

# Kingsgate Primary School PE Curriculum Map 2015-16

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Fit to learn/Fundamentals</b> <i>(30 mins per week)</i> Becoming aware, explore and discover  <b>Games</b> Locomotion& stop/start activities. Games involving using space.	<b>Conditioning phrases for gymnastics and floor work</b> <i>(30 mins per week)</i>  <b>Gymnastics – Apparatus</b> Focus: Simple movements and using apparatus	<b>Fit to learn/Fundamentals</b> <i>(30 mins per week)</i> Becoming aware, explore and discover  <b>Dance</b> Handa's Surprise	<b>Dance</b> <i>(30 mins per week)</i>  <b>Gymnastics</b> Explore and create using a range of equipment	<b>Athletics</b> <i>(30 mins per week)</i>  <b>Games</b> Explore and create using a range of equipment. Working well with others on individual and partner challenges.	<b>Athletics</b> <i>(30 mins per week)</i>  <b>Games</b> Explore and create using a range of equipment. Working well with others on individual and partner challenges.
<b>Year 1</b>	<b>Fit to learn/Fundamentals</b> <i>(30 mins per week)</i> <b>Discover</b>  I can describe what it feels like when I breathe faster during exercise  I can listen carefully to instructions  <b>Games</b> <b>Throwing, catching &amp; aiming games</b>  I can show control and accuracy with the basic actions for rolling, throwing, aiming and catching  I can track and get in line with the ball to receive it  I understand how to aim and how to take the ball to a good position for aiming  I can describe what I have done or seen others doing	<b>Conditioning phrases for gymnastics and floor work</b> <i>(30 mins per week)</i>  <b>Gymnastics-Apparatus</b> <b>Focus: Travelling</b>  I can show different travelling actions and stay still when I need to  I can move around the space safely, not bumping into others and sharing the apparatus  I can start to join some of my ideas together  I can carry and place appropriate apparatus safely, with guidance	<b>Fit to learn/Fundamentals – developing playground games</b> <i>(30 mins per week)</i> <b>Discover</b>  I can use skills in different ways in different games  I can share the space without bumping into others  <b>Dance</b> Weather and Seasons  I can respond to the stimulus of weather and seasons with different actions  I can copy simple movements from others and explore those movements  I can use simple dance vocabulary to describe movement	<b>Dance</b> <i>(30 mins per week)</i> George and the Dragon  I can choose movements to make into my own short dances with a beginning, middle and end  I can talk about dance, linking movement to moods, ideas and feelings  <b>Gymnastics - Apparatus</b> Focus – Travelling and Balance  I can link and repeat basic gymnastic actions  I can show control and accuracy in my actions  I can carry and place appropriate apparatus safely, with guidance  I can watch and describe a short sequence of basic gymnastic actions, using appropriate language	<b>Athletics</b> <i>(30 mins per week)</i>  I can move fluently, changing direction and speed easily and avoiding collisions  I can demonstrate the five basic jumps on my own, <i>eg a series of hops</i> , and in combination, <i>eg hop, one-two, two-two</i> , showing control at take-off and landing  <b>Games</b> Bat and ball games  I can show control and accuracy with the basic actions for controlling and striking a ball  I understand how to hit into space  I recognise space in my games and use it to help myself do well in the game	<b>Athletics</b> <i>(30 mins per week)</i>  I can explain why running and playing games is good for me  I can throw with increasing accuracy and coordination into targets set at different distances  <b>Games</b> Bouncing and dribbling activities  I can show control and accuracy with the basic actions for bouncing, dribbling and kicking  I can copy what I see and say why it is good
<b>Year 2</b>	<b>Fit to learn/Fundamentals</b> <i>(30 mins per week)</i> Developing and consolidating  I can show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run  I can begin to describe how I will feel after being physically active	<b>Conditioning phrases for gymnastics and floor work</b> <i>(30 mins per week)</i>  I can begin to anticipate what I will feel like after doing gymnastics  <b>Gymnastics-Apparatus</b> Focus: Balance  I can perform a range of balance and travelling actions with control and coordination	<b>Fit to learn/Fundamentals – developing playground games</b> <i>(30 mins per week)</i> Developing and consolidating  I can copy and make up games using only playground markings and spots / cones that increase my heart rate  I can respond to and make up personal best challenges	<b>Dance</b> <i>(30 mins per week)</i> The Great Fire of London  I can perform short dances using rhythmic qualities ideas and feelings  I can say what I like and what could be different giving reasons  <b>Gymnastics - Apparatus</b> Balance  I can create, repeat and perform a short sequence in which there is a clear beginning, middle and end	<b>Athletics</b> <i>(30 mins per week)</i>  I can run continuously for about one minute and, when required, show the difference between running at speed and jogging  I can describe what happens to my heart, breathing and temperature during different types of athletic activity  I can identify and describe different running, jumping and throwing actions	<b>Athletics</b> <i>(30 mins per week)</i>  I can demonstrate a range of throwing actions using a variety of games equipment  I can use different techniques, speeds and effort to meet challenges set for running, jumping and throwing  I can explain what is successful and what I have to do to perform better

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	<p><b>Games</b> <b>Sending and receiving</b></p> <p>I can perform a range of skills with control ( focus on different generic skills – rather than named sports – over the weeks i.e rolling, throwing, striking, kicking, catching and gathering skills )</p> <p>I can watch and describe performances accurately</p> <p>I recognise what is successful</p>	<p>I can move smoothly from a position of stillness to a travelling movement</p> <p>I can accurately repeat sequences of gymnastic actions</p> <p>I can recognise and avoid risks when handling and placing apparatus independently</p>	<p><b>Dance</b> Emperor Penguins/March of the penguins/Happy feet</p> <p>I can explore actions in response to the stimulus of penguins</p> <p>I can explore ideas by experimenting with a growing range of possible movements</p> <p>I can remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness</p>	<p>I can describe a sequence accurately</p> <p>I can choose part of my sequence to improve, and say how to improve it</p>	<p><b>Games</b> <b>Inventing and creating games</b></p> <p>I can choose and use <i>tactics</i> that work for my game</p> <p>I understand and can describe changes to my heart rate when playing different games</p> <p>I can make up a game using games equipment that increases my heart rate</p>	<p><b>Games</b> <b>Inventing and creating games</b></p> <p>I can know how to score and keep the rules of my game</p> <p>I can watch and describe the games of others accurately</p> <p>I can record my game and teach others how to play (link to instructional writing)</p>
<p><b>Year 3</b> <b>Swimming</b> <b>all year</b></p>	<p><b>Fit to learn/Fundamentals</b> <b>(30 mins per week)</b> Generic fundamental skills</p> <p>I can sustain my effort ie keep going</p> <p>I know the demands that specific activities make on my body</p> <p><b>Invasive Games</b> <b>Football</b></p> <p>I can use a range of football skills to help me keep possession and control of the ball</p> <p>I can use a range of skills to keep possession and make progress towards a goal, on my own and with others</p> <p>I can explain how to keep possession and describe how I and others have achieved it</p> <p>I know how to use space</p>	<p><b>Conditioning phrases for gymnastics and floor work</b> <b>(30 mins per week)</b></p> <p><b>Gymnastics - Apparatus</b> Focus: Stretching and curling</p> <p>I can practise a short sequence of movements, and improve the quality of the actions and linking movements</p> <p>I can show control, accuracy and fluency of my gymnastic movements</p> <p>I can identify when my body is warm and stretched ready for gymnastic activity</p> <p>I can explain the differences between two performances</p>	<p><b>Fit to learn/Fundamentals – developing playground games</b> <b>(30 mins per week)</b> Generic fundamental skills</p> <p>I can identify which games and activities have the biggest impact when trying to improve my stamina</p> <p><b>Dance</b> Shadows and/or Ancient Egypt</p> <p>I can show an imaginative response through my use of language and choice of movement</p> <p>I can perform short dances with expression, showing an awareness of others when moving</p> <p>I can use a range of expressive language to describe dance</p>	<p><b>Athletics and cross country</b> <b>(30 mins per week)</b></p> <p>I can recognise and describe what happens to my breathing and heart rate when I do athletics and begin to link this to how warm I feel</p> <p><b>Invasive Games</b> Hockey</p> <p>I can use a range of hockey skills to help me keep possession and control of the ball</p> <p>I can use a range of skills to keep possession and make progress towards a goal, on my own and with others</p> <p>I can weigh up the options and often make good decisions about what to do</p> <p>I can recognise players who play well in games and give some reasons why</p>	<p><b>Athletics</b> <b>(30 mins per week)</b></p> <p>I can run consistently and smoothly at different speeds</p> <p>I can demonstrate different combinations of jumps, showing control, coordination and consistency</p> <p>I can throw a range of implements into a target area with consistency and accuracy</p> <p><b>Striking and fielding Games</b> Cricket</p> <p>I can strike a ball with intent and throw it increasingly more accurately when bowling and/or fielding</p> <p>I can intercept and stop the ball with consistency, and sometimes catch the ball</p> <p>I can return the ball quickly and accurately</p> <p>I can describe what is successful in my own and others' play</p>	<p><b>Athletics</b> <b>(30 mins per week)</b></p> <p>I can watch and describe specific aspects of running, jumping and throwing styles</p> <p>I can recognise and record that my body works differently in different types of challenge and event</p> <p><b>Net Games</b> Tennis</p> <p>I can keep a game going using a range of different ways of throwing</p> <p>I can vary the speed and direction of the ball</p> <p>I can choose good places to stand when receiving, and give reasons for my choice</p> <p>I can describe what is successful in my own and others' play</p>

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<p><b>Year 4</b></p>	<p><b>Fit to learn/Fundamentals and developing leadership</b> (30 mins per week) Generic fundamental skills</p> <p>I use the knowledge I am learning in PE to make up suitable warm-up activities for the games I am playing</p> <p><b>Invasion Games</b> Basketball</p> <p>I can use a range of different passing skills</p> <p>I can change direction and speed when dribbling the ball</p> <p>I can keep and use rules given to me</p> <p>I can describe the help I need to improve my play</p>	<p><b>Developing leadership through gymnastics</b> (30 mins per week)</p> <p>I can use what I have learnt in PE to prepare and lead gymnastic warm up and cool down activities that develop stamina, strength and suppleness in order to develop good quality gymnastic actions</p> <p>I can communicate effectively to get the best from my peers when leading a warm up</p> <p><b>Gymnastics - Apparatus</b> Focus: Rolling</p> <p>I can devise warm up routines that prepare them for their gymnastic work</p> <p>I can perform a range of rolling actions with consistency, fluency and clarity of shape</p> <p>I can gradually increase the length of sequences</p> <p>I can make simple assessments of mine and other's performances</p>	<p><b>Fit to learn/Fundamentals</b> (30 mins per week) Generic fundamental skills</p> <p>I can show understanding of warming up and cooling down, and choose appropriate activities to do on my own</p> <p><b>Dance</b> Active Planet/Volcanoes</p> <p>I can think about narrative ideas and respond through movement</p> <p>I can use different compositional ideas to create dance phrases (motifs) incorporating unison, canon, action and reaction, question and answer</p> <p>I can suggest how a dance performance can be improved and can communicate more effectively</p>	<p><b>Athletics and cross country</b> (30 mins per week)</p> <p>I can run consistently and smoothly at different speeds and over different terrains ie playground, grass, hills etc</p> <p><b>Outdoor Adventurous Activities</b> Trust games, challenge activities and orienteering linked TOPs cards</p> <p>I can orientate myself and move with increasing confidence and accuracy when following trails and simple orienteering courses</p> <p>I realise that activities need thinking through and can recognise that planning is useful</p> <p>I can conserve my efforts and keep my concentration during tasks</p> <p>I can use the repeated trials, courses and challenges to develop and change the approaches I use</p>	<p><b>Athletics</b> (30 mins per week)</p> <p>I can demonstrate different combinations of jumps, showing control, coordination and consistency</p> <p>I can throw a range of implements into a target area with consistency and accuracy</p> <p><b>Invasion Games</b> Hockey</p> <p>I can play with greater speed and flow</p> <p>I can suggest how rules could be changed to improve the game</p> <p>I know and explain the tactics and skills that I am confident with and use well in games</p>	<p><b>Athletics</b> (30 mins per week)</p> <p>I can recognise that there are different styles of running, jumping and throwing, and that I need to choose the best for a particular challenge and type of equipment</p> <p>I can pace my effort well in different types of event so that I can keep going steadily and maintain the quality of my action</p> <p><b>Net Games</b> Tennis</p> <p>I can play using a racket, getting my body into good positions to hit a hand fed ball accurately</p> <p>I can increasingly keep a rally going using a small range of shots</p> <p>I try to make things difficult for my opponent by directing the ball to space, at different speeds and heights</p> <p>I can use the rules and keep games going without disputes</p> <p>I can identify aspects of my game that need improving, and say how I can go about improving them</p>
<p><b>Year 5</b></p>	<p><b>Fit to learn</b> (30 mins per week) Fitness Circuits</p> <p>I can suggest ideas for warming up, explaining my choice</p> <p>I can carry out warm-up activities carefully and thoroughly</p> <p><b>Invasion Games</b> Netball</p> <p>I know the difference between attacking skills and defending skills</p>	<p><b>Developing leadership through gymnastics</b> (30 mins per week)</p> <p>I can take more responsibility for my warm up developing my strength suppleness and stamina ready to do gymnastics</p> <p><b>Gymnastics - Apparatus</b> Focus: Flight</p> <p>I can perform combinations of actions that show clear differences between levels and directions</p>	<p><b>Fit to learn and developing leadership</b> (30 mins per week) Fitness Circuits</p> <p>I know and can lead warm up exercises and activities that help strength, speed and stamina</p> <p>I can make up and lead practices to help me and my team get better at different games (ie tag rugby/cricket/tennis)</p>	<p><b>Outdoor Adventurous Activities</b> Trust games, challenge activities and <b>orienteering</b> linked TOPs cards (30 mins per week)</p> <p>I can use physical skills well in a variety of different challenges</p> <p>I can understand the excitement and enjoyment of completing a challenge</p> <p>I am clear about what I have to achieve and recognise the importance of planning and thinking as I go</p>	<p><b>Athletics</b> (30 mins per week)</p> <p>I can sustain my pace over longer distances, eg sprint for seven seconds, run for one or two minutes</p> <p>I can throw with greater control, accuracy and efficiency</p> <p><b>S&amp;F Games</b> <b>Cricket</b></p> <p>I can choose and use batting or throwing skills to make the game hard for my opponents</p>	<p><b>Athletics</b> (30 mins per week)</p> <p>I can perform a range of jumps showing power, control and consistency at both take-off and landing</p> <p>I can take part well in a relay event</p> <p><b>Net Games</b> <b>Tennis</b></p> <p>I can direct the ball reasonably well towards my opponent's court or target area</p>

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	<p>I can switch between being and thinking like an attacker and a defender during the game</p> <p>I can find and use space to help my team</p> <p>I can look for specific things (skills and /or tactics)in a game and explain how well they are being done</p>	<p>I can perform jumping actions and shapes in flight clearly, consistently and fluently, with good body tension and extension</p> <p>I can watch and comment on the quality of actions and shapes and the way apparatus and the floor space is used</p>	<p><b>Dance</b> Street Dance</p> <p>I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style</p> <p>I can perform specific movement patterns for different dance styles with accuracy</p> <p>I can perform longer dances</p> <p>I can suggest ways to develop my technique and composition</p>	<p>I can use teamwork skills well in a variety of different challenges</p> <p><b>Athletics</b></p> <p>I can sustain my pace over longer distances – sprint for 7 seconds, run for one or two minutes</p> <p>I can throw with greater control, accuracy and efficiency</p> <p>I can link separate jumps together</p>	<p>I can make good judgements about when to run to score points</p> <p>I can work well as part of a team to make it hard for the batter</p> <p>I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher</p>	<p>I can show good backswing, follow through and feet positioning</p> <p>I can explain what I am trying to do in the game and why it is a good idea</p> <p>I know what I am successful at and what I need to practise more</p> <p>I can try things out and ask for help to perform better</p>
<b>Year 6</b>	<p><b>Fit to learn</b> (30 mins per week) Fitness Circuits</p> <p>I can know the importance of being fit, and what types of fitness are most important for games</p> <p>I understand how playing games can contribute to a healthy lifestyle</p> <p><b>Games</b> <b>Tag Rugby</b></p> <p>I can choose when to pass or run with the ball, so that I keep possession and make progress towards the goal</p> <p>I can perform rugby skills with greater speed</p> <p>I can recognise and describe the best points in an individual's and a team's performance</p> <p>I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them</p> <p>I can organise my team to think of ideas to be more successful</p>	<p><b>Developing leadership and gymnastic judging skills through gymnastics</b> (30 mins per week)</p> <p>I can watch performances and use criteria to make judgements and suggest improvements</p> <p>I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others</p> <p><b>Gymnastics- Apparatus</b> Focus: Counter balance and counter tension</p> <p>I can work well with a partner or a small group to practise and refine our work</p> <p>I can vary direction, levels and pathways, to improve the look of our sequence</p>	<p><b>Fit to learn and developing leadership</b> (30 mins per week) Fitness Circuits</p> <p>I can describe how dance contributes to my fitness and wellbeing</p> <p>I can identify what types of exercise I need to do to help with my dancing</p> <p>I know the types of exercise I should concentrate on, <i>eg speed and flexibility</i></p> <p>I can give good explanations of how warm-up activities affect the body</p> <p><b>Dance</b> Michael Jackson – 'Beat it'</p> <p>I can explore dance ideas imaginatively developing dynamics, space and relationship</p> <p>I can recognise how costume, music and set can help to improve a dance performance</p>	<p><b>Athletics and cross country</b> (30 mins per week)</p> <p>I can sustain my pace over longer distances and times</p> <p>I can try my hardest to beat personal challenges for sustained running</p> <p>I can plan and out into place a training programme with a partner of similar ability so that we can improve our sustained running</p> <p>I can talk about how stamina and sustained running can help me learn better in the classroom</p> <p><b>Outdoor Adventurous Activities</b> Trust games, challenge activities and orienteering linked TOPs cards</p> <p>I can read a variety of maps and plans accurately, recognising symbols and features</p> <p>I can successfully apply my skills and understanding to new challenges and environments</p> <p>I know how to prepare physically and organisationally to be safe and efficient</p>	<p><b>Athletics</b> (30 mins per week)</p> <p>I can sustain my pace over longer distances, eg sprint for ten seconds, run continuously for more than two minutes</p> <p>I can organise myself and others in small groups safely, and take turns and different roles as a coach, performer and official</p> <p>I can say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity or sports</p> <p><b>S&amp;F Games</b> <b>Cricket</b></p> <p>I am familiar with and use the rules set, and keep games going without disputes helping others to respond appropriately to decisions</p> <p>I can choose and use batting or throwing skills to make the game hard for my opponents</p> <p>I can describe what is successful in my team's performance and act as a motivational and knowledgeable coach to improve our performance</p>	<p><b>Athletics</b> (30 mins per week)</p> <p>I can organise myself and others in small groups safely, and take turns and different roles as a coach, performer and official</p> <p>I can set and work towards next step targets based on my athletic performance</p> <p><b>Net Games</b> <b>Tennis</b></p> <p>I can play shots on both sides of my body and above my head in practices and when the opportunity arises in a game</p> <p>I can spot the spaces in my opponent's court and try to hit the ball towards them</p> <p>I can position myself well on court</p> <p>I can work well with my partner, adapting my play to suit their own and others' strengths</p>

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				I can identify what I have done well and adapt plans to be more efficient when facing similar challenges		
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