



Reception/Foundation Stage Physical Education – Curriculum Map

Educational Programme for Physical Development

- Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

- The Intent in the Foundation Stage is to focus on developing gross and fine motor skills. Lancashire has developed a 5 Fundamental Skills resource to support Foundation teachers in understanding 5 key FMS. These 5 skills along with opportunities to develop a wider range of physical skills will ensure that they are ready for KS1 PE.

- PE is delivered in Reception through taught lessons and outdoor provision. We use the Lancashire PE plans and The Lancashire 5 skills for Under 5's to develop the fundamental movement and physical skills our children need.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Fundamental Movement Skills	How to Catch a Star	Castles	Rosie's Walk	Jack and the Beanstalk	Seaside
Aims of Unit	To become familiar with the rules and routines of a PE lesson, including getting changed into our PE kits. To introduce the 5 fundamental movement skills – running, jumping, hopping, catching and throwing.	To balance on small and large body parts in the shape of a star. To send a ball/ throwing equipment with increasing accuracy. To jump and land appropriately. To climb under over and through climbing equipment. To practise throwing overarm.	To throw under arm. To roll a ball. To jump and land appropriately. To perform a variety of gymnastic rolls. To climb up and down apparatus using alternate feet.	To jump and land appropriately. To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. To climb under over and through climbing equipment. To experiment with different ways of travelling on hands and feet.	To experiment with different ways of moving. To use increasing control over an object by touching, pushing, patting, throwing, or catching. To move with control and co-ordination To use a range of small and large equipment. To jump and land appropriately. To roll in a variety of ways. To roll a ball accurately. To climb up and down apparatus using alternate feet.	To balance on small body parts. To travel on hands and feet. To show increasing control over an object pushing and patting it. To perform a variety of gymnastic rolls. To underarm throw with some accuracy.
Ongoing Gross Motor Provision	Within outdoor provision, stations are set-up to allow children to learn the 'Five Fundamental Movement Skills'. When children are competent and ready to be assessed, they are assessed to see whether they have achieved the objective. The stations change depending on the area of need for the specific year group of children. <i>For instance, a catching station may be provided for a longer period of time than any other station as this is an area which has been assessed as an area for improvement.</i>					



(5 FMS) Dance, which is also part of EAD (expressive arts and design) is delivered from Autumn 2 at least once in a half term, resulting in 5/6 sessions over the year. These lessons are linked to themes e.g. Diwali and *Chinese New Year*

Year 1 Physical Education – Curriculum Map

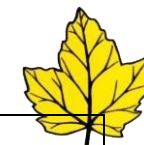
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Baseline Unit Supertato	FMS Unit – Underarm Throw Core Task	Gymnastic Activities 1 – through the ‘Making Shapes’ Core Task.	FMS Unit – Catching and Bouncing a Ball Core Task	FMS Unit- Overarm Throw Core Task	Athletic Activities – through the ‘Honey Pot’ Core Task.
Aims of Unit	<i>Children will be assessed and develop basic FMS. The baseline unit will be the basis for what is delivered in the FMS units.</i>	<i>Children will develop basic game-playing skills in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.</i>	<i>Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create, short movement phrases of ‘like’ linked actions e.g. two jumps or two rolls</i>	<i>Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They will play games based on net games and striking and fielding games.</i>	<i>Children will develop basic game-playing skills in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.</i>	<i>Children will explore running, jumping and throwing activities, and take part in simple challenges. They experiment with different ways of travelling, throwing and jumping</i>
Lesson 2	Dance Activities Three Little Pigs		FMS Unit – Rolling a Ball Core Task		Gymnastics Activities 2 – Core Task 2 ‘Three’	
Aims of Unit	<i>Children will explore basic body actions e.g. jumping and turning, and use different parts of their body to create and repeat short</i>		<i>Children will develop basic game-playing skills in particular the FMS of throwing and catching. They play games based on net games and</i>		<i>Children investigate movement, stillness and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember</i>	



	dances		striking and fielding games.		and repeat, short movement phrases of 'like' linked actions, e.g. two jumps or two rolls. Children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	
Enrichment Opportunities	<ul style="list-style-type: none"> . Walking Curriculum . Resilience Week . Multi-Skills Sessions . Skipping Workshop 	<ul style="list-style-type: none"> . High Intensity Interval Training Sessions . Judo Sessions . Active Mile . Mental Wellbeing days (Mindfulness and Yoga) 				

Year 2 Physical Education – Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Dance – Seaside	Gymnastics Activities – through Families of Action core task	Games – through Net/Wall activities	Games – FMS Playground games in the 20 th Century	Athletics – through the Colour Match core task	FMS Assessment for End of KS1
Aims of Unit	<i>Children will focus on creating and performing short dances that Depict life in a seaside village.</i>	<i>Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor</i>	<i>Children will improve their basic FMS in games. They play games that demand simple choices and decisions. They will</i>	<i>Children will apply their FMS in games. They play games that demand simple choices and decisions. Children</i>	<i>Children will explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different</i>	<i>Children will perform 10 FMS skills running, and take part in simple challenges.</i>

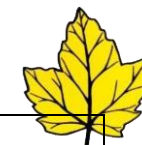


		e.g. roll, jump and a shape. They then transfer what they learn on the floor to apparatus.	continue to practice and refine their FMS and techniques using them to outwit others.	who didn't meet the FMS will have extra practice to refine their FMS and techniques so they meet the target.	ways of travelling, throwing and jumping.	
Lesson 2		FMS – Bounce Ball		OAA – The Great Outdoors		Games - Striking and Fielding
Aims of Unit		Children will improve and apply their basic FMS in games. They will play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.		Children will explore the Great Outdoors and take part in trails and simple team building exercises.		Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions. They will continue to practice and refine their FMS and techniques, using them to outwit others.
Enrichment Opportunities	<ul style="list-style-type: none"> . Walking Curriculum . Resilience Week . Multi-Skills Sessions . Skipping Workshop . High Intensity Interval Training Sessions . Judo Sessions . Active Mile . Mental Wellbeing days (Mindfulness and Yoga) 					



Year 3 Physical Education – Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Dance Activity – Ironman	Gymnastics Activity 1 – through Balancing Act Core Task	Creative Games – through Core Task Tag and Target	OAA Activities – through Trust and Trails Unit	Net/Wall – through Core Task 1	Invasion Game – Rugby (Three Touch Ball)
Aims of Unit	<i>Children perform dances, focusing on creating, adapting and linking a range of dance actions. They perform duets that express character and explore patterns and timings.</i>	<i>Children will focus on improving the quality of their movement. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.</i>	<i>Children will learn how games work through designing their own tag and target games. Children will improve their FMS and start to understand how to design their own game.</i>	<i>Children take part in simple trust and orientation activities using maps and diagrams. Working on their own and in small groups, children will learn to use simple maps and follow simple trails.</i>	<i>Children will learn to develop skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent.</i>	<i>Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game rugby specific techniques</i>
Lesson 2		Target Games - Dodgeball		Gymnastics – Balancing Act Core Task		Invasion Game – Netball (Three Touch Ball)
Aims of Unit		<i>Children will continue to learn simple attacking tactics through playing a target game – Dodgeball.</i>		<i>Children will focus on improving the quality of their movement e.g. by stretching fingers and pointing toes to help them produce extension. They will learn how to plan and perform actions and sequences and develop flow by linking actions smoothly.</i>		<i>Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game netball specific techniques.</i>

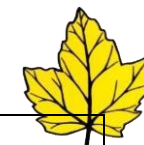


Enrichment Opportunities	<ul style="list-style-type: none"> . Walking Curriculum . Resilience Week . Multi-Skills Sessions . Skipping Workshop . Dodgeball Sessions 	<ul style="list-style-type: none"> . High Intensity Interval Training Sessions . Judo Sessions . Active Mile . Mental Wellbeing days (Mindfulness and Yoga)
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<u>Year 4 Physical Education – Curriculum Map</u>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Gymnastic Activities – Creating a Sequence	Invasion Game – Handball	Invasion Games – Basketball (On The Attack – Core Task)	OAA Activities – Team Work & Problem Solving	Striking and Fielding – Rounders (Run The Loop – Core Task)	Athletics Activities – Throwing, jumping and running techniques
Aims of Unit	<i>Children will learn and develop their skills with control and precision, combining them to make a sequence. They will extend their range of actions, working on more difficult combinations.</i>	<i>Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. They play small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</i>	<i>Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. Develop attacking skills in a 4v2 invasion game, 'On The Attack.</i>	<i>Children will take part in a range of problem solving skills. The tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.</i>	<i>Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down.</i>	<i>Children will concentrate on developing good basic running, jumping and throwing techniques. Children will develop their technical understanding across all areas of athletics.</i>



Lesson 2	Target Games - Boccia		Dance Activities – Sparks Might Fly		Net and Wall – Core Task 2	
Aims of Unit	<i>In this unit the children will learn how to apply simple tactics in a range of target games using a range of equipment. The children will learn how to play the Paralympic sport of Boccia.</i>		<i>Children gain inspiration from Science Unit and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control both in canon and unison.</i>		<i>Children will learn to develop the skills they need for net/wall games and how to use these skills to make the game difficult for their opponent.</i>	
Enrichment Opportunities	<ul style="list-style-type: none"> . Walking Curriculum . Resilience Week . Active Mile . Skipping Workshop . Gymnastics Sessions . High Intensity Interval Training Sessions . Outdoor Adventurous Activities (Borwick Hall) . Mental Wellbeing days (Mindfulness and Yoga) . Judo Sessions 					



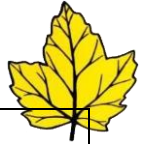
Year 5 Physical Education – Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Gymnastics Activities – through Acrobatics Core Task	Dance Activities – Food, Glorious Food		OAA – Orienteering	Striking and Fielding - Rounders	Athletics Activities – through Three Run, Jump and Throw Core Task
Aims of Unit	<i>Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner. Children will create longer sequences with a partner to perform paired balances for an audience.</i>	<i>Children learn different styles of dance. They create, perform and watch dances in a range of styles, working with partners and groups. They will improvise and explore ideas developing their knowledge of dance.</i>		<i>Children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team.</i>	<i>Children will develop the range and quality of their skills and understanding. They will learn how to play the different roles of bowler, backstop, fielder and batter.</i>	<i>Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</i>
Lesson 2			Swimming Activities	Swimming Activities	Swimming Activities	Swimming Activities
Aims of Unit			Beginners (non-swimmers and developing swimmers): <i>In this unit, children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first, they use swimming aids and support – in time, some children will manage without these.</i> Developing and Competent Swimmers: <i>In this unit children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.</i>			
Enrichment Opportunities	<ul style="list-style-type: none"> . Walking Curriculum . Resilience Week . Active Mile . Skipping Workshop . Bikeability 	<ul style="list-style-type: none"> . High Intensity Interval Training Sessions . Outdoor Adventurous Activities (Borwick Hall) . Mental Wellbeing days (Mindfulness and Yoga) . Gymnastics Sessions 				



Year 6 Physical Education – Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Gymnastic Activities 1 – counter balance and counter tension balances	Dance Activity – Heroes and Villains	Striking and Fielding Games - Cricket	OAA - Orienteering	Net/Wall Games - Tennis	Invasion Games - Hockey
Aims of Unit	<i>Children will develop their knowledge of different ways to balance both independently and in pairs, to plan and perform a sequence with a partner</i>	<i>Children will focus on using different starting points for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting</i>	<i>Children will develop the range and quality of their skills and understanding. They will learn how to play the different roles of bowler, backstop, fielder and batter.</i>	<i>Children will take part in more complex orienteering events. They will learn to read maps more accurately, and to adapt their skills to meet challenges set in their new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. They will take on more demanding leadership roles and will learn to take initiative more often.</i>	<i>Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall games. They spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</i>	<i>Children will learn how to improve their decision making whilst playing a modified version of netball. Children will further their ability to attack and defend as a team in small sided games of modified netball.</i>
Lesson 2	Swimming Activities	Swimming Activities	Gymnastics Activities 2 - - sequence movements, performing as a group on apparatus			
Aims of Unit	Beginners (non-swimmers and developing swimmers): <i>In this unit, children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first,</i>		<i>Children will use their knowledge of compositional principles, to develop sequences on apparatus showing</i>			



	<p><i>they use swimming aids and support – in time, some children will manage without these.</i> Developing and Competent Swimmers: <i>In this unit children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.</i></p>	<p><i>an awareness of their audience.</i> <i>Children will plan, perform and analyse a sequence with a partner on apparatus.</i></p>			
<p>Enrichment Opportunities</p>	<ul style="list-style-type: none"> . Walking Curriculum . Resilience Week . Active Mile . Skipping Workshop . Gymnastics Sessions . High Intensity Interval Training Sessions . Residential/ Outdoor Adventurous Activities (Tower Wood) . Mental Wellbeing days (Mindfulness and Yoga) . Judo Sessions 				