

# PHYSICAL EDUCATION

## Curriculum Map

**We follow the GetSet4PE scheme of work. We follow the Oakfield 5 C's of Courage, Curiosity, Caring, Cooperation and Confidence in all our PE lessons. We have a large variety of extra-curricular clubs to enable pupils to enjoy learning for life.**



By the end of Key Stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Pupils should be taught to:

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| 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 gymnastic) 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.   |
| swim competently, confidently and proficiently over a distance of at least 25 metres.   |
| use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)  |
| perform safe self-rescue in different water-based situations.   |

|                       | Year 3  | Year 4  | Year 5  | Year 6  |
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| Topics Studied        |   |   |   |   |
| Games Knowledge       | Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations. Pupils can identify when they are successful and the next steps in their learning Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation. |   | Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. Pupils are able to assess their own performance and the performance of others to identify areas for development. Pupils consistently demonstrate the sporting spirit values in a range of games situations. |   |
| Invasion Games Skills | Move with a ball towards goal with increasing control.  | Pass, receive and shoot the ball with increasing control. Work as | Understand there are different skills for different   | Pass, receive and score a try with increasing control |

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|                                    | Understand their role as an attacker and as a defender. Move into space to help support a team. Defend an opponent and try to win the ball.   | part of a team to keep possession and score goals when attacking. Defend one on one and know when and how to win the ball. Use simple tactics to help a team score or gain possession.   | situations and begin to use these. Move into space to help a team. Play in a range of positions and know how to contribute when attacking and defending. Pass, receive and shoot the ball with some control under pressure.   | under pressure. Select the appropriate action for the situation. Create and use a variety of tactics to help a team. Create and use space to help a team. Select and apply different movement skills to lose a defender. Use marking, and/or interception to improve defending.   |
| Striking and Fielding Games Skills | Use overarm and underarm throwing, and catching skills. Begin to strike a bowled ball after a bounce. Bowl a ball towards a target. Develop an understanding of tactics and begin to use them in game situations.                     | Use overarm and underarm throwing, and catching skills with increasing accuracy. Strike a bowled ball after a bounce. Bowl a ball with some accuracy, and consistency. Choose and use simple tactics for different situations. | To sometimes strike a bowled ball. Begin to develop a wider range of skills and use these under some pressure. Use tactics effectively in a competitive situation.  | Strike a bowled ball with increasing consistency. Use some tactics in the game as a batter, bowler and fielder. Select the appropriate action for the situation.  |
| Net Game Skills                    | To play a continuous game. Use a range of basic skills and variety of shots in different areas of the court. Demonstrate good footwork on the court. Return to the ready position to defend own court.                                |  | Use a wider range of skills in game situations. Play cooperatively with a partner / in a team. Demonstrate good decision making when making shots within a game. Identify and use a variety of tactics.   |   |
| Dance Knowledge                    | To know how to create a dance in relation to an idea. To know how to work with a partner and in small groups, sharing ideas. To know how to develop use of counting and rhythm. To know the terms canon, unison, formation and level. | To know how to create a character through movement and gesture. To know how to use movement to explore and communicate ideas. To develop confidence in performing and know how to give feedback.                               | To know different styles of dance working individually, as a pair and in a small group. To know how to think about how to use movement to explore and communicate ideas and issues. To know the historical and cultural origins of different dances. To know how to perform and provide feedback using correct dance vocabulary. To know how to work safely with each | To know how to develop an idea or theme into dance choreography. To know how to work in pairs or groups using different choreographing tools to create dances. To use vocabulary formations, timing and dynamics. To know how to choreograph, perform and provide feedback. To know how to use movement to convey ideas, emotions, feelings |

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|                     |  |  | other and show respect towards others.   | and characters. To know how to keep others safe and how to lead a short warm up.   |
| Dance Skills        | Create dance phrases that communicate ideas. Create dance phrases with a partner and in a small group using canon and unison. Repeat, remember and perform these phrases in a dance. Use dynamic and expressive qualities in relation to an idea. Use counts to keep in time with a group and the music. Recognise and talk about the movements used and the expressive qualities of dance.                    | Respond imaginatively to a range of stimuli related to character and narrative. Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. Use formation, canon and unison to develop a dance. Refine, repeat and remember dance phrases and dances. Perform dances clearly and fluently. Describe, interpret and evaluate dance, using appropriate language.  | Adapt and refine actions, dynamics and relationships in a dance. Perform different styles of dance clearly and fluently. Recognise and comment on dances, showing an understanding of style. Suggest ways to improve their own and other people's work.  | Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances. Adapt and refine actions, dynamics and relationships to improve a dance. Choreograph a dance using props. Perform dances fluently and with control. Use appropriate language to evaluate and refine their own and others' work. |
| Gymnastic Knowledge | To know how to improve the quality of their gymnastic movements. To know the terms extension and body tension. To know the basic movements of rolling, jumping and balancing and use them individually and in combination. To know how to develop sequence work and cooperate with others by using contrasting actions and shapes. To know how to develop and link a sequence smoothly with actions that flow. | To know how to create more complex sequences. To know how to use a wider range of travelling actions and include pathways. To know how to use inverted movements and explore ways to use the apparatus. To know how to demonstrate control in their behaviour to create a safe environment for themselves and others. To work with independence and in collaboration with a partner to create and develop sequences. To know how to provide feedback to improve performance. | To know how to use longer sequences individually, with a partner and a group. To learn a wider range of actions to include cartwheels and handstands. To use terms canon and synchronisation, matching and mirroring. To know how to improve performance based on feedback considering the quality and control of their actions. | To know compositional principles and how to combine and link actions. To know how to relate to a partner and apparatus when developing sequences. To build trust and cooperation in larger groups. To know how to give and receive constructive feedback and use these to improve performance.   |
| Gymnastic Skills    | Use a greater number of their own ideas for movements in response to a task. Choose and plan sequences of contrasting actions. Complete actions with increasing balance and control. Move in   | Safely perform balances individually and with a partner. Plan and perform sequences with a partner that include a change of level and shape. Understand how body tension can improve the control and quality of their  | Create and perform sequences using apparatus, individually and with a partner. Use set criteria to make simple judgments about performances and suggest  | Understand what counter balance and counter tension is and show examples with a partner. Combine and perform gymnastic actions, shapes and balances with   |

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|                    | <p>unison with a partner. Choose actions that flow well into one another. Adapt sequences to suit different types of apparatus.</p> <p>With help, recognise how performances could be improved.</p>   | <p>movements. Watch, describe and suggest possible improvements to a performance.</p>   | <p>ways they could be improved. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Use strength and flexibility to improve the quality of a performance.</p>  | <p>control and fluency. Create and perform sequences using compositional devices to improve the quality. Suggest changes and use feedback to improve a sequence.</p>   |
| Athletic Knowledge | <p>To know basic running, jumping and throwing techniques. To know how to set a challenge for distance and time. To know how to achieve their greatest possible speed, distance or accuracy and know how to persevere to achieve their personal best. To measure, time and record scores.</p>                                   | <p>To know basic running, jumping and throwing techniques and set challenges for distance and time that involved different styles and combinations of running, jumping and throwing. know how to set a challenge for distance and time. To know how to achieve their personal best and to know how to record a range of scores.</p> | <p>To know how to set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. To know how to achieve their greatest possible speed, height, distance or accuracy and to use perseverance to achieve a personal best. To know their area of strength and area to develop. To know how to lead and officiate and observe and provide feedback.</p> | <p>To know how to set challenge for distance and time that involved using different styles and combinations of running, jumping and throwing. To know how to achieve their best possible speed, distance or accuracy and how to persevere to achieve their personal best. To know how to improve by identifying areas of strength and areas to develop. To know how to give and receive feedback and to act on this.</p> |
| Athletic Skills    | <p>Run at fast, medium and slow speeds. Use different take off and landings when jumping. Develop jumping for distance and height. Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing my action for accuracy and distance. Record my distances, numbers and times.</p> | <p>Demonstrate the difference between sprinting and running over varying distances. Demonstrate different throwing techniques. Jump for distance and height with control and balance. Throw with some accuracy and power into a target area.</p>  | <p>Choose the best pace for a running event. Perform a range of jumps showing some technique. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance. Understand how stamina and power help people to perform well in different athletic activities. Lead a partner</p>   | <p>Select and apply the best pace for a running event. Exchange a baton with success. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Lead a small group through a short warm-up routine.</p>   |

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|                    |  |  | through short warm-up routines  |   |
| OAA Knowledge      | To know how to develop problem solving skills through a range of challenge. To know how to cooperate in a pair and small group to plan, solve, reflect and improve on strategies. To know how to include others and work together to overcome a challenge. To know how to orientate a map, identify key symbols and follow routes. |  | To know how to develop teamwork skills through a number of challenges. To know how to work individually, collaboratively in pairs and groups to solve problems. To include others, share ideas to create strategies and plans to produce the best solution to a challenge. To know how to lead a small group and to orientate and navigate using a map. |   |
| OAA Skills         | To follow and give instructions. Communicate ideas and listen to others. Work with a partner and a small group. Plan and attempt to apply strategies to solve problems. Reflect on when and why I was successful at solving challenges   | Accurately follow and give instructions. Work effectively with a partner and a small group. Identify key symbols on a map and use a key to help navigate around a grid. Plan and apply strategies to solve problems. Navigate around a course using a map. | Reflect on when and how they were successful at solving challenges, and alter methods in order to improve. Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.  | Work effectively with a partner and a group. Use critical thinking to form ideas. Pool ideas within a group, selecting and applying the best method to solve a problem. Reflect on when and how they are successful at solving challenges, and adapt methods in order to improve. |
| Swimming Knowledge | To know specific swimming strokes on their front and back. To know how to travel, float and submerge with increasing confidence. To know how to use different kicking actions. To know how to give feedback to others and carry out some personal survival skills. To know how to stay safe around water.                          |  |   | To know how to swim more fluently and with increased confidence and control. To know how to improve a stroke and to stay safe around water. To know how to keep afloat and propel through water. To know how to take part in team games and cooperate with others.                |
| Swimming Skills    | A 12 week programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and  |  |   | An opportunity for all pupils to develop water confidence through a range of exercises, games and drills.   |

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|  | safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency. |  |  |  |
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Key Vocabulary can be found on each lesson plan on our GetSet4PE scheme.  
The end point for each individual lesson is created from differentiated success criteria which is linked to the lessons learning objective. At the end of each unit, the whole unit of work is assessed against the learning objective by stating < WT, = Expected and > Great Depth.