

St John's Highbury Vale CE Primary School Physical Education Curriculum Map 2021-22

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Reception	See eyfs curriculum					
<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 						
<p>Key stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 						
Year 1	Fundamental Skills Balancing, running, changing direction, jumping, hopping and skipping Ball Skills Throwing and catching, rolling, dribbling and kicking	Gymnastics Jumping, rolling And balancing. Target Games Developing aim using under arm and over arm	Invasion Games Sending and receiving. Understanding attack and defence Team Building Communication, problem-solving skills and teamwork.	Net and Wall Using a racket. Playing against an opponent over a net Dance Travelling actions, movement skills and balancing	Health & Fitness Understanding benefits of fitness and a healthy lifestyle Yoga Improve wellbeing by building strength, flexibility and balance	Athletics Develop skills required in athletic activities Sending & Receiving Throwing, catching and striking. Rounders' and Cricket
Year 2	Fundamentals Skills Balancing, running, changing direction, jumping, hopping and skipping Balls Skills Throwing and catching, rolling, dribbling and kicking	Gymnastics Jumping, rolling And balancing. Target Games Developing aim using under arm and over arm	Invasion Sending and receiving. Understanding attack and defence Team Building Communication, problem-solving skills and teamwork.	Net & Wall Using a racket. Playing against an opponent over a net Dance Travelling actions, movement skills and balancing	Health & Fitness Understanding benefits of fitness and a healthy lifestyle Yoga Improve wellbeing by building strength, flexibility and balance	Athletics Develop skills required in athletic activities Striking and Fielding Throwing, catching and striking. Rounders' and Cricket

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Year 3	Fundamentals <i>Recap Fundamental skills, balancing, running, jumping, skipping</i> Ball Skills 3 / 4 <i>Exploring a variety of catching and throwing techniques</i>	Gymnastics <i>Improving the quality of previously learnt movements</i> Rounders <i>Throwing, catching and batting. Understanding scoring</i>	Dance <i>Creating dances individually, with a partner or in a small group</i> Football <i>Learning key skills and principles. Defending, attacking</i> Basketball <i>Learn skills to maintain possession</i>	Health & Fitness <i>Fitness challenges and recording. Understanding healthy options.</i> Swimming <i>Two week intensive course</i> Tag Rugby <i>Learning to keep possession</i>	OAA <i>Problem solving through a range of activities</i> Tennis <i>Key Skills required for tennis such as racket control, hitting</i> Netball <i>Perseverance when developing key skills and principles</i>	Athletics <i>Develop basic running, jumping and throwing techniques</i> Cricket <i>Striking and scoring.</i>
Year 4	Fundamentals <i>Recap Fundamental skills, balancing, running, jumping, skipping</i> Ball Skills 3/4 <i>Exploring a variety of catching and throwing techniques</i>	Gymnastics <i>Creating sequences, learning a wider range of movement</i> Swimming <i>Two week intensive course</i> Dodgeball <i>Improving key skills. Throwing, catching, dodging</i>	Dance <i>Creating characters and narrative through movement</i> Football <i>Develop competencies in key skills</i> Basketball <i>Learn skills to maintain possession</i>	Health & Fitness <i>Fitness challenges and recording. Understanding healthy options.</i> Tag Rugby <i>Learning to keep possession</i>	OAA <i>Problem solving through a range of activities</i> Tennis <i>Key Skills required for tennis such as racket control, hitting</i> Netball <i>Perseverance when developing key skills and principles</i>	Athletics <i>Develop basic running, jumping and throwing techniques</i> Cricket <i>Striking and scoring</i>

<p>Year 5</p>	<p>Dodgeball Dodging throwing and catching under pressure</p> <p>Fitness Record fitness challenges</p>	<p>Rounders Learning different roles and playing competitively</p> <p>Tag Rugby Understand key skills and principles. Working as a team</p>	<p>Dance Exploring different styles of dance</p> <p>Football Improve defending and attacking, Develop tactics</p>	<p>Badminton Developing skills to play continuous rallies</p> <p>Basket Ball Improve possession in a competitive scenario</p>	<p>OAA Learn to navigate using a map. Teamwork, trust and problem solve</p> <p>Tennis Develop racket skills</p> <p>Swimming Two week intensive course</p>	<p>Athletics Long distance, sprinting, relay, long jump, shot put and javelin</p> <p>Cricket Striking to avoid fielders. Fielding to outwit opponents</p>
<p>Year 6</p>	<p>Fitness Record fitness challenges</p> <p>Swimming Two week intensive course</p>	<p>Rounders Learning different roles and playing competitively</p> <p>Tag Rugby Understand key skills and principles. Working as a team and evaluating our performances</p>	<p>Dance Developing ideas into choreography</p> <p>Football Improve defending and attacking, Develop tactics</p>	<p>Badminton Developing skills to play continuous rallies</p> <p>Basketball Improve possession in a competitive scenario</p>	<p>OAA Learn to navigate using a map. Teamwork, trust and problem solve</p> <p>Tennis Develop racket skills</p>	<p>Athletics Running, Jumping and throwing to compete</p> <p>Cricket Striking to avoid fielders. Fielding to outwit opponents</p>

Knowledge, Skills and Understanding for Physical Education

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Copy actions. Repeat actions and skills. Move with control and care.	Copy and remember actions. Repeat and explore actions will control and coordination.	Select and use the most appropriate skills actions and ideas. <i>Move</i> and use actions co-ordination and control.	Select and use the most appropriate skills actions and ideas. Move and use actions co-ordination and control. Make up their own small-sided gameS.	Link skills, techniques and ideas and apply them accurately and appropriately. Show good control in their movements.	Apply their skills, techniques and ideas consistently. Show precision, control and fluency.
Evaluating and improving	Talk about what they have done. Describe what other people did.	Talk about what is different between what they have done and what someone else did. Say how they could improve.	Explain how their work is similar and different from that of others. With help, do they recognise how performances could be improved.	Explain how their work is similar and different from that of others. Use their comparison to improve their work.	Compare and comment on skills, techniques and ideas that they and others have used. Use their observations to improve their work.	Analyse and explain why they have used specific skills or techniques. Modify use of skills or techniques to improve their work. Create their own success criteria for evaluating.
Health and fitness	Describe how their body feels before, during and after an activity.	Describe how their body feels during different activities. Show how they exercise safely. Explain what their body needs to keep healthy.	Explain why it is important to warm-up and cool-down. Identify some muscle groups used in gymnastic activities.	Explain why it is important to warm-up and cool-down. Explain why keeping fit is good for their health.	Explain some important safety principles when preparing for exercise. Explain what effect exercise has on their body. Explain why exercise is important.	Explain how the body reacts to different kinds of exercise. Choose appropriate warm ups and cool downs. Explain why we need regular and safe exercise.
Dance	Move to music. Copy dance moves. Make up a short dance routine. Move around the space safely.	Dance imaginatively. Change rhythm, speed, level and direction. Dance with control and co-ordination.	Improvise freely, translating ideas from a stimulus into movement. Share and create phrases with a	Take the lead when working with a partner or group. Use dance to communicate an idea.	Compose their own dances in a creative way. Perform to an accompaniment, expressively and sensitively.	Create imaginative dances in a specific style. Choose their own music, style and dance.

		Make a sequence by linking sections together. Link some movement to show a mood or feeling.	partner and in small groups. Repeat, remember and perform these phrases in a dance.	Work on their movements and refine them. Is their dance clear and fluent?	Use controlled movements. Show clarity, accuracy and consistency in their dance.	
Games	Throw underarm. Roll a piece of equipment. Hit a ball with a bat. Move and stop safely. Catch with both hands. Throw in different ways. Kick in different ways.	Use hitting, kicking and/or rolling in a game. Stay in a 'zone' during a game. Decide where the best place to be is during a game. Use one tactic in a game. Can they follow rules?	Throw and catch with control when under limited pressure. Be aware of space and use it to support teammates and cause problems for the opposition. Know and use rules fairly to keep games going. Keep possession with some success when using equipment that is not used for throwing and catching skills.	Catch with one hand. Throw and catch accurately. Hit a ball accurately with control. Keep possession of the ball. Move to find a space when they are not in possession during a game. Vary tactics and adapt skills according to what is happening.	Gain possession by working as a team. Pass in different ways. Use forehand and backhand technique with a racket. Field in team sports. Choose the best tactics for attacking and defending. <i>Use a number of techniques to pass, dribble and shoot.</i>	Explain complicated rules. Make a team plan and communicate it to others. Lead others in a game situation.
Gymnastics	Make their body tense, relaxed, curled and stretched. Control their body when travelling. Control their body when balancing. Copy sequences and repeat them. Roll in different ways. Travel in different ways. Balance in different ways. Climb safely.	Plan a show a sequence of movements. <i>Use contrast in their sequences?</i> Are their movements controlled? Think of more than one way to create a sequence, which follows a set of 'rules'. Work on their own and with a partner to create a sequence.	Use a greater number of their own ideas for movement in response to a task. Adapt sequences to suit different types of apparatus and their partner's ability. Explain how strength and suppleness affect performances Compare and contrast gymnastic sequences,	Work in a controlled way. Include change of speed. Include change of direction. Include range of shapes. Follow a set of 'rules' to produce a sequence. Work with a partner to create, repeat and improve a sequence with at least three phrases.	Make complex or extended sequences. Combine action, balance and shape. Perform consistently to different audiences. Movements are accurate, clear and consistent.	Combine their own work with that of others. Link their sequences to specific timings?.

	Stretch in different ways. Curl in different ways.		commenting on similarities and differences.			
Athletics			Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with some fluency, control and consistency. Make up and repeat a short sequence of linked jumps. Take part in a relay activity; remember when to run and what to do. Throw a variety of objects, changing their action for accuracy and distance.	Run over a long distance. Spring over a short distance. Throw in different ways. Hit a target. Jump in different ways.	Be controlled when taking off and landing in a jump. Throw with accuracy. Combine running and jumping. Follow specific rules.	Demonstrate stamina. Use their skills in different situations.
Outdoor/Adventurous			Follow a map in a familiar context. Move from one location to another following a map. Use clues to follow a route. Follow a route safely.	Follow a map in a more demanding but familiar context. Move from one location to another following a map. Use clues to follow a route. Follow a route safely, accurately and within a time limit.	Follow a map in an unknown location. Use clues and compass direction to navigate a route. Change their route if there is a problem. Change their plan if they get new information.	Plan a route and series of clues for someone else. Plan with other taking in to account safety and danger.