



Carnarvon Primary School

Curriculum Map for PE

Key characteristics we want to promote with our children:

- Proficiency in key skills of agility, balance and co-ordination in Foundation and KS1
- Combining above skills and techniques when applying to different activities
- Team spirit and team work showing an ability to work collaboratively with others, regardless of ability
- Being physically active as part of a healthy lifestyle
- A desire to improve on performance and technique

Range of Opportunities	
Early Years	
<ul style="list-style-type: none"> • Stand and balance, jump off an object and land appropriately • Show increasing control over an object when pushing, patting, rolling, throwing, catching or kicking • Experiment with different ways of moving: forwards, backwards, sideways and at varying speeds • Travel with confidence and skill around, under, over and through balancing and climbing equipment • Negotiate space successfully when playing running games with others, adjusting speed or changing direction to avoid obstacles 	
Range of Opportunities	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Games • Dance • Gymnastics • Multi-skills 	<ul style="list-style-type: none"> • Games • Dance • Gymnastics • Athletics • Swimming (Y3) • Skating (Y4) • Outdoor & Adventurous Activities (Y5 & Y6)

	Milestone 1		Milestone 2		Milestone 3	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> • Lead others when appropriate • Use rolling, hitting, running, jumping, catching and kicking skills • Use the terms 'opponent' and 'team-mate'. 	<ul style="list-style-type: none"> • Lead others when appropriate. • Use rolling, hitting, running, jumping, catching and kicking skills • Use the terms 'opponent' and 'team-mate' • Develop tactics 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy • Strike a ball and field • Follow the rules of the game and play fairly • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. • Control a ball (with, e.g. feet, a hockey stick or hands) 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy • Strike a ball and field with control • Follow the rules of the game and play fairly • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands) • Choose appropriate tactics to cause problems for the opposition • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) • Work alone, or with team mates in order to gain points or possession • Strike a bowled or volleyed ball with control • Use forehand and backhand when playing racket games • Uphold the spirit of fair play and respect in all competitive situations • Lead others when called upon and act as a good role model within a team • Choose the most appropriate tactics for a game. 	<ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play • Uphold the spirit of fair play and respect in all competitive situations • Lead others when called upon and act as a good role model within a team • Use forehand and backhand when playing racket games • Strike a bowled or volleyed ball with accuracy • Work alone, or with team mates in order to gain points or possession • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.)

Dance	<ul style="list-style-type: none"> • Copy and remember moves and position • Link two or more actions to perform a sequence • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Copy and remember moves and positions • Link two or more actions to perform a sequence • Choose movements to communicate a mood, feeling or idea • Move with control and coordination 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences • Move in a clear, fluent and expressive manner • Create dances and movements that convey a definite ide • Develop physical strength and suppleness by practising moves and stretching 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences • Move in a clear, fluent and expressive manner • Refine movements into sequences • Create dances and movements that convey clear ideas • Change speed and levels within a performance • Develop physical strength and suppleness by practising moves and stretching 	<ul style="list-style-type: none"> • Perform expressively and hold a precise and strong body posture • Express an idea in original and imaginative ways • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece 	<ul style="list-style-type: none"> • Perform expressively and hold a precise and strong body posture. • Express an idea in original and imaginative ways • Perform and create complex sequences. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece • Record own work, appraise and improve
Skating				<ul style="list-style-type: none"> • Sit down and stand • Move forwards with a two-footed glide, skate and dip • turn on the spot • March backwards across the ice • Produce forward swizzles and two-footed glide on a curve and a two-footed turn on the spot • produce a Snowplough or T-stop 		

Gymnastics	<ul style="list-style-type: none"> • Copy and remember action • Move with some control and awareness of space. • Link two or more actions to make a sequence • Show contrasts (such as small/tall, straight/curved and wide/narrow) • Hold a position whilst balancing on different points of the body • Climb safely on equipment. 	<ul style="list-style-type: none"> • Copy and remember actions • Move with some control and awareness of space. • Link two or more actions to make a sequence • Show contrasts (such as small/tall, straight/curved and wide/narrow) • Travel by rolling forwards, backwards and sideways • Hold a position whilst balancing on different points of the body • Climb safely on equipment • Stretch and curl to develop flexibility • Jump in a variety of ways and land with increasing control and balance 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences • Move in a clear, fluent and expressive manner • Show changes of direction, speed and level during a performance • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape) • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences • Move in a clear, fluent and expressive manner • Refine movements into sequences • Show changes of direction, speed and level during a performance • Travel in a variety of ways, including flight, by transferring weight to generate power in movements • Show a kinaesthetic sense in order to improve the placement and alignment of body parts • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions) and apply to various shapes and balances individually or in pairs • Use equipment to vault and to swing (remaining upright). 	<ul style="list-style-type: none"> • Create complex and well -executed sequences that include a full range of movements including: travelling, balances, swinging, inversions, rotations, bending, stretching and twisting, linking skills • Hold shapes that are strong, fluent and expressive • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well - rehearsed actions).
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Athletics	<ul style="list-style-type: none"> • Athletic skills are linked to Games in Year 1 & 2 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres • Use a range of throwing techniques (such as under arm, over arm) • Throw with accuracy to hit a target or cover a distance • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metre • Run over a longer distance, conserving energy in order to sustain performance • Use a range of throwing techniques (such as under arm, over arm) • Throw with accuracy to hit a target or cover a distance • Jump in a number of ways, using a run up where appropriate • Compete with others and aim to improve personal best performances 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres • Choose the best pace for running over a variety of distances • Show control in take-off and landings when jumping • Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres • Choose the best pace for running over a variety of distances • Throw accurately and refine performance by analysing technique and body shape • Show control in take -off and landings when jumping • Compete with others and keep track of personal best performances, setting targets for improvement.
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<p style="text-align: center;">Outdoor & Adventurous Activities</p>				<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Understand how to remain safe in an outdoor, natural environment • To develop trust when working in pairs and small groups • To work together collaboratively on simple outdoor tasks • Solve challenges and reflect on level of success 	<ul style="list-style-type: none"> • Communicate effectively and work collaboratively in team situations • To develop trust when working in pairs or teams • Reflect on success level in terms of solving challenges and adapt methods in order to improve • Understand the relationship between the map and the immediate environment • Recognise how to orientate a map according to the surrounding features • Understand the 8 points of a compass and use to solve orientation puzzles • Understand and recognise features on a map to help with navigation around a course
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Swimming		<ul style="list-style-type: none"> • Use initially one basic stroke, extending to breast stroke, front crawl and backstroke • Coordinate breathing as appropriate for the stroke being used so as not to interrupt the pattern of swimming • Coordinate leg and arm movement • Swim up to or beyond 25 metres unaided • Swim at the surface and below the water 			
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