



Christ Church C of E Primary School

Have Faith...

Whole School Curriculum Map: PE

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

1 Peter 4: 10

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|---|--|----------|
| Aim of unit | Gymnastics type activities Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastics actions on the floor and using apparatus. Then copy and create, remember and repeat short movement phases of 'like' linked actions, e.g. <i>two jumps, two rolls</i> . In gymnastics as a whole, children new skills and abilities individually in combination and in sequence with the aim of showing as much control and precision as possible. | Gymnastics type activities Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastics actions on the floor and using apparatus. Then copy and create, remember and repeat short movement phases of 'like' linked actions, e.g. <i>two jumps, two rolls</i> . In gymnastics as a whole, children new skills and abilities individually in combination and in sequence with the aim of showing as much control and precision as possible. | Dance activities Children will explore basic body actions e.g. jumping, turning and using different parts of their bodies to make movements. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues. | Dance activities Children will explore basic body actions e.g. jumping, turning and using different parts of their bodies to make movements. They create and repeat short dances inspired by different stimulus and themes. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. | Dance activities Children will explore basic body actions e.g. jumping, turning and using different parts of their bodies to make movements. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues. | |
| Performance of skills – Progression | Perform fundamental movement skills at a developing level in: - Travelling skills - Perform body actions with some control and coordination. Create and link simple combinations of 2 actions to create a sequence. | Perform fundamental movement skills at a developing level in: - Travelling skills - Perform body actions with some control and coordination. Create and link simple combinations of 2 or 3 actions to create a sequence. | Perform fundamental movements skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. | Perform fundamental movements skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. | Perform fundamental movements skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. | |
| Developing physical skills | Shape – Wide, thin Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – front support, balance on 4 & 3 points, large body parts – tummy, back, bottom, shoulders. Jumping and landing – 2 to 2 for height. Rolling – rock and roll, pencil, egg roll Apparatus work | Shape – Wide, thin Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – front support, balance on 4 & 3 points, large body parts – tummy, back, bottom, shoulders. Jumping and landing – 2 to 2 for height. Rolling – rock and roll, pencil, egg roll Apparatus work | Body actions - Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Travel, Turn, Jump, Gesture, Stillness - Copy simple movement patterns - Show and tell using body actions to explore moods, ideas and feelings - Vary speed, strength, energy and tension in their movements. | Body actions - Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Travel, Turn, Jump, Gesture, Stillness - Copy simple movement patterns - Show and tell using body actions to explore moods, ideas and feelings - Vary speed, strength, energy and tension in their movements. | Body actions - Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Travel, Turn, Jump, Gesture, Stillness - Copy simple movement patterns - Show and tell using body actions to explore moods, ideas and feelings - Vary speed, strength, energy and tension in their movements. | |
| Application of skills – Core task | The 'Making Shapes' core task involves children knowing how to create a gymnastics sequence on floor mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping. The children begin by developing a sequence on floor and mats, starting away from a mat, performing an action towards the mat and then an action across the mat. They then transfer their work to apparatus either performing two actions on apparatus or one on floor and one on apparatus | The 'Making Shapes' core task involves children knowing how to create a gymnastics sequence on floor mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping. The children begin by developing a sequence on floor and mats, starting away from a mat, performing an action towards the mat and then an action across the mat. They then transfer their work to apparatus either performing two actions on apparatus or one on floor and one on apparatus | -Practice and repeat these short dance phrases so they can be performed in a controlled way. Dance Showcase (Miss Helen) | Choose movements to make their own simple dance phrase with beginning, middle and ending. -Practice and repeat these short dance phrases so they can be performed in a controlled way. - Choose and link actions that express a mood, idea or feeling. The Three Little Pigs | Choose movements to make their own simple dance phrase with beginning, middle and ending. -Practice and repeat these short dance phrases so they can be performed in a controlled way. - Choose and link actions that express a mood, idea or feeling. Morris dancing (Miss Helen) | |

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1 Peter 4: 10

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|----------|--|---|--|---|
| Aim of unit | Fundamental Movement Skills: Baseline Unit Rolling a ball Children develop basic game playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games. They have the opportunity to play one against one, one against two, and one against three. | | Fundamental Movement Skills: Underarm throw Children develop basic game playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games. They have the opportunity to play one against one, one against two, and one against three. | Fundamental Movement Skills: Catching and bouncing a ball Children develop basic game playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games. They have the opportunity to play one against one, one against two, and one against three. | Athletics type activities: Children will explore the FMS of running jumping and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed height distance or accuracy. | Fundamental Movement Skills: Overarm throw Children develop basic game playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games. They have the opportunity to play one against one, one against two, and one against three. |
| Performance of skills – Progression | Perform fundamental movement skills at a developing level in: - Travelling skills - Sending skills - Receiving skills | | Perform fundamental movement skills at a developing level in: - Travelling skills - Sending skills - Receiving skills | Perform fundamental movement skills at a developing level in: - Travelling skills - Sending skills - Receiving skills | Perform fundamental movement skills at a developing level. | Perform fundamental movement skills at a developing level in: - Travelling skills - Sending skills - Receiving skills |
| Developing physical skills | - Rolling a ball - Running | | - Side gallop - Underarm throw - Running | - Bounce a ball - Catch a ball - Running | - Running - Hopping - Rolling a ball - Underhand throw - Jumping | - Overarm throw - Running |
| Application of skills – Core task | The aim of the game is to score points by sliding a bean bag or rolling a ball over your opponent’s line. Alternatively, you can throw a ball over the line for the opposition to catch the game is played one against one or two against two. Knowledge: To use a simple tactic i.e. Look one way and roll the ball the other. | | The ‘10 point hoops’ task involves children scoring points by throwing bean bags to a choice of two targets working in pairs the children settled in areas for their game the pupil stand on either side of the line one is an attacker and the other is a defender. Knowledge: To use a simple tactic i.e. pretend to throw one way then throw the other. | The aim of the game is to score points by sliding a bean bag or rolling a ball over your opponent’s line. Alternatively, you can throw a ball over the line for the opposition to catch the game is played one against one or two against two. Knowledge: To use a simple tactic i.e. Look one way and roll the ball the other. | The ‘honey pot’ task involves children running in different directions to pick up at objects as quickly as they can. The children work in pairs. Each pair has a hoop (their honey pot) with five objects in it. Other objects are spread out around the playing area along with cones to act as obstacles. Each pair decides who is going to be the BEE and who is going to be the QUEEN. The BEE’S JOB is to run around collecting <u>one object at a time</u> for their honey pot these can be picked up from the playing area and from other people’s hoops. The QUEEN’S JOB is to sit in the honey pot and make sure the other children only take one object. The bees have two minutes to get as many objects as possible into their honey pot, after which they count how many objects they have collected and record the number on their score sheet. They then leave five objects in their honey pot scattered the rest of on the plane area and swap roles and carry out the task again. | The aim of the game is for the thrower (the batter) to score as many points as possible by throwing bean bags into a channel and then counting how many times they can move in and out of the hoop before the fielders retrieve the bean bags. Knowledge: To use a simple tactic i.e. Throw away from the cones (fielders). |

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| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|--|---|--|
| Aim of unit | Gymnastics type activities Children will focus on increasing their range of basic gymnastic skills they create simple sequences of unlike actions on the floor, e.g. <i>a roll jump and a shape</i> . They then transfer what they learn on the floor to apparatus. In gymnastics as a whole, children use skills an agility's individually in combination and in sequence, with the aim of showing as much control and precision as possible. | Dance activities Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used. Children will learn how to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner. | Dance activities Children will focus on performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used. Children will learn how to use different parts of the body to imitate and lead movements. | Dance activities Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used. Children will learn how to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner. | Athletic type activities Children will explore the fundamental movement skills of running, jumping and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed height distance or accuracy. | Dance activities Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used. Children will learn how to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner. |
| Performance of skills – Progression | Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills - Perform body actions with control and coordination Create and link simple combinations of 3 or 4 actions to create a sequence. | - Perform fundamental movement skills at a developing level and start to master some basic movements. - Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. | - Perform fundamental movement skills at a developing level and start to master some basic movements. - Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. | - Perform fundamental movement skills at a developing level and start to master some basic movements. - Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. | Perform fundamental movement skills at a developing level and start to master some basic movements. | - Perform fundamental movement skills at a developing level and start to master some basic movements. - Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. |
| Developing physical skills | Shape – Wide, thin, dish, arch, tuck Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – front support, balance on 4 & 3 points, large body parts – tummy, back, bottom, shoulders. Jumping and landing Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll. Apparatus work | - Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Travel, Turn, Jump, Gesture, Stillness - Copy simple movement patterns - Show and tell using body actions to explore moods, ideas and feelings - Vary speed, strength, energy and tension of their movements. | - Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Travel, Turn, Jump, Gesture, Stillness - Copy simple movement patterns - Show and tell using body actions to explore moods, ideas and feelings - Vary speed, strength, energy and tension of their movements. | - Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Travel, Turn, Jump, Gesture, Stillness - Copy simple movement patterns - Show and tell using body actions to explore moods, ideas and feelings - Vary speed, strength, energy and tension of their movements. | - Running - Underarm throw - Overarm throw - Push throw - Jumping for distance | - Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Travel, Turn, Jump, Gesture, Stillness - Copy simple movement patterns - Show and tell using body actions to explore moods, ideas and feelings - Vary speed, strength, energy and tension of their movements. |
| Application of skills – Core task | The ‘families of action’ task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus of 4 actions by linking a roll, a balance, a jump and travel. The children develop a sequence on the floor and mats before transferring it to apparatus. They linked the four actions together smoothly choosing one action from each of the families of actions. The balance focus is large body parts – side, back, tummy, hips and shoulders. | Choose movements to make their own simple dance phrase with beginning, middle and ending. - Practice and repeat these movements so they can be performed in a controlled way. - Choose and link actions that express a mood, idea or feeling. - Remember and repeat movements showing greater control, coordination and spatial awareness. Medieval Dance (Miss Helen) | - Practice and repeat these movements so they can be performed in a controlled way. Remember and repeat movements showing greater control, coordination and spatial awareness. Dance Showcase (Miss Helen) | Choose movements to make their own simple dance phrase with beginning, middle and ending. - Practice and repeat these movements so they can be performed in a controlled way. - Choose and link actions that express a mood, idea or feeling. - Remember and repeat movements showing greater control, coordination and spatial awareness. Scottish Country Dancing (Miss Helen) | The ‘Colour Match’ task involves children throwing different pieces of equipment as accurately as possible in order to hit targets. The children work in groups of three and take it in turns to be a thrower, scorer and collector. Each group has three different coloured targets (e.g. hoops, skipping ropes or markers) set out at different distances and selects 10 pieces of equipment (e.g. quoits, balls of different sizes, bean bags) in colours to match their targets. The thrower tries to throw each object to the target at the same colour e.g. a red bean bag to red hoop. The scorer counts how many times the thrower succeeds in hitting the target the collector gathers up the equipment ready for the next person to have a go. Each child has two turns at being the thrower. | Choose movements to make their own simple dance phrase with beginning, middle and ending. - Practice and repeat these movements so they can be performed in a controlled way. - Choose and link actions that express a mood, idea or feeling. - Remember and repeat movements showing greater control, coordination and spatial awareness. Once Upon a Giant |

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| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|----------|--|--|---|---|
| Aim of unit | <p>Games: Net and Wall</p> <p>Children will improve and apply their basic FMS in games they play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their SMS and techniques using them to outwit others. They will also develop an early understanding of simple concepts of attack.</p> | | <p>Games</p> <p>Children will improve and apply their basic FMS in games they play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their SMS and techniques using them to outwit others. They will also develop an early understanding of simple concepts of attack.</p> | <p>OAA: ‘The Great Outdoors’</p> <p>Children will develop their ability to take responsibility for themselves and others through respect, trust and taking care of each other.</p> <p>They will learn to collaborate with a partner, and as part of a team.</p> <p>Children will make decisions and solve problems.</p> | <p>Games: Striking and Fielding</p> <p>Children will improve and apply their basic FMS in games they play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their SMS and techniques using them to outwit others. They will also develop an early understanding of simple concepts of attack.</p> | <p>Fundamental Skills: End of KS1 assessment</p> <p>Children will explore the fundamental movement skills of running, jumping and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping increasing their awareness of speed and distance.</p> <p>In all athletic activities, children think about how to achieve the greatest possible speed height distance or accuracy.</p> |
| Performance of skills – Progression | <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none"> - Travelling skills - Sending skills - Receiving skills | | <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none"> - Travelling skills - Sending skills - Receiving skills | | <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none"> - Travelling skills - Sending skills - Receiving skills | <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none"> - Travelling skills - Sending skills - Receiving skills |
| Developing physical skills | <ul style="list-style-type: none"> - Throw - Catching - Side gallop - Strike a ball - Running | | <ul style="list-style-type: none"> - Underarm throw - Catching - Running - Dodging | | <ul style="list-style-type: none"> - Strike a ball off a tee - Strike with a drop feed - Catching - Overarm throw | <ul style="list-style-type: none"> - Underarm throw for accuracy - Overarm throw for accuracy - Throwing for distance - Running - Kicking a ball - Catching a ball |
| Application of skills – Core task | <p>The aim is to score points by throwing or hitting a ball over line / net so that it bounces twice with the first bounce in the court area play the game two against two - each pair should have one player with a racket on one player without.</p> <p>Knowledge: To throw the ball into space away from the opponent.</p> | | <p>The ‘Piggy in the Middle’ core task involves children trying to score as many points as possible by throwing and catching a ball between players on their team. The pupil’s work in groups of 4 with 3 attackers and 1 defender.</p> <p>Knowledge: To use a simple tactic i.e. move into space to receive a ball. To pass a ball to a player in space.</p> | <p>‘Spell It Out’</p> <p>‘Trusting Balance’</p> <p>‘Teacher’s Trail’</p> <p>‘Line Up’</p> <p>‘Twin Trail’</p> <p>‘Count Me In’</p> <p>‘Arrows and Jigsaws’</p> <p>‘Find That Photo’</p> <p>‘Get In Shape’</p> | <p>The aim is for the batter to hit a ball into a field and then to run as far as possible around a circuit basis before the fielding team returned the ball to the fielding base.</p> <p>Knowledge: To use a simple tactic i.e. Strike the ball away from cones / fielders</p> | |

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| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | - Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|---|--|
| Aim of unit | Gymnastics: Lesson Sequence 1 Children will focus on improving the quality of their movement e.g. by stretching fingers and pointing toes to help them produce extension they will learn how to plan and perform actions and sequences and develop flow by linking actions smoothly. | Dance activities: Children perform dances focusing on creating adapting and linking a range of dance actions these are inspired by a variety of subjects including some traditional social and or hysterical dances they work with a partner and in small groups developing their ability to create and perform and appreciate dance. | Dance activities: Children perform dances focusing on creating adapting and linking a range of dance actions these are inspired by a variety of subjects including some traditional social and or hysterical dances they work with a partner and in small groups developing their ability to create and perform and appreciate dance. | Games: Invasion: Netball This unit lays the foundation for future invasion games. Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching and will learn new invasion game sports specific techniques. | Athletics type activities Children should concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events. | Games: Creative Tag and Target Games This unit lays the foundation for children’s understanding of how games work through designing their own tag and target games. Children will improve their fundamental movement skills and start to understand how to design their own game. |
| Progression of skills | Master most fundamental skills from KS1 and start to develop sports specific skills and perform them with some accuracy and extension. | Perform freely translating ideas from a stimulus into movement using dynamic rhythmic and expressive qualities clearly and with control. | Perform freely translating ideas from a stimulus into movement using dynamic rhythmic and expressive qualities clearly and with control. | Master most fundamental skills from KS1 and start to develop sports specific skills and perform them with some accuracy. | Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy. | Master most fundamental skills from KS1 and start to develop sports specific skills and perform them with some accuracy. |
| Developing skills | Travel – i.e. Feet & hands and feet Balance – i.e. small body parts Jump – i.e. 2-foot jump and land Rolling – basic rolls Apparatus | - Perform dances expressively, using a range of performance skills. - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. - Perform more complex dance phrases that communicates character and narrative - To perform in whole class performance. | - Perform dances expressively, using a range of performance skills. - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. - Perform more complex dance phrases that communicates character and narrative - To perform in whole class performance. | - Running - Dodging - Chest pass - Bounce pass - Catching a ball | - Throwing – push, pull and sling - Hop, step and jump - Combinations of jumping actions | - Dodging - Catching - Underhand throw - Rolling a ball - Overhand throw |
| Application of skills – Core task / Composing | The ‘Balancing Act’ core task involves children creating a gymnastic sequence with <u>six</u> actions on the floor, mats and apparatus. The children develop a sequence on the floor and mats, before transferring to apparatus. The sequence should focus on small body part balances linked through travelling, rolling and jumping, and must show different levels and changes in direction. | - Create movement using a stimulus. - Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. - Create and link dance phrases using simple dance structure or motif. - Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. - Explore, improvise and combine movement ideas fluently and effectively. The Ironman | - Create movement using a stimulus. - Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. - Create and link dance phrases using simple dance structure or motif. - Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. - Explore, improvise and combine movement ideas fluently and effectively. Dance Showcase (Miss Helen) | Develop simple attacking skills in a 3V1 invasion game. The ‘Three Touch Ball’ core task involves children trying to score as many goals as possible by passing a netball at least three times before throwing it into a hoop. Knowledge: To know how to move into a space to receive a ball. To pass a ball to a player in space when playing an invasion game. | Take aim The ‘Take Aim’ task involves children trying to score as many points as possible by throwing different pieces of equipment as targets using sling, push and pull throws. Furthest Five The ‘Furthest Five’ task involves children using a run-up and performing the five basic jumps consecutively to reach the furthest distance possible. The children were working groups of three: a jumper, a measurer and a coach who looks at the technique and officiates the jump. Pass the Baton The ‘Pass the Baton’ task involves children running in a relay and trying to complete as many laps of the track as possible in three minutes. The children work in teams of four. Having considered each other’s strengths and weaknesses, they decide how to divide the time or distance between them in order to achieve as many laps as possible in three minutes (e.g. each team member could run 2 laps each could run for 45 seconds or some team members could run longer or further than others). They keep a record of the number of laps they complete and aim to beat their score the next time they perform the core task | The aim of the game is to score points by getting a soft ball to hit one of three targets. Position a target near the front and another towards the back of the area. Encourage children to use throws to try to hit the target. The thrower gets one point for every target hit. The targets get a point if they catch the ball (look at the rules of Dodgeball). |
| Appreciation | | - Talk about how they might improve their dances. | - Talk about how they might improve their dances. | | | |

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| | | <ul style="list-style-type: none"> - Describe and evaluate some of the compositional features of dances performed with a partner and in a group. - Understand how a dance is formed and performed. - Evaluate, refine and develop their own and others work. | <ul style="list-style-type: none"> - Describe and evaluate some of the compositional features of dances performed with a partner and in a group. - Understand how a dance is formed and performed. - Evaluate, refine and develop their own and others work. | | | |
|--|--|---|---|--|--|--|

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| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | - Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|---|---|--|
| Aim of unit | Games: Invasion: Rugby This unit lays the foundation for future invasion games. Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching and will learn new invasion game sports specific techniques. | Gymnastics: Lesson Sequence 2 Children will focus on improving the quality of their movement e.g. by stretching fingers and pointing toes to help them produce extension they will learn how to plan and perform actions and sequences and develop flow by linking actions smoothly. | Games: Net and Wall: Core Task 1 Children will learn to develop the skills they need for net/wall games and how to use these skills to make the game more difficult for their opponent. They learn to direct the ball towards their target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it. | Dance activities: Children perform dances focusing on creating adapting and linking a range of dance actions these are inspired by a variety of subjects including some traditional social and or hysterical dances they work with a partner and in small groups developing their ability to create and perform and appreciate dance. | Games: Invasion: Handball This unit lays the foundation for future invasion games. Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching and will learn new invasion game sports specific techniques. | Games: Striking and Fielding: Rounders Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters’ scores down. In striking and fielding games, players learn to strike a ball and try to avoid fielders so that they can run around the bases to score runs. |
| Progression of skills | Master most fundamental skills from KS1 and start to develop sports specific skills and perform them with some accuracy. | Master most fundamental skills from KS1 and start to develop sports specific skills and perform them with some accuracy and extension. | Master most fundamental skills from KS1 and start to develop sports specific skills and perform them with some accuracy. | Perform freely translating ideas from a stimulus into movement using dynamic rhythmic and expressive qualities clearly and with control. | Master most fundamental skills from KS1 and start to develop sports specific skills and perform them with some accuracy. | Master most fundamental skills from KS1 and start to develop sports specific skills and perform them with some accuracy. |
| Developing skills | - Running - Dodging - Swing pass - Catching a ball | Travel – i.e. Feet & hands and feet Balance – i.e. small body parts Jump – i.e. 2-foot jump and land Rolling – basic rolls Apparatus | - Ready position - Underarm throw - Overarm throw - Hold a racket - Strike a ball with a racket | - Perform dances expressively, using a range of performance skills. - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. - Perform more complex dance phrases that communicates character and narrative - To perform in whole class performance. | - Running - Dodging - One-handed pass - One-handed bounce pass - Catching a ball | - Bowl underarm - Strike a ball off a tee - Catch a ball - Field a ball and return it quickly |
| Application of skills – Core task / Composing | Develop simple attacking skills in a 3V1 invasion game. The ‘Three Touch Ball’ core task involves children trying to score as many goals as possible by passing a rugby ball at least three times before throwing it into a hoop. Knowledge: To know how to move into a space to receive a ball. To pass a ball to a player in space when playing an invasion game. | The ‘Balancing Act’ core task involves children creating a gymnastic sequence with <u>six</u> actions on the floor, mats and apparatus. The children develop a sequence on the floor and mats, before transferring to apparatus. The sequence should focus on small body part balances linked through travelling, rolling and jumping, and must show different levels and changes in direction. | Core Task 1 The aim of the game is to score points by throwing a ball into the opponent’s court area and making it bounce twice. Play the game one against one. Use a low net (bench or short tennis height) on a court that is relatively long and narrow. Put a gym mat on either side of the net and make the court a little larger than this. Move on to introduce hitting a ball with a racket after it has bounced. Knowledge: To use simple tactics i.e. directing the ball to a space to make it difficult for their opponent. | - Create movement using a stimulus. - Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. - Create and link dance phrases using simple dance structure or motif. - Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. - Explore, improvise and combine movement ideas fluently and effectively. Maypole Dancing (Miss Helen) | Develop simple attacking skills in a 3V1 invasion game. The ‘Three Touch Ball’ core task involves children trying to score as many goals as possible by passing a handball at least three times before throwing it into a hoop. Knowledge: To know how to move into a space to receive a ball. To pass a ball to a player in space when playing an invasion game. | The ‘Run the Loop’ core task involves a team of four batters trying to score points by striking the ball and running between bases, and a team of four fielders trying to retrieve, throw and catch the ball quickly and accurately. Knowledge: Batter / Strikers: Hit the ball into a space away from the fielders. Fielders: Judge where the ball is going to be hit and try to intercept it. |
| Appreciation | | | | - Talk about how they might improve their dances. - Describe and evaluate some of the compositional features of dances performed with a partner and in a group. - Understand how a dance is formed and performed. - Evaluate, refine and develop their own and others work. | | |

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Christ Church C of E Primary School

Have Faith...

Whole School Curriculum Map: PE

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."

1 Peter 4: 10

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | - Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|------------|--|--|
| Aim of unit | <p>Gymnastics: Lesson sequence 1 Children will learn to develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.</p> | <p>Gymnastics: Lesson sequence 2 Children will learn to develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.</p> | <p>Swimming: Beginners (non-swimmers and developing swimmers) In this unit children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges, and breathe when swimming. At first, they use swimming aids and support. In time, some children will manage without these.</p> <p>Swimming (developing and competent swimmers) In this unit children focus on swimming more fluently, improving their swimming strokes and learning personal survival techniques.</p> | | <p>Games: Net and Wall: Core task 2 Children will learn to develop the skills they need for net/wall games and how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards their target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p> | <p>OAA: Teamwork and Problem Solving Children will be set physical challenges and problems to solve. They will take part in a range of communication activities to develop problem-solving skills in some adventure games. The problem-solving tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.</p> |
| Progression of skills | Master fundamental movement skills and start to develop sports specific skills performing them with consistency, accuracy and some control. | Master fundamental movement skills and start to develop sports specific skills performing them with consistency, accuracy and some control. | <p>Non-swimmers and developing swimmers In this unit children will learn how to swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves. They will use one basic method to swim the distance, making sure that they breathe. They will start by using floats, swim over longer distances and periods of time with a more controlled leg kick. They will explore freely how to move in and under water; recognise how the water affects their temperature and identify and describe the differences between different leg and arm actions.</p> | | Master fundamental movement skills and start to develop sports specific skills performing them with consistency, accuracy and some control. | Master fundamental movement skills and start to develop sports specific skills performing them with consistency, accuracy and some control. |
| Developing skills | <p>Travel – i.e. feet & hands and feet Balance – i.e. large body parts, dish and arch, one foot balance Jump – different shapes when jumping. Jump ¼ & ½ turn Rolling – basic rolls Apparatus</p> | <p>Travel – i.e. feet & hands and feet Balance – i.e. large body parts, dish and arch, one foot balance Jump – different shapes when jumping. Jump ¼ & ½ turn Rolling – basic rolls Apparatus</p> | <p>Developing and competent swimmers In this unit children will learn to swim between 50 and 100 meters and keep swimming for 45 to 90 seconds; use three different strokes on their front and back. They will control their breathing and swim confidently and fluently on the surface and underwater. Children should know the dangers of water locally and nationally. Children learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty, and know what to do if others get into trouble.</p> | | <ul style="list-style-type: none"> - Ready position - Underarm throw - Overarm throw - Hold a racket - Strike a ball with a racket | <ul style="list-style-type: none"> - Travel and balance safely when carrying out challenges. - Demonstrate teamwork skills during planning, doing and reviewing. |
| Application of skills – Core task / Composing | <p>Create a sequence of <u>six</u> skills which must include one roll, one jump and one balance.</p> <p>The 'Partner Work' core task involves children creating a gymnastic sequence on floor, mats and apparatus, focusing on how they work with a partner.</p> | <p>Create a sequence of <u>six</u> skills which must include one roll, one jump and one balance.</p> <p>The 'Partner Work' core task involves children creating a gymnastic sequence on floor, mats and apparatus, focusing on how they work with a partner.</p> | | | <p>Core Task 2</p> <p>The aim of the game is to score points by getting a soft ball or beanbag to land in one of two targets. Play the game one against one. Use a high net on a long narrow court. Encourage the children to use short, low throws to try and hit the target at the front, and long, high throws to try and hit the target at the back. Their opponent's aim is to intercept the ball or beanbag before it bounces. Later, a racket can be used to hit a ball or shuttlecock.</p> <p>Knowledge: To use a simple tactic i.e. choose a good place to stand when receiving the ball</p> | <p>To complete a series of challenges:</p> <ul style="list-style-type: none"> - Crossing the Swamp - Millipede Carry - Shepherd and Sheep - Electric fence - Hula Hut Challenge |

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Christ Church C of E Primary School

Have Faith...

Whole School Curriculum Map: PE

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1 Peter 4: 10

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | - Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|--|--|--|
| Aim of unit | <p>Games: Invasion: Rugby</p> <p>Children continue to learn simple attacking tactics using a range of equipment and sports specific skills.</p> <p>They play small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>In invasion games, they enter their opponent’s territory with the ‘ball’ and try to get into good positions for shooting or reaching the ‘goal’.</p> | <p>Games: Target games: Boccia</p> <p>In this unit children will learn how to apply simple tactics in a range of target games using a range of equipment.</p> <p>The children will learn how to play the Paralympic sport of Boccia</p> | <p>Dance:</p> <p>Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups.</p> <p>Children concentrate on combining and linking phrases of movement fluently and with control.</p> | <p>Games: Invasion: Handball</p> <p>Children continue to learn simple attacking tactics using a range of equipment and sports specific skills.</p> <p>They play small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>In invasion games, they enter their opponent’s territory with the ‘ball’ and try to get into good positions for shooting or reaching the ‘goal’.</p> | <p>Games: Invasion: Basketball</p> <p>Children continue to learn simple attacking tactics using a range of equipment and sports specific skills.</p> <p>They play small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>In invasion games, they enter their opponent’s territory with the ‘ball’ and try to get into good positions for shooting or reaching the ‘goal’.</p> | <p>Games: Striking and Fielding: Cricket</p> <p>Children will learn how to hit or strike the ball into spaces so that they can score runs in different ways. When fielding, they learn how to work together to keep the batter’s scores down.</p> <p>In striking and fielding games, players learn to strike a ball and try to avoid fielders so that they can run around bases to score runs.</p> <p>When fielding, they try to prevent runs or points being scored.</p> |
| Progression of skills | Master fundamental movement skills and start to develop sports specific skills performing them with consistency and accuracy. | Master fundamental movement skills and start to develop sports specific skills performing them with consistency and accuracy. | Perform dances clearly and fluently and show sensitivity to the dance idea and accompaniment. | Master fundamental movement skills and start to develop sports specific skills performing them with consistency and accuracy. | Master fundamental movement skills and start to develop sports specific skills performing them with consistency and accuracy. | Master fundamental movement skills and start to develop sports specific skills performing them with consistency and accuracy. |
| Developing skills | <ul style="list-style-type: none"> - Running - Dodging - Swing pass - Catching a ball | <ul style="list-style-type: none"> - Propelling a ball - Rolling a ball - Underarm throw | <ul style="list-style-type: none"> - Perform dances expressively, using a range of performance skills. - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. - Perform more complex dance phrases that communicates character and narrative - To perform in whole class performance. | <ul style="list-style-type: none"> - Running - Dodging - One-handed pass - One-handed bounce pass - Catching a ball - Shooting a ball | <ul style="list-style-type: none"> - Running - Chest pass - Bounce pass - Dribbling a ball | <ul style="list-style-type: none"> - Bowl underarm - Perform a straight dive - Catch a ball - Field a ball and return it quickly |
| Application of skills – Core task / Composing | <p>Develop attacking skills in a 4V2 invasion game.</p> <p>The ‘On the Attack’ core task involves children working in groups of six.</p> <p>The children create a playing area with two goals at one end and three at the other and play 4V2.</p> <p>Knowledge: To know to move into space to receive a ball. To feint or disguise a pass to outwit a defender.</p> | <p>Boccia 12s is the official shortened version of boccia developed by Boccia England. Team Boccia 12s consists of two teams of three players, the red side and the blue side, playing two ends; it can also be played between pairs (2v2) or individuals.</p> <p>Knowledge: To apply tactics i.e. throw near to the jack and knock the opponents ball out of the way or away from the jack.</p> | <ul style="list-style-type: none"> - Create movement using a stimulus. - Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. - Create and link dance phrases using simple dance structure or motif. - Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. - Explore, improvise and combine movement ideas fluently and effectively. <p>Dance Showcase (Miss Helen)</p> | <p>Develop attacking skills in a 4V2 invasion game.</p> <p>The ‘On the Attack’ core task involves children working in groups of six.</p> <p>The children create a playing area with two goals at one end and three at the other and play 4V2.</p> <p>Knowledge: To know to move into space to receive a ball. To feint or disguise a pass to outwit a defender.</p> | <p>Develop attacking skills in a 4V2 invasion game.</p> <p>The ‘On the Attack’ core task involves children working in groups of six.</p> <p>The children create a playing area with two goals at one end and three at the other and play 4V2.</p> <p>Knowledge: To know to move into space to receive a ball. To feint or disguise a pass to outwit a defender.</p> | <p>The ‘Run the Loop’ core task involves a team of four batters trying to score points by striking the ball and running between wickets, and a team of four fielders trying to retrieve, throw and catch the ball quickly and accurately.</p> <p>Knowledge:</p> <p>Batters / Strikers: Run as quickly as possible and strike the ball into a space away from the fielders.</p> <p>Fielders: Judge where the ball is going to be hit and try to intercept it.</p> |
| Appreciation | | | <ul style="list-style-type: none"> - Talk about how they might improve their dances. - Describe and evaluate some of the compositional features of dances performed with a partner and in a group. - Understand how a dance is formed and performed. - Evaluate, refine and develop their own and others work. | | | |

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Have Faith...

Whole School Curriculum Map: PE

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| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | - Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|---|--|----------|
| Aim of unit | Gymnastics: Lesson sequence 1 Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience. | Gymnastics: Lesson sequence 2 Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience. | Dance: Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance. | OAA: Orienteering Children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout the unit, there is an emphasis on building trust and working as a team. | Swimming: Beginners (non-swimmers and developing swimmers) In this unit children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges, and breathe when swimming. At first, they use swimming aids and support. In time, some children will manage without these. Swimming (developing and competent swimmers) In this unit children focus on swimming more fluently, improving their swimming strokes and learning personal survival techniques. | |
| Progression of skills | Continue to perform sport specific skills and perform with consistency, accuracy, confidence and control. | Continue to perform sport specific skills and perform with consistency, accuracy, confidence and control. | Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of a dance. | Continue to develop specific skills and perform with consistency, accuracy, confidence and control. | Non-swimmers and developing swimmers In this unit children will learn how to swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves. They will use one basic method to swim the distance, making sure that they breathe. They will start by using floats, swim over longer distances and periods of time with a more controlled leg kick. They will explore freely how to move in and under water; recognise how the water affects their temperature and identify and describe the differences between different leg and arm actions. Developing and competent swimmers In this unit children will learn to swim between 50 and 100 meters and keep swimming for 45 to 90 seconds; use three different strokes on their front and back. They will control their breathing and swim confidently and fluently on the surface and underwater. Children should know the dangers of water locally and nationally. Children learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty, and know what to do if others get into trouble. | |
| Developing skills | Travel - i.e. feet & hands and feet Balance – i.e. partner balance (counter balance) Jump - different ways of jumping and landing with shape Rolling – basic rolls Apparatus | Travel - i.e. feet & hands and feet Balance – i.e. partner balance (counter balance) Jump - different ways of jumping and landing with shape Rolling – basic rolls Apparatus | - Perform dances expressively, using a range of performance skills. - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. - Perform more complex dance phrases that communicates character and narrative - To perform in whole class performance. | - Know how to keep the mat “set” or “orientated” when they move around a simple course. - Know the eight-points of a compass. - Record information accurately at the control marker. - Navigate to a control marker on a score event course. | | |
| Application of skills – Core task / Composing | The ‘Aerobic Gymnastics’ core task involves children creating and performing a <u>pair</u> sequence on floor, mats and apparatus that includes <u>three basic acrobatic balances</u> (a part-weight bearing balance, counter-tension and counter-balance) <u>and up to six</u> other actions. | The ‘Aerobic Gymnastics’ core task involves children creating and performing a <u>pair</u> sequence on floor, mats and apparatus that includes <u>three basic acrobatic balances</u> (a part-weight bearing balance, counter-tension and counter-balance) <u>and up to six</u> other actions. | - Create movement using a stimulus. - Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. - Create and link dance phrases using simple dance structure or motif. - Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. - Explore, improvise and combine movement ideas fluently and effectively. Dance Showcase (Miss Helen) | Working in pairs or a small group, complete an orienteering course (netball numbers / score orienteering) using a map. | | |
| Appreciation | | | - Talk about how they might improve their dances. - Describe and evaluate some of the compositional features of dances performed with a partner and in a group. - Understand how a dance is formed and performed. - Evaluate, refine and develop their own and others work. | | | |

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| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | - Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|---|---|---|
| Aim of unit | <p>Games: Invasion: Rugby (1)</p> <p>Children will learn how to work well as a team when attacking and explore a range of ways to defend.</p> <p>They play uneven-sided games leading to 5V4 or 4V3.</p> <p>Children will also learn a wider range of sports specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.</p> | <p>Dance:</p> <p>Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.</p> | <p>Games: Invasion: Hockey</p> <p>Children will learn how to work well as a team when attacking and explore a range of ways to defend.</p> <p>They play uneven-sided games leading to 5V4 or 4V3.</p> <p>Children will also learn a wider range of sports specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.</p> | <p>Games: Striking and Fielding: Rounders</p> <p>Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter.</p> <p>Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing and using tactics as a fielding team.</p> | <p>Athletic type activities: Throwing, Jumping, Running and Passing a baton</p> <p>Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</p> <p>In running events, they will run further in both sprints and distance runs.</p> <p>In throwing events, they may throw heavier, larger implements (although modified equipment will still be in use with most of the children).</p> <p>In jumping events, they will explore how their tun-up affects jumping for height and length.</p> | <p>Dance:</p> <p>Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.</p> |
| Progression of skills | Continue to apply sport specific skills and perform with consistency, accuracy, confidence and control. | Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of a dance. | Continue to apply sport specific skills and perform with consistency, accuracy, confidence and control. | Continue to apply sport specific skills and perform with consistency, accuracy, confidence and control. | Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. | Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of a dance. |
| Developing skills | <ul style="list-style-type: none"> - Running - Dodging - Swing pass - Catching a ball - Kicking a ball | <ul style="list-style-type: none"> - Perform dances expressively, using a range of performance skills. - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. - Perform more complex dance phrases that communicates character and narrative - To perform in whole class performance. | <ul style="list-style-type: none"> - Running - Push pass - Dribbling - Receiving a pass - Shooting | <ul style="list-style-type: none"> - Bowl underarm - Strike a ball off a tee - Strike a bowled ball back - Field a ball and throw back overarm | <ul style="list-style-type: none"> - Throwing – push, pull, sling and heave - Jumping and landing in different ways - Running for short and long distances - Passing a baton in a relay | <ul style="list-style-type: none"> - Perform dances expressively, using a range of performance skills. - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. - Perform more complex dance phrases that communicates character and narrative - To perform in whole class performance. |
| Application of skills – Core task / Composing | <p>Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.</p> <p>The Year 5 core task ‘Games’ aim is to beat the opponent by scoring more goals. Play the game initially 5V3 and then 5V4.</p> <p>Knowledge: Attacking tactics:</p> <ul style="list-style-type: none"> - To use a range of passes - To pass ahead of supporting players - To get away from a defender to receive a pass <p>Defending tactics:</p> <ul style="list-style-type: none"> - To close down a space | <ul style="list-style-type: none"> - Create movement using a stimulus. - Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. - Create and link dance phrases using simple dance structure or motif. - Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. - Explore, improvise and combine movement ideas fluently and effectively. <p>The Highway Man</p> | <p>Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.</p> <p>The Year 5 core task ‘Games’ aim is to beat the opponent by scoring more goals. Play the game initially 5V3 and then 5V4.</p> <p>Knowledge: Attacking tactics:</p> <ul style="list-style-type: none"> - To use a range of passes - To pass ahead of supporting players - To get away from a defender to receive a pass <p>Defending tactics:</p> <ul style="list-style-type: none"> - To close down a space | <p>Rounders Level 1 Competition</p> <p>The aim of this game is for a team to score as many runs as possible. Play the game 9V9.</p> <p>One team bats while the other team fields and bowls. The bowler bowls the ball underarm to the batter, who hits the ball anywhere on the rounders pitch.</p> <p>Knowledge: Batters:</p> <ul style="list-style-type: none"> - To run as quickly as possible to score - To strike the ball into space away from the fielders <p>Fielders:</p> <ul style="list-style-type: none"> - To retrieve the hit object as quickly as possible to limit the number of runs scored | <p>The ‘Three Run Challenges’ core task involves children selecting ways of running as far as possible in three different times.</p> <ul style="list-style-type: none"> - 5 seconds - 30 seconds 2 minutes <p>The ‘Three Jumps Challenge’ core task involves children selecting and performing three consecutive jumps with the aim of travelling as far as possible.</p> <p>The children work in groups of three: one child jumps, another marks, measures and records the distance jumped; and the third observes and comments on the jumper’s technique.</p> <p>The ‘Three Throws’ core task involves children trying to score as many points as possible by throwing different pieces of equipment for distance using three types of throws: sling, push and pull throws.</p> <p>The children work in groups of three: one child throws; another marks, measures and records the distance thrown with each type if throw and the third observes and comments on the thrower’s technique.</p> | <ul style="list-style-type: none"> - Create movement using a stimulus. - Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. - Create and link dance phrases using simple dance structure or motif. - Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. - Explore, improvise and combine movement ideas fluently and effectively. <p>Heroes and Villains</p> |

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| <p>Appreciation</p> | | <ul style="list-style-type: none"> - Talk about how they might improve their dances. - Describe and evaluate some of the compositional features of dances performed with a partner and in a group. - Understand how a dance is formed and performed. - Evaluate, refine and develop their own and others work. | | | | <ul style="list-style-type: none"> - Talk about how they might improve their dances. - Describe and evaluate some of the compositional features of dances performed with a partner and in a group. - Understand how a dance is formed and performed. - Evaluate, refine and develop their own and others work. |
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Christ Church C of E Primary School

Have Faith...

Whole School Curriculum Map: PE

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

1 Peter 4: 10

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | - Spring 2 | Summer 1 | Summer 2 |
|--|---|----------|---|--|---|---|
| Aim of unit | <p>Swimming: Beginners (non-swimmers and developing swimmers) In this unit children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges, and breathe when swimming. At first, they use swimming aids and support. In time, some children will manage without these.</p> <p>Swimming (developing and competent swimmers) In this unit children focus on swimming more fluently, improving their swimming strokes and learning personal survival techniques.</p> | | <p>Dance: Children will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.</p> | <p>Games: Net and Wall: Mini tennis Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p> | <p>Athletic type activities: Throwing, Jumping, Running and Passing a baton Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be in use with most of the children). In jumping events, they will explore how their tun-up affects jumping for height and length.</p> | <p>Dance: Children will focus on using different visual images as a starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.</p> |
| Progression of skills | <p>Non-swimmers and developing swimmers In this unit children will learn how to swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves. They will use one basic method to swim the distance, making sure that they breathe.</p> <p>Developing and competent swimmers In this unit children will learn to swim between 50 and 100 meters and keep swimming for 45 to 90 seconds; use three different strokes on their front and back.</p> | | <p>Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</p> | <p>Continue to develop sports specific skills and perform with consistency, accuracy, confidence and control.</p> | <p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> | <p>Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</p> |
| Developing skills | <p>They will start by using floats, swim over longer distances and periods of time with a more controlled leg kick. They will explore freely how to move in and under water; recognise how the water affects their temperature and identify and describe the differences between different leg and arm actions.</p> | | <p>- Perform dances expressively, using a range of performance skills. - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. - Perform more complex dance phrases that communicates character and narrative - To perform in whole class performance.</p> | <p>- Throwing a ball - Hold a racket correctly - Forehand - Backhand - Volley</p> | <p>- Throwing – push, pull, sling and heave - Jumping and landing in different ways - Running for short and long distances - Passing a baton in a relay</p> | <p>- Perform dances expressively, using a range of performance skills. - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. - Perform more complex dance phrases that communicates character and narrative - To perform in whole class performance.</p> |
| Application of skills – Core task / Composing | <p>They will control their breathing and swim confidently and fluently on the surface and underwater. Children should know the dangers of water locally and nationally. Children learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty, and know what to do if others get into trouble.</p> | | <p>- Create movement using a stimulus. - Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. - Create and link dance phrases using simple dance structure or motif. - Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. - Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Showcase Dance (Miss Helen)</p> | <p>The ‘Long and Thin or Short and Fat’ core task involves children using shots to strike a ball accurately at targets, moving their opponent around the court in order to create spaces in which to attack. They devise a scoring system and evaluate and adapt it as necessary. As they gain experience, they start to play more competitively, hitting the ball away from their opponent to try and prevent them scoring.</p> <p>Knowledge: - To use tactics effectively i.e. strike the ball with purpose, vary the speed. - Strike the ball into spaces they can see.</p> | <p>The ‘Three Run Challenges’ core task involves children selecting ways of running as far as possible in three different times. - 5 seconds - 30 seconds 2 minutes</p> <p>The ‘Three Jumps Challenge’ core task involves children selecting and performing three consecutive jumps with the aim of travelling as far as possible. The children work in groups of three: one child jumps, another marks, measures and records the distance jumped; and the third observes and comments on the jumper’s technique.</p> <p>The ‘Three Throws’ core task involves children trying to score as many points as possible by throwing different pieces of equipment for distance using three types of throws: sling, push and pull throws. The children work in groups of three: one child throws; another marks, measures and records the distance thrown with each type if throw and the third observes and comments on the thrower’s technique.</p> | <p>- Create movement using a stimulus. - Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. - Create and link dance phrases using simple dance structure or motif. - Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. - Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Seaside</p> |

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| <p>Appreciation</p> | | | <ul style="list-style-type: none"> - Talk about how they might improve their dances. - Describe and evaluate some of the compositional features of dances performed with a partner and in a group. - Understand how a dance is formed and performed. - Evaluate, refine and develop their own and others work. | | | <ul style="list-style-type: none"> - Talk about how they might improve their dances. - Describe and evaluate some of the compositional features of dances performed with a partner and in a group. - Understand how a dance is formed and performed. - Evaluate, refine and develop their own and others work. |
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| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | - Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|--|--|--|
| Aim of unit | Games: Invasion: Rugby (2) Children will improve their defending and attacking play. They start to play even-sided mini versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opponent. In invasion games, they enter their opponent’s territory with the ‘ball’ and try to get into good positions for shooting or reaching the ‘goal’. | Gymnastics: Lesson sequence 1 Children will use their knowledge of composition principles, <i>e.g. how to use variations in speed, level and direction, how to combine and links actions, how to relate to partners and apparatus</i> , to develop sequences that show an awareness of their audience. Children will plan and perform a sequence with a partner. They will chose their own apparatus and design a simple layout. | Gymnastics: Lesson sequence 2 Children will use their knowledge of composition principles, <i>e.g. how to use variations in speed, level and direction, how to combine and links actions, how to relate to partners and apparatus</i> , to develop sequences that show an awareness of their audience. Children will plan and perform a sequence with a partner. They will chose their own apparatus and design a simple layout. | Games: Invasion: Netball Children will improve their defending and attacking play. They start to play even-sided mini versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opponent. In invasion games, they enter their opponent’s territory with the ‘ball’ and try to get into good positions for shooting or reaching the ‘goal’. | Games: Striking and Fielding: Cricket Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter. Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing and using tactics as a fielding team. | Games: Creative games In this unit children will apply their knowledge and understanding of invasion games and create their own games, which follow invasion game principles. |
| Progression of skills | Continue to develop sports specific skills and perform them with consistency, accuracy, confidence, control and speed. | Continue to develop sports specific skills and perform them with consistency, accuracy, confidence, control and speed. | Continue to develop sports specific skills and perform them with consistency, accuracy, confidence, control and speed. | Continue to develop sports specific skills and perform them with consistency, accuracy, confidence, control and speed. | Continue to apply sport specific skills and perform with consistency, accuracy, confidence and control. | Continue to develop sports specific skills and perform them with consistency, accuracy, confidence, control and speed. |
| Developing skills | - Running - Dodging - Swing pass - Catching a ball - Kicking a ball | Travel - i.e. feet & hands and feet Balance – i.e. partner balance (counter balance) Jump - different ways of jumping and landing with shape Rolling – basic rolls Apparatus | Travel - i.e. feet & hands and feet Balance – i.e. partner balance (counter balance) Jump - different ways of jumping and landing with shape Rolling – basic rolls Apparatus | - Running - Dodging - Chest pass - Bounce pass - Catching - Shoulder pass - Shooting | - Bowl overarm - Strike a bowled ball - Field a ball and throw it back overarm | A range of sending and receiving skills |
| Application of skills – Core task / Composing | Apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. The ‘Calling the Shots’ core task involves children setting up a 4V4, 5V4 or 5V5 invasion game based on mini versions of familiar invasion games. Knowledge: Attacking tactics: - To use a range of passes - To det away from a defender to receive a pass - To send the ball wide and/or deep to supporting players Defending tactics: - To close down space - To intercept a pass | The ‘Group Dynamics’ core task involves children working in groups of four to six to create and perform a sequence that shows their knowledge of gymnastic actions and compositional principles. The children develop their sequence on floor and mats before adapting it to incorporate apparatus. | The ‘Group Dynamics’ core task involves children working in groups of four to six to create and perform a sequence that shows their knowledge of gymnastic actions and compositional principles. The children develop their sequence on floor and mats before adapting it to incorporate apparatus. | Apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. The ‘Calling the Shots’ core task involves children setting up a 4V4, 5V4 or 5V5 invasion game based on mini versions of familiar invasion games. Knowledge: Attacking tactics: - To use a range of passes - To det away from a defender to receive a pass - To send the ball wide and/or deep to supporting players Defending tactics: - To close down space - To intercept a pass | Cricket Level 1 Competition The aim of this game is for pairs to score as many runs as possible. Start with a three-pair game. One pair bat; one pair field and the third pair bowl and keeps wickets. The bowling pair take it in turns to bowl. Set a length of time for innings. Knowledge: Batters: - To run as quickly as possible to score. - To strike the ball into space away from the fielders. Fielders: - To retrieve the hit object as quickly as possible to limit the number of runs scored. | The ‘Calling the Shots’ core task involves children setting up a 4V4, 5V4 or 5V5 invasion game based on mini versions of familiar invasion games. The children work in groups of 8, 9 or 10. Together they select equipment to use for a 4V4, 5V4 or 5V5 invasion game and agree rules and methods of scoring. Knowledge: - To know a range of tactics without the ball, with the equipment and know a range of defending tactics. |

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