

Subject: PE Curriculum Map

	EYFS	KS1		
	YR	Y1	Y2	
Curriculum Purpose of study:	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	
Curriculum Aims:			<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. 	
Curriculum Subject Content / Attainment:	<p>ELG: Gross Motor Skills Children at the expected level of development will: - 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.</p> <p>ELG: Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</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> <ol style="list-style-type: none"> 1. 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 2. participate in team games, developing simple tactics for attacking and defending 3. perform dances using simple movement patterns. 	

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Autumn 1	<p>Topic: Journeys – all about me</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Introduction to PE • Fine & gross motor development • Traversing along a trim trail • Getting changed • Using small and large construction • Scissor skills and using simple tools • Pencil grip <p>Key Questions:</p> <ul style="list-style-type: none"> • Why do you need to find a space? • How can we keep safe? • Why do we do exercise? <p>Onslow:</p> <ul style="list-style-type: none"> • Introduction to the daily mile and travel tracker • Visual aids • Woodland sessions 	<p>Topic: Around the UK</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Fundamentals • Net and Ball skills <p>Key Questions:</p> <ul style="list-style-type: none"> • What changes do I notice in my body when I exercise? • How do I know if I have been successful? <p>Onslow:</p> <ul style="list-style-type: none"> • Jump start Jonny • Woodland sessions • YourTrak 	<p>Topic: Into the dark (Florence Nightingale and Great fire of London)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Fundamentals • Dance – fire dancing • Lead healthy active lives • Develop competence to excel in a broad range of physical activities <p>Key Questions:</p> <ul style="list-style-type: none"> • Can I feedback to my peers? • How has my control and coordination developed since Year 1? <p>Onslow:</p> <ul style="list-style-type: none"> • Woodland sessions • Class assemblies
Autumn 2	<p>Topic: Journeys – celebrations</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Dance for nativity • Fundamentals • Bikes and scooters <p>Key Questions:</p> <ul style="list-style-type: none"> • How can you move your body in different ways? • How does it make you feel? <p>Onslow:</p> <ul style="list-style-type: none"> • EYFS Christmas nativity dances • Squiggle While you Wiggle • Drawing Club 	<p>Topic: Terrific Transport</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Target Games • Hockey <p>Key Questions:</p> <ul style="list-style-type: none"> • Do I know what good technique looks like? • Can I work cooperatively with a partner? <p>Onslow:</p> <ul style="list-style-type: none"> • Christmas Nativity dances • Woodland session • YourTrak • Outside area: balance bikes, 	<p>Topic: Into the Dark (Guy Fawkes & Owl who was afraid of the dark)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Gymnastics • Fitness • Performing • Use of mats, wall bars, benches, boxes <p>Key Questions:</p> <ul style="list-style-type: none"> • Do humans feel differently when performing exercises? • Can I work safely with apparatus and others? <p>Onslow:</p> <ul style="list-style-type: none"> • Performance dance • Christmas play dances

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<p>Spring 1</p>	<p>Topic: Once upon a time</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Gymnastics • Fundamentals 2 <p>Key Questions:</p> <ul style="list-style-type: none"> • What effect does exercise have on your body? • Can I talk about ways to keep healthy and safe? <p>Onslow:</p> <ul style="list-style-type: none"> • Further develop areas inside and outside to extend pupils • Introduction to wall bars • Fine & gross motor interventions • Squiggle while you wiggle • Finger gym 	<p>Topic: Our wonderful world: Wintery Wonderlands</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Gymnastics • Team Building <p>Key Questions:</p> <ul style="list-style-type: none"> • Was I successful and why? • How can I develop my technique? <p>Onslow:</p> <ul style="list-style-type: none"> • Jump start Jonny • Woodland sessions • YourTrak • Outside area: balance bikes, 	<p>Topic: Explorers</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Net & Wall • Target Games <p>Key Questions:</p> <ul style="list-style-type: none"> • Can I use the correct terminology in the feedback I provide? • What is sportsmanship? <p>Onslow:</p> <ul style="list-style-type: none"> •
<p>Spring 2</p>	<p>Topic: Once upon a time</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Ball skills • Develop own games and objectives • Pencil grip and control development <p>Key Questions:</p> <ul style="list-style-type: none"> • Why do we need to stand in a certain way? • What helps us to become better at PE? <p>Onslow:</p> <ul style="list-style-type: none"> • Local area trips e.g. to the playground 	<p>Topic: Our wonderful world: Sizzling Equators</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Fitness • Dance <p>Key Questions:</p> <ul style="list-style-type: none"> • Can I start to use counts? • What changes do I notice in my body? <p>Onslow:</p> <ul style="list-style-type: none"> • Jump start Jonny • Woodland sessions • YourTrak • Outside area: balance bikes, 	<p>Topic: Explorers</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Ball skills • Sending & Receiving <p>Key Questions:</p> <ul style="list-style-type: none"> • Can I estimate the distance? • Can I express my ideas confidently? • Can I keep score? <p>Onslow:</p> <ul style="list-style-type: none"> • Outside area: balance bikes, skateboards etc • Explorer WOW day

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<p>Summer 1</p>	<p>Topic: Our World</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Games • Team work e.g. communication and taking turns. • Threading <p>Key Questions:</p> <ul style="list-style-type: none"> • How can we work as a team? • Can I use new vocabulary? • Can I share emotions and ideas through movement? <p>Onslow:</p> <ul style="list-style-type: none"> • Parachute games • Ugly Bug Ball dancing 	<p>Topic: Castles</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Striking and Fielding • Invasion <p>Key Questions:</p> <ul style="list-style-type: none"> • What do I mean by fair play? • What is the difference between an attacker and a defender? <p>Onslow:</p> <ul style="list-style-type: none"> • Jump Start Jonny • YourTrak • Woodland • Outside area: building with large construction materials 	<p>Topic: Tales from other cultures</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Yoga • Invasion <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a yoga flow and how can I copy one? • Does my body feel different when moving slowly? • How can I communicate with others in the middle of a game? <p>Onslow:</p>
<p>Summer 2</p>	<p>Topic: Our World</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Games unit 2 • Sports day practise • Implementing team skills • Applying good sportsmanship <p>Key Questions:</p> <ul style="list-style-type: none"> • How can we work together even better? • What is different about being part of a team? <p>Onslow:</p> <ul style="list-style-type: none"> • Sports day (PTA involved) 	<p>Topic: Oh I do like to be beside the seaside</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Athletics • Yoga • Preparing for sports day <p>Key Questions:</p> <ul style="list-style-type: none"> • How can I develop my skills? • How do I know I am trying my best? • Which parts of my body are used for jumping at height? <p>Onslow:</p> <ul style="list-style-type: none"> • Sports day (PTA involved) • NFL Rasta Yogi • Jump start Jonny • Woodland sessions • YourTrak • Outside area: balance bikes 	<p>Topic: Tales from other cultures</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Athletics • Team Building • Preparing for sports day • Engage in competitive sports • Excel in a broad range of activities <p>Key Questions:</p> <ul style="list-style-type: none"> • Can I identify good technique? • Can I measure how far I throw? • Does my stance have an effect on my throw? <p>Onslow:</p> <ul style="list-style-type: none"> • Sports day (PTA involved)

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<p>Additional e.g. clubs, wow weeks, visitors, whole school events etc</p>	<p>Get Set 4 PE scheme – Whole school coverage</p> <p>EYFS – Continuous use of outside area (obstacle course, digging patch, large construction, trim trail, monkey bars).</p> <p>Y1 & Y2 dedicated outside areas e.g. large construction, woodwork bench, skateboards.</p> <p>Sports day – whole school event. Parents invited to watch. PTA involvement selling refreshments.</p> <p>WOW week every 3 years – healthy lifestyles (linked to sporting events e.g. Olympics/Paralympics). Parent workshops e.g. mindfulness, mental health, football, fitness, HITT, yoga</p> <p>Cosmic kids yoga – most year groups use this as an addition to their PE teaching</p> <p>Travel Tracker – encourages healthy ways of getting to school</p> <p>Jumpstart Jonny</p> <p>Bikes and Scooters – Reception.</p> <p>Balance bikes taught from Reception through to Y1. Used in continuous provision for Y2 before PEDALS sessions in the summer term.</p> <p>Wall bars</p> <p>Specialist Sports Coach sequence of lessons for all year groups.</p> <p>Specialist sports coach leading lunchtime clubs twice a week: developing skipping skills and team games.</p>		