



PE : Whole School Curriculum Map and Skills Progression

PE Intent statement:

At the agate momentum trust, we believe that Physical Education lies at the heart of school improvement. A high-quality physical education curriculum inspires all pupils to succeed and provides opportunities for pupils to become physically confident in a way which supports their health and fitness. We know that it is through PE and sport that children learn and build their resilience. It is through sport that children learn that the more they practise, the more they improve. We encourage our children to note their personal best and aim to better it rather than to compare themselves with others. Through PE, we aim to build our pupils' character, embed our school values and learn about sportsmanship and fairness. We teach physical education by breaking down the skills and teaching them explicitly through modelling and plenty of individual and small group practice. We value competition and are proud of our annual cross country run, football tournaments and competitive and non-competitive sports days. We enter as many intra - competitions as we can and provide opportunities for all pupils to compete in sport and other activities. PE is taught by a specialist sports coach.

At Hallsville, we aim to ensure that through or PE curriculum all pupils:

- 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



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Curriculum Map – Content and coverage

The following resources are available to support the planning of PE across all of the following areas: PE Passport Subscription - Schemes of work, Athletics

Reception Curriculum Map for Physical Education						
	Term 1 (1)	Term 1 (2)	Term 2 (3)	Term 2 (4)	Term 3 (5)	Term 3 (6)
Time	8 Weeks	6 Weeks	7 Weeks	4 Weeks	6 Weeks	6 Weeks
Year R	Moving & Handling	Moving & Handling	Moving & Handling	Moving & Handling	Moving & Handling	Moving & Handling

Key Stage 1 Curriculum Map for Physical Education						
	Term 1 (1)	Term 1 (2)	Term 2 (3)	Term 2 (4)	Term 3 (5)	Term 3 (6)
Time	8 Weeks	6 Weeks	7 Weeks	4 Weeks	6 Weeks	6 Weeks
Year 1	Invasion Games 2	Dance (Animals)	Gymnastics (Basic Skills)	Locomotion 2	Invasion Game Skills 3	Athletics 2
	Movement Skills 1	Object Manipulation 2	Fundamental Movement Skills 2	Target Games 2	Striking & Fielding Game Skills 1	Net & Wall Game Skills 1
Year 2	Invasion Game	Dance	Gymnastics	Dance	Gymnastics	Target Games 3



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	Skills 2	(Pirates)	(Stretching, Curling & Arching)	(Fire of London)	(Spinning, Turning & Twisting)	
	Fundamental Movement Skills 2	Social Distance	Fundamental Movement Skills 3	Striking & Fielding Skills 2	Net & Wall Skills 2	Athletics 2

Long Term Curriculum Map for Physical Education

	Term 1 (1)	Term 1 (2)	Term 2 (3)	Term 2 (4)	Term 3 (5)	Term 3 (6)
Time	8 Weeks	6 Weeks	7 Weeks	4 Weeks	6 Weeks	6 Weeks
Year 3	Net/Wall Tennis	Dance - Egyptians	Gymnastics – symmetry and asymmetry (partners)	Cricket	Outdoor/Adventure	Athletics
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Year 4	Net/Wall Tennis	Dance (Around the World)	Gymnastics (Rolling & travelling low)	Handball	Outdoor/Adventure	Athletics
	Tag Rugby	Football	Hockey	Rounders	Kwik Cricket	Basketball
Year 5	Striking & Fielding (Rounders)	Dance (Haka)	Gymnastics (Synchronisation & Canon)	Tennis	Netball	Athletics



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	Basketball	Tag Rugby	Kwik Cricket	Football	Outdoor/Adventure	Hockey
Year 6	Handball	Gymnastics (Group sequencing)	Dance (British Values)	Rounders	Athletics	Tennis
	Netball/Basketball	Football	Tag Rugby	Hockey	Kwik Cricket	Team Building & Problem Solving



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PE Skills Progression from EYFS to Year 6

EYFS	Physical Development : Moving and Handling		Physical Development: Health and self care	
	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.		Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe	
Key Stage 1	Pupils should be taught to: <ul style="list-style-type: none"> ❖ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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 			
	Games	Athletics	Gymnastics	Dance
Year 1	Practice skills associated with simple games (coordination, throwing and catching) Work cooperatively in teams	Run with control Be aware of different jumps Be aware of safe jumping (bent knee) Perform 5 basic jumps (2-2, 2-1, 1-2, 1-1, same foot, 1 -1 landing on the other foot.) Throw into targets Perform a range of throwing actions e.g overarm and underarm Explain a successful throw	Copy and remember actions Travel in different ways Create a sequence with a partner Stand and sit “like a gymnast” Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Explore different ways of moving Jump in a variety of ways and land with some control and balance To develop control in different rolls Pencil roll – from back to front keeping body and limbs in straight shape Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control	Copy some moves Remember a short dance Move spontaneously showing some control and co-ordination Move with rhythm in the above actions Demonstrate good balance Move with confidence when walking, hopping, jumping, landing Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy



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Year 2	<p>Develop tactics Pass to teammates at appropriate times Follow the rules of the game and play fairly</p>	<p>Show differences in running by running at different speeds (Jog, sprint) Describe different ways of running Describe different ways of jumping Explain what is a successful jump Perform combinations of (2-2, 2-1, 1-2, 1-1, same foot, 1 -1 landing on the other foot) Describe different ways of throwing Can throw a variety of objects, changing their action for accuracy and distance as required</p>	<p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Begin to travel on hands and feet (hands flat on floor and fully extend arms) Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) Bunny hop (transfer weight to hands) Explore shapes in the air and show control when jumping and landing e.g star jump Consolidate rolls from year 1 plus: Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</p>	<p>Use own ideas to create a dance sequence Move with rhythm in the above actions Demonstrate good balance Co-ordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting) Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy</p>
Key Stage 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ 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] 			



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	<ul style="list-style-type: none"> ❖ perform dances using a range of movement patterns ❖ take part in outdoor and adventurous activity challenges both individually and within a team ❖ compare their performance with previous ones 			
	Games	Athletics	Gymnastics	Dance
Year 3	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Apply basic principles of attacking and defending</p> <p>Work well as a team</p>	<p>Run smoothly at different speeds Choose different styles of running for different distances</p> <p>Choose different styles of jumping Begin to use body more effectively in jumps Copy jumps with greater control and accuracy</p> <p>Carry out stretching and warm up safely</p> <p>Throw with greater control Consistently hit a target with a range of implements Able to throw for distance in different ways showing accuracy and some power. inc; 1 & 2 handed push, 1 & 2 handed pull.</p>	<p>Perform a gymnastic sequence with clear changes of speed, different balances with different ways of travelling</p> <p>Work with a partner to create a sequence. Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes.</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</p> <p>Develop control in rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of</p>	<p>Create a dance phrase with a partner and in a small group. Link phrases to music</p> <p>Move in time with music</p> <p>Perform dance to an audience showing confidence</p> <p>Demonstrate use of space – levels, directions, pathways and body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</p> <p>Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary</p> <p>Compare and comment on their own and other’s work</p>
Year 4		<p>Pace and sustain their effort over longer distances Set realistic targets of times to achieve over a short and longer distances</p> <p>Jump from height safely on 2 feet</p> <p>Show improved control when taking off and landing</p>	<p>earlier rolling actions to perform the full forward roll.</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels</p> <p>Move in and out of balance fluently.</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p>	<p>Remember and repeat a dance phrase with improved clarity and accuracy. Link phrases to music</p> <p>Show co-ordination, control and strength Show focus, projection and musicality</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</p>



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		<p>Watch and describe specific aspects of throwing e.g what arms and legs are doing</p> <p>Set realistic targets when throwing and understand some implements travel further than others</p> <p>Take charge of their own warm up and stretching and explain why it is important</p>	<p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p> <p>Add a quarter or half turn into a jump before landing Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p> <p>Begin the backward roll</p>	<p>Demonstrate dynamic qualities – speed, energy and continuity</p> <p>Show an awareness of different dance styles and traditions</p> <p>Understand and use simple dance vocabulary Compare and comment on their own and other’s work – strengths and areas to improve</p>
Year 5	<p>Field, defend and attack tactically by anticipating the direction of play Use the skills e.g of throwing and catching to gain points in competitive games Be able to extend and add to games ideas to increase or decrease the challenge Choose the most appropriate tactics for a game Lead others and act as a respectful team member</p>	<p>Perform relay changeovers</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify self improvement points</p> <p>Change between speeds with ease</p> <p>Perform a range of jumps for height and distance, showing consistent technique and sometimes using a short run-up.</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action</p>	<p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner’s balance i.e. making same shape on a different level or in a different place.</p> <p>Travel in a variety of ways exploring and finding new ways.</p> <p>Make symmetrical and asymmetrical shapes in the air</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing.</p> <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet.</p>	<p>Use simple motifs and movement patterns to structure their own dance phrases on own, with partner and small groups</p> <p>Perform dance to an audience showing confidence and clarity of actions Show co-ordination, control, alignment, flow of energy and strength Show focus, projection, sense of style and musicality Demonstrate use of space – levels, directions, pathways, size and body shape</p> <p>Show an awareness of different dance styles and traditions and their history</p> <p>Use dance vocabulary in context</p> <p>Compare and evaluate their own and others dances</p>



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Year 6		<p>Understand why pacing is important</p> <p>Explain what they need to do to increase/decrease speed</p> <p>Give a partner accurate feedback to improve running</p> <p>Jumps are consistently controlled and accurate when jumping for distance and height.</p> <p>Can link combination jumps smoothly together.</p> <p>Push, pull and sling with improved technique and power.</p> <p>Uses a run up in javelin effectively and a shift in shot put. Identify and explain why certain techniques are more successful and why</p>	<p>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.</p> <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away from and back to a partner.</p> <p>Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing.</p> <p>Explore symmetry and asymmetry throughout the rolling actions</p>	<p>Remember and repeat a more challenging dance phrase with improved fluency.</p> <p>Work imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> <p>Compare and evaluate their own and others dances</p>
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	Outdoor and adventurous activities	Swimming
Key Stage 2	<p>Year 6 residential:</p> <p>Pupils take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Key Stage 2 orienteering challenge day annually</p>	<p>We provide swimming instruction in key stage 2. (Year 3 – Weekly for one year.) Year 6 – 2 week blocks of intense lessons.</p> <p>Pupils should be taught to:</p> <p>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]</p> <p>Perform safe self-rescue in different water-based situations.</p>