKS2 (part 2) – cycle A



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit	Hurry up, you've Benin there a while	Lavas all you need	What did the Romans do for us?	Walking on Sunshine	Mirror, Royal Signal, Manoeuvre	Current affairs
Sport / activity		Dodgeball (yr 5 chn) Swimming (yr 6chn)	Gymnastics (yr 5 chn/unit) Swimming (yr 6chn)	Dodgeball (yr 6 chn) Swimming (yr 5chn)	Gymnastics (yr 6 chn/unit) Swimming (yr 5chn)	Tennis (y5 unit)	Dance (y5 unit) 1-3 Dance( Y6 unit) 4-6
	Substantive knowledge	This unit focuses on improving dodgeball skills like throwing, dodging, and catching, teaching students to select and apply tactics, play independently, and be honest while adhering to rules, while also evaluating and suggesting improvements.	This unit focuses on developing balancing, rolling, jumping, and inverted movements, exploring partner relationships, and providing feedback for performance improvement in gymnastics.	This unit focuses on improving intermediate swimmers' fluency, confidence, and control, improving strokes, learning personal survival techniques, and staying safe. It encourages creativity, team games, and collaboration.	This unit teaches students compositional principles, collaboration, and performance skills in gymnastics. They learn to use variations, link actions, and build trust in larger groups. Feedback and feedback are provided to enhance performance quality and control.	This unit teaches students tennis principles, skills, strategies, and tactics to outwit opponents. It encourages cooperative and independent work, honesty, fair play, and tactical awareness, while promoting cooperation and adherence to rules.	Students learn various dance styles individually, in pairs, and small groups, exploring movement to communicate ideas and emotions. They develop cultural awareness and create and perform their work, providing feedback for improvement. They work safely and show respect, fostering a sense of community.
	Learning Objectives	<ol style="list-style-type: none"> <li>To select the appropriate dodging skill for the situation.</li> <li>To develop catching with increasing consistency under pressure.</li> <li>To develop defensive techniques and select the appropriate action for the situation.</li> <li>To understand and apply tactics in a game.</li> <li>To develop officiating skills and referee a game</li> </ol>	<ol style="list-style-type: none"> <li>To perform symmetrical and asymmetrical balances.</li> <li>To perform interesting symmetrical and asymmetrical balances using apparatus.</li> <li>To develop the straight, forward, straddle and backward roll.</li> <li>To develop the straight, forward, straddle and backwards roll into a sequence.</li> <li>To explore different travelling actions using both canon and synchronisation.</li> <li>To explore different methods of travelling, linking actions in both canon and synchronisation</li> </ol>	<ol style="list-style-type: none"> <li>To develop gliding, front crawl and backstroke.</li> <li>To develop rotation, sculling and treading water.</li> <li>To develop the front crawl stroke and breathing technique.</li> <li>To develop the technique for backstroke arms and legs.</li> <li>To develop breaststroke technique.</li> <li>To develop breaststroke technique</li> </ol>	<ol style="list-style-type: none"> <li>To develop the straddle, forward and backward roll.</li> <li>To develop rolling into sequence work and on apparatus.</li> <li>To develop counter balance and counter tension.</li> <li>To develop counter balance and counter tension into sequence work with apparatus.</li> <li>To develop jumps and explore the effect of height.</li> <li>To explore jump sequence work with consideration of performance tools</li> </ol>	<ol style="list-style-type: none"> <li>To return the ball using a forehand groundstroke under pressure.</li> <li>To return the ball using a backhand groundstroke under pressure.</li> <li>To use a variety of shots to keep a continuous rally going.</li> <li>To develop the underarm serve and understand the rules of serving.</li> <li>To develop the volley and understand when to use it.</li> <li>To apply rules, skills and principles to play against an opponent</li> </ol>	<ol style="list-style-type: none"> <li>To copy and repeat movements in the style of rock 'n' roll.</li> <li>To work with a partner to copy and repeat actions in time with the music.</li> <li>To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.</li> </ol> <ol style="list-style-type: none"> <li>To copy and repeat a phrase of movement in the 1970s disco style.</li> <li>To choreograph a freeze frame montage in the 1970s style.</li> <li>To use feedback to develop and refine a 1970s dance performance.</li> </ol>

# PE – curriculum map – KS1 – cycle B



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit	The great animals	Happily Everest after	What's the nurse that can happen?	Wicked weather!	Location, location, location	Too hot to handle
S p o r t / a c t i v i t y 1	Sport / activity						
	Substantive knowledge						
	Learning Objectives						
S p o r t / a c t i v i t y 2	Sport / activity						
	Substantive knowledge						
	Learning Objectives						

# PE – curriculum map – LKS2 – cycle B



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit	The Vikings on the wall	You crack me up!	Where's my mummy?	Don't rainforest on my parade	Great scot	Ch-ch-changes!
S p o r t / a c t i v i t y 1	Sport / activity						
	Substantive knowledge						
	Learning Objectives						
S p o r t / a c t i v i t y 2	Sport / activity						
	Substantive knowledge						
	Learning Objectives						

# PE – curriculum map – UKS2 – cycle B



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit	It's all Greek to me!	Ain't no mountain high enough	The big Shang theory	How is fair trade fair?	Only we can save the world!	Who do you think you are, Mr Hitler?
S p o r t / a c t i v i t y 1	Sport / activity						
	Substantive knowledge						
	Learning Objectives						
S p o r t / a c t i v i t y 2	Sport / activity						
	Substantive knowledge						
	Learning Objectives						