

PE Overview

This curriculum map ensures that skills, knowledge and understanding are developed systematically across a subject.

Complete PE links:

[Complete PE Foundation and KS1 Progression map.pdf](#)

[Complete PE KS2 progression document.pdf](#)

For Knowledge Organisers Log in first: Click [Indoor:](#) or [Outdoor:](#) and you will be directed to the appropriate page.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec						
Year 1	Indoor: Health and Wellbeing Outdoor: Running 1	Indoor: Heroes Outdoor: Hands	Indoor: Wide Narrow, Curled. Outdoor: Feet	Indoor: Zoo Outdoor: Hands 2	Indoor: Jumping Outdoor: Rackets, Balls an Bats.	Indoor: Games for Understanding Outdoor: Team Building
Year 2	Indoor: Health and Wellbeing Outdoor: Dodging	Indoor: Mr Candy's Sweet Factory Outdoor: Hands 1	Indoor: Linking Outdoor: Feet	Indoor: Hands 2 Outdoor: Explorers	Indoor: Jumping Outdoor: Rackets, Balls and Bats.	Indoor: Team building Outdoor: Team Building
Year 3	Indoor: Mindfulness Outdoor: Netball	Indoor: Handball Outdoor: Communication and tactics	Indoor: Symmetry Asymmetry Outdoor: Basketball	Indoor: Witches and Wizards Outdoor: Hockey	Indoor: Wild Animals Outdoor: Tennis	Indoor: Athletics Outdoor: Rounders

Year 4	<u>Indoor:</u> Mindfulness <u>Outdoor:</u> Netball	Indoor: handball Outdoor: Communication and tactics SWIMMING THIS TERM	<u>Indoor:</u> Bridges <u>Outdoor:</u> Basketball	<u>Indoor:</u> Space <u>Outdoor:</u> Hockey	<u>Indoor:</u> World War II <u>Outdoor:</u> Tennis	<u>Indoor:</u> Athletics <u>Outdoor:</u> Cricket
Year 5	<u>Indoor:</u> Health Related Exercise <u>Outdoor:</u> Netball	<u>Indoor:</u> Orienteering <u>Outdoor:</u> Football	<u>Indoor:</u> Counter Balance, Counter Tension <u>Outdoor:</u> Tag Rugby	<u>Indoor:</u> The Greeks <u>Outdoor:</u> Dodgeball	<u>Indoor:</u> The Circus <u>Outdoor:</u> Tennis	<u>Indoor:</u> Athletics <u>Outdoor:</u> Rounders
Year 6	<u>Indoor:</u> Health related exercise <u>Outdoor:</u> Netball	<u>Indoor:</u> Leadership <u>Outdoor:</u> Football	<u>Indoor:</u> Matching and Mirroring <u>Outdoor:</u> Tag Rugby	<u>Indoor:</u> Carnival <u>Outdoor:</u> Problem Solving	<u>Indoor:</u> Titanic <u>Outdoor:</u> Tennis	<u>Indoor:</u> Cricket <u>Outdoor:</u> Athletics

PE Curriculum Map

<p>Nursery</p>	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. 	<p>Physical Development</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 able to use and remember sequences and patterns of music that 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. • Show a preference for a dominant hand. <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings.
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<p>Reception</p>	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Manage their own needs. -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: regular physical activity <p>ELG</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, • resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. • Work and play cooperatively and take turns with others. 	<p>Physical Development</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> -rolling - running -crawling - hopping -walking - skipping -jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination 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 outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. <p>ELG</p> <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. 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. <p>ELG</p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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