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| Image result for Lunt's heath logoImage result for Lunt's heath logo  **Indoor PE Units Map** | | | | | | |
|  | Autumn | | Spring | | Summer | |
| EYFS | **Fundamental Movement Skills 1- Balance and Control**  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles | **Dance – Nursery Rhymes**  Remember and perform a basic sequence of movement when led by a teacher | **Gym – Rocking and Rolling**  Demonstrate 3 different ways of rolling with good control | **Dance – Toys**  To perform, review and improve a basic sequence of movement | **Gymnastics – Bouncing, jumping and landing**  Execute a variety of jumps and leaps with control in a sequence of work on the floor and apparatus | **Dance – Seasons**  To improve a performance of basic sequence of movement using partner feedback |
| Year 1 | **Yoga Storybook**  Bend, stretch and reaching | **Dance (pirates)**  Remember and perform a simple sequence of movement. | **Gymnastics (Spinning and balancing on points and patches)**  Perform spins and balances in different formations as part of a wider routine and perform in different formations | **Dance**  Identify what good looks like and give feedback to help my partner improve | **Taekwondo**  To apply speaking and listening, movement and balance skills. | **Gymnastics (pathways small and long)**  Use different pathways within a sequence. Mount and dismount apparatus using different pathways |
| Year 2 | **Yoga**  Work quietly focusing on breathing in 3 parts and using body control | **Dance – Animals**  Remember and perform a simple sequence of movement and use simple technical language to give constructive and useful feedback | **Gymnastics – Spinning, Turning, Twisting**  Create a sequence of work with a clear start and controlled twists, spins and turns | **Dance – Under the Sea**  To comment on the work of others using some technical language | **Gymnastics – Stretching, curling an arching**  Demonstrate curling, stretching and arching in my work | **Taekwondo**  To apply movement, balance and co-ordination. |
| Year 3 | **Badminton**  Move quickly to be in a position to return the shuttle and play powerful and deft shots | **Dance- Around the World**  Develop a motif demonstrating some agility, balance, coordination and precision | **Taekwondo**  To apply co-ordination and agility. | **Gymnastics –Receiving body weight**  Receive, and hold, my own body weight through a variety of points and patches, both in balance and in motion | **Dance – The Victorians**  Creatively change static actions into travelling movements and show different levels, pathways and directions | **Gymnastics – Symmetry & Asymmetry**  Create a sequence using a range of symmetrical and asymmetrical gymnastic moves |
| Year 4 | **Roman Dance**  Creatively change static actions into travelling movement and show different levels and pathways | **Taekwondo**  To apply co-ordination, agility and balance. | **Dance- Showcase**  To perform a dance showcase to a live audience | **Gymnastics- Rolling and travelling low**  Produce a sequence of rolls which show elements of unison, canon and mirroring | **Dance- Egyptians**  To recognise good timing, execution and performance skills | **Gymnastics – Partner work - Pushing and Pulling**  To work at contrasting levels while performing in unison and cannon |
| Year 5 | **Dance- British values**  Communicate effectively with a partner to develop a sequence | **Sports Hall Athletics**  To apply the correct techniques for running and jumping | **Gymnastics – Mirroring and Contrast**  Perform elements of unison and canon in a group routine | **Taekwondo**  To use strength and flexibility. | **Dance - Rock and Roll**  Evaluate the work of other’s using accurate technical language | **Dodgeball**  Choose the right moment to attack and defend. Compete against others effectively |
| Year 6 | **Taekwondo**  To use technique and movement patterns. | **Dance- WW2**  Move fluently and performing a wide range of skills confidently and competently | **Gym – Counter Balance and Counter Tension**  Perform asymmetrical counter balances in a sequence, using canon or unison. Use the apparatus and/or pupils when balancing | **Dance – Through the ages**  Evaluate the work of others using technical language including setting targets for improvement. | **Gym – Flight**  Explore different levels in my sequences to include flight and travelling close to the ground | **Dance – The Haka**  How to use canon, formation changes, direction and level to improve choreography |

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| Image result for Lunt's heath logoImage result for Lunt's heath logo  **Outdoor PE Units Map** | | | | | | |
|  | Autumn | | Spring | | Summer | |
| EYFS | **Locomotion 1- Travelling**  Negotiate space successfully using dodging, hopping and galloping | **Invasion Game Skills 1- ball control**  To bounce, pass and dribble a ball | **Target Games 1- ball accuracy**  To throw, kick and roll a ball accurately | **Stability 2 (Dynamic and static balance)**  To maintain balance when twisting, bending and dodging | **Striking and Fielding Game Skills 1- Rounders fielding**  To bowl, chase and retrieve a ball | **Fine Motor Skills- Sports Day Games**  To run and throw with spatial awareness |
| Year 1 | **Fundamental movement skills- Balance and control**  To show increasing control over an object when running, carrying and balancing | **Invasion Games Skills- ball skills**  To understand how to use my hands and feet when bouncing, passing and dribbling a ball | **Object manipulation**  To show increasing control over an object, travelling and moving with confidence and accuracy | **Net and Wall Games 1- Volleyball**  To strike a small ball with an open palm with some accuracy | **Locomotion 2- Jumping**  To jump in a variety of ways travelling with confidence | **Target Games 2- ball accuracy**  To apply a basic range of throwing, kicking and striking skills competently |
| Year 2 | **Fundamental Movement Skills 3- Body Control**  To understand how to use our bodies effectively to kick, jump and pass | **Cricket**  To bat and throw with control and accuracy | **Net and Wall Games 2- Tennis**  To strike a ball using forehand and backhand strokes | **Target Games 3- Skill technique**  To understand what technique to use when striking, rolling and kicking a ball | **Athletics 2**  To improve the technique used to throw, jump and run | **Striking and Fielding 2- softball**  To play a game using striking and bowling skills |
| Year 3 | **Swimming/ Invasion games (football and netball)**  To trap and cushion a ball. Use jockeying and understand how to keep possession. | **Swimming/ Invasion games (football and netball)**  To trap and cushion a ball. Use jockeying and understand how to keep possession. | **Tennis**  To use forehand, backhand and volley shots in a game. | **Invasion Games- basketball**  Deceive opponents by feinting/dummying/ giving the eyes | **Health related fitness**  To understand the effects exercise has on our bodies | **Rounders**  To understand ground fielding technique and how to position our bodies when batting and bowling |
| Year 4 | **Cricket**  To develop power and direction of the ball using the full face of the bat | **Tag Rugby**  To pass a rugby ball accurately backwards using both right and left hand | **Hockey**  To effectively use the push pass and jab tackle | **Handball**  To effectively intercept passes and block shots | **Athletics**  To use the correct techniques for running, hurdling, throwing and jumping | **Tri golf**  To putt and chip a ball towards a target striking the ball with accuracy |
| Year 5 | **Basketball**  To dribble, pass and shoot the basketball using the correct technique to play in a game | **Tennis**  To smash, lob and serve the ball | **Hockey**  To effectively Indian dribble, pass using a variety of techniques and tackle effectively | **Netball**  To pass accurately using a variety of shots and position ready for rebounds | **Rounders**  To throw and catch under pressure in competitive scenarios | **OAA**  To think creatively and collaboratively to find solutions to problems |
| Year 6 | **Cricket**  Attempt a range of recognised shots in isolation and in competitive scenarios | **Football**  To identify which shooting technique to use to be successful | **Invasion Game Skills 4- Tag Rugby**  Demonstrate specific tactical/performance awareness as an individual and team member | **Volleyball**  To bump, set, spike and block consistently well | **Athletics**  To compete in a range of track and field events over long and short distances | **Team Building and Problem Solving**  To perform calmly under pressure communicating verbally and effectively |

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| **Purpose and Aims**  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. Aims The national curriculum for physical education aims to ensure that all pupils:   * 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.   By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. |

**EYFS**

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| **Physical Education Knowledge and Skills** | |
| **Personal, Social and Emotional Development – Reception**   * Manage their own needs.   -personal hygiene   * Know and talk about the different factors that support overall health and wellbeing:   -regular physical activity | **Physical Development – Reception**   * 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, co-ordination 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, co-ordination and agility. |
| **Expressive Arts and Design – Reception**   * 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. |  |
| **Personal, Social and Emotional Development – ELG**  **Managing Self**   * 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. | **Personal, Social and Emotional Development – ELG**  **Building Relationships**   * Work and play cooperatively and take turns with others. |
| **Physical Development – ELG**  **Gross Motor Skills**   * 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. | **Expressive Arts and Design – ELG**  **Being Imaginative and Expressive**   * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

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| PE | Fundamental Movement  Skills 1 | Invasion Game Skills 1 | Gym – Rocking and Rolling  Balance Bikes | Stability 2 (Dynamic and static balance) | Striking and Fielding Game Skills 1 | Dance – Seasons |
| Locomotion 1 | Dance – Nursery Rhymes | Target Games 1 | Dance – Toys | Gymnastics – Bouncing, jumping and landing | Fine Motor Skills |

**Key Stage 1**

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| **Physical Education Knowledge and Skills** | |
| 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. | **Pupils will 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**

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| **Physical Education Knowledge and Skills** | |
| Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. | **Pupils will 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. |