

PE Curriculum Map

Autumn Term

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5 + 6
Autumn 1	<p>Theme: The Birthday Surprise and Pirate Pranks</p> <p>FMS: Coordination Footwork Static balance (one leg)</p> <p>I can follow instructions, practise safely and work on simple tasks by myself. I enjoy working on simple tasks with help.</p>	<p>Theme: The Birthday Surprise and Pirate Pranks</p> <p>FMS: Coordination Footwork Static balance (one leg)</p> <p>I can try several times if at first I don't succeed and I ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself. I enjoy working on simple tasks with help.</p>	<p>FMS: Coordination Footwork Static balance (one leg)</p> <p>I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself.</p>	<p>FMS: Coordination: Footwork Cool down – static balance: One leg.</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate s</p>	<p>FMS: Coordination: Footwork Cool down – static balance: One leg.</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p>FMS: Coordination: Ball skills Agility: Reaction/Response</p> <p>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. I can understand ways (criteria) to judge performance and I can identify</p>

						specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.
<p>Autumn 2</p>	<p>Theme: Journey to the Blue Planet and Monkey Business</p> <p>FMS: Dynamic balance to agility: Jumping and landing Static balance: seated</p> <p>I can work sensibly with others, taking turns and sharing. I can play with other and take turns and share with help.</p>	<p>Theme: Journey to the Blue Planet and Monkey Business</p> <p>FMS: Dynamic balance to agility: Jumping and landing Static balance: seated</p> <p>I can help praise and encourage others in their learning. I can work sensibly with others, taking turns and Sharing. I can play with others and take turns and share with help</p>	<p>FMS: Dynamic balance to agility: Jumping and landing Static balance: seated</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.</p>	<p>FMS: Dynamic balance to agility: Jumping and landing Cool down: Static balance: seated</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning.</p>	<p>FMS: Dynamic balance to agility: Jumping and landing Cool down: Static balance: seated</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning.</p>	<p>FMS: Static Balance: Seated Statics Balance: Floor work</p> <p>I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p>

Spring Term

Spring 1	<p>Theme: Tilly the Train's Big Day and Thembi Walks the Tightrope</p> <p>FMS: Dynamic balance: On the line Static balance: Stance</p> <p>I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions.</p>	<p>Theme: Tilly the Train's Big Day and Thembi Walks the Tightrope</p> <p>FMS: Dynamic balance: On the line Static balance: Stance</p> <p>I can begin to order instructions, movements and skills. With help. I can recognise similarities and differences in performance and I can explain why someone is working or performing well. I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions.</p>	<p>FMS: Dynamic balance: On the line Static balance: Stance</p> <p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. I can understand and follow simple rules and can name some things I am good at.</p>	<p>FMS: Dynamic balance: On a line Cool down – Coordination: Ball skills</p> <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help. I can recognise similarities and differences in performance and I can explain why</p>	<p>FMS: Dynamic balance: On a line Cool down – Coordination: Ball skills</p> <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why</p>	<p>FMS: Dynamic balance: On a Line Counter balance: With a partner</p> <p>I can involve others and motivate those around me to perform better. I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p>
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				someone is working or performing well.	someone is working or performing well.	
Spring 2	<p>Theme: Clowning Around and Wendy's Water-ski Challenge</p> <p>FMS: Coordination: Ball skills Counter balance: with a partner</p> <p>I can explore and describe different movements. I can observe and copy others.</p>	<p>Theme: Clowning Around and Wendy's Water-ski Challenge</p> <p>FMS: Coordination: Ball skills Counter balance: with a partner</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. I can explore and describe different movements. I can observe and copy others.</p>	<p>FMS: Coordination: Ball skills Counter balance: with a partner</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. I can explore and describe different movements.</p>	<p>FMS: Coordination: Sending and receiving Cool down – Counter balance: with a partner</p> <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. I can begin to compare my movements and skills with those of others. I can select and link</p>	<p>FMS: Coordination: Sending and receiving Cool down – Counter balance: with a partner</p> <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. I can begin to compare my movements and skills with those of others. I can select and link</p>	<p>FMS: Static Balance: One Leg Dynamic balance to agility: jumping and landing</p> <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping</p>

				movements together to fit a theme.	movements together to fit a theme.	and throwing activities
Summer Term						
Summer 1	<p>Theme: John and Jasmine Learn to Juggle Ringo to the Rescue</p> <p>FMS: Coordination: Sending and receiving Agility: Reaction/Response</p> <p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can move confidently in different ways.</p>	<p>Theme: John and Jasmine Learn to Juggle Ringo to the Rescue</p> <p>FMS: Coordination: Sending and receiving Agility: Reaction/Response</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p>	<p>FMS: Coordination: Sending and receiving Agility: Reaction/Response</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and</p>	<p>FMS: Agility: Reaction/Response Cool down – Static balance: Floor work</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with</p>	<p>FMS: Agility: Reaction/Response Cool down – Static balance: Floor work</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with</p>	<p>FMS: Static balance: Stance Coordination: Footwork</p> <p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor</p>

		I can move confidently in different ways.	link two movements together.	some changes in level, direction or speed.	some changes in level, direction or speed.	how hard I am working.
Summer 2	<p>Theme: Sammy Squirrel and his Rolling Nuts Caspar the Very Clever Cat</p> <p>FMS: Agility: Ball Chasing Static balance: Floor work</p> <p>I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise.</p>	<p>Theme: Sammy Squirrel and his Rolling Nuts Caspar the Very Clever Cat</p> <p>FMS: Agility: Ball Chasing Static balance: Floor work</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise.</p>	<p>FMS: Agility: Ball Chasing Static balance: Floor work</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health.</p>	<p>FMS: Agility: Ball chasing Cool down – static balance: Stance</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>	<p>FMS: Agility: Ball chasing Cool down – static balance: Stance</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>	<p>FMS: Agility: Ball chasing Coordination: Sending and receiving</p> <p>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p>