



PE CURRICULUM MAP

At SDA Primary School, the curriculum is centred around a two-year rolling programme. Each curriculum topic contains specific knowledge webs for each subject area. Within each web, knowledge categories provide curriculum coverage.

Get Set 4 PE – 3 themes of Social/Emotional/Thinking with Physical

Reception	Introduction to PE: Unit 1 & 2	Fundamentals Unit 1 & 2	Dance units 1 & 2	Gymnastics Units 1 & 2	Ball Skills Unit 1 & 2	Games Unit 1 & 2
Key Stage 1	YEAR A			YEAR B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Ball Skills Y1 Dance Y1 Invasion Y2 Net & Wall Y1	Ball Skills Y2 Net & Wall Y2 Send & Receive Y1 Dance Y2	Invasion Y1 Send & Receive Y2 Athletics Y1 Athletics Y2	Fundamentals Y1 Yoga Y1 Gym Y1 Fundamentals Y2	Team Building Y1 Team Building Y2 Yoga Y2 Gym Y2	Target Games Y1 Target Games Y2 Striking & Fielding Y1 Striking & Fielding Y2
Lower Key Stage 2	Ball Skills Y3 Netball Y3/4 Gymnastics Y3 Gymnastics Y4	Fundamentals Y3/4 Tag Rugby Y3/4 Swimming Y3/4	Fitness Y3/4 Yoga Y3/4 Golf Y3/4 Tennis Y3/4	Football Y3/4 Basketball Y4 Dance Y3 Dance Y4	Dodgeball Y3/4 Hockey Y3/4 OAA Y3 Cricket Y3/4 Rounders Y3/4	Athletics Y3 Handball Y3/4 Athletics Y4 OAA Y4
Upper Key Stage 2	Swimming Gymnastics Y5/Y6	Yoga Y5/6 Badminton Y5/6 Handball Y5/6 Hockey Y5/6	Y5/6 Rounders Golf Y5/6 Athletics Y5 Athletics Y6	Football Y5/6 Basketball Y5/6 Dance Y5/Y6	OAA Y5 OAA Y6 Fitness Y5/6 Netball Y5/6	Tag Rugby Y5/6 Cricket Y5/6 Tennis Y5/6 Volleyball Y5/6

End Point EYFS	End Point KS1	End Point LKS2	End Point UKS2
<p>Social: Take turns. Learn to share equipment with others. Share their ideas with others.</p> <p>Emotional: Try again if they do not succeed. Practise skills independently. Confident to try new tasks and challenges.</p> <p>Thinking: Begin to identify personal success. Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping. Begin to identify personal success. Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p>	<p>Social: Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges.</p> <p>Emotional: Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussion and perform in front of others</p> <p>Thinking: Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.</p>	<p>Social: Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self-manage games.</p> <p>Emotional: Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel.</p> <p>Thinking: Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology.</p>	<p>Social: Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively.</p> <p>Emotional: Understand what maximum effort looks and feels like and show determination to achieve it. Use different strategies to persevere to achieve personal best. Compete within the rules showing fair play and honesty when playing independently. Confident to attempt tasks and challenges outside of their comfort zone</p> <p>Thinking: Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there. Identify their own and others' strengths and areas for</p>



			development providing sensitive feedback and can suggest ways to improve. Select and apply appropriate skills for the situation when under pressure.
Dance			
Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music.	<ul style="list-style-type: none"> • Copy, remember and repeat a series of actions. • Select from a wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when completing actions with a partner. • Show a character through actions, dynamics and expression. • Use counts with help to stay in time with the music. 	<ul style="list-style-type: none"> • Copy, remember and adapt set choreography. • Choreograph considering structure individually, with a partner and in a group. • Use action and reaction to represent an idea. • Change dynamics to express changes in character or narrative. • Use counts when choreographing short phrases. 	<ul style="list-style-type: none"> • Perform dances confidently and fluently with accuracy and good timing. • Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. • Improvise and combine dynamics demonstrating an awareness of the impact on performance. • Use counts when choreographing and performing to improve the quality of work
Games			
Drop and catch with two hands. Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Run and stop when instructed. Move around showing limited awareness of others. Make simple decisions in response to a situation.	<p>Dribble a ball with two hands on the move. Dibble a ball with some success, stopping Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics.</p>	<p>Link dribbling the ball with other action with increasing control. Change direction when dribbling with feet with some control in game situations. Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations. Catch a ball passed to them using one and two hands with increasing success. Retrieve a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent with some success. Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession.</p>	<p>Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Use a variety of throwing techniques including fake passes to outwit an opponent. Select and apply the appropriate kicking technique with control. Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
Gymnastics & Yoga			
Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.	<p>Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus. Show increased awareness of extension and flexibility in actions Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension in more challenging actions. Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a good level of strength and technique. Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills</p>
Athletics, fundamentals and fitness			



<p>Run and stop with some control Explore skipping as a travelling action. Jump and hop with bent knees. Throwing larger balls and beanbags into space. Balance whilst stationary and on the move. Change direction at a slow pace. Explore moving different body parts together.</p>	<p>Show balance and coordination when running at different speeds. Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment</p>	<p>Demonstrate how and when to speed up and slow down when running. Link hopping and jumping actions with some control. Jump for distance and height showing balance and control. Throw with some accuracy and power towards a target area. Demonstrate good balance when performing other fundamental skills Show balance when changing direction at speed in combination with other skills. Begin to co-ordinate their body at speed in response to a task.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. Link running, jumping and hopping actions with greater control and co-ordination. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Show fluency and control when travelling, landing, stopping and changing direction Change direction with a fluent action and can transition smoothly between varying speeds Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>
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OAA Outdoor, Adventurous Activities

LKS2	UKS2
<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer Confidently communicate ideas and listen to others before deciding on the best approach Plan and apply strategies to solve problems. Identify key symbols on a map and use a key to help navigate around a grid. Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Communicate with others clearly and effectively when under pressure. Confident to lead others and show consideration of including all within a group. Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. Confidently and efficiently orientate a map, identifying key features to navigate around a course. Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>

Swimming

Beginners	Developers	Intermediate
<p>Submerge and regain feet in the water. Breathe in sync with an isolated kicking action from poolside. Use arms and legs together to move effectively across a short distance in the water. Glide on front and back over short distances. Float on front and back for short periods of time. Confidently roll from front to back and then regain a standing position</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath. Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. Combine gliding and floating on front and back over an increased distance. Float on front and back using different shapes with increased control. Comfortably demonstrate sculling head first, feet first and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depth. Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. Confidently demonstrate good technique in a wider range of strokes over increased distances. Combine gliding and transitioning into an appropriate stroke with good control Confidently link a variety of floating actions together demonstrating good technique and control. Select and apply the appropriate survival technique to the situation.</p>

**Future learning in KS3:**

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils should be taught to: ♣ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ♣ develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] ♣ perform dances using advanced dance techniques within a range of dance styles and forms ♣ take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group ♣ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ♣ take part in competitive sports and activities outside school through community links or sports clubs