

PE Curriculum Map September 2019

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	<p><b>Gymnastics</b> <b>Movement and awareness of space.</b></p> <ul style="list-style-type: none"> <li>Explore and perform gymnastics actions and still shapes</li> <li>Copy and begin to link and perform movement phrases</li> <li>Watch, copy and describe what others have done</li> <li>Begin to recognise how their body feels when they are exercising</li> </ul>	<p><b>Gymnastics</b> <b>Movement and awareness of space.</b> <b>Rainbow skills.</b></p> <ul style="list-style-type: none"> <li>Travelling low/high.</li> <li>Floor work/benches</li> <li>Copying and creating high and low movement phrases. (link to fireworks)</li> <li>Move confidently in a range of ways, safely negotiating space</li> </ul>	<ul style="list-style-type: none"> <li><b>Dance</b>-Creates movement in response to music or stimuli</li> <li>Copy and explore body and movement patterns and begin to link them together</li> <li>Watch, copy and describe what others have done</li> <li>Begins to talk about dance, linking movements to moods, ideas and feelings</li> <li>Begin to recognise how their body feels when they are exercising</li> </ul> <p><b>Linking 3 movements and gestures.</b> bears, Billy Goats Gruff, Giant</p>	<p><b>Dance-responding to music.</b></p> <ul style="list-style-type: none"> <li>Pirate dance, linking phrases.</li> <li>Aquarium dance- speed, height.</li> </ul>	<ul style="list-style-type: none"> <li><b>Games/Athletics Outside- sending and receiving</b> (rolling, throwing, striking, receiving)</li> <li>Negotiates space successfully, adjusting speed or changing direction to avoid obstacles</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>Watch, copy and describe what others have done</li> <li>Begin to recognise how their body feels when they are exercising</li> </ul>	<p><b>Games/Athletics Outside-sending and receiving(aiming)</b> Sports Day Practise.</p> <ul style="list-style-type: none"> <li>Negotiates space successfully, adjusting speed or changing direction to avoid obstacles</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>Watch, copy and describe what others have done</li> </ul> <p>Begin to recognise how their body feels when they are exercising</p>

1	<ul style="list-style-type: none"> <li>• <b>Dance(skeleton)</b></li> <li>• Respond to different stimuli with a range of actions and movements</li> <li>• Copy, select and perform body and movement patterns with increasing control, linking them together to create their own phrases with beginnings, middles and ends</li> <li>• Watch, copy and describe what others have done using simple dance vocabulary to describe movement</li> <li>• Talks about dance, linking movements to moods, ideas and feelings</li> <li>• Recognise and describe what their body feels like during different types of activities</li> </ul>	<p><b>Dance (Nativity)</b> Perform dances. Small group work</p>	<p><b>Gymnastics -points and patches</b></p> <ul style="list-style-type: none"> <li>• <b>movement patterns, developing agility and co-ordination</b> Begin to remember, repeat and link gymnastic actions, body shapes and balances with increasing control and precision</li> <li>• Select and use gymnastic actions to create their own performance</li> <li>• Move confidently in a range of ways, safely negotiating space</li> <li>• Observe others and use information to begin to improve their performance</li> <li>• Recognise and describe what their body feels like during different types of activities</li> </ul> <p><b>Dance(Jack and the Beanstalk)</b> <b>Simple movement patterns</b></p> <ul style="list-style-type: none"> <li>• Respond to different stimuli with a range of actions and movements</li> <li>• Copy, select and perform body and movement patterns with increasing control, linking them together to create their own phrases with beginnings, middles and ends</li> <li>• Watch, copy and describe what others have done using simple dance vocabulary to describe movement</li> <li>• Talks about dance, linking movements to moods, ideas and feelings</li> <li>• Recognise and describe what their body feels like during different types of activities</li> </ul>	<p><b>Games sending skills-throwing and catching games/ hockey,sports day practise</b></p> <ul style="list-style-type: none"> <li>• Move confidently in a range of ways, safely negotiating space</li> <li>• Copy basic skills, actions and ideas with some control and coordination</li> <li>• Observe others skills and actions and use information to begin to improve their performance and skills</li> <li>• Recognise and describe what their body feels like during different types of activities</li> <li>• Is confident and safe in the spaces used to play games</li> <li>• Explore, use and select skills and actions individually and in combination to suit the game they are playing</li> <li>• Observe others and use information to begin to improve their performance and skills</li> <li>• Recognise and describe what their body feels like during different types of activities</li> </ul> <p><b>Sports day practise</b></p> <ul style="list-style-type: none"> <li>• Move confidently in a range of ways, safely negotiating space</li> <li>• Copy basic skills, actions and ideas with some control and coordination</li> <li>• Observe others skills and actions and use information to begin to improve their performance and skills</li> </ul>
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					Recognise and describe what their body feels like during different types of activities	
2	<p><b>Dance(seaside dance)</b></p> <ul style="list-style-type: none"> <li>• Talk about stimuli as a starting point for creating dance phrases, experimenting with actions, dynamics, direction and levels</li> <li>• Choose, link and perform actions with good control and coordination to create a short dance phrase which reflects ideas, mood and or feelings</li> <li>• Describe dance phrases, responding with opinion and reasoning of their own likes and dislikes</li> <li>• Recognise and describe what their body feels like during different types</li> </ul>	<p><b>Gymnastics(sequences-machines)</b></p> <ul style="list-style-type: none"> <li>• <b>Simple movement patterns, developing agility and co-ordination.</b></li> <li>• Remember, repeat and link gymnastic actions, body shapes and balances with control and precision</li> <li>• Select and use gymnastic actions to improve their own performance</li> <li>• Lift, move and place equipment safely</li> <li>• Describe and evaluate the effectiveness and quality of a performance and begin to recognise how it can improve their own performance</li> <li>• Recognise and describe what their body feels like during different types of activities</li> <li>• Performance</li> </ul>	<p><b>Football/ball skills</b></p> <p><b>Master basic movements, participate in team games, developing tactics for attacking and defending.</b></p> <ul style="list-style-type: none"> <li>• Team games</li> <li>• Football</li> <li>• Movement</li> <li>• Dribbling and passing</li> </ul>	<p><b>Tennis/ball skills</b></p> <p><b>Master basic movements, participate in team games, developing tactics for attacking and defending.</b></p> <ul style="list-style-type: none"> <li>• Team games</li> </ul>	<p><b>Cricket/ball skills</b></p> <p><b>Master basic movements of throwing and catching.</b></p> <ul style="list-style-type: none"> <li>• Team games Improve the way they coordinate and control their bodies with a range of equipment</li> <li>• Remember, repeat and link combination of skills</li> <li>• Choose, use and vary simple tactics</li> <li>• Recognise good quality in performance and use information to improve their performance and skills</li> <li>• Recognise and describe what their</li> </ul>	<p><b>Athletics</b></p> <p><b>Master basic movements, agility and co-ordination.</b> Practise for Sports Day</p> <p><b>Orienteering</b></p> <ul style="list-style-type: none"> <li>• Respond to the task with multiple plans for their actions</li> <li>• Negotiate with their peers to develop the most effective plan</li> <li>• Take the lead to solve more complex tasks in small groups increasing to larger groupings</li> <li>• Observe others &amp; evaluate their performance &amp; use it to improve their own performance</li> </ul>

	<p>of activities and is aware of the importance of warm-up and cool down in dance</p> <p><b>Simple movement patterns</b></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Group dance response to stimulus</li> <li>• Independent response to dance stimulus I and G</li> <li>• Create dance to stimulus</li> </ul>				<p>body feels like during different types of activities</p> <ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (see Science).</li> <li>• Explore skills, actions and ideas with increasing understanding</li> <li>• Remember and repeat simple skills and actions with increasing control and coordination</li> <li>• Recognise good quality in skill/actions and use information to improve their performance</li> <li>• Recognise and describe what their body feels like during different</li> </ul>	
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					<p>types of activities</p> <ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (see Science).</li> </ul>	
3	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Improve the way they coordinate and control their bodies with a range of equipment.</li> <li>Consolidate and improve the quality of their techniques and their ability to link movements.</li> <li>Develop the range and consistency of their skills in all games.</li> <li>Improve their ability to choose and use simple tactics and strategies.</li> </ul>	<p><b>Gymnastics(Symmetrical/assymetrical)</b></p> <ul style="list-style-type: none"> <li>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</li> <li>Improve their ability to select appropriate actions and use simple compositional ideas.</li> <li>Recognise and describe the short term effects of exercise on the body during different activities.</li> <li>Describe and evaluate the effectiveness and quality of a performance.</li> <li>Recognise how their own performance has improved.</li> </ul> <p><b>Participate in team games, developing tactics for attacking and defending.</b></p> <ul style="list-style-type: none"> <li><b>East Sussex Cricket Coaching</b></li> </ul>	<p><b>Dance-teeth</b></p> <ul style="list-style-type: none"> <li>Talk about stimuli as a starting point for creating dance phrases, experimenting with actions, dynamics, direction and levels</li> <li>Choose, link and perform actions with increasing control and coordination to create a short dance phrase which reflects ideas, mood and or feelings</li> <li>Describe dance phrases,</li> </ul>	<p><b>Games Hockey</b></p> <ul style="list-style-type: none"> <li>Improve the way they coordinate and control their bodies with a range of equipment.</li> <li>Consolidate and improve the quality of their techniques and their ability to link movements.</li> <li>Develop the range and consistency of their skills in all games.</li> <li>Improve their ability to</li> </ul>	<p><b>Field games</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Develop flexibility, strength, technique, control and balance through athletics</li> <li>Compare their performances with previous performances and demonstrate improvements to their personal best</li> </ul>	<p><b>Games/Athletic</b></p> <ul style="list-style-type: none"> <li>Refine running, jumping and throwing skills, actions and ideas with increasing understanding</li> <li>Remember and repeat simple skills and actions with increasing control and coordination</li> <li>Recognise good quality in skill/actions and use information to improve their performance</li> <li>Recognise and describe what</li> </ul>

	<ul style="list-style-type: none"> <li>Keep, adapt and make rules for striking and fielding and net games.</li> <li>Recognise good quality in performance and use information to improve their performance and skills.</li> </ul>		<p>responding with opinion and reasoning of their own likes and dislikes</p> <ul style="list-style-type: none"> <li>Pupils use cameras to record and evaluate their performance.</li> </ul>	<p>choose and use simple tactics and strategies.</p> <ul style="list-style-type: none"> <li>Keep, adapt and make rules for striking and fielding and net games.</li> </ul> <p>Recognise good quality in performance and use information to improve their performance and skills.</p>		<p>their body feels like during different types of activities</p> <p>body feels like during different types of activities</p>
4	<p>Field Games</p> <p>Handball</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Develop flexibility, strength, technique, control and balance through athletics</li> <li>Compare their performances with previous performances and demonstrate</li> </ul>	<p><b>Dance</b> - Battle of Hastings Talk about stimuli as a starting point for creating dance phrases, experimenting with actions, dynamics, direction and levels</p> <ul style="list-style-type: none"> <li>Choose, link and perform actions with accuracy and coordination to create a short dance phrase which reflects ideas, mood and or feelings</li> <li>Describe dance phrases using action/reaction canon and unison, responding with opinion and reasoning of their own likes and dislikes.</li> <li>Pupils use cameras to record and evaluate their performance.</li> </ul>	<p><b>Gymnastics</b> - mat work and apparatus</p> <ul style="list-style-type: none"> <li>Develop a range of actions, body shapes and balances they include in a performance.</li> <li>Perform skills and actions more accurately and consistently.</li> <li>Create gymnastic sequences that meet a theme or set of conditions.</li> <li>Use compositional devices when creating their sequences, such as changes in speed, level and direction.</li> <li>Describe how the body reacts during different types of activity and how this affects the way they perform.</li> </ul> <p>Describe and evaluate the effectiveness and quality of a performance.</p>	<p><b>Field Games</b> - tennis, hockey, team games</p> <ul style="list-style-type: none"> <li>Develop the range and consistency of their skills in all games.</li> <li>Devise and use rules and adapt tactics in different situations.</li> <li>Recognise which activities help their speed, strength and stamina and how</li> </ul>	<p><b>Athletics</b> -</p> <ul style="list-style-type: none"> <li>Sports day practise Refine running, jumping and throwing skills, actions and ideas with increasing understanding.</li> <li>Remember and repeat simple skills and actions with increasing control and coordination.</li> <li>Recognise and describe good</li> </ul>	

	improvements to their personal best	<b>Participate in team games, developing tactics for attacking and defending.</b> <ul style="list-style-type: none"> <li>• East Sussex Cricket Coaching</li> </ul>		activities affect their body. <ul style="list-style-type: none"> <li>• Explain ideas and recognise aspects of their work which need improving.</li> </ul> Suggest practices to improve their play.	quality in skill/actions and use information to improve their performance <ul style="list-style-type: none"> <li>• Recognise and describe what their body feels like during different types of activities.</li> </ul> Give reasons why warming up before an activity is important and why physical activity is good for health.
5	<b>Swimming</b> <b>Swim competently, confidently and proficiently over a distance of at least 25 metres.</b> <b>Use a range of strokes. Perform self rescue in different situations.</b>	<ul style="list-style-type: none"> <li>• <b>Dance-</b> Alien dance off</li> <li>• Talk about stimuli as a starting point for creating dance phrases, experimenting with actions, dynamics, direction and levels</li> <li>• Pupils use increasing precision, control and fluency in their movements.</li> </ul>	<b>Gymnastics-</b> <ul style="list-style-type: none"> <li>• partner sequences with mirroring</li> <li>• Perform actions, shapes and balances consistently and fluently in specific activities.</li> <li>• Choose and apply basic compositional ideas to the sequences</li> </ul>	<b>Games</b> <ul style="list-style-type: none"> <li>• Performance shows precision, control and fluency in a range of running, jumping and throwing activities.</li> <li>• Compare and comment on skills techniques in own and others' work and use information to improve their performance.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Develop a broader range of techniques and skills for attacking and defending and develop consistency in their skills.</li> <li>• Know and apply basic strategic and tactical principals of attack, and adapt then to different situations.</li> </ul>

		<ul style="list-style-type: none"> <li>• They analyse and comment on skill techniques and modify their routines.</li> <li>• Pupils use cameras to record and evaluate their performance.</li> </ul>	<p>they create, and adapt them to new situations.</p> <ul style="list-style-type: none"> <li>• Know and understand the basic principles of warming up and why it is important for good quality performance.</li> <li>• Understand why physical activity is good for their health.</li> <li>• Choose and use information and basic criteria to evaluate their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what their body feels like during different types of activities.</li> <li>• Give reasons why warming up before an activity is important and why physical activity is good for health.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.</li> <li>• Choose and use information to evaluate their own and others' work and suggest improvements.</li> </ul> <p><b>Orienteering</b></p> <ul style="list-style-type: none"> <li>• Respond to the task with multiple plans for their actions (using maps and clippers)</li> <li>• Negotiate with their peers to develop the most effective plan</li> <li>• Take the lead to solve more complex tasks in small groups increasing to larger groupings</li> </ul>
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						Observe others & evaluate their performance & use it to improve their own performance
6	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Balances, canon, mirroring, travelling, jumps</li> <li>Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas.</li> <li>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</li> <li>Understand why warming up and cooling down are important and how to become healthier.</li> <li>Evaluate their own and others' work.</li> </ul>	<p><b>Gymnastics</b></p> <p>Apparatus</p> <p>Choreograph a routine</p>	<p><b>Dance( Egypt)</b></p> <ul style="list-style-type: none"> <li>Canon, mirroring, independent choreography</li> <li>Talk about stimuli as a starting point for creating dance phrases, experimenting with actions, dynamics, direction and levels</li> <li>Pupils use precision, control and fluency in their movements.</li> <li>They analyse and comment on skill techniques and modify their routines.</li> <li>Pupils use cameras to record and evaluate their performance.</li> </ul>	<p><b>Dance(Egypt)</b></p> <p>Collaborative dance</p>	<p><b>Field Games</b></p> <p><b>Cricket/ rounders</b></p> <ul style="list-style-type: none"> <li>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.</li> <li>Understand, choose and apply a range of tactics and strategies consistently for defence and attack.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (see Science)</li> <li>Develop their ability to evaluate their own and others' work, and suggest ways to improve it.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Sports day practice</li> <li>Performance shows precision, control and fluency in a range of competitive running, jumping and throwing activities.</li> <li>Compare and comment on skills techniques in own and others' work and use information to improve their performance.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (see Science)</li> <li>Explain and apply basic</li> </ul>

	<ul style="list-style-type: none"><li>• Suggest ways of making improvements using gymnastic terminology.</li></ul>				<ul style="list-style-type: none"><li>• To know why warming up and cooling down are important.</li></ul>	safety principles in preparing for exercise.
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