

Curriculum Map

Phase/Year		Autumn term – HP - PADLET	Spring term - HP - PADLET	Summer term - HP - PADLET
PHASE 1	EYFS (Nursey & Reception Year 1)	<p>Fundamental Movement Skills – Locomotion</p> <p>Physical –Explore the Fundamental Movement Skills of Locomotion in isolation</p> <p>Cognitive – Develop understanding of body awareness & movement concepts</p> <p>Social/Emotional – Share Equipment & resources with others</p>	<p>Fundamental Movement Skills – Stability</p> <p>Physical – Explore the Fundamental Movement Skills Stability in isolation</p> <p>Cognitive – Foster problem-solving and decision-making through movement-based activities</p> <p>Social/Emotional – Build confidence through mastery of physical skills.</p>	<p>Fundamental Movement Skills – Manipulative</p> <p>Physical –Explore the Fundamental Movement Skills Object Manipulation in isolation</p> <p>Cognitive – Work independently when given the opportunity</p> <p>Social/Emotional – manage emotions during both successes and challenges.</p>
		Autumn term – CM – PE HUB	Spring term – CM – PE HUB	Summer term – CM – PE HUB
		<p>Gymnastics</p> <p>Develop confidence in fundamental movements. To experience jumping, sliding, rolling, moving over, under and on apparatus. To develop coordination and gross motor skills.</p>	<p>Gymnastics</p> <p>Develop confidence in fundamental movements. To learn and refine a variety of shapes, jumps, balances and rolls. To link simple balance, jump and travel actions.</p>	<p>Dance</p> <p>Recognise that actions can be reproduced in time to music; beat patterns and different speeds. Perform a wide variety of dance actions both similar and contrasting. Copy, repeat, and perform simple movement patterns.</p> <p>Count and move to beats of 8.</p> <p>Copy and repeat movement patterns. Work as an individual, in partners, and as a group.</p>

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PHASE 2	Class 2	<p>Autumn term – HP - PADLET</p> <p>Fundamental Movement Skills – Locomotion & Object Manipulation</p> <p>Physical –Develop competence across the range of fundamental movement skills Locomotion & Object manipulation in isolation & combination</p> <p>Cognitive – Develop critical thinking through movement challenges and strategy-based activities</p> <p>Social/Emotional – Promote self-expression through movement. Encourage taking turns and respecting others’ space.</p>	<p>Spring term – HP - PADLET</p> <p>Fundamental Movement Skills – Stability</p> <p>Physical –Develop competence across the range of fundamental movement skills Stability in isolation & combination.</p> <p>Cognitive – Cognitive – Develop critical thinking through movement challenges and strategy-based activities.</p> <p>Social/Emotional – Build self-esteem by mastering new skills and celebrating personal and group achievements.</p>	<p>Summer term – HP - PADLET</p> <p>Fundamental Movement Skills – Locomotion & Object Manipulation</p> <p>Physical –Develop competence across the range of fundamental movement skills Locomotion & Object manipulation in isolation & combination</p> <p>Cognitive – Develop awareness of space, directions, and boundaries during physical activities.</p> <p>Social/Emotional – manage emotions in competitive and non-competitive situations.</p>
		<p>Autumn term – LG - PADLET</p> <p>Fundamental Movement Skills – Locomotion & Object Manipulation</p> <p>Physical – Explore the Fundamental Movement Skills of locomotion, object manipulation, and stability in isolation and combination.</p> <p>Cognitive – Develop understanding of how the body moves through space and begin to</p>	<p>Spring term – LG - PADLET</p> <p>Multi Skills Activities</p> <p>Physical – Apply Fundamental Movement Skills in varied, non-ball multi-skill activities that require agility, balance, and control.</p> <p>Cognitive – Make movement decisions based on visual cues, sequences, and partner/team input.</p>	<p>Summer term – LG - PADLET</p> <p>Small Sided Games</p> <p>Physical – Use movement skills in small-sided team games that challenge spatial awareness and stamina.</p> <p>Cognitive – Begin to understand and apply simple game rules & strategies,</p> <p>Social/Emotional – Collaborate in teams, demonstrate resilience, and celebrate shared achievements through physical challenge.</p>

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link movement with control and coordination.

Social/Emotional – Take turns, share equipment, and work cooperatively with peers in skill-based activities.

Social/Emotional – Communicate clearly, support others, and reflect on personal effort and improvement.

Outdoor Adventurous Activities

Physical – Use movement skills in orienteering & tasks that challenge spatial awareness and stamina.

Cognitive – Begin to understand and apply simple rules, strategies, and navigation concepts.

Social/Emotional – Collaborate with others to achieve success, through physical challenge.

Curriculum Map

		Autumn 1 - HP - PADLET	Spring 1 - HP - PADLET	Summer 1 - HP - PADLET
		PHASE 3 Class 3 (Year 3 planning)	<p>Multi-Skill Activities Physical – Develop a range of Fundamental Movement Skills in isolation and combination Cognitive – Determination to improve and learn from mistakes Social/Emotional – Cooperate with others, supporting and including all</p>	<p>Movement to music Physical – Perform dance using a range of movement patterns Cognitive – Demonstrate imagination and creativity in your performance Social/Emotional – Collaborate with a partner to create simple routines</p>
Autumn 2 - HP - PADLET	Spring 2 - HP - PADLET		Summer 2 - HP - PADLET	
Phase 3 Class 3 – Year 4 Planning	<p>Small Sided Games Physical – Actively participate in a range of modified competitive games Cognitive – Develop an understanding of spatial awareness Social/Emotional – Manage emotions in a controlled and positive way</p>	<p>Multi-Skill Activities Physical – Develop flexibility strength control and balance Cognitive – Ensure you stay safe by considering the risks and hazards with your participation Social/Emotional – Work with a range of partners to participate and perform in the games</p>	<p>Outdoor Adventurous Activities Physical – Develop stamina and endurance through participating in an orienteering course Cognitive – Demonstrate resilience to overcome difficulties and challenges Social/Emotional – Communicate with a partner to develop and agree on a plan</p>	
	Autumn 1 - LC - PADLET	Spring 1 - LC - PADLET	Summer 1 - LC - PADLET	
Phase 3 Class 3 – Year 4 Planning	<p>Multi-Skill Activities Physical – Apply a range of Fundamental Movement Skills to achieve success in the activities Cognitive – Evaluate performance and recognise success Social/Emotional – Inspire others through setting an example and role modelling</p>	<p>Movement to music Physical – Perform a dance by linking and sequencing movements with others Cognitive – Be able to focus and concentrate to improve performance Social/Emotional – Work effectively in a small team to create an elaborate routine</p>	<p>Small Sided Games Physical – Apply a range of Fundamental Movement Skills to support your team’s performance Cognitive – Apply attacking and defending principles of play to support your team’s performance Social/Emotional – Demonstrate sportsmanship qualities – win. lose or draw</p>	

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	Autumn 2 - LC - PADLET	Spring 2 - LC - PADLET	Summer 2 - LC - PADLET
	<p align="center">Small Sided Games</p> <p>Physical – Utilise a range of physical skills to impact and influence the game</p> <p>Cognitive – Be able to recognise and exploit space</p> <p>Social/Emotional – Show empathy and understanding of others</p>	<p align="center">Swimming</p> <p>Physical – Swim a minimum of 25 metres using a range of strokes and perform self-rescue</p> <p>Cognitive – Understand water hazards and risks in the local environment</p> <p>Social/Emotional – participate in a range of fun games and challenges in the pool</p>	<p align="center">Outdoor Adventurous Activities</p> <p>Physical – Actively participate in a range of Navigation & team building games</p> <p>Cognitive – Be able to cope with adversity and come back stronger</p> <p>Social/Emotional – Develop active listening skills to help the team perform</p>

Curriculum Map

Class 4 – Cycle A (Year 5 Planning)	Autumn term - SM		Spring 1 - SM	Spring 2 - CM	Summer 1 - SM	Summer 2 - SM
	Swimming		Dance Unit 1	Tennis	Tag Rugby Unit 1	Rounders Unit 1
			Perform different styles of dance fluently and clearly. Refine and improve dances. Work collaboratively to compose simple dances. Suggest ideas for improvement.	Introduce volley and overhead shots. Apply new shots to games. Play with others in games. Further explore tennis service rules.	Apply catching and quick passing in one movement. To select and apply appropriate skills in games. To begin to play effectively. To increase power and strength of passes, moving the ball over longer distances.	Link together a range of skills and use in combinations. Collaborate with a team to choose, use and adapt rules. Recognise how fitness applies to rounders.
	Autumn 1 – HP – PE Hub	Autumn 2 – HP – PE Hub	Spring 1 – HP – PE Hub	Spring 2 – HP – PE Hub	Summer 1 – HP – PE Hub	Summer 2 – HP – PE Hub
	Basketball Unit 1	Gymnastics Unit 1	Gymnastics Unit 2	Athletics Unit 1	Netball Unit 1	OAA Unit 1
	Use strength, coordination and agility when defending. Increase power and strength of passes, moving the ball accurately. Select and apply a range of tactics and techniques to play with consistency.	Create longer, more complex sequences and adapt performances. Take the lead in a group when preparing a sequence. Develop symmetry individually and with others. Evaluate performances and select a component for improvement.	Take responsibility for warm ups. Perform more complex actions with consistency. Use feedback to improve. Remember and repeat more complex sequences.	Sustain pace over different distances. Work as a relay team maintaining maximum pace. Perform a range of jumps and throws with power and accuracy.	Use specific skills in games. To begin to play efficiently in different positions within the court both attack and defence. To increase power and strength of passes, moving the ball over longer distances.	Explore ways of communicating. Navigate and problem solve from memory. Develop and use trust to complete the task and perform under pressure.

Curriculum Map

Class 4 – Cycle B (year 6 Planning)	Autumn term - SM		Spring 1 – SM – PE Hub	Spring 2 – SM – PE Hub	Summer 1 – SM – PE Hub	Summer 2 – SM – PE Hub
	Swimming		Dance Unit 1	Tennis	Tag Rugby Unit 1	Rounders Unit 1
			Work collaboratively to include more complex compositional ideas. Develop motifs and incorporate into self-composed dances. Talk about styles of dance with understanding and language	Develop backhand shots. Introduce the lob. Use tennis-scoring systems. Continue to develop doubles games.	Choose and implement a range of tactics. Combine and perform more complex skills. Observe, analyse and record performances. Suggest, plan and lead warmups in small groups.	Apply rules consistently in conditioned games. Play small sided games. Use a range of tactics for attacking and defending in different roles
	Autumn 1 – HP – PE Hub	Autumn 2 – HP – PE Hub	Spring 1 – HP – PE Hub	Spring 2 – HP – PE Hub	Summer 1 – HP – PE Hub	Summer 2 – HP – PE Hub
	Basketball Unit 1	Gymnastics Unit 1	Gymnastics Unit 2	Athletics Unit 1	Netball Unit 1	OAA Unit 1
	Apply aspects of fitness to the game. Choose and implement strategies. Grasp more technical aspects of the game.	Lead group warm ups with an appreciation of strength and flexibility. Demonstrate accuracy, clarity and consistency within movement. Design sequences independently and in groups. Arrange own apparatus to develop ideas.	. Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve.	Become confident and expert in a range of techniques. Apply strength and flexibility to a broad range of throwing, running and jumping. Demonstrate improvements in self and others. Judge accurately across a range of activities.	Work as a team to improve tactics and gameplay. Play within the rules using blocking skills for shots and passes. Develop defensive skills.	Explore ways of communicating. Navigate and solve problems from memory. Develop and use trust to complete tasks under pressure.

Curriculum Map

- Swimming lessons are to be slotted in depending on when pool sessions are booked.
- In order to ensure mastery of the subject area the activity is to be continued until the block has been completed.

Year 3 Curriculum:

- Half term 4 (Multi skills activities), this block is left free to complete the activities not finished.