

Ben Jonson Primary School Mapping of PE Across Whole School



Mapped by Aaron Welch

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p align="center">Physical Development Foundation</p> <p>(* move with increased agility, balance and coordination (ABC); * show awareness of space, themselves and others; * develop familiarity with a variety of small games equipment; * recognise the importance of keeping healthy and some things that contribute to this; * recognise some changes that happen to their bodies when they are active;)</p>	<p align="center">Physical Development Foundation</p> <p>(* move with increased agility, balance and coordination (ABC); * show awareness of space, themselves and others; * develop familiarity with a variety of small games equipment; * recognise the importance of keeping healthy and some things that contribute to this; * recognise some changes that happen to their bodies when they are active;)</p>	<p align="center">Physical Development Foundation</p> <p>(* move with increased agility, balance and coordination (ABC); * show awareness of space, themselves and others; * develop familiarity with a variety of small games equipment; * recognise the importance of keeping healthy and some things that contribute to this; * recognise some changes that happen to their bodies when they are active;)</p>	<p align="center">Physical Development Foundation</p> <p>(* move with increased agility, balance and coordination (ABC); * show awareness of space, themselves and others; * develop familiarity with a variety of small games equipment; * recognise the importance of keeping healthy and some things that contribute to this; * recognise some changes that happen to their bodies when they are active;)</p>	<p align="center">Physical Development Foundation</p> <p>(* move with increased agility, balance and coordination (ABC); * show awareness of space, themselves and others; * develop familiarity with a variety of small games equipment; * recognise the importance of keeping healthy and some things that contribute to this; * recognise some changes that happen to their bodies when they are active;)</p>	<p align="center">Athletics</p> <p>Preparing for sports day (apply skills taught for a team event)</p>
KS1 NC links	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <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 • participate in team games, developing simple tactics for attacking and defending <p>perform dances using simple movement patterns. Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should</p>					

be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

<p>Year 1</p>	<p><u>Dance</u> (* explore movement ideas and respond imaginatively to a range of stimuli; * move confidently and safely in their own and general space, using changes of speed, level and direction; * compose and link movement phrases to make simple dances with clear beginnings, middles and ends; * perform movement phrases using a range of body actions and body parts; * recognise how their body feels when still and when exercising; * talk about dance ideas inspired by different stimuli; * copy, watch, and describe dance movement.</p>	<p><u>Gymnastics</u> (* develop a range of basic travelling skills, using hands and feet, jumping, rolling, hanging, swinging and climbing; * explore movement concepts such as shape, speed and direction; * explore, choose and link actions in short movement phrases on floor and apparatus; * develop safe use of space; * develop listening, co-operating and responding skills; * understand the importance of physical activity.)</p>	<p><u>Sending, travelling and receiving</u> (* develop a better awareness of travelling in spaces; * develop control and accuracy when travelling with, sending and receiving a ball and other objects; * develop their ability to play simple, competitive games with a partner; * develop an understanding of how their bodies respond to exercise; * develop their ability to observe other children playing games and talk about what they see.)</p>	<p><u>Dance</u> (* explore movement ideas and respond imaginatively to a range of stimuli; * move confidently and safely in their own and general space, using changes of speed, level and direction; * compose and link movement phrases to make simple dances with clear beginnings, middles and ends; * perform movement phrases using a range of body actions and body parts; * recognise how their body feels when still and when exercising; * talk about dance ideas inspired by different stimuli; * copy, watch, and describe dance movement.</p>	<p><u>Sending, travelling and receiving</u> (* be confident and safe in the spaces used to play games; * explore and use skills, actions and ideas individually and in combination to suit the game they are playing; * choose and use skills effectively for particular games; * understand that being active is good for them; * describe what they are doing; * watch, copy and describe what others are doing)</p>	<p><u>Athletics</u> Preparing for sports day (encourage children to repeat and explore simple running, jumping and throwing actions with control and coordination)</p>
<p>Year 2</p>	<p><u>Dance</u> (* explore, remember, repeat and link a range of actions with coordination, control; * develop an awareness</p>	<p><u>Gymnastics</u> (* remember, repeat and link body shapes and balances with control and accuracy; * recognise and describe</p>	<p><u>Sending, travelling and receiving</u> (* develop a range of sending and receiving skills and perform these with control; * develop</p>	<p><u>Dance</u> (explore, remember, repeat and link a range of actions with agility, balance and coordination; *</p>	<p><u>Sending, travelling and receiving</u> (* improve the way they coordinate and control their bodies; * improve their ability to use a</p>	<p><u>Athletics</u> Preparing for sports day (encourage children to repeat and explore simple</p>

	of the expressive qualities of the dance; * compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings; * recognise and describe how different dance activities make them feel; * understand the importance of warming up and cooling down; * watch and describe dance phrases and dances, and use what they learn to improve their own work.)	what their bodies feel when physically active; * lift, move and place equipment safely; * evaluate and improve their work.)	spatial awareness when playing running, chasing and dodging games: * develop a greater understanding of some simple tactics used in playing games; * develop a greater understanding about rules, including scoring; * develop a greater understanding of fitness and health; * further develop the skills needed to evaluate performance; * use their evaluative skills to improve performance.)	develop an awareness of the expressive qualities of the dance; * compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings; * recognise and describe how different dance activities make them feel; * understand the importance of warming up and cooling down; * watch and describe dance phrases and dances, and use what they learn to improve their own work.)	range of games equipment; * remember, repeat and link combinations of skills; * choose, use and vary simple tactics; * recognise and describe what their bodies feel like during different types of activity; * recognise good quality in performance; * use information to improve their work.)	running, jumping and throwing actions with control and coordination)
KS2 NC links	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</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] • 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. 					
Year 3	<u>Invasion Games</u> <u>Hockey</u> (* develop and use consistently, skills of passing, receiving and	<u>Dance</u> (* improvise freely on their own and with a partner, translating ideas from a stimulus	<u>Gymnastics</u> (* consolidate and improve the quality of actions, body shapes and balances; * link	<u>Dance</u> (* improvise freely on their own and with a partner, translating ideas from a stimulus	<u>Net Games (Tennis)</u> (* consolidate and develop the range and consistency of their skills in net games; * choose	<u>Athletics</u> Preparing for sports day (* repeat and explore simple running,

	dribbling; * make decisions about when to use different skills and tactics; * develop an understanding about when to attack and defend; * know how to use space in playing invasion games; * understand what is happening to their heart rate and breathing when playing energetic games; * recognise and describe successful performance in invasion games.)	into movement; * create and link dance phrases using a simple dance structure or motif; * perform dances with an awareness of rhythmic, dynamic and expressive qualities; * sustain activity over a period of time; * know that they need to warm up and cool down for dance; * describe some of the compositional features of dances performed and talk about how they might improve them.)	phrases of movement more skilfully; * select appropriate actions and use simple compositional ideas; * know the importance of suppleness and strength; * describe and evaluate the effectiveness and quality of a performance; * recognise how their own performance has improved; * recognise and describe the short-term effects of exercise on the body.)	into movement; * create and link dance phrases using a simple dance structure or motif; * perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups; * keep up activity over a period of time and know they need to warm up and cool down for dance; * describe and evaluate some compositional features of dances performed with a partner and in a group.)	and use a range of simple tactics and strategies; * keep, adapt and make rules for net games; * know why warming up is important; * recognise how playing affects their bodies; * recognise what skilful play looks like; * suggest ideas and practices to improve their play.)	jumping and throwing actions with control and coordination; * select appropriate actions and link them in ways that suit the activities; * discuss their own and others' running, jumping and throwing actions and suggest improvements; * suggest reasons why warming up and cooling down are important and why physical activity is good for health.)
Year 4	<u>Swimming</u> (use a range of strokes effectively to swim competently over a distance of at least 25 metres and perform safe self-rescue in different water based situations)	<u>Swimming</u> (use a range of strokes effectively to swim competently over a distance of at least 25 metres and perform safe self-rescue in different water based situations)	<u>Invasion Games (Hockey)</u> (* develop a range of techniques for passing a ball; * perform actions of travelling with, sending and receiving a ball, with greater speed and efficiency; * understand and apply rules in games; * modify and adapt rules to create and improve their games; * develop a better understanding of attack and defence in invasion games; * devise their own warm	<u>Dance</u> (* explore and create characters and narratives in response to a range of stimuli; * use simple choreographic principles to create motifs and narrative; * perform more complex dance phrases and dances that communicate character and narrative; * know and describe what you need to do to warm up and cool down for	<u>Gymnastics</u> (* develop the range of actions, body shapes and balances; * perform skills and actions more accurately and consistently; * create gymnastic sequences that meet set criteria; * use changes in speed, level and direction, when creating sequences; * describe how the body reacts during different types of activity; * describe their own and others' work, making	<u>Athletics</u> Preparing for sports day (* repeat and explore simple running, jumping and throwing actions with control and coordination; * select appropriate actions and link them in ways that suit the activities; * discuss their own and others' running, jumping and throwing actions and suggest improvements; * suggest reasons why

			up activities; * develop and discuss their knowledge and understanding of common skills and tactics they use in invasion games; * evaluate their performance and describe what they should do to improve it.)	dance; * describe, interpret and evaluate their own and others' dances, taking account of character and narrative.)	simple judgements about the quality of it.)	warming up and cooling down are important and why physical activity is good for health.)
Year 5	<u>Swimming</u> (use a range of strokes effectively to swim competently over a distance of at least 25 metres and perform safe self-rescue in different water based situations)	<u>Swimming</u> (use a range of strokes effectively to swim competently over a distance of at least 25 metres and perform safe self-rescue in different water based situations)	<u>Dance</u> (* explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group; * compose dances by using, adapting and developing steps, formations and patterning from different dance styles; * perform dances expressively, using a range of performance skills; * organise their own warm-up and cool-down activities; * show an understanding of why it is important to warm up and cool down; * describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and content.)	<u>Invasion Games</u> <u>Hockey</u> (* develop a broader range of techniques and skills for attacking and defending; * know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations; * choose and apply skills more consistently in activities; * know and understand the basic principles of warming up, and understand why it is important for a good-quality performance; * demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play; * choose and use information to	<u>Gymnastics</u> (* perform actions, shapes and balances consistently and fluently; * understand and perform actions relating to symmetry, asymmetry, twisting, turning and rotation; * choose and apply basic compositional ideas to the sequences, and adapt them to new situations; * know and understand the basic principles of warming up and why it is important for good-quality performance; * understand why physical activity is good for their health; * choose and use information and criteria to evaluate their own and others' work.)	<u>Athletics</u> Preparing for sports day (* link running, jumping and throwing actions and apply them accurately and appropriately; * show precision, control and fluency in performance; * analyse and comment on running, jumping and throwing skills and techniques; * modify and refine skills and techniques to improve performance; * describe the effects exercise has on their body and its value to health and wellbeing.)

				evaluate their own and others' work.)		
Year 6	<p><u>Striking and Fielding (Cricket)</u></p> <p>(* acquire and develop a range of skills in batting, bowling and fielding; * develop and apply a greater understanding of the rules and tactics involved in playing striking and fielding games; * develop greater understanding of fitness and health and relate this to the gamers they play; * recognise their own and others' strengths in playing striking and fielding games; * be able to identify what they need to improve in their own performance and discuss ways of doing this.)</p>	<p><u>Gymnastics</u></p> <p>(* combine and perform gymnastic actions, shapes and balances more fluently and effectively; * develop gymnastic sequences by understanding, choosing and applying a range of compositional principles; * understand why warming up and cooling down are important; * carry out warm ups safely and effectively; * understand why exercise is good for health, fitness and well-being; * evaluate their own and others' work; * suggest ways of making improvements.)</p>	<p><u>Invasion Games (Hockey)</u></p> <p>(* choose, combine and perform skills more fluently and effectively; * understand, choose and apply a range of tactics and strategies for defence and attack; * use these tactics and strategies more consistently in similar games; * understand why exercise is good for their fitness, health and well-being; * understand the need to prepare properly for games; * develop their ability to evaluate their own and others' work, and to suggest ways to improve it.)</p>	<p><u>Dance</u></p> <p>(* explore, improvise and combine movement ideas fluently and effectively; * create and structure motifs, phrases, sections and whole dances; * begin to use basic compositional principles when creating their dances; * understand how a dance is formed and performed; * understand why dance is good for their fitness, health and well-being; * prepare effectively for dancing; * evaluate, refine and develop their own and other's work.)</p>	<p><u>Net Games (Tennis)</u></p> <p>(* develop the range and consistency of their skills, especially in specific net games; * use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defence; * know why warming up and cooling down are important; * know how physical activity affects their health; * evaluate performances, explain what needs improving in their own and others' work, and suggest possible improvements.)</p>	<p><u>Athletics</u></p> <p>Preparing for sports day</p> <p>(* link running, jumping and throwing actions and apply them accurately and appropriately; * show precision, control and fluency in performance; * analyse and comment on running, jumping and throwing skills and techniques; * modify and refine skills and techniques to improve performance; * describe the effects exercise has on their body and its value to health and wellbeing.)</p>