

Physical Education
Curriculum Map

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WHOLE SCHOOL VALUES and WEEKLY REFLECTION THEME	CONTRIBUTE 1. Making a good first impression 2. Ready to Learn 3. Mind Your Manners 4. Be included 5. Play your part; do your bit. 6. Talents- everybody's got one. 7. All different, all equal	RESPECT 1. It's good to be me 2. Celebrating Peace 3. Thomas Buxton is a Bully Free Zone 4. Honesty is the best policy 5. Peer Pressure, do it your way 6. Do as you would be done by. How should we treat others? 7. Goodbye - Another year older and wiser!	ENJOY 1. New Year's Resolutions 2. Be happy on purpose 3. Enjoy your learning 4. Accentuate the positive, eliminate the negative. 5. Thomas Buxton is a Bully Free Zone 6. Calm Down! Ways to keep your cool.	ASPIRE 1. I have a dream. 2. You have brains in your head and feet in your shoes. 3. Spring has sprung! Turning over a new leaf. 4. I am special – 10 fascinating facts about me. 5. You're never too young to change the world. 6. Making friends and keeping friends	TEAM WORK 1. TEAM –Together Everyone Achieves More 2. Do as you would be done by. How should we treat others? 3. No Man is an island 4. Resolving conflict – falling out and making up 5. Think Before You Speak	ENQUIRE 1. But why? Questions it's ok to ask. 2. Forgiveness 3. Curiouser and Curiouser 4. Take a closer look 5. Worry 6. Sorry 7. Goodbye and thank you. Moving on.

Physical Education
Curriculum Map

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EYFS	<p>Physical development – moving and handling</p> <p>8 – 20 months</p> <ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. <p>16 – 26 months</p> <ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. <p>22 – 36 months</p> <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. 					

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	<ul style="list-style-type: none"> • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand. <p>30 – 50 months</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <p>40 – 60+ months</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 					

**Physical Education
Curriculum Map**

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	<p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>					
YEAR 1	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Use words such as rolling, travelling, balancing, climbing Decide which supporting concepts and actions to add to their sequence Safely move and carry basic gym equipment such as mats and benches Recognise like actions and link them together Perform simple gymnastic actions and shapes Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping 	<p><u>Hit, Catch, Run</u></p> <ul style="list-style-type: none"> Able to identify when a point has been scored and keep count of score Can choose where to send the ball to maximise chance to score Can make choices where to stand in the field to restrict runs scored Catch a medium sized ball thrown over a short distance Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency Track balls and other equipment 	<p><u>Dance</u></p> <ul style="list-style-type: none"> Confident to explore space within their dances and movements Recognise that dances can have themes and stories Perform basic body actions along with music Use different parts of the body, combine arm and leg actions Perform with an awareness of body shape required Perform with an awareness of body shape required Remember and repeat simple movement patterns 	<p><u>Attack, Defend and Shoot – invasion games</u></p> <ul style="list-style-type: none"> Recognise rules and apply them in competitive and cooperative games Make decisions about how to defend a target Begin to engage in competitive activities Roll, slide or throw a beanbag or ball with accuracy Bounce a medium sized ball to self and attempt to bounce to others Attempt to intercept and catch a thrown ball Work in collaboration with 	<p><u>Run, Jump, Throw</u></p> <ul style="list-style-type: none"> Suggest links between types of exercises e.g. training speed for different jumping activities Demonstrate awareness for the need to improve and attempt to improve Select correct skill for the situation Can start and stop at speed, run in straight lines using a variety of speeds Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. Handle and throw a variety of different 	<p><u>Send & Return – Net/wall games</u></p> <ul style="list-style-type: none"> Identify space to send a ball into Can describe how they worked with their partner to send and receive Able to send an object with increased confidence using hand or bat Move towards a moving ball to return with hand or bat Score points against opposition over a line/net Select and apply skills to win points Chase, stop and control balls and other objects such

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Development Matters in the Early Years Foundation Stage (EYFS) Physical Development 2012
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**Physical Education
Curriculum Map**

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	<ul style="list-style-type: none"> • Make their body tense, relaxed, stretched and curled • Perform in unison and canon • Move on, off and over object with confidence • Communicate with a partner to create short sequence 	<ul style="list-style-type: none"> • sent to them, moving in line with the ball to collect it • Run between bases to score points • Retrieve and return a ball to a base • Use a range of sending skills to put ball into space • Able to self-feed ball to hit off hand and strike ball off cone • Work collaboratively to score runs showing encouragement and support • Show awareness of teammates fielding positions to restrict runs in a simple game scenario 	<ul style="list-style-type: none"> • Move with control and show spatial awareness • With help, compose a basic movement phrase • Work with a partner Engage with the class to perform marching sequence and canon 	<ul style="list-style-type: none"> • others to attack and score points • Identify the things that they like about exercise both in and outside of school 	<ul style="list-style-type: none"> • objects and attempt to throw for distance • Copy and repeat basic movements for extended periods of time developing stamina • Demonstrate some core strength to hold a variety of shapes and positions • Move a variety of objects quickly showing a range of techniques • Developed agility and coordination skills to competently take part in a range of activities • Work partner to help improve their performance • Participate as part of a team to compete in running relays 	<ul style="list-style-type: none"> • as beanbags and hoops • Track balls and other equipment sent to them, moving in line with the ball to collect or return • Work with a partner to send and return an object and play in a simple rally • Play cooperatively in a game situation

**Physical Education
Curriculum Map**

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YEAR 2	<p><u>Hit, Catch and Run (Russell)</u></p> <ul style="list-style-type: none"> • Make choices about where to hit the ball • Make tactical decisions about where to position themselves in the field • Has developed hitting skills with a variety of bats • Practised bowling/feeding a ball to other players • Run in a game to score points • Attempted to play the role of wicket keeper or backstop • Makes attempts to catch balls coming towards player in games • Can work in small groups to field and bat 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Select movements that show a clear understanding of the theme/story/idea of the dance • Show confidence to perform in front of others • Show some sense of dynamic, expressive and rhythmic qualities in their own dance • Use different parts of the body in isolation and combination • Perform with control and balance and demonstrating coordination • Explore and use basic choreography including levels, speed changes, unison and cannon 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Comment on aspects of own and others' performances • Perform with control and consistency basic actions at different speeds and on different levels • Create and perform a simple sequence • Show contrasts in gymnastics shapes and actions • Work to improve flexibility and strength • Attempt to use rhythm whilst performing a sequence • Use core strength to link gymnastic elements e.g. back support and half twist 	<p><u>Attack, Defend and Shoot – invasion games</u></p> <ul style="list-style-type: none"> • Select and apply a small range of simple tactics • Begin to look for space to pass into or run to in order to receive • Select the more appropriate skill to move forwards to shoot • Can send a ball using feet • Can receive a ball using feet • Link combinations of skills e.g. dribbling and passing with hands in isolation and combination • Can send a ball using hands • Can receive a ball using hands • Can play in a variety of positions 	<p><u>Run, Jump, Throw</u></p> <ul style="list-style-type: none"> • Make choices about appropriate throws for different types of activity • Can identify areas of activities that need improvement e.g. power in throws to throw further • Develop power, agility, coordination and balance over a variety of activities • Can throw and handle a variety of objects including quoits, beanbags, balls, hoops • Can negotiate obstacles showing increased control of body and limbs • Use agility in running games • Apply skills in a variety of activities 	<p><u>Send & Return – Net/wall games</u></p> <ul style="list-style-type: none"> • Decide on and play with dominant hand • Develop tactics to outwit your opponent so they cannot return the ball • Demonstrate basic sending skills in isolation and small games • Show agility to track the path of ball over a line/net and move towards it • Hit a ball using both hand and racquet with some consistency • Return a ball coming towards them using hand or racquet • Play in a modified game send and

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	<ul style="list-style-type: none"> • Display sportsmanship when competing against others 	<ul style="list-style-type: none"> • Move with imagination responding the music • Perform with expression • Attempt to work as part of a group to perform a dance • Able to comment on ideas and emotions and how they can be portrayed through dance 	<ul style="list-style-type: none"> • Remember and repeat sequences • Reflect on own performance and use scoring system to judge performance • Develop character and maturity to work in close proximity with others 	<ul style="list-style-type: none"> • in both defence and attack • Work with a partner and in small groups to develop skills • Show awareness of teammates and opponents in games 	<ul style="list-style-type: none"> • Practise to improve skills • Discuss thoughts and feelings around physical challenges and what it means to be a team player • Work cooperatively to complete running, jumping and throwing tasks • Consider others when playing games to respect their space and boundaries 	<ul style="list-style-type: none"> • returning the ball over a line/net • Start a game using basic serving skills • Has developed hitting skills with a variety of bats

**Physical Education
Curriculum Map**

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YEAR 3	<p><u>Dance</u></p> <ul style="list-style-type: none"> Contribute ideas to the structure of the dance Describe using appropriate language the features of dances performed by others Attempt to perform with a sense of dynamics Competently include props and other ideas in their dance Attempt short pieces of improvised dance responding to the structure/theme of the dance Share and create short dance phrases with a partner and in small groups 	<p><u>Invasion Games – Football/Tag Rugby/Netball</u></p> <ul style="list-style-type: none"> Recognise when you need to defend Employ tactics to put pressure on opponents Being aware and able to undertake the demands of different positions to support both attack and defence Send and receive a ball with some consistency to keep possession Sometimes move into space to receive the ball Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football Play using basic rules of recognised 	<p><u>Striking and Fielding - Cricket</u></p> <ul style="list-style-type: none"> Adhere to some basic rules of recognised games such as rounders or cricket Explain how fielders work together to restrict batters' runs Apply simple tactics to choose where to hit the ball Strike a ball with some consistency Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling Play in simplified games Bowl accurately Show ready position to catch a ball 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Modify actions independently using different pathways, directions and shapes Identify similarities and differences in sequences Perform sequences with contrasting actions Show strength and flexibility to shapes and actions being performed Remember and repeat sequences Adapt basic sequences to include some apparatus Develop body management over a range of floor exercises Comment on others' gymnastics 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Take part in basic scoring of different events Compete with others and record points Link running and jumping activities with some fluency and consistency Control movements and body actions in response to specific instructions Jump for height and distance with control and balance Run at different speeds according to event and instruction Throw a variety of objects using different recognised throws Throw more accurately and over greater distances 	<p><u>Net/wall – Tennis Rounders – see cricket skills</u></p> <ul style="list-style-type: none"> Keep count/score of a game Can discuss the different types of shots that may be used in a variety of situations Serve to begin a game Play a continuous game using throwing and catching or some simple hitting Can play within boundaries Use a small range of basic racquet skills Move towards a ball/shuttle to return over a line/net Play over a net

**Physical Education
Curriculum Map**

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	<ul style="list-style-type: none"> • Perform movements with increased control • Express moods and feelings throughout the dance piece • Can decide with others which floor patterns/pathways to follow 	<p>game e.g. hockey or football</p> <ul style="list-style-type: none"> • Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball • Work as part of a team to attack towards a goal 	<ul style="list-style-type: none"> • Strike a stationary ball (off tee) with some consistency • Strike a bowled ball with some consistency • Identify how to improve own and others work and be tactful • Field as a team to return the ball to the bowler/base effectively 	<p>sequences describing what they did well</p> <ul style="list-style-type: none"> • Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle 	<ul style="list-style-type: none"> • Run as part of a relay team • Identify how to improve own and others work and be tactful 	<ul style="list-style-type: none"> • Work with a partner to play in a doubles game

**Physical Education
Curriculum Map**

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YEAR 4	<p><u>Invasion Games – Hockey/Football/Netball/Tag Rugby</u></p> <ul style="list-style-type: none"> Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Decide on ways to improve a piece of work using compositional elements and implement changes Apply a broader range of more challenging skills executed with precision Perform actions such as balance, body shapes and flight with control Develop an increased range of body actions and shapes to use in longer, more complex sequences Identify 'core muscles' and use them to improve quality of shapes and actions 	<p><u>Striking and Fielding - Cricket</u></p> <ul style="list-style-type: none"> With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game Apply speed and decision making to run safely between scoring markers e.g. stumps, posts Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop Track and intercept the ball along the ground sometimes collecting with 1 hand Bowling a recognised action 	<p><u>Dance</u></p> <ul style="list-style-type: none"> Respond sensitively to professional work Refine, repeat and remember short dance phrases Perform with increasing musicality with control and confidence Perform dances with consistency Show rhythm and style when performing as an individual and with others Dance using a variety of formations confidently Show sensitivity to a dance idea/theme or story Showing self-control and 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Decide on ways to improve, run, jumps and throws and implement changes Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up Compete in running, jumping and throwing activities and compare their own 	<p><u>Net/wall – Tennis Rounders – see cricket skills</u></p> <ul style="list-style-type: none"> Choose ways to send the ball to make it difficult for opponent to return Play the role of umpire to keep score Explore shots on both sides of the body and attempt with confidence Use a small range of racquet/hand skills Use basic defensive tactics to defend the court i.e. moving to different positions on the court Work with a partner / small groups to return a served ball/shuttle Play competitively with others and

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Curriculum Map**

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	<ul style="list-style-type: none"> Show speed and endurance in a game situation Move into space to help others and the ball over longer distances Work as part of a team to attack and score in defined area. In netball play within positional restrictions Use and apply the basic rules of the game 	<ul style="list-style-type: none"> Show smooth transitions and flow in sequences Adapt actions and sequences to work with partners and small groups At key points, compare their performances to previous ones 	<p>with some consistency</p> <ul style="list-style-type: none"> In their local community can they identify locations in which they could play striking and fielding games 	<p>maturity to perform a partner/group contact work</p>	<p>performance with previous</p> <ul style="list-style-type: none"> Work with others to score and record distance and times accurately Develop control in baton exchange and analyse as a team how to improve handover 	<p>against others in modified games</p>

**Physical Education
Curriculum Map**

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YEAR 5	<p><u>Dance</u></p> <ul style="list-style-type: none"> Confidently participate in dances from different cultures/parts of the world Perform different styles of dance clearly and fluently Refine & improve dances adapting them to include use of space rhythm & expression Adapt their skills to meet the demands of a range of dance styles Incorporate levels and flight into movement patterns and dances Create and use compositional ideas confidently such as pathways, step patterns and unison 	<p><u>Invasion Games – Hockey/Football/Netball/Tag Rugby</u></p> <ul style="list-style-type: none"> Play in formations and execute 'set plays' in game situations Explain the need for different tactics and attempt these in a game situation Know and apply the rules consistently in a game situation Able to combine basic skills such as dribbling and passing Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball Move balls over longer distances accurately, 	<p><u>Striking and Fielding - Cricket</u></p> <ul style="list-style-type: none"> Recognise where increased flexibility and power is an advantage in striking and fielding the ball In a game situation play using a range of simple tactics such as getting players out to restrict the attack Use and apply the basic rules of the game fairly and consistently Choose where to hit the ball to maximise likelihood of scoring runs Use a variety of shots in isolation and in a game situation Throw with accuracy and 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Selects a component for improvement and use guidance from others to do so Explain the significance of a warm-up and how it relates to gymnastics activity Create longer and more complex sequences and adapt their performances Follow, copy and repeat others' actions Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions Attempt to perform more complex skills 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Identify how they can change an activity by using the STEP principle Distinguish between good and poor performances and suggest ways to improve self and others Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes Perform a range of jumps in different activities Demonstrate a range of throwing actions using different equipment with some consistency and control Able to run as part of a team in relay 	<p><u>Net/wall – Tennis Rounders – see cricket skills</u></p> <ul style="list-style-type: none"> Cooperate and collaborate with others to play in a sportsman like way Recognise where they should stand on the court when playing on their own and with others Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment Apply some control when returning the

Physical Education
Curriculum Map

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	<ul style="list-style-type: none"> Recognise and comment on dances suggesting ways to improve Work collaboratively in groups to compose short dances 	<p>demonstrating power</p> <ul style="list-style-type: none"> Play in different positions with some success Where appropriate mark goal side Use appropriate language to explain their attacking and defensive play Use specific learned skills to maintain possession during a game 	<p>consistency over short distances</p> <ul style="list-style-type: none"> Tracking flight of the ball to increase catching success Begin to employ specific bowling techniques such as overarm in cricket Work collaboratively with others to both score runs and, in the field, to restrict runs 	<p>in isolation such as round-off</p> <ul style="list-style-type: none"> Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls Work responsibly in trust exercises and when counterbalancing Perform symmetry and asymmetry individually, in pairs and as a group <p><u>Swimming – see below</u></p>	<p>style events and demonstrate max effort pace</p> <ul style="list-style-type: none"> Compare own performance with previous ones and demonstrate improvement to achieve personal best 	<p>ball/shuttle including foot placement, shot selection and aim</p> <ul style="list-style-type: none"> Can apply with some success, a range of techniques to win points Demonstrate a variety of service shots in isolation and some game play Play with others with some flow to the game, keeping track of their own scores Suggest and lead warm-ups that prepare the body appropriately for net/wall activities

**Physical Education
Curriculum Map**

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YEAR 6	<p><u>Invasion Games – Hockey/Football/Netball/Tag Rugby</u></p> <ul style="list-style-type: none"> Choose and implement a range of strategies to attack & defend such as restricting attackers’ space or goal side marking Suggest, plan and lead a warmup or drill and use STEP technique to modify Make quicker decisions in games (on and off the ball) Use and apply boundary rules such as corners, self-pass and sideline in relevant game Build upon set plays such as in tag rugby, some suggest 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria Perform increasingly complex sequences Compose and practise actions and relate to music Experience flight on and off of apparatus Show clarity, fluency, accuracy and consistency in their movements Lead group warm up demonstrating the importance of strength and flexibility Work independently and 	<p><u>Striking and Fielding - Cricket</u></p> <ul style="list-style-type: none"> Apply with consistency standard rules of (modified) games Use a range of tactics for attacking and defending in the role of bowler, batter and fielder In rounders use correctly the rules for running around bases Strike a bowled ball and attempt a small range of shots Attempt to track and catch high balls in isolation and game play Demonstrate control and consistency in a range of fielding skills, e.g. throwing, 	<p><u>Dance</u></p> <ul style="list-style-type: none"> Interpret different stimuli with imagination and flair Identify in others and self where good performance qualities are achieved Warm up and cool down independently Work creatively and imaginatively on their own, in pairs and in a group to create simple dances Use recognised dance actions and adapt to create motifs and movement patterns Communicate the artistic intention of a dance clearly, fluently, musically and with control 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Accurately and confidently judge across a range of athletics activities Record accurately scores given in variety events Demonstrate accuracy and good technique when throwing for distance Show good technique and control for jumping activities Choose appropriate run up distance as an individual for athletic jumps Use appropriate pace for different running distances Demonstrate improvement when working with self and others 	<p><u>Net/wall – Tennis Rounders – see cricket skills</u></p> <ul style="list-style-type: none"> Make appropriate choices in games about the best shot to use Apply tactics in games effectively Use forehand, backhand and overhead shots in isolation Use forehand, backhand and overhead shots with more confidence in games Start games with the appropriate serve Begin to use full scoring systems Develop doubles play further implement basic positioning tactics

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Curriculum Map**

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	<p>improvements to play</p> <ul style="list-style-type: none"> • Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games • Play in a variety of positions (attacking and defensive) • Consistently catch/stop and control a ball • Able to track and control a rebound from shot (penalty or open play) • Work collaboratively in a team to play and keep possession of the ball 	<p>in small groups to make up sequences to perform to an audience</p>	<p>catching, tracking, intercepting</p> <ul style="list-style-type: none"> • Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas • Work collaboratively in teams to compete against themselves and others 	<ul style="list-style-type: none"> • Practise and refine coordination skills through activities such as live aural setting / freeze frame • When working in groups/pairs take the lead suggesting ideas and refining actions of others • Use facial expression to communicate emotion and a further narrative 	<ul style="list-style-type: none"> • Use appropriate language to deliver a taught activity to their peers 	<p>(team play for volleyball)</p> <ul style="list-style-type: none"> • Use speaking and listening skills to umpire and play with peers without dispute

Swimming skill progression

Beginner	<ul style="list-style-type: none"> • Swim a short distance between 5 and 20 metres unaided using one consistent stroke • Propel themselves over longer distances using swimming aids • Move with more confidence in water including submerging themselves fully • Enter and exit the water independently • Float and regain to standing confidently • Push and glide and transition from glide to stroke • Attempt skill of sculling and use to propel themselves • Apply basic arm and leg action to 'doggy paddle'
Intermediate	<ul style="list-style-type: none"> • Swim over greater distance of 10 and 20 metres with confidence in shallow water • Begin to use basic swimming techniques including correct arm and leg action • Attempt to use basic breathing patterns when swimming • Enter and exit the water in a variety of ways • Work in collaboration to perform group challenges such as group floats • Submerge, sink, roll and rotate underwater • Attempt surface dive
Advanced	<ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes • Compete as part of a team • Implement good breathing technique to allow for smooth stroke patterns • Have attempted personal survival techniques as an individual and a group with success • Link lengths together with turns and attempt a tumble turn in isolation and during stroke • Surface dive and travel to the bottom of the pool to collect objects • Work up to crouching dive • Work in pairs to refine stroke technique and suggest ways they can improve • Swim competently, confidently and proficiently over a distance of at least 25 metres