

- Curriculum Provision Mapping –

**PHYSICAL EDUCATION**

Year Group/Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<b>YEAR 1</b>	<p><b>MULTI-SKILLS</b> Master basic movements including running and jumping. Moving in different ways, along different pathways. Dodging, changing direction &amp; stopping</p>	<p><b>TEAM GAMES</b> Master basic movement and co – ordination to include throwing and catching. Carrying &amp; stopping a ball in different ways. Playing simple relay games.</p>	<p><b>DANCE.</b> Dance, movement and pattern. To understand how we use our body to travel. To perform basic skills in travelling using different parts of the body. To develop an awareness of different body parts and how they can be used differently.</p>	<p><b>GYMNASTICS</b> Floor work and balance. Using low apparatus and sequencing a 2 step routine. Developing core strength, technique and control.</p>	<p><b>TEAM GAMES</b> Developing simple tactics for defending and attacking. Racket/bat handling skills. Carrying and controlling a bat/racket. Racket relays and net type activity, throwing and aiming. 1 v 1 activity.</p>	<p><b>ATHLETICS</b> Learn and develop new skills to perform basic movements to include: run, jump, hop, throw &amp; skip.</p>
	<b>YEAR 2</b>	<p><b>TEAM GAMES</b> Master basic skills in agility and movement to include throwing and catching. Develop throwing and catching skills using range of apparatus (shapes, weight, texture). Throw, catch and bounce in different ways. Throwing and catching stationary and on the move. Make up games using throw, catch and bounce.</p>	<p><b>MULTI-SKILLS</b> Master basic skills in agility and movement to include throwing and catching.</p>	<p><b>GYMNASTICS</b> Using low/medium apparatus and sequencing 3 step routine. Developing core strength, technique and control. Floor work and balance. Moving from a standing position into a balance, spin, roll etc.</p>	<p><b>DANCE</b> To explore movement imaginatively, to express emotion through movement. To recognise how our bodies communicate feelings to each other.</p>	<p><b>TEAM GAMES</b> Developing simple tactics for defending and attacking. Develop new skills specific to invasion games. Apply basic tactics and strategies for attacking play. Work co-operatively as a team using equipment e.g. bats/rackets. To observe and select information to evaluate others performance.</p>	<p><b>ATHLETICS</b> Master basic movements to include: run, jump, hop, throw &amp; skip. Children will be able to understand what is meant by changing pace or speed. Children will understand changes they make to their body and to movements in order to help increase or decrease speed and agility.</p>

<b>KS2</b> <b>Lower</b>	<b>YEAR 3</b>	<b>MULTI-SKILLS</b> <i>To use running, jumping, throwing &amp; catching in isolation and in combination</i> <i>To work collaboratively in pairs or teams as well as solo.</i>	<b>COMPETITIVE GAMES</b> <i>Quick cricket, tag rugby, football, hockey, rounders, netball and circle games. Accurately pass and receive ball with hands. Demonstrate control when passing dribbling and receiving with feet or hands. Signalling for ball and recognizing others signals, while passing and receiving. Recognise and explain why teams succeeded in activity.</i>	<b>DANCE</b> <i>Dance- performing for others. To be able to perform and create a solo piece with appropriate expression and contrasting dynamics. To create and perform a duet with complimentary element. Work with a group to refine and practise movement ideas.</i>	<b>GYMNASTICS</b> <i>Using low, medium and high apparatus in order to sequence a set of movements starting from a standing position then ending in a standing position. Developing strength, technique and control so floor work and apparatus work shows a good level of balance, confidence and skill.</i>	<b>SWIMMING</b> <i>Forest Hill Pool. Use a range of strokes effectively. Be able to swim a distance of at least 25m by the end of Year 6</i>	<b>SWIMMING</b> <i>Forest Hill Pools. Use a range of strokes effectively. Be able to swim a distance of at least 25m by the end of Year6</i>
	<b>YEAR 4</b>	<b>MULTI-SKILLS</b> <i>To use running, jumping, throwing &amp; catching in isolation and in combination. To play with increased stamina as technical skills develop. To play as part of a pair, team or group following rules and observing others.</i>	<b>GYMNASTICS</b> <i>Using floor and mid-high apparatus to sequence a routine self-taught or by following others. Developing strength, technique and control</i> <i>Floor work and balance to show increasing agility and ability.</i>	<b>SWIMMING</b> <i>Forest Hill Pool. Use a range of strokes effectively. Be able to swim a distance of at least 25m by the end of Year 6</i>	<b>SWIMMING</b> <i>Forest Hill Pool. Use a range of strokes effectively. Be able to swim a distance of at least 25m by the end of Year 6</i>	<b>TEAM GAMES</b> <i>Including cricket, football, hockey, rounders, netball, tennis, rugby etc. To play with increased awareness of pace, skill and space. To play as part of a team or group in competitive games with a sense of good sportsmanship.</i>	<b>ATHLETICS</b> <i>To develop flexibility, strength, skill, technique, control, balance and begin to compete within organised competition rules.</i>

<b>KS2 Upper</b>	<b>YEAR 5</b>	<b>SWIMMING</b> <i>Forest Hill Pool. Use a range of strokes effectively. Be able to swim a distance of at least 25m by the end of Year 6</i>	<b>SWIMMING</b> <i>Forest Hill Pool. Use a range of strokes effectively. Be able to swim a distance of at least 25m by the end of Year 6</i>	<b>GYMNASTICS</b> <i>Using floor and wall apparatus to sequence a routine self-taught or by following others. Developing strength, technique and control. Floor work and balance to show increasing agility and ability.</i>	<b>DANCE</b> <i>Dance-performing for others. To understand why dance is good for their fitness, health and wellbeing. To explore, improvise and combine movement ideas fluently and effectively</i>	<b>TEAM GAMES</b> <i>Explore cricket, football, hockey, rounders, netball, tennis, rugby etc. Control a ball. Dribble and pass to partner. Understand and show how possession and progression benefits game. How to mark an opponent effectively and defend goal. Work collaboratively as part of a pair. Team or group.</i>	<b>ATHLETICS</b> <i>To develop flexibility, strength, skill, technique, control, balance and begin to compete within organised competition rules. Explore all track and field events.</i>
	<b>YEAR 6</b>	<b>MULTI-SKILLS</b> <i>To use running, jumping, throwing &amp; catching in isolation and in combination. To play with increased stamina as technical skills develop. To play as part of a pair, team or group following rules and observing others.</i>	<b>COMPETITIVE GAMES</b> <i>Quick cricket, tag rugby, football, hockey, rounders, netball and circle games. Accurately pass and receive ball with hands. Demonstrate control when passing dribbling and receiving with feet or hands. Signalling for ball and recognizing others signals, while passing and receiving. Recognise and explain why teams succeeded in activity.</i>	<b>DANCE</b> <i>Dance- performing for others. To explore, improvise and combine movement ideas fluently and effectively. To understand how a dance is formed and performed To evaluate, refine and develop their own and others' work.</i>	<b>GYMNASTICS</b> <i>Using floor and wall apparatus to sequence a routine self-taught or by following others. Developing strength, technique and control. Floor work and balance to show increasing agility and ability.</i>	<b>TEAM GAMES</b> <i>Explore cricket, football, hockey, rounders, netball, tennis, rugby etc. Control a ball. Dribble and pass to partner. Understand and show how possession and progression benefits game. How to mark an opponent effectively and defend goal. Work collaboratively as part of a pair. Team or group.</i>	<b>ATHLETICS</b> <i>To develop flexibility, strength, skill, technique, control, balance and begin to compete within organised competition rules. Explore all track and field events.</i>