

Colour Code= **Indoor** **Outdoor**

Parkland Primary School Physical Education Curriculum Map 2023-2024



Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Foundation Stage	Gymnastics Locomotion – walking and jumping	Dance Ball Skills – Hands 1	Gymnastics Ball Skills - Feet	Dance Games for understanding	Gymnastics OAA – Parachute Activities	Dance Sport's Day Practice - Athletics
Year 1	Gymnastics Tag games & social skills (sharing) Fundamental Movement Skills (Agility, Balance, Coordination)	Dance Locomotion – Jumping and running	Gymnastics Ball skills – hands and feet	Dance Attack and defence - Games for understanding	Gymnastics Team building	Dance Athletics
Year 2	Gymnastics Tag games & social skills (sharing) Fundamental Movement Skills (Agility, Balance, Coordination)	Dance Ball games – hands and feet (incorporating racquets, bats and balls)	Gymnastics Attack and Defence – Games for understanding	Dance Team building	Gymnastics Team Games – Skill focus	Dance Athletics
Year 3 (swimming – alternate during the autumn term with outdoor slots)	Gymnastics Health Related Exercise – football fitness	Dance Intro to Invasion Games (hockey/football/handball)	Gymnastics Invasion Games (Tag Rugby)	Dance Intro to Net/Wall games - Tennis	Gymnastics Intro to Striking/fielding – Cricket/Rounders	Dance Athletics

Colour Code= **Indoor** **Outdoor**

Year 4	Gymnastics Health Related Exercise – football fitness	Dance Recapping Invasion Games – Basketball and Hockey	Gymnastics Developing leadership and tactics - dodgeball	Dance Net/Wall games - Tennis	Gymnastics Striking/Fielding – Rounders/cricket	Dance Athletics
Year 5 Swimming spring (alternate between striking and fielding, swimming and athletics)	Gymnastics Health Related Exercise	Dance OAA – communication/tactics and problem solving	Gymnastics Developing Tactics – Handball	Dance Striking and fielding - Cricket	Gymnastics Swimming	Dance Athletics
Year 6	Gymnastics Health Related Exercise	Dance OAA – leadership and orienteering	Gymnastics Developing tactics – Dodgeball	Dance Invasion games - Netball	Gymnastics Team games – Football/tag rugby	Dance Athletics

Considerations / rationale for PE programme.

Key Stage 1 Indoor PE

In the first part of the autumn term, fundamental movement skills are a focus in KS1 as these underpin all the skills the children build upon throughout this phase, they also learn about the effects that physical activity has on their bodies and the benefits of this. Within our indoor PE curriculum children work towards mastering basic movements and skills such as running, jumping, skipping, 'freezing', balancing, stretching and the 5 basic body shapes used within gymnastics and dance. Children learn simple, age-specific vocabulary to describe their practical work, for example they are able to identify the difference between a 'still position' and an action'. All children learn how to take turns and share apparatus and equipment safely.

Lots of 'mirror and match' warm ups take place in this phase to demonstrate to children what an appropriate warm up consists of. They learn basic performance skills and improve confidence throughout this phase, with performance being a key factor in all lessons, providing further opportunity for them to learn how to be a supportive audience member. This gives all children the chance to showcase their work to their peers and class teachers, helping them to gain valuable performance experiences and confidence.

They become well-practiced in performing and can identify strengths in their peers' work, vocalising these simply through the use of verbal feedback. As a result of this, children can then use their knowledge of what makes performance 'good' to improve their own work.

Colour Code= Indoor Outdoor

Opportunities for children to give a warm up idea to the teacher become more frequent to aid development of leadership. Children move onto the use of gymnastic apparatus developing their balance, agility, co-ordination and learn about risk-taking in gymnastics through experimenting ways in which they can weave in and out of apparatus and go onto, over and under them. Children learn about responsibility for health and safety within their indoor lessons and the importance of working as a team to stay safe when taking out, setting up and putting away apparatus and equipment correctly. In dance they begin to perform simple movement patterns and focus on being in time with the music and each other using whole body actions. They then apply these in a range of situations; working as a whole class and beginning to work more independently in small groups and pairs, which reinforces positive teamwork and helping each other.

In the final term, the children go on to acquire more advanced skills such as rolling, rotating and using different body shapes to jump. They begin to work more independently and work in small groups to create simple sequences in gymnastics using a checklist of key skills to include. In dance they start to experiment with changing direction, changing levels and formation, and expressing themes, ideas and emotions as they learn a routine for a large audience at our annual dance festival. The children practice entering and exiting a performance space safely and sensibly and focus on exaggeration of their movement and different timing patterns.

All units of work within our indoor PE curriculum are linked to the topics the children are learning about within their classrooms. Cross-curricular references to key words and discussions about their academic learning help children to make connections between their classroom work and practical work, making their PE lessons meaningful and thought-provoking, fun and enjoyable. Children verbalise their ideas or opinions, if they struggle with this, opportunities are given for them to demonstrate their knowledge.

Key Stage 1 Outdoor PE:

The primary aim of the first term in KS1 is to develop/progress children's basic fundamental movements. This includes developing spatial awareness as well speed, agility and balance. The challenges and complexity of the tasks build as children progress from EYFS to year 1 and through to year 2. Basic movements include, running, jumping, hopping, skipping, galloping, dodging etc, using a variety of open spaced tasks as well as equipment. Once children have developed basic movements, they are then in a better position to develop a wide variety of different fundamental multi skills, such as gathering, rolling, throwing, catching, bouncing, receiving, kicking, striking etc. It is essential that these skills are mastered if the child is to experience success in PE and sport during their time at primary school. Furthermore, all activities are carefully planned to ensure enjoyment for all pupils, we want to create links between being physically active and enjoyment to nurture healthy habits that will last a lifetime.

After mastering these skills, we begin to develop the children's ability to throw and catch and effectively. Throwing and catching is an essential skill which forms the basis for many different games/activities across the curriculum, including invasion games, striking and fielding, and athletics. Children are given the opportunity to develop their skills individually, in pairs, and in small groups, preparing them for more challenging team games. Games for understanding will introduce the children how to use the skills they have been taught as they begin to play adapted versions of more challenging sports to develop their ability to share and cooperate as a team.

Lower Key Stage 2 Indoor PE:

Colour Code= Indoor Outdoor

In the first part of the autumn term, the focus for lower KS2 in gymnastics is rebound using a range of sport-specific apparatus; spring boards, rebounder and trampette in partnership with a variety of different types of landing mats to encourage safe landings. Both the floor and benches are used as 'take off' equipment to aid accurate footwork and challenge through walking/running towards apparatus. There are 4 levels of progression taught within these lessons to enable all children to access the learning and be able to make progress from their individual starting points. As a result of this unit of work, children continue to develop their core strength. Children use checklists displayed within the lesson to start to independently assess their own work and challenge themselves by using a variety of different jumps. Year 4 children also advance to vaulting onto low level vaulting apparatus such as tabletops and a box vault. In dance, children continue to learn whole class sequences and routines and learn about simple 'choreographic devices' and techniques and how they can be used to help them to develop their own ideas when working in small groups. Performance opportunities continue to be utilised in all indoor lessons and gym and dance-specific vocabulary is encouraged when children talk about their own work and that of their peers.

As the year progresses, basic leadership starts to be used, where there are opportunities for children to lead a section of a whole warm up activity or they can create a simple apparatus set-up. Children learn how to perform a larger variety of individual gymnastic skills which aid with strength and flexibility. Rolls, jumps, balances, cartwheels, turns and spins can perform them with accuracy and control. Children will also learn how to start and finish a skill smartly and demonstrate sensible group work, safe equipment set-up, use and tidying away. In dance they continue to develop their teamwork skills whilst they learn about developing sequences to make their own choreography, showing focus and awareness of different timing when performing. Small, mixed ability group work is used frequently within gym and dance to enable children to work with a variety of different children, occasionally are group based on their ability. Children can identify clear strengths within a performance and can sensitively use constructive criticism to help improve their own and others' work. Year 4 perform to a large audience of parents to build on their performance experience, whilst year 3 learn about a different culture through dance and cross-curricular links.

Most units of work within our indoor PE curriculum are linked to the topics the children are learning about within their classrooms. Cross-curricular references and key word associations, along with more in-depth about sport-specific knowledge give all children a wider breadth of knowledge and, making PE lessons meaningful and thought-provoking, fun and enjoyable. Children learn in more detail about how an active, healthy lifestyles and the positive effects healthy routines have on us. All children are given the opportunity to verbally give their own ideas and feedback and demonstrate them physically.

Lower Key Stage 2 Outdoor PE:

In lower KS2 pupils begin to explore how they can use the fundamental movement skills they have developed over the past 2 years in more challenging situations. They start to think about links between what they do in PE and health and fitness, exploring how they can improve elements of their health and fitness, and understand why leading an active lifestyle is beneficial. They are given opportunities to set themselves targets and achieve personal bests, developing their own methods to succeed and increasing self-confidence. They become resilient learners and familiarise themselves with their own strengths and areas for improvement.

The games lays the foundation for future invasion games units, in which children will develop and adapt games themselves, making up their own rules and choosing what equipment to use. They will play a wider range of games, with even sides that go end-to-end on larger pitches. Aspects of attacking and defensive lay will be explored. They will improve their accuracy and consistency, and will learn new invasion game techniques. They will also learn to apply their

Colour Code= **Indoor** **Outdoor**

understanding and skills from net games, striking/fielding games and athletics to new invasion game problems. They will start to warm up independently and say why warm-up and cool-down activities are important. They will watch and comment on simple tactical problems, suggesting changes that increase the number of scoring opportunities. In other physical education units the children will be using similar skills, especially in net games and striking and fielding games. Many of the skills practices they use will be based on athletic activities and ideas. Pupils are encouraged to work together as a team and to be inclusive of each other. Pupils are rewarded for good sportsmanship, following the rules and having respect for everybody. Additionally, pupils begin to assess their own performance and that of others in order to set personal goals and targets.

The athletics unit lays the foundations for athletic activities in years 5 and 6, in which children will develop their technical understanding across all areas of athletics. They will be introduced to the idea of training for a specific purpose, *eg carrying out sprinting activities to increase leg speed and muscle reaction time*. In jumping events, they will extend their run-up and will be encouraged to think about technique at take-off. In throwing events, they will extend the length of their run-up and be encouraged to think about the last stride in the run-up. They will also be encouraged to take more responsibility for designing, organising and judging athletic events. Other physical education units will help children to develop good running, jumping and throwing techniques through games-based activities. Safety procedures and the importance of stamina and strength will be reinforced throughout the physical education curriculum. Jumping activities and a range of travelling skills will be used in gymnastic activities and dance.

Upper Key Stage 2 Indoor PE:

There is a high emphasis throughout the year on being independent, being able to problem-solve for themselves, (using their prior knowledge, accessing video clips on the laptop, using checklists and asking others), as well as using verbal teacher feedback to improve their work. Providing them with a good foundation and preparation for the advanced skills they will progress to at high school.

Term 1 builds upon the children's' prior learning in lower KS2 and incorporates rebound into the gymnastics curriculum through vaulting. By this stage, children have learned about and understood the need for accurate footwork when taking off in preparation to land on a piece of rebound apparatus. A range of mid to high-level vaulting apparatus (tabletops, buck and box vault) are added to the apparatus set up for children and they have learnt a variety of skills to vault onto and over the apparatus. In some classes, there can be as many as 5 levels of progression which cater for the varying levels, experiences and confidence levels of all children. Children can select the apparatus and the skill which they perform for their assessment based on their knowledge of their ability. In dance, creating a character, mood or feelings to express the intent of the piece is used this year. Children look at dance as an art-form and how to create a show through use of costume, make-up, lighting and audience. Year 6 perform to build upon their performance experiences and they can demonstrate and discuss what 'canon' and 'unison' is. They frequently work in small groups to choreograph their own sequences for routines and develop their ideas further using, action, space and dynamics development.

Children can safely set up their own apparatus layout and can visually assess whether apparatus is safe to use. They can independently lead a warm up and cool down or design short tasks suitable for a group, giving simple coaching points.

Strength, flexibility, control and balance are further developed when the acro strand of gymnastics is taught in term 2. Children spend a lesson working on trust exercises and are taught how they can adapt group balances and counterbalances to suit their needs. They learn about the roles of base, supporter and flyer within their groups and how body tension can be used to improve the physical skills they have been developing since KS1. In dance, more cultural connections are made within the Indian dance unit in year 5 where children learn about the meaning of the accurate hand gestures and in year 6, the musical theatre style is explored and children compare and contrast the differences between dance styles. Children can perform with clarity, clear style and use transitions clearly so that sequences of movement flow.

Colour Code= Indoor Outdoor

In term 3, children use innovative ways to transform their dance/gym group sequences. They use knowledge and skills they have perfected throughout KS2 such as repetition, change the order of sequences, unison and canon, formation, levels and dynamics to make them 'performance ready'. By the end of the summer term, during the annual dance festival, children in year 5 and 6 can performed a polished, well-timed and presented routine for a longer period to a large audience, they are confident and expressive.

By the end of year 6, the children are extremely confident when verbalising and demonstrating an idea or giving feedback. They use accurate vocabulary, specific to the sport/skill they are talking about as they have a greater understanding. This stands them in good stead as they move onto high school, even if they are not the most capable physically, they have the understanding and vice versa. They will also be fully aware of how to maintain a healthy, active lifestyle both inside and outside of school in the short-term and the long-term as they move into earl adulthood and throughout their lives.

Upper Key Stage 2 Outdoor PE:

Pupils in years 5 and 6 begin to build on their knowledge of healthy and active lifestyles from the lower key stage by exploring different aspects of fitness and where this fits in to PE and sport. They start to take ownership of warming up & cooling down and can explain what they are doing and why. They can participate in fitness activities both individually and in groups, and can make suggestions for their own fitness development. This will prepare them for making links between health and fitness and all subsequent units over the course of the year.

The games unit lays the foundations for future invasion games units, in which children will play games with larger sides. They will be introduced to the rules and conventions of a wider range of games and will apply the basic principles they have already learned to these new games. They will look at team organisation in different situations, and how tactics and strategies can be applied to outwit the opposition. They will learn more about working as a team and how to play different positions or take on different roles within the game. They will learn how to design their own warm ups and will start to carry out some officiating. They will make up and carry out their own practices to improve the way they play.

In striking and fielding children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team. They will develop warm-up routines and skills practices that will improve their play, showing a greater awareness of the type of fitness they need and how to prepare for striking and fielding games. In other physical education units children will use throwing and catching skills and striking skills for different games. They will focus on ways of warming up and how to work in teams to plan tactics.

The athletics unit will lay the foundations for future athletic activity units, in which children will develop their understanding of the links between being fit and performing well, and will find out more about how athletics activity can help to keep them healthy. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping for height and length. In other physical education units, games and gymnastic activities will reinforce the need for good running, throwing and jumping techniques. The need to learn and take a range of roles, *eg coach, umpire, recorder, judge*, will apply across the whole physical education curriculum.