



# Fremington Primary School



## PE Curriculum Overview



## PE Curriculum Map Overview



### INTENT

At Fremington Primary School, we believe that physical education, experienced in a safe and supportive environment, is vital and integral in its contribution to our children's physical, emotional and social development and mental health and wellbeing. The aim of our physical education curriculum is to increase the children's self-confidence through an ability to manage themselves successfully in a variety of situations. This area of the curriculum is also central to the ethos and values held by FPS, as it allows our children to demonstrate their friendship skills, perseverance to achieve and self-confidence to be their best through a range of different sports and activities, helping to develop their sense of self, growth mindset and creativity. Our PE links closely with our PSHE and science curriculums and teaches our children about healthy, active life choices and the impacts that physical activity has upon us.

#### Our PE curriculum aims to:

- To acknowledge the importance of early developmental skills, of fine and gross motor skills, agility, balance and co-ordination, which are the foundations needed for all other learning areas.
- To provide opportunities for vigorous exercise and the development of core physical skills.
- To foster an appreciation of physical exercise and movement activities to increase wellbeing and participation.
- To develop the skills and knowledge needed to achieve success, including problem solving, tactical awareness and character building.
- To create challenging and engaging activities, that are inclusive and appropriate for each child's individual needs and abilities.
- To foster an enjoyment and promote positive attitudes towards an active and healthy lifestyle, fitness and health.
- To develop increased confidence and competence in a wide range of activities.
- To develop an ability to adapt and apply knowledge, practical skills and concepts in a variety of movement-based activities.



## PE Curriculum Map Overview



- To promote effective and positive co-operation.
- To teach our pupils to plan and evaluate their own and each other's actions and performance.
- To provide our children with the opportunity to try new activities, develop new skills and grow in confidence.
- To embed values such as fairness and respect for all.
- To instil a sense of fair play, so that they can appreciate competition in a moral way and accept winning or losing in a gracious manner whilst giving 100%.
- To actively teach our children to use technical vocabulary, empowering them to communicate effectively as part of a team.
- To ensure that equal opportunities are given to all children.

Due to our coastal locality, we aspire to ensure that all our children can confidently and competently swim a minimum of 25 metres by the time they leave FPS. Our on-site pool means we offer yearly swimming lessons for our children to ensure they have not only the confidence to keep themselves safe in the water, but the ability to enjoy swimming and water sports.



### IMPLEMENTATION

We follow a clear and comprehensive scheme of work, which ensure that the requirements of the national curriculum and the EYFS early learning goals are fully met through a progressive programme of work. Each year group will practice developmentally appropriate skills through a wide range of sporting activities including; invasion games, net & wall games, striking and fielding games, gymnastics, dance and swimming. Pupils at FPS will participate in two hours of high-quality physical activity per week, through which they cover two units of learning each half term, this may be skills based or a sporting discipline. For EYFS this will be achieved through both PE lessons and the use of outdoor provision.

Through our effective PE teaching, we provide learning opportunities that enable **ALL** children to make progress. Children are set suitable, challenging but achievable learning and we respond to children's differing individual needs. We achieve this through implementing a range of strategies, including adapting our lessons or tasks to support and extend the abilities of the child, providing different equipment to suit the needs of the individual, whilst still enabling them to develop the required skill and deploying staff to assist those who may require further support.

At FPS our overall objectives within our PE lessons are to develop the children's physical skill, cognitive thinking, social skills, communication skills and to foster a respect for all. These objectives will help to support our children to grow into well rounded future citizens.



## PE Curriculum Map Overview



### IMPACT

It is our hope that through following our progressive PE curriculum, children will achieve their age-appropriate expected skills and knowledge in Physical Education and will be equipped to utilise these skills and knowledge into everyday activities and other sporting ventures. We intend for our children to have fostered a love of sport and physical activity, so that our children at FPS will engage in extra-curricular sporting opportunities provided by us at school and local clubs and agencies. We will have built the understanding that physical activity has a highly positive impact on mental health and well-being, ensuring our children are able to support their own mental health through activity.

It is our intention therefore, that our children will leave FPS as well-rounded individuals, physically, socially and mentally and having reached at least their expected levels in PE. We hope that the children will understand the importance of physical activity, sport and PE and aspire to ensure that they are confident, resilient and disciplined, so that they can become independent and responsible for their own health and fitness throughout their lives.

Through ensuring that all children are competent enough to swim the minimum distance of 25m and have a deep understanding of water safety, will enable our children to enjoy and appreciate our coastal locality in the safest way possible.



## PE Curriculum Map Overview

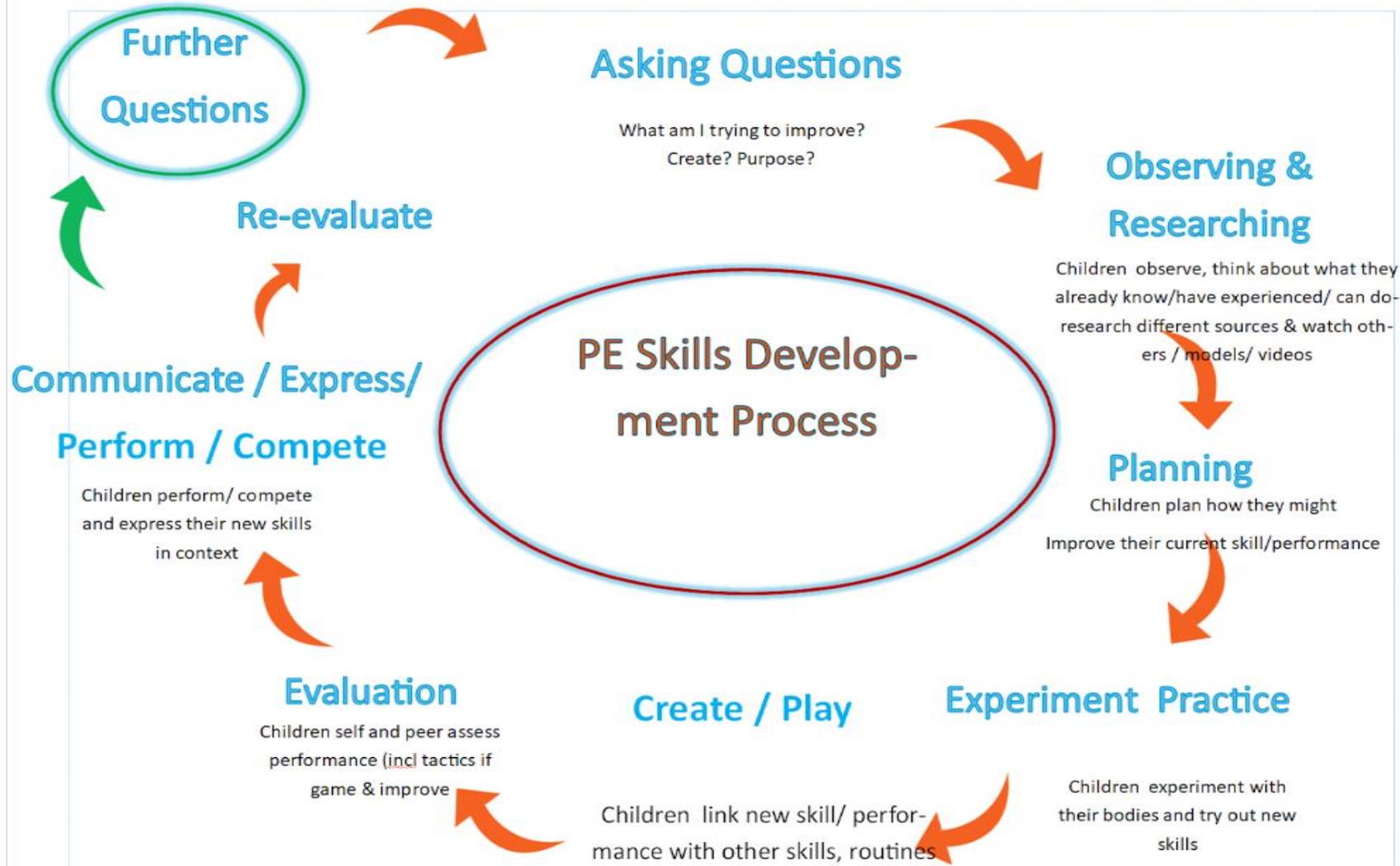


# Physical Education – Key Concepts

Movement	The variables that are combined in composing and performing movement. The components of movement are effort, time, space and relationships. Quality movement is movement that shows control/accuracy/precision. Focused movement is designed to achieve an outcome.	
	<i>Balance</i>	Stability through an even distribution of weight. Dynamic balance – maintaining balance when moving.
	<i>Flexibility</i>	The range of movement through which a joint or sequence of joints can move.
	<i>Fluency</i>	Movement that is smooth, graceful and effortless.
	<i>Rhythm</i>	Rhythm creates the context for timing. Rhythm can be established in partnership with an external stimulus like the flight of the ball, the movement of teammates or music. Rhythm can also be established with an internal stimulus, like running or skipping.
Co-ordination	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.	
Fitness	The capacity to perform physical activity with relative success and enjoyment without undue discomfort during or after. This normally involves a measure of the relative efficiency of the heart, blood vessels, lungs and muscles, in carrying out movements. In challenging physical activity the enjoyment involves knowing that you have achieved your aims.	
Teamwork	Teamwork is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way.	
Sporting Attitudes	Behaviour in sport that is fair and shows respect to the other players whilst also developing the character of the player.	
Evaluation	Evaluation is the structured interpretation and giving of meaning to predicted or actual impacts of proposals or results. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished.	
Tactical Awareness	Is the ability to understand a range of methods from which you choose in order to achieve what you want in a particular situation. It can also be the analysis of another team's methods of playing and how to respond e.g. in an attack/defence system in an invasion game.	
Creativity	The act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the ability of the body in new ways, to make connections and to generate solutions.	



# PE Curriculum Map Overview





## PE CURRICULUM MAP OVERVIEW

Disciplinary Knowledge  
Substantive Knowledge

Progression Across Year Groups



# PE Curriculum Map Overview



Long Term Planning						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery A</b>	Introduction to PE - Unit 1	Fundamental Skills - Unit 1	Gymnastics - Unit 1	Dance - Unit 1	Games - Unit 1	Ball Skills - Unit 1
<b>Nursery B</b>	Introduction to PE - Unit 1	Fundamental Skills - Unit 1	Gymnastics - Unit 1	Dance - Unit 1	Games - Unit 1	Ball Skills - Unit 1
<b>Reception</b>	Introduction to PE - Unit 2	Fundamental Skills - Unit 2	Gymnastics - Unit 2	Dance - Unit 2 <i>Swimming session 1</i>	Games - Unit 2 <i>Swimming session 2</i>	Ball Skills - Unit 2 <i>Swimming session 3</i>
<b>Year 1</b>	Fundamentals	Sending and Receiving	Dance	Invasion games	Athletics	Striking and Fielding
	Ball Skills	Gymnastics	Target Games <i>Swimming (Foxes)</i>	Yoga <i>Swimming (Otters)</i>	Net and Wall	Teambuilding
<b>Year 2</b>	Fundamentals	Invasion games	Dance	Fitness	Athletics	Striking and Fielding
	Ball Skills <i>Swimming (Hedgehogs)</i>	Ball Skills <i>Swimming (Owls)</i>	Gymnastics	Teambuilding	Net and Wall <i>Swimming (Hedgehogs)</i>	Net and Wall <i>Swimming (Owls)</i>
<b>Year 3</b>	Fundamentals	Dodgeball	Dance	Fitness	Athletics	Cricket
	Ball Skills Y3/4	Gymnastics	Netball <i>Swimming (Kestrels)</i>	Tag Rugby <i>Swimming (Eagles)</i>	Tennis	Handball
<b>Year 4</b>	Basketball	Gymnastics	Dance	Yoga	Athletics	Rounders
	Golf <i>Swimming (Falcons)</i>	Football <i>Swimming (Hawks)</i>	Hockey	Tennis	Rounders <i>Swimming (Falcons)</i>	Outdoor Adventurous Activities <i>Swimming (Hawks)</i>
<b>Year 5</b>	Fitness	Gymnastics	Dance	Tag rugby	Athletics	Cricket
	Netball	Football	Dodgeball <i>Swimming (Leopards)</i>	Badminton <i>Swimming (Panthers)</i>	Tennis	Outdoor and adventurous activities
<b>Year 6</b>	Basketball	Gymnastics	Dance	Yoga	Athletics	Rounders
	Golf <i>Swimming (Tigers)</i>	Volleyball <i>Swimming (Lions)</i>	Hockey	Tennis	Handball <i>Swimming (Tigers)</i>	Handball <i>Swimming (Lions)</i>



# PE Curriculum Map Overview



		Reception		Year 1	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Gymnastics		Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.	Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.	Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus.	Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.
		Year 2		Year 3	
Gymnastics		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
		Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.	Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow.	Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.	Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting.



## PE Curriculum Map Overview

		Year 4		Year 5	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Gymnastics		<p>Shapes: develop the range of shapes I use in my sequences.</p> <p>Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Jumps: develop control in performing and landing rotation jumps.</p>	<p>Shapes: understand how shapes can be used to improve my sequence.</p> <p>Inverted movements: know that inverted movements are actions in which my hips go above my head.</p> <p>Balances: know how to keep myself and others safe when performing partner balances.</p> <p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p>Strategy: know that if I use different directions it will help to make my sequence look interesting.</p>	<p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Inverted movements: explore progressions of a cartwheel.</p> <p>Balances: explore symmetrical and asymmetrical balances.</p> <p>Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.</p>	<p>Shapes: understand that shapes underpin all other skills.</p> <p>Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>Balances: understand how to use contrasting balances to make my sequences look interesting.</p> <p>Rolls: understand that I need to work within my own capabilities and this may be different to others.</p> <p>Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p> <p>Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p>
		Year 6			
Gymnastics		Disciplinary Knowledge		Substantive Knowledge	
		<p>Shapes: combine and perform gymnastic shapes more fluently and effectively.</p> <p>Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension.</p> <p>Rolls: develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>		<p>Shapes: know which shapes to use for each skill.</p> <p>Inverted movements: understand that spreading my weight across a base of support will help me to balance.</p> <p>Balances: know where and when to apply force to maintain control and balance.</p> <p>Rolls: understand that I can use momentum to help me to roll and know where that momentum from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.</p> <p>Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>	



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		Reception		Year 1	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Fitness		<p>Agility: explore changing direction safely.</p> <p>Balance: explore balancing whilst stationary and on the move.</p> <p>Co-ordination: explore moving different body parts together.</p> <p>Speed: explore moving and stopping with control.</p> <p>Strength: explore taking weight on different body parts. Stamina: explore moving for extended periods of time.</p> <p><i>FUNDAMENTALS UNIT 1&amp;2</i></p>	<p>Agility: know that moving into space away from others helps to keep me safe.</p> <p>Balance: know that I can hold my arms out to help me to balance.</p> <p>Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.</p> <p>Speed: know that I use big steps to run and small steps to stop.</p> <p>Strength: understand that I can hold my weight on different parts of my body.</p> <p>Stamina: understand that moving for a long time can make me feel tired.</p>	<p>Agility: change direction whilst running.</p> <p>Balance: explore balancing in more challenging activities with some success.</p> <p>Co-ordination: explore co-ordination when using equipment.</p> <p>Speed: explore running at different speeds.</p> <p>Strength: explore exercises using my own body weight.</p> <p>Stamina: explore moving for longer periods of time and identify how it makes me feel.</p> <p><i>ATHLETICS UNIT</i></p>	<p>Agility: understand that bending my knees will help me to change direction.</p> <p>Balance: know that looking ahead will help me to balance.</p> <p>Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> <p>Speed: understand that if I swing my arms it will help me to run faster.</p> <p>Strength: understand that exercise helps me to become stronger.</p> <p>Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.</p> <p><i>GYMNASTICS UNIT</i></p>
		Year 2		Year 3	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Fitness		<p>Agility: demonstrate improved technique when changing direction on the move.</p> <p>Balance: demonstrate increased balance whilst travelling along and over equipment.</p> <p>Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>Speed: demonstrate running at different speeds.</p> <p>Strength: demonstrate increased control in body weight exercises.</p> <p>Stamina: show an ability to work for longer periods of time.</p>	<p>Agility: know using small quick steps helps me to change direction.</p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Co-ordination: understand that some skills require me to move body parts at different times such as skipping.</p> <p>Speed: know that I take shorter steps to jog and bigger steps to run.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Stamina: know that I need to run slower if running for a long period of time.</p>		



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		Reception		Year 1	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Dance		<p>Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others.</p> <p>Performance: perform short phrases of movement in front of others.</p>	<p>Actions: understand that I can move my body in different ways to create interesting actions.</p> <p>Dynamics: understand that I can change my action to show an idea.</p> <p>Space: know that if I move into space it will help to keep me and others safe.</p> <p>Performance: know that when watching others I sit quietly and clap at the end.</p> <p>Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>	<p>Actions: copy, remember and repeat actions to represent a theme.</p> <p>Create my own actions in relation to a theme.</p> <p>Dynamics: explore varying speeds to represent an idea.</p> <p>Space: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: perform on my own and with others to an audience.</p>	<p>Actions: understand that actions can be sequenced to create a dance.</p> <p>Dynamics: understand that I can create fast and slow actions to show an idea.</p> <p>Space: understand that there are different directions and pathways within space.</p> <p>Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.</p>
		Year 2		Year 3	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Dance		<p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: develop the use of facial expressions in my performance.</p>	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Dynamics: understand that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> <p>Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of my dance.</p>	<p>Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>



## PE Curriculum Map Overview



		Strategy: know that if I practice my dance my performance will improve.		
	Year 4		Year 5	
Dance	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Dynamics: change dynamics confidently within a performance to express changes in character.</p> <p>Space: confidently use changes in level, direction and pathway.</p> <p>Relationships: use action and reaction to represent an idea.</p> <p>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea.</p> <p>Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of dance techniques to translate my idea.</p>	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: confidently use dynamics to express different dance styles.</p> <p>Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Dynamics: understand that different dance styles utilise selected dynamics to express mood.</p> <p>Space: understand that space relates to where my body moves both on the floor and in the air.</p> <p>Relationships: understand that different dance styles utilise selected relationships to express mood.</p> <p>Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p>Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p>
	Year 6			
Dance	Disciplinary Knowledge		Substantive Knowledge	
	<p>Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>		<p>Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>Performance: understand how a leader can ensure our dance group performs together.</p> <p>Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>	



# PE Curriculum Map Overview



	Reception		Year 1	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Fundamentals	<p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Jumping: begin to explore take off and landing safely.</p> <p>Hopping: explore hopping on both feet.</p> <p>Skipping: explore skipping as a travelling action.</p>	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Balancing: know that I can hold my arms out to help me to balance.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Hopping: understand that i use one foot to hop.</p> <p>Skipping: know that if I hop then step that will help me to skip.</p>	<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope</p>	<p>Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.</p> <p>Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>
	Year 2		Year 3	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Fundamentals	<p>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Jumping: demonstrate jumping for distance, height and in different directions.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skipping: explore single and double bounce when jumping in a rope.</p>	<p>Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Balancing: understand that squeezing my muscles helps me to balance.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p>	<p>Running: change direction. Show an increase and decrease in speed.</p> <p>Balancing: demonstrate balance when performing other fundamental skills.</p> <p>Jumping and hopping: link jumping and hopping actions.</p> <p>Skipping: jump and turn a skipping rope.</p>	<p>Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Understand how agility helps us with everyday tasks.</p> <p>Balancing: understand how balance helps us with everyday tasks.</p> <p>Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further.</p>



# PE Curriculum Map Overview



		<p>Hopping: know that if I look straight ahead it will stop me falling over when I land.</p> <p>Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>		<p>Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>
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	Reception		Year 1	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Ball skills	<p>Sending: explore sending an object with hands and feet</p> <p>Catching: explore catching to self and with a partner.</p> <p>Tracking: explore stopping a ball with hands and feet.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p>	<p>Sending: know to look at the target when sending a ball.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tracking: know to watch the ball as it comes towards me and scoop it with two hands.</p> <p>Dribbling: know that keeping the ball close will help with control.</p>	<p>Sending: roll and throw with some accuracy towards a target.</p> <p>Catching: begin to catch with two hands. Catch after a bounce.</p> <p>Tracking: track a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet.</p> <p><i>SENDING AND RECEIVING</i></p>	<p>Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tracking: know to move my feet to get in the line with the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p> <p><i>SENDING AND RECEIVING</i></p>
Ball skills	Year 2		Year 3	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
	<p>Sending: roll, throw and kick a ball to hit a target.</p> <p>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking: consistently track and collect a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<p>Sending: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.</p> <p>Tracking: know that it is easier to move towards a ball to track it than chase it.</p> <p>Dribbling: know to keep my head up when dribbling to see space/opponents.</p>	<p>Sending: Accurately use a range of techniques to send a ball to a target.</p> <p>Catching: Catch different sized objects with increasing consistency with one and two hands.</p> <p>Tracking: consistently track a</p>	<p>Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.</p> <p>Catching: know to move my feet to the ball.</p> <p>Know to adjust my hands to the height of the ball.</p> <p>Tracking: know that using a ready position will help me to react to the ball.</p> <p>Know that tracking a ball is an important skill used in games activities and be able to give examples of this.</p>



# PE Curriculum Map Overview



			ball sent directly and indirectly. Dribbling: dribble a ball with hands and feet with increasing control and co-ordination..	Dribbling: know that dribbling with soft hands/touches will help me to keep control. Know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.
Ball skills	Year 4		Year 5	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
	<p>Sending: accurately use a range of techniques to send a ball to a target. Catching: catch different sized objects with increasing consistency with one and two hands. Tracking: consistently track a ball sent directly and indirectly. Dribbling: dribble a ball with increasing control and co-ordination.</p> <p><i>BASKETBALL, FOOTBALL, HOCKEY UNITS</i></p>	<p>Sending: know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender. Catching: know to adjust my hands to the height of the ball. Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this. Dribbling: know that dribbling with soft hands/touches will help me to keep control.</p> <p><i>BASKETBALL, FOOTBALL, HOCKEY UNITS</i></p>	<p>Sending: demonstrate clear technique when sending a ball under pressure. Catching: demonstrate good technique under pressure. Tracking: demonstrate a range of techniques when tracking and collecting a ball. Dribbling: dribble with some control under pressure.</p> <p><i>NETBALL, FOOTBALL, TAG RUGBY UNITS</i></p>	<p>Sending: know that controlling a ball before sending it will allow me to send it accurately. Catching: understand when to use different types of catching. Tracking: know that tracking a ball will help me to collect/stop/receive it quickly and successfully. Dribbling: know that dribbling in different directions will help me to lose a defender in game situations.</p> <p><i>NETBALL, FOOTBALL, TAG RUGBY UNITS</i></p>
Ball skills	Year 6			
	Disciplinary Knowledge		Substantive Knowledge	
	<p>Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure. Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations. Tracking: demonstrate a wider range of techniques when tracking a ball under pressure Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p> <p><i>BASKETBALL, HOCKEY, VOLLEYBALL UNITS</i></p>		<p>Sending: understand and make quick decisions about when, how and who to pass to. Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball. Tracking: know how to track a ball for different situations, considering trajectory, speed, height and size of the ball. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p> <p><i>BASKETBALL, HOCKEY, VOLLEYBALL UNITS</i></p>	



# PE Curriculum Map Overview



	Reception		Year 1	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Invasion Games	<p>Sending &amp; receiving: explore s&amp;r with hands and feet using a variety of equipment.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with their feet.</p> <p>Space: recognise their own space.</p> <p>Attacking &amp; defending: explore changing direction and tagging games.</p> <p><b>BALL SKILLS AND GAMES UNIT</b></p>	<p>Sending &amp; receiving: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Dribbling: know that keeping the ball close will help with control.</p> <p>Space: know that being in a space gives me room to play.</p> <p>Attacking &amp; defending: know that there are different roles in games.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Sending &amp; receiving: explore Sending and receiving with hands and feet to a partner.</p> <p>Dribbling: explore dribbling with hands and feet.</p> <p>Space: recognise good space when playing games.</p> <p>Attacking: explore changing direction to move away from a partner.</p> <p>Defending: explore tracking and moving to stay with a partner.</p>	<p>Sending &amp; receiving: know to look at my partner before sending the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p> <p>Space: understand that being in a good space helps us to pass the ball.</p> <p>Attacking: know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: know that staying with a partner makes it more difficult for them to receive the ball.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>
	Year 2		Year 3	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Invasion Games	<p>Sending &amp; receiving: developing s&amp;r with increased control.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball.</p>	<p>Sending &amp; receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Tactics: understand and apply simple tactics for attack and defence.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Sending &amp; receiving: explore s&amp;r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p> <p><b>NETBALL AND TAG RUGBY UNITS</b></p>	<p>Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an attacker and defender.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them.</p> <p><b>NETBALL AND TAG RUGBY UNITS</b></p>



# PE Curriculum Map Overview



		Year 4		Year 5	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Invasion		<p>Sending &amp; receiving: develop passing techniques appropriate to the game with increasing success.</p> <p>Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success.</p> <p>Defending: develop defending one on one and begin to intercept.</p> <p><i>BASKETBALL, FOOTBALL, HOCKEY UNITS</i></p>	<p>Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p> <p>Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p> <p><i>BASKETBALL, FOOTBALL, HOCKEY UNITS</i></p>	<p>Sending &amp; receiving: know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control.</p> <p>Dribbling: know that dribbling in different directions will help to lose a defender.</p> <p>Space: know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of invasion games whilst playing and officiating</p> <p><i>NETBALL, FOOTBALL, TAGE RUGBY UNITS</i></p>	<p>Sending &amp; receiving: develop control when s&amp;r under pressure.</p> <p>Dribbling: dribble with some control under pressure.</p> <p>Space: explore moving to create space for themselves and others in their team.</p> <p>Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p><i>NETBALL, FOOTBALL, TAGE RUGBY UNITS</i></p>
		Year 6			
Invasion		Disciplinary Knowledge		Substantive Knowledge	
		<p>Sending &amp; receiving: s&amp;r consistently using a range of techniques with increasing control under pressure.</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Attacking: confidently change direction to lose an opponent</p> <p>Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations</p> <p><i>BASKETBALL AND HOCKEY UNITS.</i></p>		<p>Sending &amp; receiving: understand and make quick decisions about when, how and who to pass to.</p> <p>Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p> <p>Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p> <p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p> <p><i>BASKETBALL AND HOCKEY UNITS.</i></p>	



# PE Curriculum Map Overview



		Reception		Year 1	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Net and wall games		<p>Hitting: explore hitting a ball with hands and pushing with a racket.</p> <p>Feeding and rallying: explore sending and tracking a ball with a partner.</p> <p>Footwork: explore changing direction, running and stopping.</p>	<p>Hitting: know to point my hand/object at my target when hitting a ball.</p> <p>Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Footwork: know to use big steps to run and small steps to stop.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball.</p>	<p>Hitting: know to use the centre of the racket for control.</p> <p>Feeding: know to use an underarm throw to feed to a partner.</p> <p>Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p>Footwork: know that using a ready position will help me to move in any direction.</p> <p>Tactics: know that tactics can help us to be successful when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>
		Year 2		Year 3	
Net and wall games		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
		<p>Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurately underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball.</p>	<p>Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.</p> <p>Rallying: know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Footwork: know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Tactics: understand that applying simple tactics makes it difficult for my opponent.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand.</p> <p>Footwork: consistently use and return to the ready position in between shots.</p> <p><i>TENNIS UNIT</i></p>	<p>Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p>Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p>Footwork: know that moving to the middle of my court will enable me to cover the most space.</p> <p>Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Rules: know the rules of the game and begin to apply them.</p> <p><i>TENNIS UNIT</i></p>



# PE Curriculum Map Overview

		Year 4		Year 5	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Net and wall games and wall games		<p>Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p>Rallying: develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork: begin to use appropriate footwork patterns to move around the court.</p>	<p>Shots: understand when to play a forehand and a backhand and why.</p> <p>Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</p> <p>Footwork: know that getting my feet in the right position will help me to balance before playing a shot.</p> <p>Tactics: know that applying attacking tactics will help me to score points and create space.</p> <p>Know that applying defending tactics will help me to deny space, return a ball and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>Shots: develop the range of shots used in a variety of games.</p> <p>Serving: develop the range of serving techniques appropriate to the game.</p> <p>Rallying: use a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate effective footwork patterns to move around the court.</p> <p><i>BADMINTON AND TENNIS UNITS</i></p>	<p>Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</p> <p>Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.</p> <p><i>BADMINTON AND TENNIS UNITS</i></p>
		Year 6			
Net and wall games		Disciplinary Knowledge		Substantive Knowledge	
		<p>Shots: demonstrate increased success and technique in a variety of shots.</p> <p>Serving: serve accurately and consistently.</p> <p>Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p> <p><i>VOLLEYBALL AND TENNIS UNITS</i></p>		<p>Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court.</p> <p>Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.</p> <p>Rallying: understand how to play different shots depending on if a rally is co-operative or competitive.</p> <p>Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.</p> <p>Tactics: understand when to apply some tactics for attacking and/or defending.</p> <p>Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</p> <p><i>VOLLEYBALL AND TENNIS UNITS</i></p>	



# PE Curriculum Map Overview



		Reception		Year 1	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
OAA	<p>Problem solving: explore activities where I have to make my own decisions.</p> <p>Navigational skills: explore moving in space and following a path.</p> <p>Communication: develop confidence in expressing myself.</p> <p><i>INTRO TO PE UNIT</i></p>	<p>Problem solving: make simple decisions in response to a task.</p> <p>Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe.</p> <p>Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.</p> <p>Reflection: begin to identify when I am successful.</p> <p>Rules: know that rules help us to stay safe.</p> <p><i>INTRO TO PE UNIT</i></p>	<p>Problem solving: suggest ideas in response to a task.</p> <p>Navigational skills: follow a path and lead others.</p> <p>Communication: communicate simple instructions and listen to others.</p> <p><i>TEAM BUILDING UNIT</i></p>	<p>Problem solving: know that working collaboratively with others will help to solve challenges.</p> <p>Navigational skills: know that deciding which way to go before starting will help me.</p> <p>Communication: know that using short instructions will help my partner e.g. start/stop.</p> <p>Reflection: identify when I am successful and make basic observations about how to improve.</p> <p>Rules: know that rules help us to play fairly.</p> <p><i>TEAM BUILDING UNIT</i></p>	
		Year 2		Year 3	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
OAA	<p>Problem solving: begin to plan and apply strategies to overcome a challenge.</p> <p>Navigational skills: follow and create a simple diagram/map.</p> <p>Communication: work co-operatively with a partner and a small group.</p> <p><i>TEAMBUILDING UNIT</i></p>	<p>Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>Navigational skills: understand that the map tells us what to do.</p> <p>Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.</p> <p>Reflection: verbalise when I am successful and areas that I could improve.</p> <p>Rules: know how to follow and apply simple rules.</p> <p><i>TEAMBUILDING UNIT</i></p>			



# PE Curriculum Map Overview



		Year 4		Year 5	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
OAA		<p>Problem solving: plan independently and in small groups, implementing a strategy with increased success.</p> <p>Navigational skills: identify key symbols on a map and follow a route.</p> <p>Communication: confidently communicate ideas and listen to others.</p>	<p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>Communication: understand that there are different types of communication and that I can communicate without talking.</p> <p>Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules: understand the importance of working with integrity.</p>	<p>Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: explore a variety of communication methods with increasing success.</p>	<p>Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p>Navigational skills: use a key to identify objects and locations.</p> <p>Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>
		Year 6			
OAA		Disciplinary Knowledge		Substantive Knowledge	
		<p>Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: inclusively communicate with others, share job roles and lead when necessary.</p> <p><i>YEAR 6 RESIDENTIAL STAY</i></p>		<p>Problem solving: understand that being able to solve problems is an important life skill.</p> <p>Navigational skills: understand why having good navigational skills are important.</p> <p>Communication: know that good communication skills are key to solving problems and working effectively as a team.</p> <p>Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p> <p><i>YEAR 6 RESIDENTIAL STAY</i></p>	



# PE Curriculum Map Overview



	Reception		Year 1	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Striking And Fielding	<p>Striking: explore sending a ball to a partner.</p> <p>Fielding: explore tracking and stopping a rolling ball.</p> <p>Throwing and catching: explore rolling, throwing and catching using a variety of equipment.</p>	<p>Striking: know to point my hand at my target when striking a ball.</p> <p>Fielding: know to scoop a ball with two hands.</p> <p>Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Striking: explore striking a ball with their hand and equipment.</p> <p>Fielding: develop tracking and retrieving a ball.</p> <p>Throwing: explore technique when throwing over and underarm.</p> <p>Catching: develop co-ordination and technique when catching.</p>	<p>Striking: understand that the harder I strike, the further the ball will travel.</p> <p>Fielding: know that throwing the ball back is quicker than running with it.</p> <p>Throwing: know which type of throw to use to throw over longer distances.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>
Striking and fielding	Year 2		Year 3	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
	<p>Striking: develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: develop tracking a ball and decision making with the ball.</p> <p>Throwing: develop co-ordination and technique when throwing over and underarm.</p> <p>Catching: catch with two hands with some co-ordination and technique</p>	<p>Striking: understand the role of a batter. Know that striking quickly will increase the power.</p> <p>Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Striking: begin to strike a bowled ball after a bounce with different equipment.</p> <p>Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p>Throwing: use overarm and underarm throwing in game situations.</p> <p>Catching: catch with some consistency in game situations.</p> <p><i>CRICKET UNIT</i></p>	<p>Striking: know that striking to space away from fielders will help me to score.</p> <p>Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</p> <p>Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p>Catching: know to move my feet to the ball.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p>Rules: know the rules of the game and begin to apply them.</p> <p><i>CRICKET UNIT</i></p>



# PE Curriculum Map Overview



		Year 4		Year 5	
		Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Striking and fielding	Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.  <i>ROUNDERS UNIT</i>	Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game.  <i>ROUNDERS UNIT</i>	Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.  <i>CRICKET UNIT</i>	Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: understand where to throw the ball in relation to where a batter is. Catching: understand when to use a close catch technique or deep catch technique. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.  <i>CRICKET UNIT</i>	
	Year 6				
Striking and fielding		Disciplinary Knowledge		Substantive Knowledge	
		Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.		Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply for the situation. Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.	



# PE Curriculum Map Overview



<i>ROUNDERS UNIT</i>	<p>Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.</p> <p>Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p> <p><i>ROUNDERS UNIT</i></p>
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	Reception		Year 1	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Swimming			<p>Strokes: can swim over a 10m distance with a buoyancy aid.</p> <p>Breathing: can submerge confidently in the water.</p> <p>Water safety: become aware of water safety and explore floating on my front and back.</p>	<p>Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers.</p> <p>Breathing: know that I need to take a big breath before submerging.</p> <p>Water safety: understand that floating can help me to stay safe.</p> <p>Rules: know that walking on poolside helps to keep me safe.</p>
Swimming	Year 2		Year 3	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
	<p>Strokes: begin to use arms and legs together, more effectively across the water unaided.</p> <p>Breathing: begin to explore breathing in sync with my kicking action.</p> <p>Water safety: demonstrate an awareness of water safety and float on my front and on my back.</p>	<p>Strokes: understand that moving my arms quickly will help me to pass through the water.</p> <p>Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.</p> <p>Water safety: understand that floating uses less energy than swimming.</p> <p>Rules: know how to safely enter and exit the pool.</p>	<p>Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: begin to explore front crawl breathing technique.</p> <p>Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.</p>	<p>Strokes: know that lifting my hips will help me to stay afloat whilst swimming.</p> <p>Breathing: know that turning my head to the side to breathe will allow me to swim with good technique.</p> <p>Water safety: know that treading water enables me to keep upright and in the same space.</p> <p>Rules: know that the water should be clear of swimmers before entering</p>
Swimming	Year 4		Year 5	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
	<p>Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: demonstrate improved breathing technique in front crawl.</p>	<p>Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water.</p> <p>Breathing: know that breathing out with a slow consistent breath enables me to swim</p>	<p>Strokes: demonstrate increased technique in a range of stokes, swimming over a distance of 25m.</p> <p>Breathing: explore underwater breaststroke</p>	<p>Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</p> <p>Breathing: know that breathing every three strokes helps to balance my stroke and</p>



## PE Curriculum Map Overview

	<p>Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p>	<p>for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules.</p>	<p>breathing technique over a distance of 25m. Water safety: explore safety techniques to include the H.E.L.P and huddle positions.</p>	<p>allows me to practise breathing on both sides. Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Rules: understand rules in and around water.</p>
	Year 6			
	Disciplinary Knowledge		Substantive Knowledge	
Swimming	<p>Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. Water safety: perform a variety of survival techniques</p>		<p>Strokes: understand that making my body streamlined helps me to glide through the water. Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. Water safety: know which survival technique to use for the situation. Rules: understand that different environments have different rules to keep us safe around water.</p>	



# PE Curriculum Map Overview



	Reception		Year 1	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Target games	<p>Throwing: explore throwing using a variety of equipment.</p> <p>Catching: explore catching using a variety of equipment.</p>	<p>Throwing: know to point my hand at my target when throwing.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: explore technique when throwing underarm towards a target</p>	<p>Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>
	Year 2		Year 3	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Target games	<p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p>	<p>Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.</p> <p>Striking: know to finish with my object/hand pointing at my target.</p> <p>Tactics: understand and apply simple tactics.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Throwing: explore throwing at a moving target.</p> <p>Throw with increasing accuracy at a target</p> <p>Catching: catch whilst on the move.</p> <p><i>DODGEBALL UNIT</i></p>	<p>Throwing: know to throw slightly ahead of a moving target.</p> <p>Catching: know that beginning in a ready position will help me to react to the ball.</p> <p>Know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.</p> <p>Rules: know the rules of the game and begin to apply them. <i>DODGEBALL UNIT</i></p>
	Year 4		Year 5	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Target games	<p>Striking: strike a ball with increasing consistency.</p> <p>Develop a wider range of striking techniques and begin to use them under pressure.</p> <p><i>GOLF UNIT</i></p>	<p>Striking: know that aligning my body and equipment before striking will help me to be balanced.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of target games whilst playing and officiating.</p> <p><i>GOLF UNIT</i></p>	<p>Throwing: demonstrate clear technique and accuracy when throwing at a target.</p> <p>Throw with increasing control under pressure.</p> <p>Catching: demonstrate good technique and consistency in catching Catch with increasing control under pressure. kills.</p> <p><i>DODGEBALL UNIT</i></p>	<p>Throwing: know to aim low to make it difficult for an opponent to catch.</p> <p>Catching: know to stay towards the back of the court area to give me more time to catch.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of target games whilst playing and officiating.</p>



# PE Curriculum Map Overview



			<i>DODGEBALL UNIT</i>
	Year 6		
Target games	Disciplinary Knowledge		Substantive Knowledge
	Striking: develop a wider range of striking techniques and begin to use them under pressure. use a variety of striking techniques with control and under pressure.  <i>GOLF UNIT</i>		Striking: know that aligning my body and equipment before striking will help me to be balanced. know which skill to select for the situation. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.  <i>GOLF UNIT</i>



## PE Curriculum Map Overview

	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
			<p>Balance: perform balances and poses making my body tense, stretched and curled.</p> <p>Flexibility: explore poses and movements that challenge my flexibility.</p> <p>Strength: explore strength whilst transitioning from one pose to another. Mindfulness: recognise my own feelings in response to a task or activity.</p>	<p>Balance: know that if I focus on something still it will help me to balance.</p> <p>Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks.</p> <p>Strength: know that I can use my strength to move slowly and with control.</p> <p>Mindfulness: understand that yoga can make me feel happy.</p>
Yoga	Year 2		Year 3	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
Yoga	Year 4		Year 5	
	Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
	<p>Balance: explore using my breath to maintain balance within a pose.</p> <p>Flexibility: demonstrate increased extension in poses.</p> <p>Strength: demonstrate increased control and strength when in a pose. Mindfulness: engage with mindfulness activities with increased focus.</p>	<p>Balance: understand that if I move with my breath it will help me to balance. Flexibility: understand which body parts I am trying to extend in different poses. Strength: understand that people have different levels of strength. Mindfulness: understand that mindfulness is a personal journey.</p>		
Yoga	Year 6			
	Disciplinary Knowledge		Substantive Knowledge	
	<p>Balance: link combinations of poses for balance with increased control in transition.</p> <p>Flexibility: confidently transition from one pose to another showing extension connected to breath.</p> <p>Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses. Mindfulness: explore methods to control how I feel with some success.</p>		<p>Balance: know where and when to apply force to maintain control and balance. Flexibility: know which of my muscles require more practice to increase my flexibility.</p> <p>Strength: understand that I can build up my strength by practicing in my own time. Mindfulness: identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.</p>	