PE Curriculum Map

EYFS

In the Early Years Foundation Stage, Physical Education (PE) forms part of the learning children acquire under the 'Knowledge and Understanding of the World' branch of the Foundation Stage curriculum. During these sessions, children will begin to learn and develop Fundamental movement skills (FMS) such as: locomotor skills (running and jumping); stability skills (jumping and twisting) and manipulation skills (throwing and catching.) This will then progress as and when they go through the school.

The EYFS framework (2021) mention **Development matters statements** which include:

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

The EYFS frame (2021) also includes **Gross Motor Skills statements,** such as:

- 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

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

We also encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenges, both indoors and outdoors, using a wide range of resources to support specific skills.

	Autumn	**Spring**	**Summer**
EYFS	Introduction to PE Fundamentals	Dance Ball Skills	Gymnastics Games

Year One and Two							
Curriculum coverage							
		Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year One	**Aesthetic Lesson**	Fundamentals Year 1	Dance Year 1	Gymnastics Year 1	Yoga Year 1	Team Building Year 1	Swimming Year 1/2
	Games Lesson	Ball Skills Year 1	Invasion Year 1	Sending & Receiving Year 1	Target Games Year 1	Striking & Fielding Year 1	Athletics Year 1
Year Two	**Aesthetic Lesson**	Fundamentals Year 2	Dance Year 2	Gymnastics: Year 2	Fitness Year 2	Team Building Year 2	Swimming Year 1/2
	Games Lesson	Ball Skills Year 2	Net and Wall Year 2	Sending & Receiving Year 2	Target Games Year 2	Striking & Fielding Year 2	Athletics Year 2

Threshold Concepts							
Team Games	To send the ball in the direction of another person.	**Basic Movements**	To pass and receive a ball with some control.	**Performance**	To perform a range of rolls with increasing control.	**Agility, Balance and Coordination**	To explore ways to balance.
Key Knowledge Categories							
Movement Tactics and strategy Personal and social Leadership Healthy lifestyle							

Year Three and Four							
Curriculum coverage							
		Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 3	Aesthetics Lesson	Dance Year 3	Gymnastics Year 3	Fundamentals Year 3 OAA Year 3	Fitness Year 3	Swimming Year 3	
	Games Lesson	Ball skills Year 3/4	Tag Rugby Year 3		Tennis Year 3		Athletics Year 3 Rounders Year 3
Year 4	Aesthetic Lesson	Gymnastics Year 4	Yoga Year 4 OAA Year 4	Dance Year 4	Fitness Year 4	Swimming Year 4	
	Games Lesson	Hockey Year 4		Netball Year 4	Tennis Year 4		Athletics Year 4 Cricket Year 4

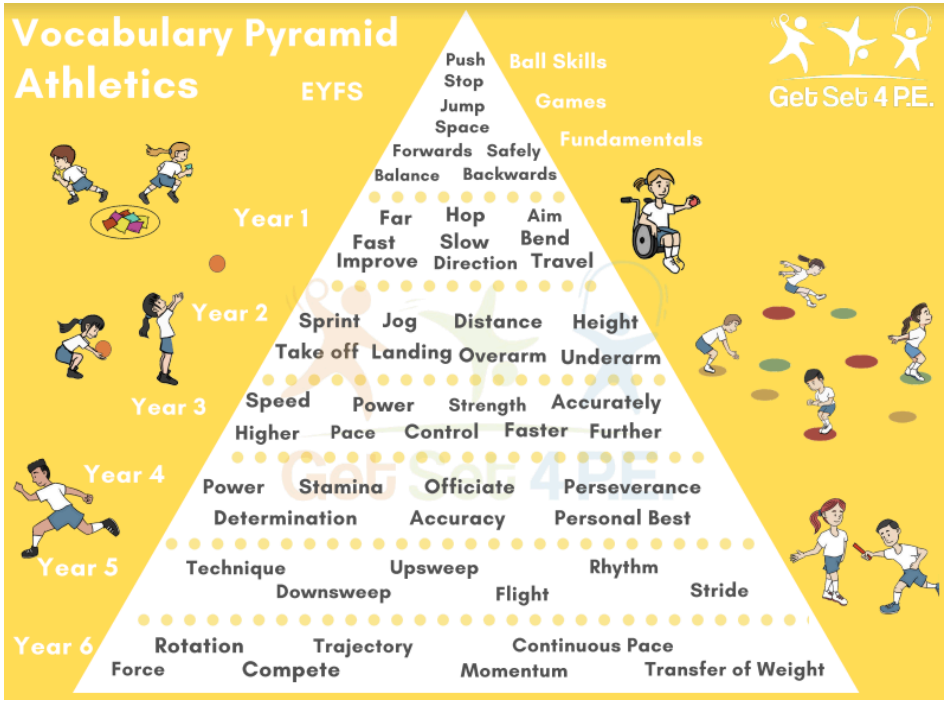
Threshold Concepts							
Team Games	To begin to use ball games in simple games.	**Basic Movements**	To pass and receive a ball, when moving, with some control.	**Performance**	To perform a range of rolls with increasing control.	**Agility, Balance and Coordination**	To balance with control.
Key Knowledge Categories							
Movement Tactics and strategy							

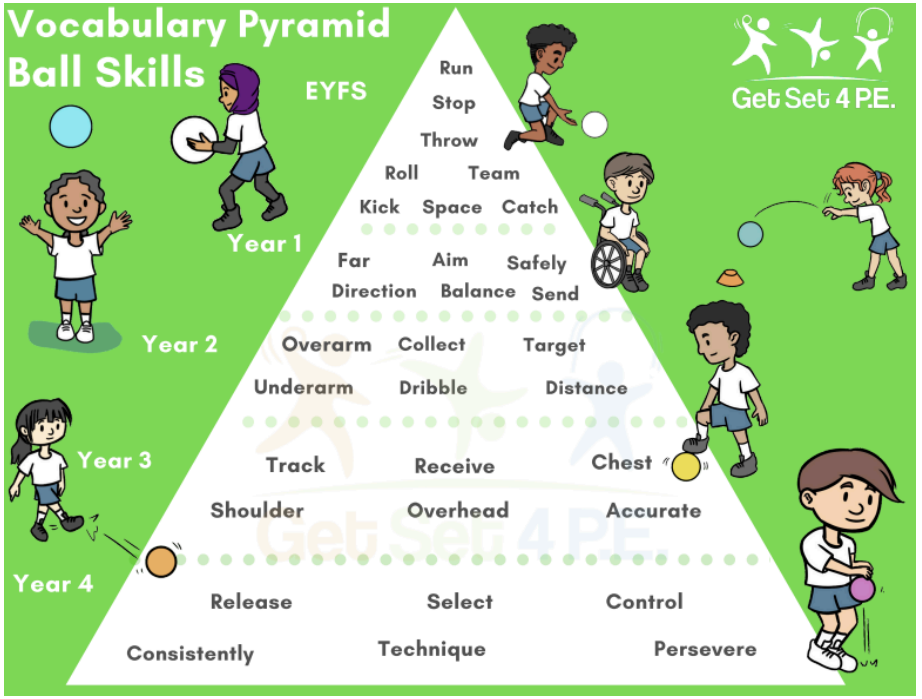
Personal and social Leadership Healthy lifestyle

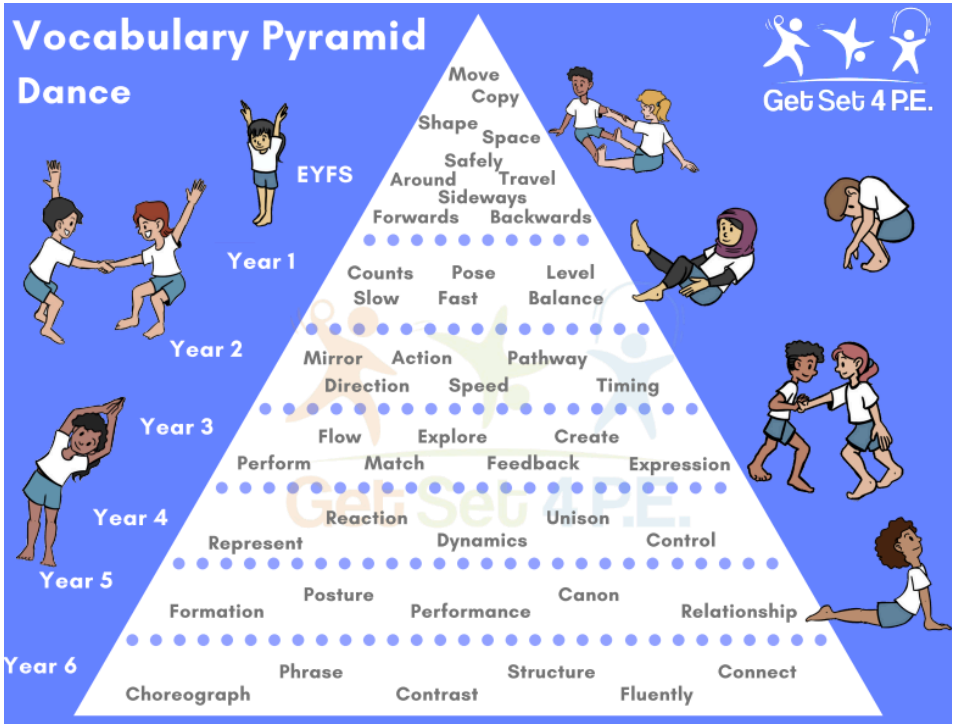
Year Five and Six							
Curriculum coverage							
		Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A 2024-2025	Aesthetics Lesson	Swimming Year 5	Yoga Year 5	Gymnastics Year 5	Fitness Year 5	Dance Year 5	OAA Year 5
	Games Lesson	Tag Rugby Year 5	Hockey Year 5	Tennis Year 5	Netball Year 5	Cricket Year 5	Athletics Year 5
Year B	Aesthetic Lesson	Swimming Year 6	Yoga Year 6	Gymnastics Year 6	Fitness Year 6	Dance Year 6	Rounders Year 6
	Games Lesson	Golf Year 6	Football Y6	Basketball Year 6	Tennis Year 6	Hockey Year 6	Athletics Year 6

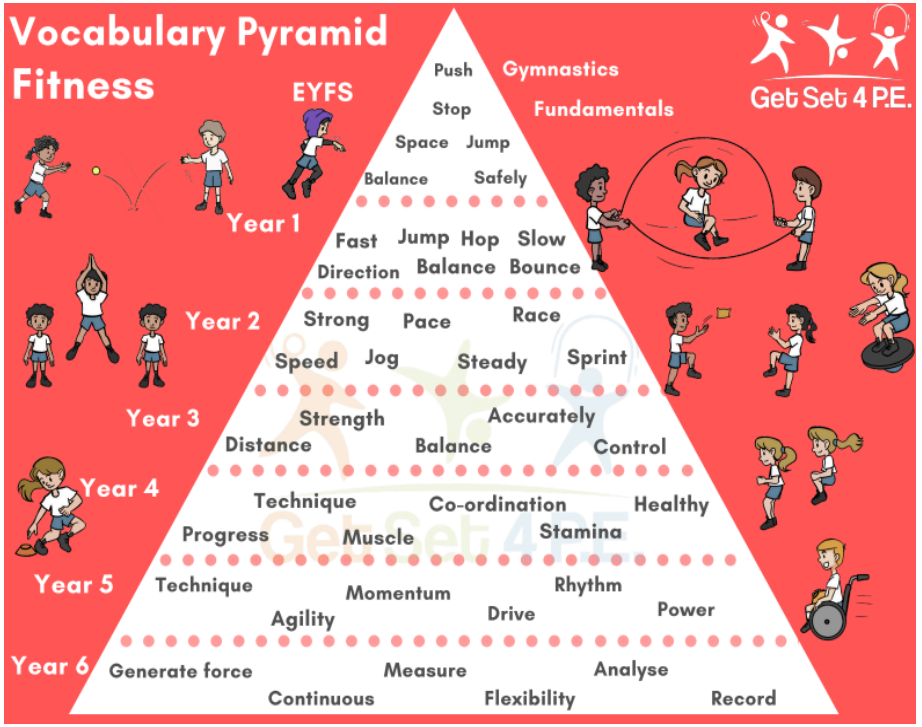
Threshold Concepts							
Team Games	To begin to use skills to influence a game.	**Basic Movements**	To pass and receive a ball, when moving, in opposed situations.	**Performance**	To perform a routine with a range of body shapes and balances with increasing control and precision.	**Agility, Balance and Coordination**	To balance confidently using equipment and perform a series of balances.
Key Knowledge Categories							
Movement Tactics and strategy Personal and social Leadership Healthy lifestyle							

Vocabulary Progression









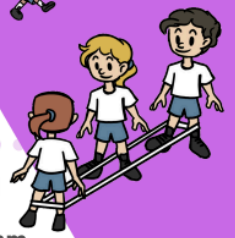
Vocabulary Pyramid Fundamentals

Get Set 4 P.E.









EYFS

Year 1: Run, Stop, Space, Jump, Balance, Skip

Year 2: Fast, Hop, Slow, Direction, Land, Safely, Dodge, Jog, Hurdle, Speed, Steady, Sprint

Year 3: Distance, Technique, Control, Tension, Coordination, Rhythm

Year 4: Momentum, Decelerate, Transfer, Accelerate, Pace, Stability

Vocabulary Pyramid Gymnastics

Get Set 4 P.E.









EYFS

Year 1: Move, Copy, Shape, Over, Space, Rock, Around, Safely, Sideways, Travel, Forwards, Backwards

Year 2: Action, Jump, Roll, Level, Direction, Speed, Point, Balance

Year 3: Link, Pathway, Sequence, Tuck, Straddle, Speed, Star, Pike

Year 4: Flow, Explore, Create, Matching, Interesting, Control, Contrasting

Year 5: Quality, Perform, Inverted, Technique, Apparatus, Extension

Year 6: Symmetrical, Rotation, Aesthetics, Canon, Asymmetrical, Synchronisation, Progression, Momentum, Fluently, Stability, Formation, Counter balance, Counter tension

Vocabulary Pyramid Invasion Games

Get Set 4 P.E.





EYFS

Year 1: Pass, Team, Games, Ball Skills, Tag, Balance, Safely, Space, Fundamentals, Forwards, Backwards

Year 2: Defender, Points, Dribbling, Attacker, Score, Partner

Year 3: Received, Send, Teammate, Chest pass, Possession, Goal, Dodge, Bounce pass

Year 4: Receiver, Footwork, Rebound, Tracking, Interception, Mark, Travelling, Playing area

Year 5: Outwit, Opposition, Opponent, Contact, Pivot, Court, Field, Pitch

Year 6: Tactics, Control, Foul, Pressure, Onside, Offside, Support, Obstruction, Consecutive, Consistently, Dictate, Contest, Formation, Conceding, Turnover, Shut down

Vocabulary Pyramid Net and Wall Games

Get Set 4 P.E.






EYFS

Year 1: Team, Games, Space, Ball Skills, Catch, Throw, Fundamentals, Safely, Bounce, Forward, Backward

Year 2: Ready position, Partner, Net, Underarm, Score, Points

Year 3: Receive, Quickly, Trap, Defend, Return, Collect, Against

Year 4: Serve, Accurately, Track, Racket, Control, Rally, Opponent

Year 5: Receiver, Backhand, Court, Forehand, Outwit

Year 6: Volley, Footwork, Set, Tactics, Co-operatively, Continuously, Dig, Deep, Forecourt, Defensive, Consecutive, Consistently, Backcourt, Attacking

Vocabulary Pyramid
OAA

Get Set 4 P.E.

EYFS

Share
Team Path
Listen Space
Travel Follow Safely

Introduction to PE
Games

Year 1

Lead Co-operate
Teamwork Solve Instructions

Year 2

Support Successful
Map Direction Communicate

Year 3

Rules Route Trust
Navigate Grid Discuss Plan

Year 4

Leader Effectively Symbol
Inclusive Orientate

Year 5

Collaborate Collective Navigation
Tactical Control Card Orienteering

Year 6

Location Symbol Strategy
Boundaries Critical Thinking Co-operatively

Vocabulary Pyramid
Striking and Fielding Games

Get Set 4 P.E.

EYFS

Run Games
Pass Ball Skills
Team Roll
Space Fundamentals
Safely Around
Forwards Backwards

Year 1

Hit Points Target
Throw Score Catch

Year 2

Fielder Send Teammate
Runs Batter Received Bowler

Year 3

Strike Grip Rounder Backstop Bowl
Post Wicket Batting Wicket Keeper Fielding

Year 4

Stance Retrieve Opposition Stumped
Two-handed pick up Technique Short Barrier

Year 5

Pressure Backing up Support
Overtake Tracking Outwit Tactics

Year 6

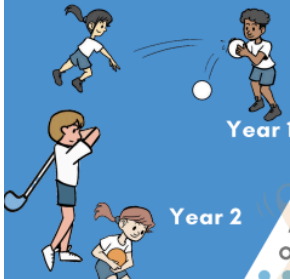
Obstruction Continuous Drive hit
Consecutive Consistently Co-operatively Defensive hit

Vocabulary Pyramid
Target Games

Get Set 4 P.E.

EYFS

Aim
Space
Team Games
Pass Ball Skills
Safely
Balance



Year 1

Points Throw Far
Distance Score Partner

Year 2

Accurate Send Teammate Against
Overarm Release Target Underarm

Year 3

Rules Dodge Drive
Receiver Putt Court/Course Block

Year 4

Chipping Opponent Swing
Communicate Protect Align

Year 5

Tactics Officiate Fair play
Par Hole Pressure Power

Year 6

Support Cooperatively Tournament Hazard
Consistently Sportsmanship Outwit Bunker

Vocabulary Pyramid
Yoga

Get Set 4 P.E.

EYFS

Gymnastics
Move Fundamentals
Still
Space
Travel
Shape Safely

Year 1

Feel Breath
Copy Listen Slowly

Year 2

Focus Position Flow
Pose Create Choose

Year 3

Strength Try Link
Perform Flexibility Perform Technique

Year 4

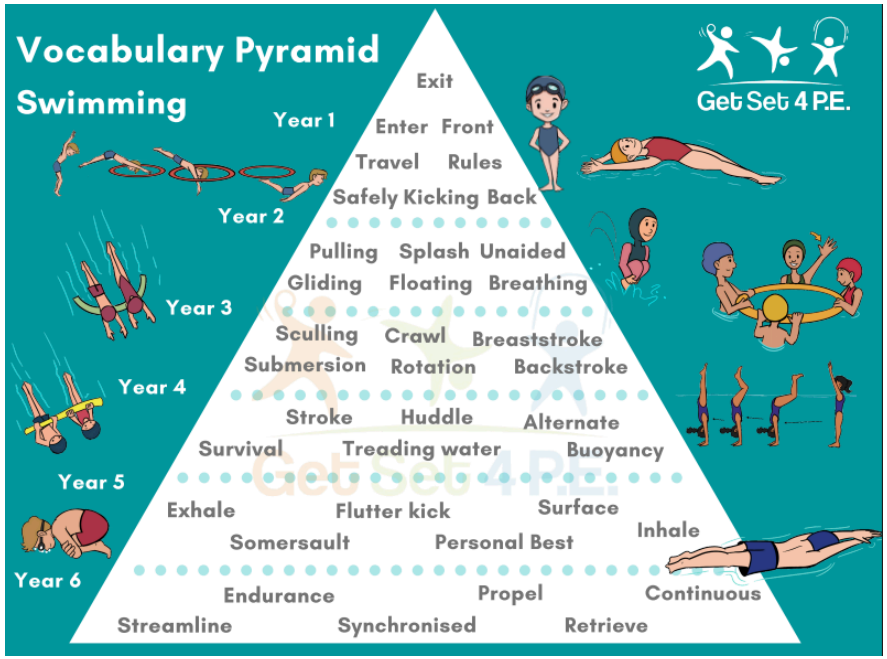
Relax Stable Control
Grounded Mindfulness Down Dog

Year 5

Quality Notice Calm
Develop High lunge Fluidity

Year 6

Salutation Transition Aware
Collaboratively Practice Connected



Swimming Timetable:

When?	Who?	Focus
April to May	Year 3 and 4	Swimming Curriculum
May to July	EYFS, Years 1 and 2	Water confidence and early years curriculum
September to October	Years 5 & 6	Water Safety and Life saving skills

Generic PE timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
PE Blue Hall	Koala	Tiger Panda	Kangaroo	Monkey	Turtle Giraffe
PE Red Hall	Otter Bear	Lion	Zebra Leopard	Seal Dolphin	

End of Key Stage Outcomes

EYFS

Moving and Handling: Children show good control and co- ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-care:
Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

KS1

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 should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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

KS2

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 should 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, rounder's 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.