

## Layston First School PE Curriculum Map

### Curriculum Intent

We aim to develop and deliver a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel, celebrating individual abilities in competitive sports and other physically demanding activities. We will provide opportunities for pupils to become physically confident in a way that supports their health and fitness. Our children will have opportunities to compete in sport (e.g. whole school sports day and in partnership with our local schools in the RIB Valley) and other activities that build character and help to embed values such as fairness and respect. PE at Layston is an integral part of our curriculum, which develops a need for healthy lifestyles, a balanced diet, growth mind-set and the resilience to persevere with activities that may have once felt too difficult. We are passionate about the need to teach children how to cooperate and collaborate with others as part of a team, understanding fairness and equity to embed life-long values.



### Implementation - AIMS & OBJECTIVES OF THE PHYSICAL EDUCATION POLICY

Our aims and objectives in teaching PE are that all children will:

- To increase the activity levels of the whole school through the provision of a supportive environment which is conducive to the promotion of physical activity
- Participate in 2 hours of high quality PE each week.
- Explore and develop their own capabilities gaining knowledge, skills and confidence to apply these both in and out of the classroom.
- Find a lasting sense of purpose, achievement and fulfilment in physical activity
- Develop physical skills, habits and interests that will promote healthy lifestyle and good posture
- Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure
- Learn how physical exercise affects the body
- Understand the need for safe practice in physical activities and know how to achieve this.
- Co-operative skills and teamwork

### Planning for progress and continuity

- A balanced programme, provided by the RTFC throughout the school, will be provided which meets the National Curriculum requirements and the Early Learning Goals
- Staff meetings are used to discuss the Physical Education curriculum and lesson observations to ensure progression and continuity throughout the school.

### Assessment, Recording and Reporting

Assessment procedures are followed which relate to the school's overall policy for assessment and involves:

- Identifying each child's progress in each aspect of the subject
- Determining what each child has learned and what therefore should be the next stage of their learning
- Feedback to pupils about their own progress in Physical Education
- Discussion between child and teacher in the context of the PE lesson
- Informal assessment carried out by teachers in the course of their teaching
- Using the Foundation Stage Profile to assess in the Reception class
- The use of a digital camera to evaluate each other's and their own performance
- Reporting to parents through parent teacher consultations and on annual written report

EYFS PE

Fine motor skills – linked to writing

Gross Motor skills – linked to P.E

<p><b>Birth-Three</b> Enjoy drawing freely. . Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. <b>HANDWRITING</b> Develop manipulation and control. PD.FMS.B-3 . Explore different materials and tools. PD.FMS.B-</p>	<p><b>Three- Four Years</b> . Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. WRITE.3-4 • Write some or all of their name. WRITE.3-4 . Write some letters accurately. WRITE.3-4 <b>HANDWRITING</b> .Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4 .Show a preference for a dominant hand. PD FMS.3-4</p>	<p><b>Reception</b> . Form lower-case and capital letters correctly. WRITE. Rec . Spell words by identifying the sounds and then writing the sound with letter/s. WRITE. Rec . Re-read what they have written to check that it makes sense. Rec . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. WRITE. Rec <b>HANDWRITING</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS. Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS.</p>	<p><b>Writing- ELG .</b> • Write recognisable letters, most of which are correctly formed. WRITE.ELG • Spell words by identifying sounds in them and representing the sounds with a letter or letters. WRITE.ELG • Write simple phrases and sentences that can be read by others. WRITE.ELG <b>HANDWRITING</b> • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS. ELG</p>
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<p><b>Dinosaur Dance</b> <b>Learning Intentions:</b> Exploring movements as 'big' dinosaurs: Moving with control.  Exploring movements as 'small' dinosaurs. Adding movements together.  Predators and prey: Responding to rhythm in character.  Predators and Prey. Adding expression to our characters.  Developing our dinosaur movements. Performing with a partner.  Partner work. Exploring relationships.  <b>Vocabulary:</b> <b>Movement, Big, Small,</b> Predator, Prey, Dance, Dinosaur, <b>Emotion, Character, Relationship, Expression</b></p>	<p><b>Dance Ourselves</b> <b>Learning Intentions:</b> Ourselves: Moving in sequence.  Ourselves: Responding in movement to words and music. Ourselves: Moving with props and contrasting tempos.  Ourselves: Creating their own movements.  Ourselves: Exploring opposites and creating simple movement sequences.  Ourselves: Working with a partner exploring character movements.  <b>Vocabulary:</b> <b>Movements, Travelling,</b> Respond, Opposites, Creeping, Tiptoeing, Hiding, Ideas, <b>Create, Body parts</b></p>	<p><b>Ball Skills Hands</b> <b>Learning Intentions:</b> Explore throwing  Explore throwing (underarm) Explore throwing (overarm)  Explore rolling  Explore stopping a ball (small ball)  Explore catching  <b>Vocabulary:</b> <b>Aim, Throw,</b> Distance, target, <b>Rolling, Stopping, Catch</b></p>	<p><b>Dance Nursery Rhymes</b> <b>Learning Intentions:</b> Humpty Dumpty: Moving in sequence  Jack and Jill: Creating our own movements Hickory, dickory, dock: Creating simple movement to words and music  Three little pigs: Exploring contrasting tempos  Little Miss Muffet: Working with a partner exploring character movements  <b>Vocabulary:</b> <b>Movements, Sequence,</b> Nursery rhyme, <b>Character,</b> Dance, Slow, Fast, Speed, <b>Travelling</b></p>	<p><b>Jumping</b> <b>Learning Intentions:</b> Explore jumping  Develop jumping  Apply jumping into a game  Jumping for distance  Explore jumping high  Explore hopping  <b>Vocabulary:</b> <b>Jumping.</b> Levels. Games. Distance. <b>Heights.</b> Speed. <b>Hopping. Directions</b></p>	<p><b>Attack and Defence</b> <b>Learning Intentions:</b> Taking turns  Keeping score  Understanding rules: Playing by the rules  Avoiding a defender (Shark)  Preventing an attacker from scoring: Tagging an attacker (Fish)  Consolidate learning: Applying our understanding of attacking and defending into a game.  <b>Vocabulary:</b> Turn taking. Score. Tagged. <b>Attack. Defence.</b> Game</p>
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<b>Year 1</b>	<p><b><u>Tag rugby/Hockey</u></b>  <b>Learning Intentions:</b>            Understanding the principles of attack</p> <p>Apply attacking principles into a game</p> <p>Understanding the principles of defence</p> <p>Applying defending principles into a game</p> <p>Consolidate attacking</p> <p>Consolidate defending</p> <p><b><u>Vocabulary: Tag Rugby</u></b>            Teamwork, Respect, Target, Pivot/spin, Flow, Balance, Tackle, Co-ordination, Strength, Speed/direction, Drive, Dodge, Tag, Grip, Run, Dribble, <b>Attack, Defend</b></p>	<p><b><u>Basketball</u></b>  <b>Learning Intentions:</b>            Develop bouncing:            Introduce sending with control.</p> <p>Introduce aiming with accuracy</p> <p>Introduce power and speed when sending a ball</p> <p>Introduce stopping a ball</p> <p>Develop stopping, combining sending skills</p> <p>Combine sending and receiving skills</p> <p><b><u>Vocabulary: Basketball</u></b>            Teamwork, Respect, Target, Flow, Balance, Tackle, Co-ordination, Strength, Speed, Drive, Dodge, Grip, Run, Defend , Pass, Receive , Dribble , Attacker, Defender, <b>Aim, Sending, Receiving</b></p>	<p><b><u>Dance</u></b>  <b>Learning Intentions:</b>            Superheroes:            Performing movements in sequence.</p> <p>Character performance:            Creating movements that represent superpowers.</p> <p>Extending character performance: Creating movements that represent a superhero rescuing/saving, someone/something.</p> <p>Villains: Creating their own movements</p> <p>Exploring relationships within our movements.</p> <p>Real life heroes:            Exploring character movements</p> <p><b><u>Vocabulary: Dance</u></b>            Teamwork, Respect, Flow, Balance, Co-ordination, Strength, Control, Sequence, Character, Creativity, Rhythm, <b>Movement, Control</b></p>	<p><b><u>Gymnastics</u></b>  <b>Learning Intentions:</b>            Introduction to 'big' body parts</p> <p>Introduction to 'small' body parts</p> <p>Combining big &amp; small with wide, narrow and curled.</p> <p>Transition between wide narrow and curled using big and small body parts</p> <p>Adding (linking) movements together</p> <p>Creative ways of adding (linking) movements together</p> <p><b><u>Vocabulary: Gymnastics</u></b>            Teamwork, Respect, Pivot, Flow, Balance, Co-ordination, Strength, Apparatus, Big/Small movement, Narrow, Wide, Curled Sequence, <b>Big, Small Narrow, Wide, Curled, Sequences</b></p>	<p><b><u>Tennis</u></b>  <b>Learning Intentions:</b>            Explore pushing (dribbling) a ball with a racket: Sharing our ideas.</p> <p>Develop pushing (dribbling) a ball with a racket: Introducing control.</p> <p>Refine pushing (dribbling) a ball with a racket: Applying learning</p> <p>Explore hitting and develop pushing a ball (with a racket) towards a target</p> <p>Explore hitting a ball (with a racket) with power</p> <p>Explore hitting a ball (with a racket) with accuracy</p> <p><b><u>Vocabulary: Tennis</u></b>            Teamwork, Respect, Target, Pivot, Flow, Balance, Co-ordination, Strength, Speed, Drive, Run, <b>Control, Dribbling, Hitting, Pushing</b></p>	<p><b><u>Teambuilding (Athletics)</u></b>  <b>Learning Intentions:</b>            Introduce teamwork: Inclusion</p> <p>Develop teamwork</p> <p>Building trust and developing communication</p> <p>Cooperation and communication</p> <p>Explore simple strategies</p> <p>Problem solving: Consolidate teamwork</p> <p><b><u>Vocabulary: KS1</u></b>            Teamwork, Respect, Target, Co-ordination, Strength, Speed, Communication , Challenge , Strategies , Solving problems</p> <p><b><u>Vocabulary: Athletics</u></b>            Teamwork, Respect, Target, Co-ordination, Strength, Speed, <b>Communication, Challenge, Strategies, Solving problems , Effective Team</b></p>

<p><b>Year 2</b></p>	<p><b><u>Tag rugby/Hockey</u></b></p> <p><b>Learning Intentions:</b> Exploring when and why we attack in a game.</p> <p>Exploring when and why we defend in a game.</p> <p>Understanding when to attack and defend in a game.</p> <p>Developing understanding on when and where we attack as a team when playing a game.</p> <p>Developing understanding on when and where we defend as a team when playing a game.</p> <p>Creating defending and attacking tactics in a game situation.</p> <p><b><u>Vocabulary: Tag Rugby</u></b> Teamwork, Respect, Target, Pivot/spin, Flow, Tackle, Co-ordination, Strength, Speed/direction, Drive, Dodge, Tag, Grip, Run, <b>Attack, Defend</b></p>	<p><b><u>Dance</u></b></p> <p><b>Learning Intentions:</b> Creating movements like an explorer</p> <p>Creating frozen emotions</p> <p>Developing different types of choreography</p> <p>Adding drama and emotion to their performances</p> <p>Exploring relationships between explorer and wild animals</p> <p>Adding drama and emotion to dance performance</p> <p>Consolidating overall learning</p> <p><b><u>Vocabulary: Dance</u></b> Teamwork, Respect, Flow, Balance, Co-ordination, Strength, Control, Sequence, Character, Creativity, Rhythm, <b>Movement, Control</b></p>	<p><b><u>Gymnastics</u></b></p> <p><b>Learning Intentions:</b> Performing champion gymnastics movements.</p> <p>Performing sequences including jump, roll and balance.</p> <p>Applying champion gymnastics creating own sequences.</p> <p>Pupils performing sequences</p> <p><b><u>Vocabulary: Gymnastics</u></b> Teamwork, Respect, Pivot, Flow, <b>Balance, Co-ordination, Strength, Apparatus, Big/Small movement, Narrow, Wide, Curled, Sequence, Champion, Jump, Roll, Sequence, Perform</b></p>	<p><b><u>Basketball</u></b></p> <p><b>Learning Intentions:</b> Developing on passing and receiving a ball.</p> <p>Developing on dribbling, passing and receiving when keeping possession of the ball.</p> <p>Developing on dribbling, passing and receiving when scoring a point.</p> <p><b><u>Vocabulary: Basketball</u></b> Teamwork, Respect, Target, Flow, Tackle, Co-ordination, Strength, Speed, Drive, Dodge, Grip, Run, Defend, Attack, <b>Pass, Receive, Dribble, Passing, Receiving</b></p>	<p><b><u>Tennis</u></b></p> <p><b>Learning Intentions:</b> Working with and against a partner.</p> <p>Controlling power when hitting targets.</p> <p>Developing tactical thinking skills within a game.</p> <p>Developing an understanding when hitting ball in particular space to score points.</p> <p><b><u>Vocabulary: Tennis</u></b> Teamwork, Respect, Target, Pivot, Flow, Co-ordination, Strength, Speed, Drive, Run, Control, Dribbling, <b>Hitting, Pushing, Power, Opponent</b></p>	<p><b><u>Team Building (Athletics)</u></b></p> <p><b>Learning Intentions:</b> Importance when working as a team.</p> <p>Understanding what makes an effective team.</p> <p>Developing communication skills when completing challenges.</p> <p>Using strategies to solve problems.</p> <p><b><u>Vocabulary: Athletics</u></b> <b>Teamwork, Respect, Target, Co-ordination, Strength, Speed, Communication, Challenge, Strategies, Solving problems, Effective team, Challenges Cooperatively</b></p>
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<p><b>Year 3</b></p>	<p><b><u>Tag rugby</u></b></p> <p><b>Learning Intentions:</b> Introduce moving with the ball, passing and receiving</p> <p>Introduce tagging</p> <p>Create space when attacking</p> <p>Develop passing and moving</p> <p>Combine passing and moving to create attacking opportunities</p> <p>Tournament</p> <p><b><u>Vocabulary: Tag Rugby</u></b> Teamwork, Respect, Target, Pivot, Flow, Tackle, Co-ordination, Strength, Speed, Drive, Dodge, Tag, Grip, Run, <b>Passing, Receiving, Attacking</b></p>	<p><b><u>Dance</u></b></p> <p><b>Learning Intentions:</b> Develop movements as wild animals</p> <p>Develop character dance into a motif</p> <p>Extend sequences with a partner in character</p> <p>Developing sequences with a partner in character that show relationships</p> <p>Extending dance skills in choreography</p> <p>Sequences, relationships, choreography and performance</p> <p><b><u>Vocabulary: Dance</u></b> Control, Focus, Turns, Music, Feelings, Grace, Timing, Space, Routine, Interpretation, <b>Drama, Emotion, Choreography</b></p>	<p><b><u>Gymnastics</u></b></p> <p><b>Learning Intentions:</b> Introduction to symmetry</p> <p>Introduction to asymmetry</p> <p>Application of symmetrical and symmetrical learning onto apparatus</p> <p>Sequence formation</p> <p>Sequence completion</p> <p>Performance</p> <p><b><u>Vocabulary: Gymnastics</u></b> Control, Focus, Turns, Grace, Timing, Space, Routine, Roll, Floor, Safety, <b>Balance</b>, Fluency, Linking, Preparation, Forward roll, Backward roll, Cartwheel, Shoulder stand, Straight jump, Tuck jump, Pike jump, <b>Symmetrical, Asymmetrical, Travelling, Sequence</b></p>	<p><b><u>Tennis</u></b></p> <p><b>Learning Intentions:</b> Introduction to tennis: Outwitting an opponent</p> <p>Creating space to win a point</p> <p>Consolidate how to win a game</p> <p>Introduce rackets</p> <p>Introduce the forehand</p> <p>Mini tournaments</p> <p><b><u>Vocabulary: Tennis</u></b> Court, Tennis ball, Underarm, Points, Net, Shot, Score, <b>Forehand, Backhand, Volley, Throw, Tournaments, Control</b></p>	<p><b><u>Athletics</u></b></p> <p><b>Learning Intentions:</b> <u>Explore</u> running for speed</p> <p>Explore acceleration</p> <p>Running for speed in a team (1)</p> <p>Running for speed in a team (2)</p> <p>Throwing: accuracy vs distance</p> <p>Standing long jump</p> <p>Performing in mini Olympics (Sports Day)</p> <p><b><u>Vocabulary: Athletics</u></b> <b>Sprinting, Lanes, Running/ Speed, Track, Accelerate, Relay, Throw, Distance, Control, Accuracy, Jump</b></p>	<p><b><u>Rounders</u></b></p> <p><b>Learning Intentions:</b> Introduction to rounders</p> <p>Introduce overarm throwing</p> <p>Applying overarm and underarm throwing</p> <p>Introduce stopping the ball</p> <p>Application of stopping the ball in a game</p> <p>Mini tournaments</p> <p><b><u>Vocabulary: Rounder's</u></b> Bat, Ball, Bowl, Bowler, Fielder, Fielding, Stump, Out, Rounder, Game, Base, No ball, <b>Throw, Power, Underarm, Overarm, Long barrier</b></p>
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<p><b>Year 4</b></p>	<p><b><u>Tag Rugby</u></b></p> <p><b>Learning Intentions:</b> Develop passing, moving and creating space Extend learning into mini 3v3 games</p> <p>Develop defending</p> <p>Develop defending in game situations</p> <p>Combine passing and moving to create an attack and score</p> <p>Level 1 tournament</p> <p><b><u>Vocabulary: Tag Rugby</u></b> Teamwork, Respect, Target, Pivot, Flow, Balance, Tackle, Co-ordination, Strength, Tag, Grip, Run, <b>Passing, Moving, Tagging, Space</b></p>	<p><b><u>Dance</u></b></p> <p><b>Learning Intentions:</b> Responding to stimuli working together.</p> <p>Extending sequences with a partner in character.</p> <p>Developing character in dance</p> <p>Developing sequences with a partner in character that show relationships</p> <p>Sequences, relationships, choreography and performance</p> <p>Full performance</p> <p><b><u>Vocabulary: Dance</u></b> Control, Focus, Turns, Music, Feelings, Grace, <b>Timing, Space, Routine, Interpretation, Stage, presence, Drama, Emotion, Character, Rhythm</b></p>	<p><b><u>Gymnastics</u></b></p> <p><b>Learning Intentions:</b> Introduction to bridges</p> <p>Application of bridge learning onto apparatus</p> <p>Develop sequence ideas with bridges</p> <p>Sequence formation</p> <p>Sequence completion</p> <p>Performance</p> <p><b><u>Vocabulary: Gymnastics</u></b> Control, Focus, Turns, Grace, Timing, Space, Routine, Roll, Floor, Safety, <b>Balance, Fluency, Linking, Preparation, Bridges, Performance, Sequence</b></p>	<p><b><u>Tennis</u></b></p> <p><b>Learning Intentions:</b> Develop the forehand</p> <p>Create space to win a point using a racket</p> <p>Introduce the backhand shot</p> <p>Apply the forehand and backhand shots in game situations</p> <p>Apply the forehand and backhand: create space to win a point</p> <p>Level 1 tournament</p> <p><b><u>Vocabulary: Tennis</u></b> Court, Tennis ball, Underarm, Points, Net, Shot, Score, <b>Forehand, Backhand, Volley, Rally, Space</b></p>	<p><b><u>Athletics</u></b></p> <p><b>Learning Intentions:</b> Develop running for speed</p> <p>Explore our stride pattern</p> <p>Running for pace</p> <p>Understand and apply tactics when running for a distance</p> <p>Throwing for distance: javelin</p> <p>Jumping for distance: Standing Triple Jump</p> <p><b><u>Vocabulary: Athletics</u></b> Sprinting, Lanes, Pacing, <b>Running, Track, Accelerate, Relay, Throw, Distance, Control, Accuracy, Stride patterns, Javelin, Standing triple jump, Personal best, Technique, Jump, Self-analyse, Hop, skip and Jump</b></p>	<p><b><u>Rounders</u></b></p> <p><b>Learning Intentions:</b> Consolidate the sequence of learning from Y3: Understand the concept of rounders</p> <p>Developing fielding: Bowling and backstop</p> <p>Introduce batting: How?</p> <p>Develop batting: Where and why?</p> <p>Introduce and apply basic fielding tactics</p> <p>Level 1 tournament</p> <p><b><u>Vocabulary: Rounder's</u></b> <b>Batter, Ball, Bowl, Bowler, Fielder, Fielding, Stump, Out, Rounder, Game, Base, No ball, Back stop</b></p>
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