



# Curriculum Map for Physical Education, Physical Activity and Sport

**EYFS**

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

GYMNASTICS  
FUNDAMENTAL SKILLS  
DANCE  
RUGBY TOTS



**YEAR 2**

Refine fundamental skills. Applications of skills. Knowledge of the impact activity can have on the body. Working as part of a team

GAMES  
ATHLETICS  
GYMNASTICS  
DANCE  
RUGBY TOTS



GAMES  
ATHLETICS  
GYMNASTICS  
DANCE

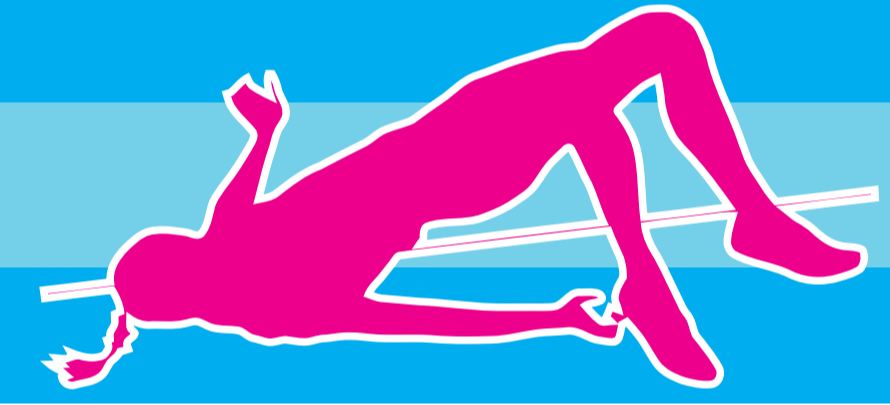
Consolidate and develop fundamental skills. Good decision making when using skills. Positive choices about physical activity

**YEAR 1**

**YEAR 4**

Improved stamina and general physical fitness. Knowledge of nutrition. Self reflection and improving performance. What is respect in PE & Sport?

GAMES  
ATHLETICS  
GYMNASTICS  
DANCE



DANCE  
GYMNASTICS  
ATHLETICS  
HEALTH & FITNESS  
GAMES  
SWIMMING

Developing, adapting and applying skills in new contexts. Understand how the body changes during exercise. Developing greater resilience.

**YEAR 3**

**YEAR 6**

Different roles with a team/ lesson. Role of physical activity in leading a healthy lifestyle. Awareness of others.

DANCE  
GYMNASTICS  
ATHLETICS  
SWIMMING  
HEALTH & FITNESS  
RESIDENTIAL  
GAMES



DANCE  
GYMNASTICS  
ATHLETICS  
RESIDENTIAL/OAA  
GAMES  
SWIMMING

Transferable skills in games. Understand the link between physical activity and mental wellbeing. What does equality look like in PE and Sport?

**YEAR 5**

## OUR CURRICULUM INTENT

When pupils leave our school, we want them to be resilient, resourceful and reflective learners, who can competently use a range of physical skills. We want our children to feel that PE is an area in which they can excel. As staff, we will help to create and support positive attitudes and try to ensure that pupils have good levels of physical fitness including strength and stamina. Our curriculum will support pupils in developing language and communication skills when working collaboratively or as part of a team, and provide opportunities for all pupils to access a wide range of enriching experiences. Pupils will be encouraged to learn independently, reflect on performance and be responsive to the challenges they face. The curriculum in our school will be delivered in an enthusiastic and engaging way which will support longer term participation in sport and physical activity by ensuring all pupils are challenged to learn from their successes and failures. As a school, we value the impact PE & Sport can have on other challenges facing our young people, including how it can be used as a tool to increase aspirations, develop respect and an awareness of others and support parental engagement through activity and outdoor learning. For our pupils, the curriculum will place additional focus on how physical activity can support children to learn across the whole curriculum.



EYFS

OUTCOMES

GO  
BACK

## PHYSICAL COMPETENCE

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

## THINKING (Decision Making & Improving Performance)

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

## SOCIAL & EMOTIONAL

Listen carefully and following instructions with a lesson including changing types of movement following an instruction. Take some responsibility for the safe use of space and equipment both indoors and outside.

## HEALTHY ACTIVE LIFESTYLES

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



## PHYSICAL COMPETENCE

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

## THINKING (Decision Making & Improving Performance)

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

## SOCIAL & EMOTIONAL

Develop self-reflection skills - identifying positive choices, improvements and strengths.

## HEALTHY ACTIVE LIFESTYLES

Understand why it is important to be active and how this can impact our body and overall health.



## PHYSICAL COMPETENCE

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

## THINKING (Decision Making & Improving Performance)

Making appropriate decisions about how and when to use the range of skills developed, including choosing different throwing techniques depending on the task and the equipment.

## SOCIAL & EMOTIONAL

Work collaboratively as part of a group or team, including taking on some different roles to help the group or team be successful.

## HEALTHY ACTIVE LIFESTYLES

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



## PHYSICAL COMPETENCE

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

## THINKING (Decision Making & Improving Performance)

Apply a range of skills in different contexts, including selecting the appropriate skill to the situation and choosing a good time to use skills effectively.

## SOCIAL & EMOTIONAL

Identify what resilience means and discuss how they can become more resilient in PE when faced with tasks they find difficult.

## HEALTHY ACTIVE LIFESTYLES

Understand how the body changes during and after exercise including heart rate, breathing and temperature and how exercise can impact the way we feel.

## **PHYSICAL COMPETENCE**

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

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

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

## **SOCIAL & EMOTIONAL**

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

## **HEALTHY ACTIVE LIFESTYLES**

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



## PHYSICAL COMPETENCE

Begin to create an interest in a range of activities and sports. Develop knowledge of how to keep safe around different types of open water and refine swimming techniques including front crawl, back stroke and treading water. Start to build up stamina to and swim continuously for longer.

## THINKING (Decision Making & Improving Performance)

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

## SOCIAL & EMOTIONAL

Develop understanding of the word equality and the role it can play in PE and Sport, particularly in working well as part of a team. Develop perseverance in activities, including in new activities and tasks that require different sets of skills.

## HEALTHY ACTIVE LIFESTYLES

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



## PHYSICAL COMPETENCE

Further develop their interest in a range of activities and sports. Swim for at least 25m using front crawl and perform a range of self rescue tasks.

## THINKING (Decision Making & Improving Performance)

Knowledge of taking on a responsibility within a lesson or as part of a team, including different roles such as coach and official and adapting roles to suit the strengths and weaknesses of the team and the opposition.

## SOCIAL & EMOTIONAL

Communication skills within a game and lesson including, appropriate feedback to others, encouragement for a teammate and positive body language. Increased awareness of others within a lesson or team, including the importance of including all players and supporting the value of each player to the team or lesson.

## HEALTHY ACTIVE LIFESTYLES

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

EYFS

ACTIVITIES

## Subject areas taught for each Year Group

GO  
BACK

GYMNASTICS



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

DANCE



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

FUNDAMENTAL  
SKILLS



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



Strength and flexibility  
Link different shapes,  
balances and movements  
Rocking actions  
Basic rolling techniques



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



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



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

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


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

**GYMNASTICS** 

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

**DANCE** 

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

**TENNIS** 

Hold a tennis racket using the correct grip.  
Perform a forehand and backhand with increasing control and accuracy.  
Understand how to control the direction of the ball.

**ATHLETICS** 

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

**TAG RUGBY** 

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

**Football** 


Able to pass the ball accurately when practicing and make good decisions.  
Use and describe how to create space.  
Make simple tactical decisions

**GYMNASTICS** 

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

**DANCE** 

Create and perform using dynamics and expression to communicate the theme.

**TENNIS** 

Develop forehand and backhand stroke. Practices to increase success rate and consistency.

**ATHLETICS** 

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

**TAG RUGBY** 

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

**SWIMMING** 

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

**Football** 

Ball control and dribbling. Develop passing accuracy. Creating space and avoiding a defender. Keeping possession of the ball.

**GYMNASTICS**



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

**DANCE**




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

**ATHLETICS**



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

**CRICKET AND ROUNDERS**



Throwing, catching and fielding.  
Develop basic bowling and batting techniques.

**NETBALL AND BASKETBALL**



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

**HOCKEY**



Dribble with fluency and control.  
Pass accurately to a stationary and moving target.  
Evaluate a teams defending and suggest improvements.

**SWIMMING**



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

**GYMNASTICS** 

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

**DANCE** 

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

**HOCKEY** 

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

**OAA AND RESIDENTIAL** 

Year 6 residential visit incorporating aspects of OAA

**ATHLETICS** 

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

**NETBALL AND BASKETBALL** 

Select the most appropriate pass and perform consistently.  
Evaluate how a team can improve (retain possession).

**SWIMMING** 

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

**CRICKET** 

Developing batting, fielding and bowling techniques.  
Using tactics and strategies within the game.