

East Ayton Primary School



PE Curriculum Map

Early Years

Personal, Social & Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions
- Work and play cooperatively and take turns with others

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- 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.

Key Stage 2 National Curriculum Expectations

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.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Development of games skills | <ul style="list-style-type: none"> • can travel in a variety of ways including running and jumping. • beginning to perform a range of throws. • receives a ball with basic control • beginning to develop hand-eye coordination • participates in simple games • throw underarm. • hit a ball with a bat. • move and stop safely. • throw and catch with both hands. • throw and kick in different ways. | <ul style="list-style-type: none"> • use hitting, kicking and/or rolling in a game. • decide the best space to be in during a game. • use a tactic in a game. • follow rules. • confident to send the ball to others in a range of ways. • beginning to apply and combine a variety of skills (to a game situation) • develop strong spatial awareness. • beginning to develop own games with peers. • understand the importance of rules in games. • develop simple tactics and use them appropriately. • beginning to develop an understanding of attacking/ defending | <ul style="list-style-type: none"> • understands tactics and composition by starting to vary how they respond. • vary skills, actions and ideas and link these in ways that suit the games activity. • beginning to communicate with others during game situations. • uses skills with co - ordination and control. • develops own rules for new games. • makes imaginative pathways using equipment. • works well in a group to develop various games. • beginning to understand how to compete with each other in a controlled manner. • beginning to select resources independently to carry out different skills. • throw and catch with control. • am aware of space and use it to support team-mates and to cause problems for the opposition. • know and use rules fairly. | <ul style="list-style-type: none"> • vary skills, actions and ideas and link these in ways that suit the games activity. • shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking • uses skills with co - ordination, control and fluency. • takes part in competitive games with a strong understanding of tactics and composition. • can create their own games using knowledge and skills. • works well in a group to develop various games. • compares and comments on skills to support creation of new games. • apply basic skills for attacking and defending. • uses running, jumping, throwing and catching in isolation and combination. • catch with one hand. • throw and catch accurately. • hit a ball accurately with control. • keep possession of the ball. | <ul style="list-style-type: none"> • vary skills, actions and ideas and link these in ways that suit the games activity. • shows confidence in using ball skills in various ways, and can link these together. • uses skills with co - ordination, control and fluency. • takes part in competitive games with a strong understanding of tactics and composition. • can create their own games using knowledge and skills. • can make suggestions as to what resources can be used to differentiate a game. • apply basic skills for attacking and defending. • uses running, jumping, throwing and catching in isolation and combination. • gain possession by working a team. • pass in different ways. • use forehand and backhand with a racket. • can field. • choose a tactic for defending and attacking. • use a number of techniques to pass, dribble and shoot | <ul style="list-style-type: none"> • vary skills, actions and ideas and link these in ways that suit the games activity. • shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking • keeps possession of balls during games situations. • consistently uses skills with co - ordination, control and fluency. • takes part in competitive games with a strong understanding of tactics and composition. • can create their own games using knowledge and skills. • modifies competitive games. • compares and comments on skills to support creation of new games. • apply knowledge of skills for attacking and defending. • uses running, jumping, throwing and catching in isolation and in combination. • play to agreed rules. • explain rules to others. |

Development of gymnastics skills

- copies and explores basic movements with some control and coordination.
- can perform different body shapes
- performs at different levels
- can perform 2 footed jump
- can use equipment safely
- make my body curled, tense, stretched and relaxed.
- control my body when travelling and balancing.
- copy sequences and repeat them.
- roll, curl, travel and balance in different ways.

- balances with some control
- can link 2-3 simple movements
- explores and creates different pathways and patterns.
- uses equipment in a variety of ways to create a sequence
- link movements together to create a sequence
- plan and perform a sequence of movements.
- improve my sequence based on feedback.
- think of more than one way to create a sequence which follows some 'rules'.
- work on my own and with a partner.

- applies compositional ideas independently and with others to create a sequence.
- copies, explores and remembers a variety of movements and uses these to create their own sequence.
- describes their own work using simple gym vocabulary.
- beginning to notice similarities and differences between sequences.
- uses turns whilst travelling in a variety of ways.
- adapt sequences to suit different types of apparatus and criteria.
- explain how strength and suppleness affect performance.
- compare and contrast gymnastic sequences.

- beginning to show flexibility in movements
- beginning to develop good technique when travelling, balancing, using equipment etc. Links skills with control, technique, co-ordination and fluency.
- understands composition by performing more complex sequences.
- beginning to use gym vocabulary to describe how to improve and refine performances.
- develops strength, technique and flexibility throughout performances.
- creates sequences using various body shapes and equipment.
- combines equipment with movement to create sequences.
- work in a controlled way.
- include change of speed and direction.
- include a range of shapes.
- work with a partner to create, repeat and improve a sequence with at least three phases.

- select and combine their skills, techniques and ideas.
- apply combined skills accurately and appropriately, consistently showing precision, control and fluency.
- draw on what they know about strategy, tactics and composition when performing and evaluating.
- analyse and comment on skills and techniques and how these are applied in their own and others' work.
- uses more complex gym vocabulary to describe how to improve and refine performances.
- develops strength, technique and flexibility throughout performances.
- links skills with control, technique, coordination and fluency.
- make complex extended sequences.
- combine action, balance and shape.
- perform consistently to different audiences.

- understands composition by performing more complex sequences.
- plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
- performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.
- adapts sequences to include a partner or a small group.
- gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
- draw on what they know about strategy, tactics and composition when performing and evaluating.
- analyse and comment on skills and techniques and how these are applied in their own and others' work.
- uses more complex gym vocabulary to describe how to improve and refine performances.

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| Development of dance skills | <ul style="list-style-type: none"> • copies and explores basic movements and body patterns • remembers simple movements and dance steps • links movements to sounds and music. • responds to range of stimuli • move to music. • copy dance moves. • perform my own dance moves. • make up a short dance. • move safely in a space. | <ul style="list-style-type: none"> • copies and explores basic movements with clear control. • varies levels and speed in sequence • can vary the size of their body shapes • add change of direction to a sequence • uses space well and negotiates space clearly. • can describe a short dance using appropriate vocabulary. • responds imaginatively to stimuli. • change rhythm, speed, level and direction in my dance. • dance with control and coordination. • make a sequence by linking sections together. • use dance to show a mood or feeling. | <ul style="list-style-type: none"> • beginning to improvise independently to create a simple dance. • beginning to improvise with a partner to create a simple dance. • translates ideas from stimuli into movement with support. • beginning to compare and adapt movements and motifs to create a larger sequence. • uses simple dance vocabulary to compare and improve work. • improvise freely and translate ideas from a stimulus into movement. • share and create phrases with a partner and small group. • repeat, remember and perform phrases. | <ul style="list-style-type: none"> • confidently improvises with a partner or on their own. • beginning to create longer dance sequences in a larger group. • demonstrating precision and some control in response to stimuli. • beginning to vary dynamics and develop actions and motifs. • demonstrates rhythm and spatial awareness. • modifies parts of a sequence as a result of self - evaluation. • uses simple dance vocabulary to compare and improve work. • take the lead when working with a partner or group. • use dance to communicate an idea. | <ul style="list-style-type: none"> • beginning to exaggerate dance movements and motifs (using expression when moving) • demonstrates strong movements throughout a dance sequence. • combines flexibility, techniques and movements to create a fluent sequence. • moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. • beginning to show a change of pace and timing in their movements. • uses the space provided to his maximum potential. • improvises with confidence, still demonstrating fluency across their sequence. • modifies parts of a sequence as a result of self and peer evaluation. • uses more complex dance vocabulary to compare and improve work. • compose my own dances in a creative way. • perform to an accompaniment. • my dance shows clarity, fluency, accuracy and consistency. | <ul style="list-style-type: none"> • exaggerate dance movements and motifs (using expression when moving) • performs with confidence, using a range of movement patterns. • demonstrates a strong imagination when creating own dance sequences and motifs. • demonstrates strong movements throughout a dance sequence. • combines flexibility, techniques and movements to create a fluent sequence. • moves appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs. • beginning to show a change of pace and timing in their movements. • is able to move to the beat accurately in dance sequences. • improvises with confidence, still demonstrating fluency across their sequence. • dances with fluency, linking all movements and ensuring they flow. • demonstrates consistent precision when performing dance sequences. |
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| | | | | | | <ul style="list-style-type: none"> • modifies parts of a sequence as a result of self and peer evaluation. • uses more complex dance vocabulary to compare and improve work. • develop sequences in a specific style. • choose my own music and style. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Development of athletics skills</p> | <ul style="list-style-type: none"> • can run at different speeds. • can jump from a standing position • performs a variety of throws with basic control. • copy actions. • repeat actions and skills. • move with control and care. • use equipment safely. | <ul style="list-style-type: none"> • can change speed and direction whilst running. • can jump from a standing position with accuracy. • performs a variety of throws with control and co-ordination. • preparation for shot put and javelin • can use equipment safely • copy and remember actions. • talk about what is different from what I did and what someone else did. | <ul style="list-style-type: none"> • beginning to run at speeds appropriate for the distance e.g. sprinting and cross country • can perform a running jump with some accuracy • performs a variety of throws using a selection of equipment. • can use equipment safely and with good control. • run at fast, medium and slow speeds; changing speed and direction. • take part in a relay, remembering when to run and what to do. | <ul style="list-style-type: none"> • beginning to build a variety of running techniques and use with confidence. • can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • demonstrates accuracy in throwing and catching activities. • describes good athletic performance using correct vocabulary. • can use equipment safely and with good control. • run over a long distance. • sprint over a short distance. • throw in different ways. • hit a target. • jump in different ways. | <ul style="list-style-type: none"> • beginning to build a variety of running techniques and use with confidence. • can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • beginning to record peers performances, and evaluate these. • demonstrates accuracy and confidence in throwing and catching activities. • describes good athletic performance using correct vocabulary. • can use equipment safely and with good control. • control when taking off and landing. • throw with accuracy. • combine running and jumping. | <ul style="list-style-type: none"> • beginning to build a variety of running techniques and use with confidence. • can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • beginning to record peers performances, and evaluate these. • demonstrates accuracy and confidence in throwing and catching activities. • describes good athletic performance using correct vocabulary. • can use equipment safely and with good control. • demonstrate stamina. |

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| <p>Development of outdoor/adventurous activity skills</p> | | <ul style="list-style-type: none"> • develops listening skills. • creates simple body shapes. • listens to instructions from a partner/ adult. • beginning to think activities through and problem solve. • discuss and work with others in a group. • demonstrates an understanding of how to stay safe. • develops strong listening skills. • uses simple maps. • choose and apply strategies to solve problems with support. • demonstrates an understanding of how to stay safe. • follow a map in a familiar context. • use clues to follow a route. • follow a route safely. | <ul style="list-style-type: none"> • develops strong listening skills. • uses and interprets simple maps. • think activities through and problem solve using general knowledge. • choose and apply strategies to solve problems with support. • discuss and work with others in a group. • demonstrates an understanding of how to stay safe. <p>Develops strong listening skills.</p> <ul style="list-style-type: none"> • uses and interprets simple maps. • demonstrates an understanding of how to stay safe. • follow a map into an unknown location. • use clues and a compass to navigate a route. • change my route to overcome a problem. • plan with others, taking account of safety and danger. |
| <p>Swimming</p> | <ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self -rescue in different water - based situations. | | |