



Subject Curriculum Map and Rationale

PHYSICAL EDUCATION

PE in the Early Years Foundation Stage

The foundations of our PE curriculum begin in EYFS where our children explore and learn through a balance of pupil initiated investigation and adult led learning. Our EYFS class focuses on high quality interactions and a language rich environment preparing every pupil for transition into Year 1 and the National Curriculum.

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p>Personal, Social and Emotional Development</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p>	<p>Manage their own needs. - personal hygiene Know and talk about the different factors that support overall health and wellbeing: - regular physical activity</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing. Work and play cooperatively and take turns with others.</p>
<p>Physical Development</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility.</p>	<p>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>

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Expressive Arts and Design	Respond to what they have heard, expressing their thoughts and feelings	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



PE Curriculum Map

	Week 1-6	Week 7-12	Week 13-18	Week 19-24	Week 25-30	Week 31-35	Week 36-39
EYFS	Manipulation & coordination	Manipulation & coordination	Gymnastics	Dance	Speed and agility	Body management	Cooperate & Solve problems
Year 1	Attack, defend and shoot	Gymnastics	Dance	Outdoor and adventurous activities	Run, jump and throw	Hit, catch and run	Send and return
Year 2	Attack, defend and shoot	Gymnastics	Dance	Outdoor and adventurous activities	Run, jump and throw	Hit, catch and run	Send and return
Year 3	Invasion Tag ruby	Dance	Gymnastics	Outdoor and adventurous activities	Athletics	Striking & Fielding Rounders	Net/wall games Tennis
Year 4	Invasion Netball/Basket ball	Dance	Gymnastics	Outdoor and adventurous activities	Athletics	Striking & Fielding Cricket	Net/wall games Tennis
Year 5	Invasion Football	Dance	Gymnastics	Outdoor and adventurous activities	Athletics	Striking & Fielding Rounders	Net/wall games Badminton
Year 6	Invasion Hockey	Dance	Gymnastics	Outdoor and adventurous activities	Athletics	Striking & Fielding Cricket	Net/wall games Badminton

PE Rationale - Linked to PEHUB

Guardian Angels have designed our curriculum using PE Hub as a supporting document for progression and planning. The PE Hub scheme of work gives children a broad menu of activities to build and enrich our curriculum.

The PE Hub provides coverage of the National Curriculum by dividing it up into three main areas;

- 1. Physically competent, physically active.**
- 2. Tactics & strategies, decision maker, creative and competitive.**
- 3. I can, I want to, I will.**

We use complimentary PE Hub units for each of the three areas; there is a great deal of overlap of units for each, which is intended to demonstrate how we meets the requirements of the National Curriculum.

Swimming is its own category with children having to receive swimming instruction during their primary years, leaving year 6 being able to swim 25m and perform a safe self-rescue..



Physically competent, physically active

NC purpose of study and aims	
<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport....Develop competence to excel in a broad range of physical activities. Pupils are physically active for sustained periods of time.</p>	
KS1	KS2
National Curriculum - What children should achieve	
<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Develop fundamental movement skills and become increasingly confident and competent.</p>	<p>Pupils should continue to apply and develop a broader range of skills</p> <p>Learn how to use skills in different ways and link them to make actions and sequences of movements</p>
National Curriculum - What children should be taught	
<p>Develop balance, agility and coordination and begin to apply in a range of activities.</p> <p>Master basic movements, including running, jumping, throwing and catching.</p>	<p>Develop technique, control and balance.</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility and strength.</p>
Complimentary PE Hub Units	
<ul style="list-style-type: none"> • Dance • Gymnastics • Run Jump Throw, Hit Catch Run, Send and Return, Attack defend shoot • Foundations • Fitness • Wellbeing 	<ul style="list-style-type: none"> • Dance • Gymnastics • Athletics • All game units • Golf • Foundations • Fitness • Wellbeing

Tactics & strategies, decision maker, creative and competitive.

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I can, I want to, I will

NC purpose of study and aims	
<p>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect</p> <p>Lead healthy, active lives.</p>	
KS1	KS2
National Curriculum - What children should achieve	
Engage in cooperative physical activities, in a range of increasingly challenging situations	Enjoy communicating, collaborating and competing with each other.
National Curriculum - What children should be taught	
<p>Participate in team games.</p> <p><i>Develop cooperative and collaborative skills through a broad range of activities.</i></p>	<p>Play competitive games.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Take part in OAA challenges both individually and within a team.</p>
Complimentary PE Hub Units	
<ul style="list-style-type: none"> • Dance • Gymnastics • Run Jump Throw, Hit Catch Run, Send and Return, Attack defend shoot • OAA • Wellbeing 	<ul style="list-style-type: none"> • Dance • Gymnastics • All games units • Golf • Fitness • OAA • Wellbeing

Swimming

Swimming

National Curriculum - What children should achieve

All children must receive swimming instruction either in key stage 1 or key stage 2.

National Curriculum - What children should be taught

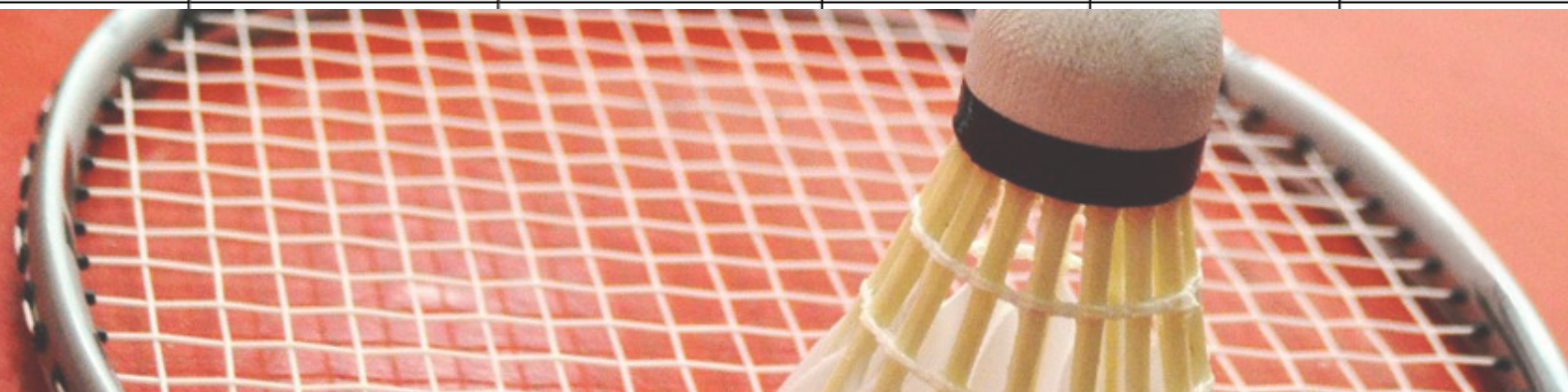
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

Complimentary PE Hub Units

- Swimming – Beginners, Intermediate, Advanced

EYFS	<p>Manipulation & coordination</p> <p>Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.</p>	<p>Manipulation & coordination</p> <p>Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope.</p>	<p>Gymnastics</p> <p>Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.</p>	<p>Dance</p> <p>Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music.</p>	<p>Speed and agility</p> <p>Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.</p>	<p>Body management</p> <p>Explore balance and managing own body. Be able to stretch, reach, extend in a variety of ways and positions. Be able to control body and perform specific movements on command.</p>	<p>Cooperate & Solve problems</p> <p>Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas & question. Collect, distinguish and differentiate colours and create a shape as a team.</p>
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Year 1	<p>Attack, defend and shoot</p> <p>Practice basic movements including running, jumping etc. and begin to engage in competitive activities. Experience opportunities to improve ABC's</p> <p>To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.</p>	<p>Gymnastics</p> <p>Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry basic apparatus. Recognise like action and link them.</p> <p>Perform a variety of basic gymnastics actions showing control. Introduce turn, twist, spin, rock and roll and link these. Perform longer movement phrases and link with confidence.</p>	<p>Dance</p> <p>Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts.</p> <p>Be able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.</p>	<p>Outdoor and adventurous activities</p> <p>Use thinking skills to follow multi step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence.</p>	<p>Run, jump and throw</p> <p>Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.</p> <p>Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, Balance. Agility and coordination.</p>	<p>Hit, catch and run</p> <p>To be able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.</p> <p>Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.</p>	<p>Send and return</p> <p>To be able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.</p> <p>Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects, select and apply skills to beat the opposition.</p>
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<p>Year 2</p>	<p>Attack, defend and shoot</p> <p>Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing.</p> <p>Select and apply a small range of simple tactics. Recognise good quality in self and others. Work with others to build basic attacking play.</p>	<p>Gymnastics</p> <p>Describe and explain how performers can transition and link elements. Perform with control and consistency basic actions. Create and perform a simple sequence.</p> <p>Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements. Attempt to use rhythm while performing a sequence.</p>	<p>Dance</p> <p>Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform.</p> <p>Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.</p>	<p>Outdoor and adventurous activities</p> <p>Use searching skills to find given things from clues and pictures. As a pair navigate space. Use and explore unusual equipment to develop motor skills, coordination and problem solving</p>	<p>Run, jump and throw</p> <p>Throw and handle a variety of object. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.</p> <p>Improve running and jump movement over sustained periods. Reflect on activities and makes connections to healthy active lifestyles. Jump for distance and height.</p>	<p>Hit, catch and run</p> <p>To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.</p> <p>Work a variety of ways to score runs in the different hit, catch, run games. Work in teams to field. Begin to play the role of wicketkeeper or backstop.</p>	<p>Send and return</p> <p>Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.</p> <p>Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game.</p>
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<p>Year 3</p>	<p>Invasion Tag rugby</p> <p>Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules.</p>	<p>Dance</p> <p>Practise and put together a performance. Perform using facial expressions. Perform with a prop.</p> <p>Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work.</p>	<p>Gymnastics</p> <p>Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.</p> <p>Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances.</p>	<p>Outdoor and adventurous activities</p> <p>Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative</p>	<p>Athletics</p> <p>Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force,</p>	<p>Striking & Fielding Rounders</p> <p>To be able to play simple rounders games.</p> <p>To apply some rules to games.</p> <p>To develop and use simple rounders skills.</p>	<p>Net/wall games Tennis</p> <p>To identify and describe some rules of tennis.</p> <p>To serve to begin a game.</p> <p>To explore forehand hitting.</p>
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<p>Year 4</p>	<p>Invasion Netball/Basketball</p> <p>Introduce high five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skill such as marking and footwork.</p> <p>Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball handling skills. Use footwork rules in a game situation and explore basic marking,</p>	<p>Dance</p> <p>Work to include freeze frames in routines. Practise and perform a variety of different formations in dance.</p> <p>Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</p>	<p>Gymnastics</p> <p>Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.</p> <p>Develop an increased range of body actions and shapes to include in a sequence Define muscle groups needed to support the core of their body. Refine taking weight on small and large body parts.</p>	<p>Outdoor and adventurous activities</p> <p>Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps. Compass and symbols. Identify what they do well and suggest what they could do to improve.</p>	<p>Athletics</p> <p>Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.</p>	<p>Striking & Fielding Cricket</p> <p>Develop and apply a range of skills in competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply with consistency.</p>	<p>Net/wall games Tennis</p> <p>Explore and use different shots with both the forehand and backhand. Demonstrate different badminton skills. Practise some trick shots in isolation</p>
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<p>Year 5</p>	<p>Invasion Football</p> <p>Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skilful when performing movements at speed.</p>	<p>Dance</p> <p>Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression.</p> <p>Using professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities</p>	<p>Gymnastics</p> <p>Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.</p> <p>Take responsibility for own warm-up. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. Remember and repeat longer sequences with more difficult actions.</p>	<p>Outdoor and adventurous activities</p> <p>Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compass and symbols. Identify what they do well and suggest what they could do to improve.</p>	<p>Athletics</p> <p>Sustain pace over short and longer distances. Run as part of a relay team. Perform range of jumps and throws.</p>	<p>Striking & Fielding Rounders</p> <p>Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders.</p>	<p>Net/wall games Badminton</p> <p>Use different types of serves & shots in-game. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques.</p>
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<p>Year 6</p>	<p>Invasion Hockey</p> <p>Choose and implement a range of strategies and tactics. Combine and perform more complex skills at great speed. Recognise and describe food individual and team performances.</p>	<p>Dance</p> <p>Work collaboratively to include more complex compositional ideas. Talk about different styles of dance with understanding, using appropriate language & terminology.</p> <p>Demonstrating narrative through contact and relationships. Showing tension through pattern and formation.</p>	<p>Gymnastics</p> <p>Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off a high apparatus.</p> <p>Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.</p>	<p>Outdoor and adventurous activities</p> <p>Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role. Use knowledge of PE and physical activities to suggest design ideas & amendments to games.</p>	<p>Athletics</p> <p>Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.</p>	<p>Striking & Fielding Cricket</p> <p>Apply with cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>	<p>Net/wall games Badminton</p> <p>Develop a wider range of shots including drop and smash. Begin to use more sophisticated tactics. Play with fluency with a partner in double scenarios.</p>
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