

Physical Education Curriculum Map

Black – Teachers Blue – Sports coaches. Red – Sports partnership professional coaches.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	<p>Gymnastics –</p> <ul style="list-style-type: none"> ❑ Choose two ways of travelling, e.g. walking backwards safely and a roll. ❑ Link these two to make a short movement phrase which you can remember and perform on the floor. ❑ Make sure you know where you start and finish and what shapes you will make to start and finish. <p>Games Large ball skills, throwing and catching</p>	<p>Dance-</p> <ul style="list-style-type: none"> ❑ Create, perform and share short dances based on the traditional story ‘Peter and the Wolf’ ❑ Create dances using a range of shapes, actions and dynamics and clear starting and finishing positions. <p>Games Invasion Games Involving tags, balls and hoops.</p>	<p>Gymnastics –</p> <ul style="list-style-type: none"> ❑ Choose three ‘like’ actions, e.g. three different jumps, three rolls, or three ways of taking your weight on your hands and link these actions to make a short movement phrase on the floor and apparatus. ❑ You need to be able to remember and repeat your movement phrase. <p>Games Multi-skills: Agility, balance and coordination</p>	<p>Multiskills Agility work, balance and co ordination skills (Tennis- Sports partnership – professional coach)</p> <p>Games Invasion games Football skills involving: Dribbling, kicking and passing.</p>	<p>Dance –</p> <ul style="list-style-type: none"> ❑ Create, perform and share short dances based on the story ‘ Fidgety Fish’ by Ruth Galloway. ❑ Create dances with a clear start and finish, and a range of shapes and actions in the middle. <p>(Golf- Sports partnership – professional coach) Striking / Fielding Bat and ball skills and games</p>	<p>Athletics- skills linked to Sports day</p> <p>Athletics Running throwing and jumping. Field Games</p>

<p>Year 2</p>	<p>(Golf- Sports partnership – professional coach)</p> <p>Games Large ball skills throwing and catching development.</p>	<p>Gymnastics –</p> <ul style="list-style-type: none"> ❑ Create and perform a simple sequence, on the floor and using mats, of up to four elements, e.g. balance, roll, jump and body shape. <p>Make sure you have a clear starting position and that you move smoothly between shapes and actions</p> <p>Games Invasion Games Involving Tags, Balls and hoops. Making up games.</p>	<p>Gymnastics-</p> <ul style="list-style-type: none"> ❑ Having created a simple sequence of up to four elements, transfer it to a combination of floor, mats and apparatus, e.g. move from the floor to finish on apparatus, or move from apparatus to finish on the floor. ❑ Work with a partner to combine your sequence and your partner’s sequence. Perform the sequence as a pair. <p>Games Multi skills Agility, balance and coordination.</p>	<p>Dance –Traditional</p> <ul style="list-style-type: none"> ❑ Learn and perform a simple traditional English country dance. ❑ Create and perform a short dance by linking together patterns and figures based on traditional English country dancing. <p>Games Invasion Games Football skills Involving: dribbling, kicking and passing</p>	<p>Dance –Sea and shore creative dance</p> <ul style="list-style-type: none"> ❑ Create, perform and share short dances based on the theme of ‘Sea and Shore’. ❑ Use expressive and dynamic qualities to show different moods, ideas and feelings. <p>(Tennis- Sports partnership – professional coach)</p> <p>Out door games Striking / Fielding Bat and ball skills and games</p>	<p>Outdoor games (Rounders) – Striking/Fielding Sports day practise</p> <p>Athletics Running throwing and jumping. Field Games.</p>
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<p>Year 3</p>	<p>Circuit training – noticing changes in our bodies</p> <p>(Tennis- Sports partnership – professional coach)</p> <p>Invasion Games High fives (netball)</p>	<p>Gymnastics –</p> <ul style="list-style-type: none"> □ Using floor and apparatus create and perform a sequence of contrasting actions, e.g. three jumps and two balances, showing contrasting shapes. □ Show extension when balancing and flow when transferring your weight, so that the end of one action is the beginning of another. <p>Invasion Games. Tag rugby</p>	<p>Dance-</p> <ul style="list-style-type: none"> □ Create and perform a dance, either on your own, or with a partner or in a small group based on the story ‘Emu and Eagle’s Great Quarrel’. □ Use changes in speed, strength, level, direction and space in the dance. <p>Invasion Games. Quick sticks (Hockey)</p>	<p>Gymnastics-</p> <ul style="list-style-type: none"> □ Using floor and mats, create and perform a sequence that involves a clear change of speed, linking three balances with three different ways of travelling, e.g. balance, travel, balance, travel, travel, balance. <p>Golf – professional coach</p> <p>Invasion Games. Football</p>	<p>Dance-</p> <ul style="list-style-type: none"> □ Create and perform a dance, either on your own, or with a partner or in a small group based on the story ‘The King who wanted to touch the moon’. □ Use changes in speed, strength, level, direction and space in the dance. <p>Out door games Striking / Fielding Bat and ball skills and games Rounders</p> <p>½ year group swim for 6 weeks</p>	<p>Orienteering outside.</p> <p>Out door games Striking / Fielding Bat and ball skills and games Athletics Running throwing and jumping – progression</p> <p>Other ½ year group swim for 6 weeks</p>
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<p>Year 4</p>	<p>Swimming activities and water safety Falcon</p> <p>Invasion games Quick sticks – hockey- Eagle</p> <p>Invasion Games High fives (netball)</p>	<p>Swimming activities and water safety Eagle</p> <p>(Tennis- Sports partnership – professional coach) F Golf – professional coach E and F</p> <p>Creative dance / gymnastics linked with Habitat work/Rivers- Falcon</p> <ul style="list-style-type: none"> □ Create and perform dances based on oppositional forces. <p>Invasion games Tag rugby</p>	<p>Swimming activities and water safety Falcon</p> <p>Golf – professional coach- F and E (Tennis- Sports partnership – professional coach) E</p> <p>Creative dance / gymnastics linked with Folk /War Dance Vikings-Eagle</p> <ul style="list-style-type: none"> □ Create and perform a dance based on steps and figures found in traditional English (VIKING) country dances; □ Create and perform a dance which incorporates solo, partner and group work, using stepping from the Suffolk broom dance as a starting point. <p>Gymnastics –</p> <ul style="list-style-type: none"> □ Create a sequence using floor and mats that has up to six elements, e.g. four twisted shapes and two ways of turning while travelling. 	<p>Swimming activities and water safety Eagle</p> <p>Creative dance / gymnastics linked with topic – Vikings /War Dance Vikings- Falcon</p> <p>Gymnastics-</p> <ul style="list-style-type: none"> □ Using floor and apparatus, work with a partner to create and perform a sequence that involves both of you moving together from a starting point, and then moving apart to finish. □ The sequence should include at least four elements, and each of you should follow an L-shaped pathway. 	<p>Swimming activities and water safety Falcon</p> <p>Invasion games Quick sticks – hockey- Falcon</p> <p>Outdoor games Striking / Fielding Bat and ball skills and games / Kwik Cricket</p>	<p>Swimming activities and water safety Eagle</p> <p>Athletics Running, throwing and jumping, sports day practise (Multiskills and sports Leadership)</p> <p>Athletics Running, throwing and jumping Outdoor games Striking / Fielding Bat and ball skills and games</p>
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