

# Physical Education (PE)



*Our Subject Intent*



# Our Curriculum Map

	Cycle A				Cycle B			
	EYFS	Year 1/2	Year 3/4	Year 5/6	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Can We Be Friends? Come Rhyme With Me	Why do I love to be beside the seaside?	Sticks and stones	Hurry up, you've Benin there a while!	Can We Be Friends? Come Rhyme With Me	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Tell Me A Story	Darling, put the fire out!	We built this mega city on rock and roll!	Lavas all you need	Tell Me A Story	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	Are We Nearly There Yet?	A toy story!	Bronze ain't bad!	What did the Romans do for us?	Pole To Pole	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	It's A Bug's Life	Why don't penguins need to fly?	National parks	Walking on sunshine	Land Of The Giants	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	How Does Your Garden Grow?	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Commotion in the Ocean	Location, location, location	Great scot!	Only we can save the world!
Summer 2	The Best Show Of Your Life!	On the road again!	Save it for a train-y day	Current affairs	Here Comes The Sun!	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 without 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 coordination, 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 – EYFS - FS2 (part 1) – cycle A and cycle B



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit	Can We Be Friends? Come Rhyme With Me.	Tell Me A Story	Are We Nearly There Yet?	It's A Bug's Life	How Does Your Garden Grow?	The Best Show of Your Life
	Sport / activity	Games	Gymnastics - small apparatus	Gymnastics - large apparatus (GetSet4PE - Gymnastics, Unit 1)	Games (GetSet4PE - Ball Skills, Unit 2)	Gymnastics (GetSet4PE - Gymnastics, Unit 2)	Games (GetSet4PE - Games, Unit 1)
S P O R T / a c t i v i t y 1	Substantive knowledge	Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	Children will develop their basic gymnastics skills of balancing and travelling on small apparatus. They show an awareness of space and how to use it safely. They learn how to jump and land safely and with increasing control.	In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.	In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.	In this unit children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.
	Learning Objectives	<ol style="list-style-type: none"> <li>To develop rolling a ball to a target.</li> <li>To develop stopping a rolling ball.</li> <li>To develop accuracy when throwing to a target.</li> <li>To develop bouncing and catching a ball.</li> </ol>	<ol style="list-style-type: none"> <li>To copy and create shapes with your body.</li> <li>To be able to balance on apparatus.</li> <li>To be able move in different ways on apparatus.</li> <li>To develop jumping and landing safely.</li> </ol>	<ol style="list-style-type: none"> <li>To copy and create shapes with your body.</li> <li>To be able to create shapes whilst on apparatus.</li> <li>To develop balancing and taking weight on different body parts.</li> <li>To develop jumping and landing safely.</li> <li>To develop rocking and rolling.</li> <li>To copy and create short sequences by linking actions together.</li> </ol>	<ol style="list-style-type: none"> <li>To develop rolling and tracking a ball.</li> <li>To develop accuracy when throwing to a target.</li> <li>To develop dribbling with hands.</li> <li>To develop throwing and catching with a partner.</li> <li>To develop dribbling a ball with your feet.</li> <li>To develop kicking a ball to a target.</li> </ol>	<ol style="list-style-type: none"> <li>To create short sequences using shapes, balances and travelling actions.</li> <li>To develop balancing and safely using apparatus.</li> <li>To develop jumping and landing safely from a height.</li> <li>To develop rocking and rolling.</li> <li>To explore travelling around, over and through apparatus.</li> <li>To create sequences using apparatus.</li> </ol>	<ol style="list-style-type: none"> <li>To work safely and develop running and stopping.</li> <li>To develop throwing and learn how to keep score.</li> <li>To play games showing an understanding of the different roles within it.</li> <li>To follow instructions and move safely when playing tagging games.</li> <li>To work cooperatively and learn to take turns.</li> <li>To work with others to play team games.</li> </ol>

# PE – curriculum map – EYFS - FS2 (part 2) – cycle A and cycle B



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit	Can We Be Friends? Come Rhyme With Me.	Tell Me A Story	Are We Nearly There Yet?	It's A Bug's Life	How Does Your Garden Grow?	The Best Show of Your Life
	Sport / Activity	Storycise Term 1	Storycise Term 2	Dance - BBC Let's Move	Dance - BBC Let's Move	Dance - BBC Let's Move	Dance - Country Dancing
Sport / activity 2	Substantive knowledge	Children will develop their gross and fine motor skills through participating in exercise through stories. The movements are planned so that they are progressive and build on previous movements.		Children will develop their expressive movement through stories. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.		Children will develop their expressive movement through stories. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.	
	Learning Objectives	<ol style="list-style-type: none"> <li>To improve foundation motor skills.</li> <li>To listen and follow simple instructions.</li> </ol>	<ol style="list-style-type: none"> <li>To improve foundation motor skills.</li> <li>To listen and follow simple instructions.</li> </ol>	<ol style="list-style-type: none"> <li>To explore different body parts and how they move.</li> <li>To remember and repeat actions.</li> <li>To express and communicate ideas through movement exploring directions and levels.</li> <li>To create movements and adapt and perform simple dance patterns.</li> <li>To copy and repeat actions showing confidence and imagination.</li> <li>To move with control and coordination, linking, copying and repeating actions.</li> </ol>		<ol style="list-style-type: none"> <li>To copy, repeat and explore actions in response to a theme.</li> <li>To explore and remember actions considering level, shape and direction.</li> <li>To move with control and coordination, expressing ideas through movement.</li> <li>To remember and repeat actions moving in time with the music.</li> </ol>	

# 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	Striking and fielding (Y1 unit)	Dance (Y1 unit) 3 sessions	Dance (Y1 unit) 3 sessions	Team Building (Y1 unit)	Ball Skills (Y1 unit)	Athletics (Y1 unit)
Sport / activity	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 teamwork skills, communication, and problem-solving skills among students, allowing them to work individually, in pairs, and small groups.	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 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 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>	<p>The Weather</p> <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>	<p>The lost Toy</p> <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 co-operate with a partner to complete challenges.</li> <li>To explore and develop working as a team.</li> <li>To develop talking, listening and sharing skills.</li> <li>To use speaking and listening skills to lead a partner.</li> <li>To plan with a partner and small group to complete challenges.</li> <li>To use talking, listening and sharing skills to complete challenges.</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 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 – 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 unit)	Fitness (Y2 unit)	Fundamentals (Y2 unit)	Gymnastics (Y2 unit)	Invasion games (Y1 unit)	Sending and Receiving (Y1 unit)
S p o r t  / a c t i v i t y  2	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 fundamental skills like balancing, running, jumping, hopping, and skipping, observing and recognizing improvements, and fostering collaboration and sharing ideas among pupils.	Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop the skills of rolling jumping balancing and travelling individually and in combination to create short sequences and movement phrases.	Invasion games involve two teams playing against each other, such as football, handball, rugby, netball, basketball, and hockey. Students develop skills like attacking, defending, and possession, while playing uneven and even-sided games, learning to score points and follow rules.	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 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 coordination 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 coordination.</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 coordination 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 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 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 – 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 (Y3 unit)	Swimming (y4 chn Cedar)/ Dodgeball (y3 chn)	Swimming (y4 chn Beech)/ Tennis (y3 chn) (Y3 unit)
Sport / activity	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 coordination.</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	Netball	Rounders	Athletics (Y3 unit)
	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.	This unit focuses on netball, an invasion game, allowing pupils to develop understanding of attacking and defending principles, using skills, strategies, and tactics to outwit opponents.	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 passing and moving and play within the footwork rule.</li> <li>To use a variety of passes to move towards a goal.</li> <li>To develop movement skills to lose a defender.</li> <li>To defend an opponent and try to win the ball.</li> <li>To develop the shooting action.</li> <li>To apply skills and knowledge to play games using netball rules.</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 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.
	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 coordination.</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 coordination 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	Sport / activity	Dodgeball (yr 5 chn) Swimming (yr 6 chn)	Gymnastics (yr 5 chn/unit) Swimming (yr 6 chn)	Dodgeball (yr 6 chn) Swimming (yr 5 chn)	Gymnastics (yr 6 chn/unit) Swimming (yr 5 chn)	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 (part 1) – 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
Sport / activity	Sport / activity	Striking and Fielding (Y2 Unit)	Dance (Y2 unit) 3 Sessions	Dance (Y2 unit) 3 sessions	Fundamentals (Y1 unit)	Yoga (Y1 unit)	Sending and Receiving (Y2 Unit)
	Substantive knowledge	In games of striking and fielding, two teams compete: the batting team tries to score points, while the fielding team tries to prevent the hitting side from scoring.	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 teaches fundamental skills like balancing, running, jumping, hopping, and skipping, allowing students to identify strengths and areas for improvement, and working collaboratively.	The unit focuses on mindfulness, body awareness, and well-being by teaching poses, techniques, and engaging activities to improve strength, flexibility, coordination, and balance.	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 track a rolling ball and collect it.</li> <li>To develop underarm throwing and catching to field a ball.</li> <li>To develop overarm throwing to limit a batter's score.</li> <li>To develop hitting for distance to score more points.</li> <li>To be able to get a batter out.</li> <li>To understand the rules of the game and use these to play fairly.</li> </ol>	<p>THEME: Jack Frost</p> <ol style="list-style-type: none"> <li>To copy, repeat and create movement patterns in response to the theme.</li> <li>To create and perform using unison, mirroring and matching with a partner.</li> <li>To remember and repeat actions and dance as a group.</li> </ol>	<p>THEME: The Circus</p> <ol style="list-style-type: none"> <li>To copy, remember and repeat actions using facial expressions to show different characters.</li> <li>To explore pathways and levels.</li> <li>To remember and rehearse our circus dance showing expression and character.</li> </ol>	<ol style="list-style-type: none"> <li>To explore balance, stability and landing safely.</li> <li>To explore how the body moves differently when running at different speeds.</li> <li>To explore changing direction and dodging.</li> <li>To explore jumping, hopping and skipping actions.</li> <li>To explore co-ordination and combination jumps.</li> <li>To explore combination jumping and skipping in an individual rope.</li> </ol>	<ol style="list-style-type: none"> <li>To explore yoga and mindfulness.</li> <li>To be able to copy and remember poses.</li> <li>To develop flexibility when holding poses.</li> <li>To develop balance whilst holding poses.</li> <li>To create yoga poses using a hoop.</li> <li>To create a yoga flow with a partner.</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 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
	Sport / activity	Target Games (Y2 Unit)	Fitness (Y1 Unit)	Gymnastics (Y1 Unit)	Invasion Games (Y2 unit)	Net / wall games (Y2 unit)	Athletics (Y2 Unit)
S p o r t  / a c t i v i t y 2	Substantive knowledge	This unit teaches pupils the principles of defending and attacking in target games, including throwing, rolling, and striking. They learn to apply skills individually, in pairs, and small groups, and learn to self-manage activities, score points, and use simple tactics.	This unit teaches students about the benefits of exercise and a healthy lifestyle on their physical, mood, and overall health, requiring independent, group, and perseverance.	This unit teaches pupils basic gymnastic actions on the floor and using low apparatus, including jumping, rolling, balancing, and travelling. They develop confidence, understanding levels, directions, and shapes.	Invasion games involve two teams playing against each other in sports like football, handball, rugby, netball, basketball, and hockey. Pupils learn defending and attacking principles, use skills like sending and receiving, and score points in uneven and even-sided games.	Net and wall games involve players using a net or wall to hit the ball over the net or against a wall, like tennis. 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>1. To consider how much power to apply when aiming at a target.</li> <li>2. To understand how to score using overarm and underarm throwing.</li> <li>3. To develop striking to a target.</li> <li>4. To develop hitting a moving target.</li> <li>5. To select and apply the appropriate skill to the target game.</li> <li>6. To show an improvement in my personal best.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop knowledge of how exercise can make you feel.</li> <li>2. To develop knowledge about how exercise can make you strong and healthy.</li> <li>3. To develop knowledge about how exercise relates to breathing.</li> <li>4. To develop my understanding of how exercise helps my brain.</li> <li>5. To develop my understanding of how exercise helps my muscles.</li> <li>6. To begin to understand the importance of daily exercise.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop technique and control when performing shape jumps.</li> <li>2. To develop technique and control when performing shape jumps.</li> <li>3. To develop technique in the barrel, straight and forward roll.</li> <li>4. To develop rolls and use them in a sequence.</li> <li>5. To link gymnastic actions to create a sequence.</li> <li>6. To develop quality in gymnastics sequences.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand what being in possession means and support a teammate to do this.</li> <li>2. To understand that scoring goals is an attacking skill and to explore ways to do this.</li> <li>3. To understand that stopping goals is a defending skill and explore ways to do this.</li> <li>4. To explore how to gain possession.</li> <li>5. To mark an opponent and understand that this is a defending skill.</li> <li>6. To apply simple tactics for attacking and defending.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand what being in possession means and support a teammate to do this.</li> <li>2. To understand that scoring goals is an attacking skill and to explore ways to do this.</li> <li>3. To understand that stopping goals is a defending skill and explore ways to do this.</li> <li>4. To explore how to gain possession.</li> <li>5. To mark an opponent and understand that this is a defending skill.</li> <li>6. To apply simple tactics for attacking and defending.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop the sprinting action.</li> <li>2. To develop ]for distance.</li> <li>3. To develop technique when jumping for height.</li> <li>4. To develop throwing for distance.</li> <li>5. To develop throwing for accuracy.</li> <li>6. To select and apply knowledge and technique in an athletics carousel</li> </ol>

# PE – curriculum map – LKS2 (part 1) – 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!
Sport / activity		Tag Rugby	Gymnastics (Y4 unit) Lessons 1 3 5 7 9 11	Ball Skills	Dodgeball	Athletics (Y4 unit) Y4 chn swimming Cedar	Athletics (Y4 unit) Y4 chn swimming Beech
	Substantive knowledge	This unit teaches pupils about tag rugby, an invasion game, focusing on attacking and defending principles, using skills, strategies, and tactics to outwit opponents.	This unit teaches pupils balancing, rolling, jumping, and inverted movements, demonstrating control and creating complex sequences. They work independently and collaboratively, receiving feedback for improvement. Overall, gymnastics focuses on performance skills and control.	This unit teaches pupils to develop ball skills without specific rules, including accuracy, consistency, throwing techniques, catching, and dribbling, applying these skills to small group games and focusing on accuracy and consistency.	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.	Athletics This unit teaches pupils basic running, jumping, and throwing techniques, with challenges for distance and time. They learn perseverance and goal-setting to achieve personal best.	Swimming 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 safety.
	Learning Objectives	<ol style="list-style-type: none"> <li>To develop throwing, catching and running with the ball.</li> <li>To develop an understanding of how to defend using tagging rules.</li> <li>To begin to use the 'forward pass' and 'offside' rule.</li> <li>To develop movement skills to dodge a defender.</li> <li>To track an opponent and begin to defend as a team.</li> <li>To apply the rules and skills you have learnt and play in a tag rugby tournament.</li> </ol>	<ol style="list-style-type: none"> <li>To develop individual and partner balances.</li> <li>To develop control in performing and landing rotation jumps.</li> <li>To develop the straight, barrel, forward and straddle roll.</li> <li>To link actions that flow using the rolls I have learnt.</li> <li>To develop strength in inverted movements.</li> <li>To create a great partner sequence to include the skills I have learnt and apparatus.</li> </ol>	<ol style="list-style-type: none"> <li>To develop tracking and collecting skills.</li> <li>To develop confidence and accuracy when tracking a ball.</li> <li>To develop dribbling skills with hands and feet.</li> <li>To develop catching skills using one and two hands.</li> <li>To explore and develop a variety of throwing techniques.</li> <li>To use tracking and sending skills with feet.</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>	<p>Athletics</p> <ol style="list-style-type: none"> <li>To develop stamina and an understanding of speed and pace in relation to distance.</li> <li>To develop power and speed in the sprinting technique.</li> <li>To develop technique when jumping for distance.</li> <li>To develop power and technique when throwing for distance.</li> <li>To develop a pull throw for distance and accuracy.</li> <li>To develop officiating and performing skills.</li> </ol>	<p>Swimming</p> <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 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!
	Sport / activity	Netball	Football	Hockey	Golf (Y3 unit)	Cricket	Tennis (Y4 unit)
Sport / activity 2	Substantive knowledge	This unit focuses on netball, an invasion game, allowing pupils to develop understanding of attacking and defending principles, using skills, strategies, and tactics to outwit opponents.	This unit teaches pupils about invasion games, focusing on attacking and defending principles, using skills, strategies, and tactics to outwit opponents and maintain possession.	This unit teaches pupils about hockey, an invasion game, focusing on attacking and defending principles, using skills, strategies, and tactics to outwit opponents.	This unit focuses on developing pupils' accuracy in golf, a target game, using a club for aiming. They will learn techniques for long and short distances, and apply their skills in competitive and cooperative environments.	This unit teaches pupils about cricket, a striking and fielding game, and its various roles, including bowler, wicket keeper, fielder, and batter. They learn to use skills, strategies, and tactics to outwit opponents.	This unit focuses on Tennis, a net and wall game, allowing students to understand game principles, strategies, and tactics to outsmart opponents.
	Learning Objectives	<ol style="list-style-type: none"> <li>To develop passing and moving and play within the footwork rule.</li> <li>To use a variety of passes to move towards a goal.</li> <li>To develop movement skills to lose a defender.</li> <li>To defend an opponent and try to win the ball.</li> <li>To develop the shooting action.</li> <li>To apply skills and knowledge to play games using netball rules.</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 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 explore technique when aiming towards a target.</li> <li>To develop accuracy when aiming towards a target.</li> <li>To explore technique when aiming at a target over a short distance.</li> <li>To explore technique when aiming at a target over a short distance.</li> <li>To explore technique when aiming at a target over a long distance.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ol>	<ol style="list-style-type: none"> <li>To develop overarm and underarm throwing and apply these to a striking and fielding game.</li> <li>To develop bowling technique 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 racket and ball control.</li> <li>To develop returning the ball using a forehand and understand when to use it.</li> <li>To develop the backhand and understand when to use it.</li> <li>To keep a continuous rally going showing increased technique.</li> <li>To use and apply rules and simple tactics.</li> <li>To understand and use rules to manage a game</li> </ol>

# PE – curriculum map – UKS2 (part 1) – 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?
	Sport / activity	Netball	Football	Tag Rugby	Tennis (Y6 unit)	Cricket	Rounders
S p o r t / a c t i v i t y 1	Substantive knowledge	This unit focuses on netball, an invasion game, allowing pupils to develop understanding of attacking and defending principles, using skills, strategies, and tactics to outwit opponents.	This unit teaches pupils about invasion games, focusing on attacking and defending principles, using skills, strategies, and tactics to outwit opponents and maintain possession.	This unit teaches pupils about tag rugby, an invasion game, focusing on attacking and defending principles, using skills, strategies, and tactics to outwit opponents.	This unit teaches pupils tennis principles, skills, strategies, and tactics to outwit opponents. It encourages cooperative and independent work, leadership, honesty, fair play, and adherence to rules.	This unit teaches pupils about cricket, a striking and fielding game, and the roles of bowler, wicket keeper, fielder, and batter. They learn to use skills, strategies, and tactics to outwit opponents.	Rounders is a striking and fielding game that helps pupils understand principles, improve their skills, and apply tactics in various roles. Students learn to throw underarm, overarm, catch, and retrieve balls, and think strategically to outwit opponents.
	Learning Objectives	<ol style="list-style-type: none"> <li>To develop passing and moving to maintain possession.</li> <li>To use 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>1 To maintain possession when dribbling.</li> <li>2 To dribble with control under pressure.</li> <li>3 To select the appropriate skill, choosing when to pass and when to dribble.</li> <li>4 To move into and create space to support a teammate.</li> <li>5 To use the appropriate defensive technique for the situation.</li> <li>6 To apply rules, skills and principles to play in a tournament.</li> </ol>	<ol style="list-style-type: none"> <li>1 To select the appropriate skill, choosing when to run and when to pass.</li> <li>2 To move into space to support a teammate abiding by the rules.</li> <li>3 To use defending skills to gain possession.</li> <li>4 To work as a defending unit to prevent attackers from scoring.</li> <li>5 To use a variety of attacking skills to beat a defender.</li> <li>6 To apply rules, skills and tactics learnt to play in a tag rugby tournament</li> </ol>	<ol style="list-style-type: none"> <li>1 To develop placement of the ball using a forehand.</li> <li>2 To develop placement of the ball using a backhand groundstroke.</li> <li>3 To develop the volley and understand when to use it.</li> <li>4 To employ tactics when playing with a partner.</li> <li>5 To develop accuracy and consistency using the underarm serve.</li> <li>6 To apply rules, skills and principles to play against an opponent.</li> </ol>	<ol style="list-style-type: none"> <li>1 To develop throwing and catching under pressure and apply these to a striking and fielding game.</li> <li>2 To develop bowling under pressure whilst abiding by the rules of the game.</li> <li>3 To strike a bowled ball with increasing consistency.</li> <li>4 To develop fielding techniques and select the appropriate action for the situation.</li> <li>5 To understand and apply tactics in a game.</li> <li>6 To apply skills and knowledge to compete in a tournament.</li> </ol>	<ol style="list-style-type: none"> <li>1 To develop throwing and catching under pressure and apply these to a striking and fielding game.</li> <li>2 To develop bowling under pressure whilst abiding by the rules of the game.</li> <li>3 To strike a bowled ball with increasing consistency.</li> <li>4 To develop fielding techniques and select the appropriate action for the situation.</li> <li>5 To understand and apply tactics in a game.</li> <li>6 To apply skills and knowledge to compete in a tournament.</li> </ol>

# PE – curriculum map – UKS2 (part 2) – 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?
	Sport / activity	Hockey Y5 Swimming Y6	Swimming Y6 Handball Y5	Hockey Y6 Swimming Y5	Handball Y6 Swimming Y5	Golf	Athletics (Y6 unit)
S p o r t  /  a c t i v i t y 2	Substantive knowledge	Hockey is an invasion game where pupils learn attacking and defending principles, using skills, strategies, and tactics to outwit opponents by maintaining possession and moving the ball towards goal.	This unit focuses on improving intermediate swimmers' fluency, confidence, strokes, personal survival techniques, and safety around water. They encourage creativity, designing their own survival course and synchronized swimming sequence.	Hockey is an invasion game where pupils learn attacking and defending principles, using skills, strategies, and tactics to outwit opponents by maintaining possession and moving the ball towards goal.	This unit teaches students about invasion games' attacking and defending principles, focusing on using skills, strategies, and tactics to outwit opponents in handball.	This unit focuses on target games like golf, allowing pupils to develop accuracy, techniques, and skills in both individual and competitive environments, using clubs for long and short distances.	This unit challenges pupils to use various running, jumping, and throwing styles for distance and time, focusing on achieving personal best and improving by identifying strengths and areas for development, while also officiating and providing feedback.
	Learning Objectives	<ol style="list-style-type: none"> <li>To develop dribbling to beat a defender.</li> <li>To send and receive the ball 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 tournament.</li> </ol>	<ol style="list-style-type: none"> <li>To use a variety of passes to maintain possession under pressure.</li> <li>To select the appropriate skill to create space, move towards goal and away from defenders.</li> <li>To select and apply the appropriate skill to score goals.</li> <li>To use defending skills to prevent an opponent from scoring.</li> <li>To use the appropriate defensive technique for the situation.</li> <li>To apply rules, skills and principles to play in a tournament.</li> </ol>	<ol style="list-style-type: none"> <li>To develop dribbling to beat a defender.</li> <li>To send and receive the ball 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 tournament.</li> </ol>	<ol style="list-style-type: none"> <li>To use a variety of passes to maintain possession under pressure.</li> <li>To select the appropriate skill to create space, move towards goal and away from defenders.</li> <li>To select and apply the appropriate skill to score goals.</li> <li>To use defending skills to prevent an opponent from scoring.</li> <li>To use the appropriate defensive technique for the situation.</li> <li>To apply rules, skills and principles to play in a tournament.</li> </ol>	<ol style="list-style-type: none"> <li>To explore technique for hitting accurately over a short distance.</li> <li>To explore technique for hitting over a short distance.</li> <li>To select and apply the correct technique for the situation.</li> <li>To explore the technique for a long game.</li> <li>To select the appropriate shot for the situation.</li> <li>To apply knowledge of rules and skills to design and compete in a tournament.</li> </ol>	<ol style="list-style-type: none"> <li>To develop my own and others sprinting technique.</li> <li>To identify a suitable pace for the event.</li> <li>To develop power, control and technique for the triple jump.</li> <li>To develop power, control and technique when throwing for distance.</li> <li>To develop throwing with force and accuracy for longer distances.</li> <li>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</li> </ol>