



Lunt's Heath Primary School

Physical Education Curriculum Map and Statutory Requirements

Indoor PE Units Map 2024-2025						
	Autumn	Spring		Summer		
EYFS	<p>Dance – Nursery Rhymes</p> <p>Remember and perform a basic sequence of movement when led by a teacher</p>	<p>Fundamental Movement Skills 1- Balance and Control</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>	<p>Gym – Rocking and Rolling</p> <p>Demonstrate 3 different ways of rolling with good control</p>	<p>Personal Challenge- Social Distance</p> <p>Develop spatial awareness, travelling and balancing</p>	<p>Net and Wall- Striking and receiving</p> <p>To be ready to send and receive and work together with a partner.</p>	<p>Gymnastics – Bouncing, jumping and landing</p> <p>Execute a variety of jumps and leaps with control in a sequence of work on the floor and apparatus</p>
Year 1	<p>Dance (pirates)</p> <p>Remember and perform a simple sequence of movement.</p>	<p>Yoga Storybook</p> <p>Bend, stretch and reaching</p>	<p>Gymnastics (Spinning and balancing on points and patches)</p> <p>Perform spins and balances in different formations as part of a wider routine and perform in different formations</p>	<p>Personal Challenge- Agility, balance and co-ordination</p> <p>Develop agility, balance, co-ordination and demonstrating good technique.</p>	<p>Net and Wall- Striking, receiving and volleying</p> <p>Send in a variety of ways with balls of varying sizes whilst developing communication skills.</p>	<p>Gymnastics (pathways small and long)</p> <p>Use different pathways within a sequence. Mount and dismount apparatus using different pathways</p>
Year 2	<p>Dance – Animals</p> <p>Remember and perform a simple sequence of movement and use simple technical language to give constructive and useful feedback</p>	<p>Yoga</p> <p>Work quietly focusing on breathing in 3 parts and using body control</p>	<p>Gymnastics – Spinning, Turning, Twisting</p> <p>Create a sequence of work with a clear start and controlled twists, spins and turns</p>	<p>Personal Challenge- Core strength and stamina</p> <p>Further develop agility, balance, co-ordination and demonstrating good technique.</p>	<p>Net and Wall- Rallying</p> <p>Send and receive with increasing accuracy and consistency whilst linking skills to perform actions and sequences.</p>	<p>Gymnastics – Stretching, curling an arching</p> <p>Demonstrate curling, stretching and arching in my work</p>
Year 3	<p>Dance- Around the World</p> <p>Develop a motif demonstrating some agility, balance, coordination and precision</p>	<p>Yoga</p> <p>Breathing, control and isolating body parts</p>	<p>Gymnastics –Receiving body weight</p> <p>Receive, and hold, my own body weight through a variety of points and patches, both in balance and in motion</p>	<p>Health related fitness- Core strength, flexibility and plyometrics</p> <p>To understand the effects exercise has on our bodies</p>	<p>Net and Wall- Badminton</p> <p>Move quickly to be in a position to return the shuttle and play powerful and deft shots</p>	<p>Gymnastics – Symmetry & Asymmetry</p> <p>Create a sequence using a range of symmetrical and asymmetrical gymnastic moves</p>
Year 4	<p>Roman Dance</p> <p>Creatively change static actions into travelling movement and show different levels and pathways</p>	<p>Yoga</p> <p>Position and alignment</p>	<p>Gymnastics- Rolling and travelling low</p> <p>Produce a sequence of rolls which show elements of unison, canon and mirroring</p>	<p>Health related fitness Core, plyometrics and technique</p> <p>Develop core strength, flexibility and understand the effects of exercise on the body</p>	<p>Dance- Egyptians</p> <p>To recognise good timing, execution and performance skills</p>	<p>Net and Wall- Volleyball</p> <p>Move quickly to be in a position to return the ball using varied hand techniques.</p>
Year 5	<p>Dance- British values</p> <p>Communicate effectively with a partner to develop a sequence</p>	<p>Yoga</p> <p>Understanding the right state of mind</p>	<p>Gymnastics – Mirroring and Contrast</p> <p>Perform elements of unison and canon in a group routine</p>	<p>Health related fitness- Healthy dance</p> <p>Develop core strength, flexibility and understand importance of teamwork for success.</p>	<p>Net and Wall- Tennis</p> <p>Use a selection of grips to perform various shots – sending and receiving and moving quickly around the court.</p>	<p>Gymnastics – Synchronisation and canon</p> <p>Sequencing consistency and symmetry</p>
Year 6	<p>Dance – The Haka</p> <p>How to use canon, formation changes, direction and level to improve choreography</p>	<p>Yoga</p> <p>Physical and mental benefits of yoga</p>	<p>Gym – Counter Balance and Counter Tension</p> <p>Perform asymmetrical counter balances in a sequence, using canon or unison. Use the apparatus and/or pupils when balancing</p>	<p>Health related fitness- Core, technique and improvement in performance</p> <p>Develop core strength, stamina, flexibility and recognise the benefits of active listening and useful questioning.</p>	<p>Net and Wall- Volleyball</p> <p>Develop understanding of positions to attack and defend whilst improving sending techniques.</p>	<p>Gym – Flight</p> <p>Explore different levels in my sequences to include flight and travelling close to the ground</p>



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Outdoor PE Units Map 2024-2025						
	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	Fine Motor Skills To use strength, negotiate space and move in a variety of ways	Target Games 1- ball accuracy To throw, kick and roll a ball accurately	Fine Motor Skills- Sports Day Games To run and throw with spatial awareness	Striking and Fielding Game Skills 1- Rounders fielding To bowl, chase and retrieve a ball
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	Target Games 2- Targets To punt, strike and target	Athletics To explore the technique used to throw, jump and run	Striking and Fielding 1- Baseball To play a game using striking and bowling skills
Year 2	Cricket To bat and throw with control and accuracy	Invasion Games Skills- fundamental skills Movement, defending and passing	Fundamental movement skills- Basic Physical skills To demonstrate basic skills in a range of physical activities	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.	OAA To explore teamwork, problem solving and following directions	Invasion Games- basketball Deceive opponents by feinting/dummying/ giving the eyes	Athletics To explore techniques for running, hurdling, throwing and jumping	Baseball 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	Hockey To effectively use the push pass and jab tackle	Swimming/ OAA To communicate, negotiate and navigate	Swimming/ OAA To communicate, negotiate and navigate	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	Sports Hall Athletics To apply the correct techniques for running and jumping	Basketball To dribble, pass and shoot the basketball using the correct technique to play in a game	OAA To think creatively and collaboratively to find solutions to problems	Netball To pass accurately using a variety of shots and position ready for rebounds	Athletics To explore a range of track and field events over long and short distances	Baseball To develop power and direction of the ball using the full face of the bat
Year 6	Sports Hall Athletics Greater force, accuracy, efficiency and distance	Football To identify which shooting technique to use to be successful	OAA- Team Building and Problem Solving To perform calmly under pressure communicating verbally and effectively	Invasion Game Skills 4- Tag Rugby Demonstrate specific tactical/performance awareness as an individual and team member	Athletics To compete in a range of track and field events over long and short distances	Rounders To throw and catch under pressure in competitive scenarios



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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.



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EYFS

Physical Education Knowledge and Skills

<p style="text-align: center;">Personal, Social and Emotional Development – Reception</p> <ul style="list-style-type: none"> • Manage their own needs. -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: -regular physical activity 	<p style="text-align: center;">Physical Development – Reception</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Expressive Arts and Design – Reception</p> <ul style="list-style-type: none"> • 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. 	
<p style="text-align: center;">Personal, Social and Emotional Development – ELG Managing Self</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Personal, Social and Emotional Development – ELG Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.



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<p style="text-align: center;">Physical Development – ELG Gross Motor Skills</p> <ul style="list-style-type: none"> • 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 style="text-align: center;">Expressive Arts and Design – ELG Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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PE	<p>Dance – Nursery Rhymes</p> <p>Remember and perform a basic sequence of movement when led by a teacher</p>	<p>Fundamental Movement Skills 1- Balance and Control</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>	<p>Gym – Rocking and Rolling</p> <p>Demonstrate 3 different ways of rolling with good control</p>	<p>Personal Challenge- Social Distance</p> <p>Develop spatial awareness, travelling and balancing</p>	<p>Net and Wall- Striking and receiving</p> <p>To be ready to send and receive and work together with a partner.</p>	<p>Gymnastics – Bouncing, jumping and landing</p> <p>Execute a variety of jumps and leaps with control in a sequence of work on the floor and apparatus</p>
	<p>Locomotion 1- Travelling</p> <p>Negotiate space successfully using dodging, hopping and galloping</p>	<p>Invasion Game Skills 1- ball control</p> <p>To bounce, pass and dribble a ball</p>	<p>Fine Motor Skills</p> <p>To use strength, negotiate space and move in a variety of ways</p>	<p>Target Games 1- ball accuracy</p> <p>To throw, kick and roll a ball accurately</p>	<p>Fine Motor Skills- Sports Day Games</p> <p>To run and throw with spatial awareness</p>	<p>Striking and Fielding Game Skills 1- Rounders fielding</p> <p>To bowl, chase and retrieve a ball</p>



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Key Stage 1

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

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.