



P.E. Curriculum Map

The Val Sabin Scheme of Work is used to support our planning and teaching of P.E at Cuffley School.

The National Curriculum aims for Key Stage 1 and Key Stage 2 are:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

EYFS	<p>All children in the EYFS have access to both the indoor and outdoor areas to develop their gross motor and fine motor skills. The children also have the opportunity to develop their self-care and independence skills during 'rolling snack.'</p> <p>Games with Rules: Across the EYFS the children will learn how to participate in games with rules such as Duck, Duck Goose, parachute games, What's the Time Mr Wolf, Cat and Mouse, hopscotch</p> <p>Adults will support children in developing their core strength, stability, balance, special awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being</p>
Nursery	<p>Curriculum content (Development Matters):</p> <ul style="list-style-type: none">• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.• Start taking part in some group activities, which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.



	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing 					
	Autumn 1	Autumn 2	Spring		Summer 1	Summer 1
	<u>Experience all areas of the provision and learn how to use the space safely</u>	<u>Dance</u>	<u>Gymnastics</u>		<u>Sending and Receiving</u>	<u>Athletics</u>
	<ul style="list-style-type: none"> -Begin taking part in some group activities. -Match developing physical skills to tasks depending on setting. 	<ul style="list-style-type: none"> -Learn simple sequences and patterns of movement. -Move to different types of music. -Use large muscle groups to wave flags and ribbons. -Remember sequences and patterns related to music and rhythm. 	<ul style="list-style-type: none"> -Begin to become familiar with simple rolls. -Perform at least 2 different ways of travelling. -Balance with confidence on different apparatus. -Climb onto apparatus using steps or stairs using alternate feet. 		<ul style="list-style-type: none"> -Roll balls to an intended target. -Bounce balls of different sizes in different directions. 	<ul style="list-style-type: none"> -Take turns to participate in different races such as egg & spoon. -Skip, hop and stand on one leg.
Assessment:	Development Matters	Development Matters	Development Matters	Development Matters	Development Matters	Development Matters

Reception	<p>Curriculum content (Development Matters [DM] & Early Learning Goals [ELG]):</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes <p>Gross Motor Skills ELG</p>
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<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 						
Autumn		Spring		Summer 1		Summer 1
<u>Dance</u>		<u>Gymnastics</u>		<u>Striking and Fielding</u>		<u>Athletics</u>
<ul style="list-style-type: none"> -Progress towards a fluent style of moving, with control and grace. -Negotiate space and obstacles whilst using agility in the process. -Move energetically using different methods of travel including running, jumping, dancing, hopping and skipping. -Combine different types of movements. 		<ul style="list-style-type: none"> -Develop body strength and co-ordination using different apparatus. -Confidently and safely use a range of large and small apparatus. -Demonstrate balance and strength when playing and performing. -Climb onto a range of apparatus safely and with confidence. -Combine different types of movements. 		<ul style="list-style-type: none"> -Develop and refine a range of ball skills. -Aiming accurately towards a target using balls of different sizes. -Develop confidence and precision when engaging with activities involving a ball. 		<ul style="list-style-type: none"> -Move energetically for short periods of time when running. -Develop agility and co-ordination when travelling at different speeds using a range of different equipment. -Negotiate space and obstacles when using athletics equipment.
Assessment:	Development Matters/Early Learning Goals	Development Matters/Early Learning Goals	Development Matters/Early Learning Goals	Development Matters/Early Learning Goals	Development Matters/Early Learning Goals	Development Matters/Early Learning Goals

Key Stage 1	Curriculum content (National Curriculum): <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
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	<ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. 				
Year 1	Autumn 1	Autumn 2	Spring	Summer 1	Summer 1
	Invasion Games -Throw and catch with different equipment. -Aim consistently between targets to score. -Score with different sizes of balls. -Use small equipment with confidence and control. -Play different running and avoiding games. - Develop simple tactics for attacking and defending. -Explore different techniques for attacking and defending.	Dance - Perform basic body actions. - Perform a sequence with clear a beginning, middle and end. - Use different parts of the body singly and in combination. - Show some sense of dynamic, expressive and rhythmic qualities in their own dance. - Choose appropriate movements for different dance ideas. - Remember and repeat short dance phrases and simple dances. - Move with control. - Vary the way they use space. - Works well with a partner.	Gymnastics - Link at least two or more elements with a start and a finish shape. - Show basic control and coordination when travelling and when remaining still. - Choose and link 'like' actions. - Remember and repeat these actions accurately and consistently. - Identify and copy the basic actions of gymnasts. - Use words such as rolling, travelling, balancing, climbing. - Describe what they do in their movement phrases. - Find and use space safely with an awareness of others. - Make their body tense, relaxed, stretched and curled.	Throwing & Catching -Focus on throwing a ball both under and overarm. -Focus on catching a ball from smaller and greater distances. -Pass and receive the ball in different ways with control. -Improve their basic catching techniques. -Throw, catch and collect a ball. -Throw smaller balls both underarm and overarm. -Strike a ball with their feet. -Think about which throws would be suitable for different distances. -Play simple games with others using the skills taught.	Athletics -Use their bodies to move at different speeds. -Run for greater distances (200m). -Increase their running speeds. -Participate in Sports Day. -Discuss different ways to keep healthy and safe.



		<ul style="list-style-type: none"> - Describe how their lungs and heart work when dancing. - Describe basic body actions and simple expressive and dynamic qualities of movement. 			
Assessment:	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence
Year 2	Autumn 1	Autumn 2	Spring	Summer 1	Summer 1
	Invasion Games -Show continuous and controlled dribbling. - Use awareness to know when to change direction. -Pass and receive a ball with control and accuracy. -Know how to score. -Understand and develop tactics for attacking and defending. -Discuss how they can improve their performances. -Participate in team games.	Dance - Perform body actions with control (set counts) and coordination. - Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions. - Remember and repeat a dance phrases of two or	Gymnastics - Create and perform a sequence of at least FOUR elements with a clear starting position. - Repeat the simple sequence. - Move smoothly between the shapes and actions. - Perform the basic gymnastic actions with coordination, control and variety. - Show contrasts in shape. - Describe what they and others have done. - Say why they think gymnastic actions are being performed well. - Recognise and describe how they feel after exercise. - Describe what their bodies feel like during gymnastic activity.	Throwing, Catching & Striking -Remain under control of the ball. -Throwing the ball under and overarm accurately in a specific direction. -Develop a basic technique of a tennis shot. -Hold a racket correctly. -Hit a ball accurately towards a target. -Throw and catch a ball from increased distances.	Athletics -Use their bodies to move at different speeds in prompted directions. -Run for greater distances (400m). -Increase their running speeds using their arms as extra momentum. -Participate in Sports Day. -Discuss different ways to keep healthy and safe. -Explore which body parts contribute to different athletics



		<p>more specific steps.</p> <ul style="list-style-type: none"> - Perform short dances, showing an understanding of expressive qualities of the dance style. - Use some simple dance vocabulary to describe and interpret dance. - Can engage with a partner or group to perform. - Describe how dancing affects their body. - Know why it is important to be active; suggest ways they could improve their work. 		<ul style="list-style-type: none"> -Throw a ball accurately towards a target. -Watch others and describe their performance. -Talk about their own technique and what could be improved with support. -Participate in team games. 	<p>events to improve performance.</p>
Assessment:	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence

Key Stage 2	<p>Curriculum content (National Curriculum):</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
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	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations. 				
Year 3	Autumn 1	Autumn 2	Spring	Summer 1	Summer 1
	<p>Invasion Games (Netball)</p> <ul style="list-style-type: none"> - Throw and catch with control to keep possession and score 'goals'. - Be aware of space and use it to support teammates and cause problems for the opposition. - Keep possession with some success when using equipment that is not used for throwing and catching skills. - Say when a player has moved to help others. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> - Improvise freely, translating ideas from a stimulus into movement. - Use dynamic, rhythmic and expressive qualities clearly and with control. - Create appropriate dance phrases to reflect the ideas or style. - Repeat, remember and perform steps of a set style. - Recognise and describe the expressive qualities of a dance style. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - Create and perform a sequence of at least FIVE elements using a greater number of their own ideas. - Adapt sequences to suit different types of apparatus and their partner's ability. - Choose and plan sequences of contrasting actions. - Compare and contrast gymnastic sequences, commenting on similarities and differences. - With help, recognise how performances could be improved.. - Explain how strength and suppleness affect performance. - Identify some muscle groups used in gymnastic activities. - Suggest warm-up activities. 	<p><u>Striking & Fielding</u></p> <ul style="list-style-type: none"> - Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy. - Choose, apply and practise skills and simple tactics to suit the situation in a game. - Carry out tactics successfully; -Strike a ball off a tee using a cricket bat. -Control where the ball goes after it has been struck. - Describe what they and others do 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> - Run at fast, medium and slow speeds, changing speed and direction. - Link running and jumping activities with some fluency, control and consistency. - Make up and repeat a short sequence of linked jumps. - Take part in a relay activity, remembering when to run and what to do.



	<ul style="list-style-type: none"> - Apply this knowledge to their own play. - Know and use rules fairly to keep games going. - Explain why it is important to warm up and cool down. 	<ul style="list-style-type: none"> - Shares the composition of dance phrases with a partner and in a small group. - Suggest improvements to their own and other people's dances. - Understand the importance of warming up and cooling down. 		<ul style="list-style-type: none"> that is successful. - Suggest what needs practising. - Begin stretching muscles used for upcoming physical activities. 	<ul style="list-style-type: none"> - Throw a variety of objects, changing their action for accuracy and distance.
Assessment:	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence
Year 4	Autumn 1	Autumn 2	Spring	Summer 1	Summer 1
	Invasion Games (Netball) <ul style="list-style-type: none"> - Play games with some fluency and accuracy, using a range of throwing and catching techniques. 	<u>Dance</u> <ul style="list-style-type: none"> - Respond imaginatively to a range of stimuli related to character and narrative 	<u>Gymnastics</u> <ul style="list-style-type: none"> - Create and perform a sequence of at least SIX elements with control. - Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement. - Adapt their own movements to include a partner in a sequence. 	<u>Striking & Fielding/Swimming</u> <ul style="list-style-type: none"> - Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with increasing control, accuracy 	<u>Athletics/Swimming</u> <ul style="list-style-type: none"> - Understand and demonstrate the difference between sprinting and running for sustained periods.

	<ul style="list-style-type: none"> - Find ways of attacking successfully when using other skills. - Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.. - Know the rules of the games. - Understand that they need to defend as well as attack. - Understand how strength, stamina and speed can be improved by playing invasion games. - Lead a partner through short warm-up routines. - Watch and describe others' performances, 	<ul style="list-style-type: none"> - Can portray a mood through movement - Uses "contrasts" to create and extend movement phrase - Pays attention to the transition from one dance movement to another to link movement phrases clearly and fluently - Describe, interpret and evaluate dance, using appropriate language - Refine, repeat and remember movements until they match the style of dance or music being used. - Use simple body actions, gestures and movement pathways to structure dance phrases on their 	<ul style="list-style-type: none"> - Recognise criteria that lead to improvement, e.g. changing a level. - Watch, describe and suggest possible improvements to others' performances. - Suggest improvements to their own Performance. - Understand that strength and suppleness can be improved. - Lead a partner through short warmup routines. 	<p>and some consistency.</p> <ul style="list-style-type: none"> - Choose and vary skills and tactics to suit the situation in a game. -Strike a ball with accuracy. - Set up small games. - Know rules and use them fairly to keep games going. - Explain what they need to do to get ready to play games. 	<ul style="list-style-type: none"> - Know and demonstrate a range of throwing techniques. - Throw with some accuracy and power into a target area. - Perform a range of jumps, showing consistent technique and sometimes using a short run-up. - Compare and contrast performances using appropriate language. - Play different roles in small groups – such as timekeeper; judge/official/ coach.
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	as well as their own, and suggest practices that will help them and others to play better.	own, with a partner and in a group. - Displays good use of personal, interpersonal space and pathways as dictated by the dance. - Show sensitivity to the dance idea and the accompaniment. - Show a clear understanding of how to warm up and cool down safely.			
Assessment:	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence
Year 5	Autumn 1	Autumn 2	Spring	Summer 1	Summer 1
	Invasion Games (Tag Rugby) - Pass, dribble and shoot with control in games. - Identify and use tactics to help their team keep the ball and take it	Dance - Respond to the phrasing of music. - Adapt and refine the way they use weight, space and rhythm in their	Gymnastics - Create and perform a partner sequence with at least EIGHT elements. - Practise and refine the sequences to include changes in level, direction and speed. - Choose actions, body shapes and	<u>Striking & Fielding</u> - Strike a bowled ball; - Use a range of fielding skills, e.g.; catching, throwing, bowling,	<u>Athletics</u> - Choose the best pace for a running event, so that they can sustain their running and

	<p>towards the opposition's goal.</p> <ul style="list-style-type: none"> - Mark opponents and help each other in defence. - Pick out things that could be improved in performances and suggest ideas and practices to make them better. - Know and carry out warm-up activities that use exercises helpful for invasion games. 	<p>dances to express themselves in the style of dance they use.</p> <ul style="list-style-type: none"> - Perform different styles of dance clearly, rhythmically and fluently. - Compose motifs and plan dances creatively and collaboratively in groups. - Understands the relationship between dance and its accompaniment. - Recognise and comment, using appropriate vocabulary, on dances, showing an understanding of style. - Organise their own warm-up and cool-down exercises. - Show an understanding of safe 	<p>balances from a wider range of themes and ideas.</p> <ul style="list-style-type: none"> - Adapt their performance to the demands of a task, using their knowledge of composition. - Use basic set criteria to make simple judgements about performances and suggest ways they could be improved. - Understand the need for warming up and working on body strength, tone and flexibility. - Lead small groups in warm-up activities. 	<p>intercepting, with growing control and consistency.</p> <ul style="list-style-type: none"> -Bowl a ball using the correct form. -Begin learning to strike the ball in different directions. - Use and apply the basic rules Consistently and fairly. - Understand and implement a range of tactics in games. - Work collaboratively in pairs, group activities and small-sided games; - Identify their own strengths and suggest practices to help them improve. 	<p>improve on a personal target.</p> <ul style="list-style-type: none"> - Show control at take-off in jumping activities. - Show accuracy and good technique when throwing for distance. - Organise and manage an athletic event well. - Identify good athletic performance and explain why it is good, using agreed criteria. - Understand how stamina and power help people to perform well in different athletic activities.
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		exercising. - Suggest ways to improve their own and other people's work.			
Assessment:	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence
Year 6	Autumn 1	Autumn 2	Spring	Summer 1	Summer 1
	Invasion Games (Tag Rugby) - Use different techniques for passing, controlling, dribbling and shooting. the ball in games - Apply basic principles of team play to keep possession of the ball. - Use marking, tackling and/or interception to improve their defence. - Play effectively as part of a team.	<u>Dance</u> - Uses compositional devices of canon, unison, question and answer, contrast and complimentary movements to create a dance phrase - Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances with attention to dynamics.	<u>Gymnastics</u> - Create and perform a sequence that includes at least EIGHT to TEN elements for an audience. - Include changes of direction, level and speed - Combine and perform gymnastic actions, shapes and balances. - Show clarity, fluency, accuracy and consistency in their movements. - Develop their own solutions to a task by choosing and applying a range of compositional principles. - Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving. - Understand the importance of warming up and cooling down. - Say, in simple terms, why activity is good for their health, fitness and wellbeing - In small groups, prepare a sequence to be performed to an audience.	<u>Striking & Fielding</u> - Select their shot based on where the ball is bowled and with the intention of avoiding the fielders. - Hit with control and accuracy. - Bowl with increasing accuracy and an awareness of the field placement. - Field effectively and return the ball to an appropriate base position. - Take an active and thoughtful part in the games.	<u>Athletics</u> - Use sound basic techniques in a range of running, jumping and throwing activities and events. - Apply a good knowledge of basic principles to specific events. - Identify and describe elements of performance and technique which are effective. - Explain what needs to be practised and improved. - Pace their effort to meet targets they



	<ul style="list-style-type: none"> - Know what position they are playing in and how to contribute when attacking and defending. - Recognise their own and others' strengths and weaknesses in games. - Suggest ideas that will improve performance. - Plan practices and warm ups to get ready for playing safely. 	<ul style="list-style-type: none"> - Perform to an accompaniment expressively and sensitively. - Perform dances fluently and with control. - Talk about dance with understanding, using appropriate language and terminology and an awareness of artistic intention. - Use appropriate criteria to evaluate and refine their own and others' work. - Warm up and cool down Independently. - Understand how dance helps to keep them healthy. 		<ul style="list-style-type: none"> - Read the game and react to situations as they develop. - Identify their strengths and weaknesses and take decisions about what to work on. -Work collaboratively to set up their own games. 	<p>have set for themselves.</p>
Assessment:	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence