




Physical Education Curriculum Map – Becoming Athletes

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| <p>Physical Education (PE) Curriculum Intent at Ghost Hill</p>  | <p style="text-align: center;"><i>“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity “ - John F Kennedy</i></p> <p>At Ghost Hill the intent of our PE curriculum is to provide pupils with high quality PE and sports provision which is accessible to all. We aim to build a PE curriculum which results in all knowing and understanding more about physical activity and how to lead a healthy lifestyle. We aim to enable pupils to develop competence and confidence to excel in a variety of activities. We will provide opportunities to compete in sport and other activities to understand the importance of fairness and respect.</p> | | | |
| <p><u>Composite</u> (From National Curriculum)</p> | <p style="text-align: center;"><u>Progression Components (The building blocks to National Curriculum Composites)</u></p> | | | |
| <p>By the End of KS1 (Y2)</p> | <p>The Building Blocks of Knowledge in the Early Years Foundation Stage</p> | | | |
| | <p><i>In Nursery these building blocks will be observed and provided through rich opportunities in the environment for children to access independently. Physical Education is predominantly observed within physical development, personal social and emotional development and expressive art and design. Reception children are explicitly taught these skills through PE lessons.</i></p> | | <p>Year 1</p> | <p>Year 2</p> |
| <p>1. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in</p> | <p>Nursery</p> | <p>Reception (inc ELG)</p> | <p>In All Lessons:</p> <ol style="list-style-type: none"> 1. Use space safely and effectively 2. Demonstrate CONTROL in their behavior to create a safe environment for themselves and others to work in. <p>In Ball Skills:</p> <ol style="list-style-type: none"> 1. Develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet 2. Evaluate and recognise improvements for their own and | <p>In all lessons</p> <ol style="list-style-type: none"> 1. Demonstrate CONTROL in their behaviour to create a safe environment for themselves and others to work in. <p>In Games, including net and wall games, and ball skills:</p> <ol style="list-style-type: none"> 1. Begin to understand basic skills required in Net and Wall games. 2. Know the importance of the ready position 3. Develop throwing, catching and racket skills |
| | <ol style="list-style-type: none"> 1. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills 2. Go up steps and stairs, or climb up apparatus, using alternate feet 3. Skip, hop, stand on one leg and hold a pose for a game like musical statues 4. Use large-muscle movements to wave flags and streamers, paint and make marks | <p>In introduction to PE:</p> <ol style="list-style-type: none"> 1. Show good control and co-ordination in large and small movements 2. Move confidently in a range of ways, safely negotiating space. 3. Handle tools and equipment effectively, including pencils for writing. <p>In Gymnastics:</p> <ol style="list-style-type: none"> 1. Move in a variety of ways, slithering, shuffling, rolling, | | |

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| <p>a range of activities.</p> | | <p>crawling, walking, running, jumping, skipping and hopping. Jumping off an object and landing appropriately.</p> <p>2. Travel with confidence and skill under, over and through balancing and climbing equipment.</p> | <p>others skills.</p> <p>3. Develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</p> <p>In Gymnastics:</p> <ol style="list-style-type: none"> 1. Explore and develop basic gymnastic actions on the floor and using low apparatus. 2. Use basic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. 3. Begin to understand the use of levels and shapes when travelling and balancing. <p>In Athletics:</p> <ol style="list-style-type: none"> 1. Learn to move at different speeds for various distances 2. Develop balance, stability, agility and co-ordination 3. Explore jumping, hopping and leaping for distance. 4. Develop throwing for distance and accuracy. | <p>4. Learn skills used in net and wall games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.</p> <p>In Athletics</p> <ol style="list-style-type: none"> 1. Learn to move at different speeds for various distances, developing a sprinting action 2. Develop jumping for distance and technique for height 3. Develop throwing for distance and accuracy <p>In Swimming:</p> <ol style="list-style-type: none"> 1. Develop confidence when entering and moving in the water 2. Be able to safely enter and exit the pool 3. Begin to develop floating and gliding on their front and back 4. Develop confidence when submerging in the water 5. Develop a kicking action, 6. Develop a pulling arm action 7. Begin to understand breathing in the water |
| <p>Participate in team games, developing simple tactics for attacking and defending.</p> | <ol style="list-style-type: none"> 1. Play with one or more other children, extending and elaborating play ideas | <p>In Ball Skills and Games:</p> <ol style="list-style-type: none"> 1. Catch a large ball 2. Show increasing control over an object by pushing, patting throwing and kicking it | <p>In Team Building:</p> <ol style="list-style-type: none"> 1. Work COLLABORATIVELY with others 2. Develop CONFIDENCE to achieve their best 3. Show COMPETENCE when | <p>In All Lessons:</p> <ol style="list-style-type: none"> 1. Develop CHARACTER when beginning to compete against others, learning how to play fairly and respect each other |

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| | | | <p>performing skills and performing and creating dances</p> <p>4. Understand the importance of abiding by rules to keep themselves and others safe.</p> | <p>In Team Building</p> <ol style="list-style-type: none"> 1. Work COLLABORATIVELY with others 2. Develop CONFIDENCE to achieve their best 3. Develop COMPETENCE when performing skills. 4. Understanding the importance of abiding by rules to keep themselves and others safe. <p>In Games, including net and wall games, and ballskills:</p> <ol style="list-style-type: none"> 1. Develop the basic skills required in invasion games such as sending, receiving and dribbling a ball 2. Develop their understanding of attacking and defending 3. Play uneven and even sided games, learning how to score points in these types of games and how to play to the rules 4. Learn to play against an opponent and over a net 5. Develop their basic understanding of striking and fielding games such as Rounders and Cricket 6. Play one against one, one against two, and one against three, learning how to score points in these types of games and how to play to the rules. |
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| <p>Perform dances using simple movement patterns.</p> | <p>1. Take part in simple pretend play, using an object to represent something else even though they are not similar</p> | <p>In Dance:</p> <ol style="list-style-type: none"> 1. Create movements in response to music 2. Initiate new combination of movement and gesture in order to express and respond to feelings, ideas and experiences. | <p>In Dance:</p> <ol style="list-style-type: none"> 1. Explore travelling actions, movement skills and balances 2. Understand why it is important to count to music and use this in their dances 3. Copy and repeat actions linking them together to make short dance phrases, working individually and with a partner 4. Show COMPETENCE when performing and creating dances | <p>In Dance:</p> <ol style="list-style-type: none"> 1. Explore space and how their body can move to express and idea, mood or feeling 2. Expand their knowledge of travelling actions and use them in relation to a stimulus 3. Build on their understanding of dynamics and expression, using counts of 8 consistently to keep in time with the music and a partner. 4. Explore pathways, levels, shapes, directions, speeds and timing 5. Develop CONFIDENCE & COMPETENCE when performing and creating dances. |
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