



St Mary's Catholic Primary School and Nursery

PE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Physical Development Skipping, hopping, posing – musical statues</p> <p>Large muscle movements</p> <p>Dance What do you know about Dance</p>	<p>Gymnastics Moving into a space Making shapes with my body Crawling, walking and running across planks</p> <p>Dance Styles/themes of dance</p>	<p>Games Throwing and catching</p> <p>Dance Direction of travel</p>	<p>Gymnastics Developing movement - balancing</p> <p>Dance Dancing with a Partner</p>	<p>Athletics Jumping Running Throwing Sports Day</p> <p>Dance Basic Actions Motor Skills</p>	<p>Games Ball skills Team Games Relay races</p> <p>Dance Walk jump balance and spin</p>
Reception	<p>Physical Development Moving in different ways around obstacles</p> <p>Dance What do you know about Dance</p>	<p>Gymnastics Moving into a space Balances</p> <p>Dance Styles/themes of dance</p>	<p>Games Throwing and catching</p> <p>Dance Direction of travel</p>	<p>Gymnastics Using small equipment Jumping off of the horse</p> <p>Dance Dancing with a Partner</p>	<p>Athletics Jumping Running Throwing Sports Day</p> <p>Dance Basic Actions</p>	<p>Games Big ball and small ball activities Team Games</p> <p>Dance Walk jump balance and spin</p>



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		Jumping		Sliding on the bents		Relay races
Year 1	<p>Games</p> <p>Use the terms opponent and team-mate</p> <p>Use rolling, hitting, running, jumping catching and kicking skills in combination</p> <p>Develop tactics; Lead others when appropriate.</p> <p>Dance</p> <p>Demonstrate different styles of dance</p>	<p>Outdoor Adventurous Activities/Multi Skills</p> <p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening to advice.</p> <p>Can you lead a team role and gain the commitment and respect of a team?</p>	<p>Gymnastics</p> <p>Copy and remember actions;</p> <p>Move with some control and awareness of space;</p> <p>Link two or more actions to make a sequence;</p> <p>Show contrast (such as small, tall, straight curved, wide, narrow);</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Dance</p> <p>Direction of travel</p>	<p>Outdoor Adventurous Activities / Multi Skills</p> <p>Select appropriate equipment for outdoor and adventurous activity;</p> <p>Identify possible risks and ways to manage them, asking for and listening to advice; Can you lead a team role and gain the commitment and respect of a team?;</p> <p>Use the terms opponent and</p>	<p>Games</p> <p>Use the terms opponent and team-mate;</p> <p>Use rolling, hitting, running, jumping catching and kicking skills in combination;</p> <p>Develop tactics;</p> <p>Lead others when appropriate.</p> <p>Dance</p>	<p>Athletics</p> <p>Activities are combined with games in Year 1 and 2.</p> <p>Dance</p> <p>Shape and create fluent sequence</p>



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		<p>Use the terms opponent and team-mate.</p> <p>Dance</p> <p>Style/ theme of dance and choreograph</p>		<p>team-mate appropriately.</p> <p>Dance</p> <p>Improvise with a partner</p>	<p>Basic actions. Dynamics and space</p>	
Year 2	<p>Games</p> <p>Use the terms opponent and team-mate;</p> <p>Use rolling, hitting, running, jumping catching and kicking skills in combination;</p> <p>Develop tactics;</p> <p>Lead others when appropriate.</p>	<p>Outdoor Adventurous Activities/Multi Skills</p> <p>Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening to advice.</p>	<p>Gymnastics</p> <p>Copy and remember actions;</p> <p>Move with some control and awareness of space;</p> <p>Link two or more actions to make a sequence;</p> <p>Show contrast (such as small, tall, straight curved, wide, narrow);</p>	<p>Outdoor Adventurous Activities/Multi Skills</p> <p>Select appropriate equipment for outdoor and adventurous activity;</p> <p>Identify possible risks and ways to manage them, asking for and listening to advice;</p>	<p>Games</p> <p>Use the terms opponent and team-mate;</p> <p>Use rolling, hitting, running, jumping catching and kicking skills in combination;</p> <p>Develop tactics; Lead</p>	<p>Athletics</p> <p>Activities are combined with games in Year 1 and 2.</p> <p>Dance</p> <p>Shape and create fluent sequence</p>



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	<p>Dance</p> <p>Demonstrate different styles and musicality</p>	<p>Can you lead a team role and gain the commitment and respect of a team?</p> <p>Use the terms opponent and team-mate</p> <p>Dance</p> <p>Style/ theme of dance and choreograph.</p>	<p>Travel by rolling forwards, backwards and sideways.</p> <p>Dance</p> <p>Direction of travel</p>	<p>Can you lead a team role and gain the commitment and respect of a team?;</p> <p>Use the terms opponent and team-mate appropriately</p> <p>Dance</p> <p>Improvise and vary dynamics with partner.</p>	<p>others when appropriate.</p> <p>Dance</p> <p>Basic actions small group work</p>	
Year 3	<p>Tag Rugby / Netball</p> <p>Throw and catch with control and accuracy;</p> <p>Choose appropriate tactics to cause</p>	<p>Hockey / OAA</p> <p>Arrive properly equipped for outdoor and adventures activity;</p> <p>Understanding the need to</p>	<p>Gymnastics</p> <p>Plan, perform and repeat sequences;</p> <p>Move in a clear, fluent and expressive manner;</p>	<p>Rounders / Football</p> <p>Throw and catch with control and accuracy;</p> <p>Choose appropriate tactics</p>	<p>Cricket / Tennis</p> <p>Throw and catch with control and accuracy;</p> <p>Choose appropriate</p>	<p>Athletics</p> <p>Sprint over a short distancers up to 60 meters;</p> <p>Run over a longer distance, conserving</p>



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<p>problems for the opposition;</p> <p>Follow the rules of the game and play fairly;</p> <p>Maintain possession of ball;</p> <p>Pass to team mates at appropriate times;</p> <p>Lead others and act as a respectful team member.</p> <p>Dance</p> <p>Explain and show styles of dance</p>	<p>show accomplishment in managing risks;</p> <p>Show an ability to both lead and form part of a team;</p> <p>Support others and seek support if required when the situation dictates;</p> <p>Show resilience when plans do not work and initiative to try new ways of working;</p> <p>Use a map, compasses and digital devices;</p>	<p>Refine movements into sequences;</p> <p>Create dances and movements that convey a definite idea;</p> <p>Change speed and levels within a performance;</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p> <p>Dance</p> <p>Direction of travel</p>	<p>to cause problems for the opposition;</p> <p>Follow the rules of the game and play fairly;</p> <p>Maintain possession of ball;</p> <p>Pass to team mates at appropriate times;</p> <p>Lead others and act as a respectful team member.</p> <p>Dance</p> <p>Improvise and vary dynamics with partner</p>	<p>tactics to cause problems for the opposition;</p> <p>Follow the rules of the game and play fairly;</p> <p>Pass to team mates at appropriate times;</p> <p>Lead others and act as a respectful team member.</p> <p>Dance</p> <p>Basic actions small group work</p>	<p>energy in order to sustain performance;</p> <p>Use a range of throwing techniques (such as under arm, over arm);</p> <p>Throw with accuracy to hit a target or cover distance;</p> <p>Jump in a number of ways, using a run up where appropriate;</p> <p>Complete with others and aim to improve personal best performances</p>
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		<p>Lead others and act as a respectful team member;</p> <p>I can strike a ball with control;</p> <p>I can begin to follow rules fairly;</p> <p>I can dribble the ball with control.</p> <p>Dance</p> <p>Style/ theme of dance and choreograph</p>				<p>Dance</p> <p>Using dance space to its maxim potential</p>
Year 4	<p>Tag Rugby / Netball</p> <p>Throw and catch with control and accuracy</p>	<p>Hockey / OAA</p> <p>Arrive properly equipped for outdoor and adventures activity;</p>	<p>Gymnastics/Swimming</p> <p>Plan, perform and repeat sequences;</p>	<p>Rounders / Football/Swimming</p> <p>Throw and catch with control and accuracy;</p>	<p>Cricket / Tennis</p> <p>Throw and catch with control and accuracy;</p>	<p>Athletics</p> <p>Sprint over a short distancers up to 60 meters;</p> <p>Run over a longer distance,</p>



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	<p>Choose appropriate tactics to cause problems for the opposition;</p> <p>Follow the rules of the game and play fairly;</p> <p>Maintain possession of ball; (with, e.g feet, a hockey stick or hands);</p> <p>Pass to team mates at appropriate times;</p> <p>Lead others and act as a respectful team member.</p> <p>Dance</p>	<p>Understanding the need to show accomplishment in managing risks; Show an ability to both lead and form part of a team;</p> <p>Show resilience when plans do not work and initiative to try new ways of working;</p> <p>Lead others and act as a respectful team member.</p> <p>I can shoot at a target or a specific area.</p> <p>Dance</p>	<p>Move in a clear, fluent and expressive manner;</p> <p>create dances and movements that convey a definite idea;</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p> <p>Dance</p> <p>Direction changes, travel steps and levels</p> <p>Swimming</p> <p>Pupil will be working towards:</p> <p>Swim between 25 and 50 meters unaided;</p>	<p>Choose appropriate tactics to cause problems for the opposition;</p> <p>Follow the rules of the game and play fairly;</p> <p>Maintain possession of ball;</p> <p>Pass to team mates at appropriate times;</p> <p>Lead others and act as a respectful team member.</p> <p>Dance</p> <p>Create a sequence in partners</p> <p>Swimming – continue from Spring One</p>	<p>Choose appropriate tactics to cause problems for the opposition;</p> <p>Follow the rules of the game and play fairly;</p> <p>Pass to team mates at appropriate times;</p> <p>Lead others and act as a respectful team member;</p> <p>Throw and catch with control and accuracy;</p> <p>Choose appropriate</p>	<p>conserving energy in order to sustain performance; Use a range of throwing techniques (such as under arm, over arm);</p> <p>Throw with accuracy to hit a target or cover distance;</p> <p>Jump in a number of ways, using a run up where appropriate;</p> <p>Complete with others and aim to improve personal best performances</p>
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	Dance to a story showing different styles	Style/ theme of dance and choreograph	Use than one stroke and coordinate breathing as appropriate for the stroke being used; Swim at the surface and below the water.		tactics to cause problems for the opposition. Dance Start, middle, end group work	Dance Using dance space to its maxim potential
Year 5	Tag Rugby / Netball/Swimming Choose and combine techniques in games situations (running, throwing, catching, passing, jumping and kicking etc); Work alone, or with teammates in order to gain points or possession;	Hockey / OAA/ Swimming Select appropriate equipment for outdoor and adventurous activity; Identify possible risks and ways to manage them, asking for and listening to advice; Embrace both leadership and	Gymnastics Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, Inversions, rotations, bending, stretching and twisting, gestures, linking skills; Hold shapes that are strong, fluent and expressive;	Rounders / Football Choose and combine techniques in games situations (running, throwing, catching, passing, jumping and kicking etc); Work alone, or with teammates in order to gain points or possession;	Cricket / Tennis Choose and combine techniques in games situations (running, throwing, catching, passing, jumping and kicking etc); Work alone, or with teammates in	Athletics Combine sprinting with low hurdles over 60 metres; Choose the best place for running over a variety of distances; Throw accurately and refine performance by analysing



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	<p>Strike a bowled or volleyed ball with accuracy;</p> <p>Use forehand and backhand when playing racket games; Field, defend and attack tactically by anticipating the direction of play.</p> <p>Dance</p> <p>What style of dance is this? How do you know?</p> <p>Swimming</p> <p>Pupil will be working towards:</p> <p>Swim between 25 and 50 meters unaided;</p>	<p>team roles and gain the commitment and respect of a team;</p> <p>Empathise with others and offer support without being asked.</p> <p>Seek support from the team and the experts if in any doubt.</p> <p>I can defend within a game environment and know when to defend.</p> <p>Dance</p> <p>Style/ theme of dance and choreograph</p>	<p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>Dance</p> <p>Direction changes, travel steps and levels</p>	<p>Strike a bowled or volleyed ball with accuracy;</p> <p>Use forehand and backhand when playing racket games;</p> <p>Lead others when called upon and act as a good role model within a team.</p> <p>Dance</p> <p>Create a sequence in partners</p>	<p>order to gain points or possession;</p> <p>Strike a bowled or volleyed ball with accuracy;</p> <p>Use forehand and backhand when playing racket games;</p> <p>Lead others when called upon and act as a good role model within a team.</p> <p>Dance</p> <p>Start, middle, end group work</p>	<p>technique and body shape;</p> <p>Show control in take-off and landings when jumping;</p> <p>Compete with others and keep track of personal best performances, setting</p> <p>Dance</p> <p>Demonstrate change of pace and fluency</p>
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	<p>Use than one stroke and coordinate breathing as appropriate for the stroke being used;</p> <p>Swim at the surface and below the water.</p>	<p>Swimming continue from Autumn One</p>				
Year 6	<p>Tag Rugby / Netball</p> <p>Choose and combine techniques in games situations (running, throwing, catching, passing, jumping, etc);</p> <p>Work alone, or with teammates in order to gain points or possession;</p>	<p>Hockey / OAA</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first;</p> <p>I can combine techniques in a game situation (throw, catch, run, jump, pass, kick etc);</p>	<p>Gymnastics</p> <p>Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, Inversions, rotations, bending, stretching and twisting, gestures, linking skills;</p>	<p>Rounders / Football</p> <p>Use forehand and backhand when playing racket games;</p> <p>Field, defend and attach tactically by anticipating the direction of play;</p> <p>Choose the most appropriate tactics for a game;</p>	<p>Cricket / Tennis / Swimming</p> <p>Use forehand and backhand when playing racket games;</p> <p>Field, defend and attach tactically by anticipating the direction of play;</p>	<p>Athletics / Swimming</p> <p>Combine sprinting with low hurdles over 60 metres;</p> <p>Choose the best place for running over a variety of distances;</p> <p>Throw accurately and</p>



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	<p>Field, defend and attack tactically by anticipating the direction of play;</p> <p>Choose the most appropriate tactics for a game;</p> <p>Uphold the spirit of fair play and respect in all competitive situations;</p> <p>Lead others when called upon and act as a good role model within a team.</p> <p>Dance</p> <p>What style of dance is this? How do you know?</p>	<p>I can work alone and in a team to gain points or possession;</p> <p>I can strike a bowled or volleyed ball with accuracy;</p> <p>I can choose the correct time to attack, defend or field by anticipating the situation;</p> <p>I can use the most appropriate tactics for a game;</p> <p>I can play fairly and follow the rules, showing an increased knowledge of sportsmanship.</p>	<p>Compose creative and imaginative dance sequences;</p> <p>Perform and create complex sequences.;</p> <p>Express an idea in original and imaginative ways;</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>Dance</p> <p>Direction changes, travel steps and levels</p>	<p>Uphold the spirit of fair play and respect in all competitive situations;</p> <p>Lead others when called upon and act as a good role model within a team.</p> <p>Dance</p> <p>Create and evaluate a sequence</p>	<p>Choose the most appropriate tactics for a game;</p> <p>Uphold the spirit of fair play and respect in all competitive situations;</p> <p>Lead others when called upon and act as a good role model within a team.</p> <p>Dance</p> <p>Characters in small group/ basic actions.</p> <p>Swimming</p>	<p>refine performance by analysing technique and body shape;</p> <p>Show control in take-off and landings when jumping;</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p>Dance</p> <p>Demonstrate change of pace and fluency</p>
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		Dance Style/ theme of dance and choreograph			Pupil will be working towards: Swim between 25 and 50 meters unaided; Use than one stroke and coordinate breathing as appropriate for the stroke being used; Swim at the surface and below the water.	Swimming – continue from Summer One
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