

Curriculum Map - Physical Education

Curriculum Area: **Physical Education**

Curriculum Intent:

At Hilldene Primary School we acknowledge that physical activity and sport are important components of a child's daily life and are crucial to their long-term wellbeing. We want every child to enjoy physical activity, and we work to give them a variety of options so they may find the activity that's appropriate for them and reap the rewards of leading an active lifestyle. Our goal is to provide them with chances to compete against one another, form partnerships and teams, work together, gain self-assurance and tenacity, and experience the true sense of accomplishment that this specific facet of a child's education may bring. In order to put them in the best possible position to continue participating in physical activity and sporting opportunities as their educational and life journey continues outside of this establishment, a key component of this will be to capture their enthusiasm and give them the necessary skills and experiences. Our goal is to encourage and support students in making good lifestyle decisions for their long-term mental and physical health.

The aims of Physical Education (PE) at our school are that all children:

- pursue an active lifestyle and recognise the advantages it offers.
- develop a range of sporting skills across the national curriculum, including swimming
- are physically active for sustained periods of time
- lead healthy, active lives
- recognise the significance of exercise and the benefits of good health.
- cultivate a spirit of fair play and a competitive mindset
- take part in exciting sporting events while building resiliency and tenacity

At Hilldene Primary School we are committed to ensuring that all pupils access and participate in a broad and balanced PE curriculum. This is done through careful lesson planning and differentiation to make sure that all children, including those who have special educational needs, disabilities, English as an additional language or those who are gifted and talented are included and engaged.

	EYFS Physical Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Unit Outcome:</p> <p>This unit will support children to: be confident to try new activities and show independence, resilience and</p>	<p>Unit Outcome:</p> <p>The unit of work will introduce pupils to agility, balance and coordination, understanding what they mean and why they are important</p>	<p>Unit Outcome:</p> <p>The unit of work will consolidate pupils' understanding of agility, balance and coordination, applying these elements of fitness in a variety of</p>	<p>Unit Outcome:</p> <p>The unit of work will explore how we feel in our minds and in our bodies, when we experience various emotions.</p>	<p>Unit Outcome:</p> <p>The unit of work will focus on exploring positive and negative emotions and managing them through using mindfulness techniques such as</p>	<p>Unit Outcome:</p> <p>The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of</p>	<p>Unit Outcome:</p> <p>The unit of work will consolidate pupils' understanding of strength, flexibility and the cardiovascular elements of</p>

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	perseverance in the face of challenge		activities		visualisation, using music, meditative balances, mime and deep breathing .	fitness.	fitness.
Health and wellbeing	Skills taught: How to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	Skills taught: To introduce and explore agility, balance and coordination. Bouncing, rolling and throwing	Skills taught: Consolidate agility and balancing: Explore balancing and coordination on apparatus . Dribbling and kicking	Skills taught: To explore relaxation techniques. Apply relaxation techniques and use them effectively Performing balanced meditative poses. Using props to help us balance in our meditative pose.	Skills taught: Creating movements to help express ourselves and our emotions.Using mime to manage positive and negative emotions. Using meditative poses to help control and manage our emotions	Skills taught: Explore and understand cardio fitness Flexibility fitness Strength fitness	Skills taught: Develop a secure understanding of cardio fitness Develop a secure understanding of flexibility fitness Develop a secure understanding of strength fitness Flexibility fitness Strength fitness
	Knowledge taught: Introduce how to negotiate space and obstacles safely, with consideration for themselves and others; Introduce bow to demonstrate strength, balance and coordination	Knowledge taught: Introduce and explore agility Introduce and explore balance Introduce and explore coordination: Bouncing, rolling and throwing	Knowledge taught: Consolidate agility Consolidate balance Introduce and explore coordination: Dribbling and kicking	Knowledge taught: Exploring relaxation techniques. Performing and utilising meditative balances. Applying relaxation techniques and using them effectively	Knowledge taught: Creating and interpreting movements to help express ourselves and our emotions. Using mime to manage positive and negative emotions. Using meditative balances to help control and manage our emotions.	Knowledge taught: Introducing Cardiovascular Fitness. Introducing Flexibility Fitness. Introduce Strength Fitness	Knowledge taught: Consolidate Cardiovascular Fitness. Consolidate Flexibility Fitness. Consolidate Strength Fitness.

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	when playing						
	Key vocabulary taught: Space, strength, balance, healthy	Key vocabulary taught: Balance, coordination, hand-eye coordination, throwing and aiming.	Key vocabulary taught: Agility, balance, coordination, dribbling, warm up	Key vocabulary taught: Emotions, relaxed, anxious, balanced, relaxation techniques, meditative balances, deep breathing	Key vocabulary taught: Emotions, mindfulness, relaxed, expressions, relaxation techniques, meditative balances, deep breathing, mime	Key vocabulary taught: Cardiovascular system, strength, flexibility, fitness, circuits, fitness assessment test	Key vocabulary taught: Cardiovascular system, strength, flexibility, fitness, circuits, fitness assessment test
	EYFS Physical Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Unit Outcome: The unit of work will explore walking using different body parts in different directions , at different levels and at different speeds .	Unit Outcome: The unit of work will develop pupils' ability to run using different parts of their bodies.	Unit Outcome: The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge .				
Basic skills for moving (including walking, running, dodging and jumping)	Skills taught: Explore/develop walking Explore walking in different	Skills taught: Explore running Apply running into a game Explore running at different	Skills taught: Explore dodging Develop dodging Apply dodging: Explore attacking				

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	<p>pathways</p> <p>Sustain walking</p> <p>Explore marching</p> <p>Apply walking into a game</p>	<p>speeds</p> <p>Running for speed: Acceleration</p> <p>Explore running in a team</p> <p>Consolidate running, apply running into a game</p>	<p>and defending</p> <p>Apply dodging in teams</p>				
	<p>Knowledge taught: Pupils will learn how to apply their walking skills into games.</p>	<p>Knowledge taught: Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.</p>	<p>Knowledge taught: Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</p>				
	<p>Key vocabulary taught: Defender, change of direction, space, speed, walking, marching, tag</p>	<p>Key vocabulary taught: Possession, space, control, attack, defence, dribbling, accuracy, power, speed, acceleration, tag, jump, run, walk.</p>	<p>Key vocabulary taught: Possession, space, control, attack, defence, dribbling, accuracy, power, speed, acceleration, tag, jump, run, walk, tagging/tag, dodge</p>				
				Year 3	Year 4	Year 5	Year 6

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		<p>Unit Outcome: The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling.</p>	<p>Unit Outcome: The unit of work will develop pupils' ability to apply the principles of attack vs defence.</p>	<p>Unit Outcome: The unit of work will challenge pupils to create attacks that result in a shooting opportunity.</p>	<p>Unit Outcome: Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score.</p>
<p>Invasion Games (including tag rugby and hockey)</p>		<p>Skills taught:</p> <p>Introduce dribbling</p> <p>Introduce passing and receiving</p> <p>Combine dribbling and passing to create space</p> <p>Develop passing, receiving and dribbling</p> <p>Introduce shooting</p>	<p>Skills taught:</p> <p>Refine dribbling and passing</p> <p>Combine passing and dribbling to create shooting opportunities</p> <p>Develop passing and dribbling creating space for attacking opportunities</p> <p>Introduce defending; blocking and tackling</p>	<p>Skills taught:</p> <p>Develop defending, blocking and tackling</p> <p>Refine dribbling and passing to create attacking opportunities</p> <p>Refine attacking skills, passing, dribbling and shooting</p> <p>Refine defending skills, developing transition from defence to attack.</p>	<p>Skills taught:</p> <p>Consolidate keeping possession, develop officiating</p> <p>Consolidate defending</p> <p>Create, understand and apply attacking.defending tactics in game situations.</p>
		<p>Knowledge taught: Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	<p>Knowledge taught: A particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack</p>	<p>Knowledge taught: Pupils will be able to develop tactics for both attacking and defending and apply these successfully</p>	<p>Knowledge taught: Pupils will learn how to apply pressure when defending to regain possession effectively.</p>

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			that results in a shooting opportunity.	within their teams.	
		Key vocabulary taught: Attacker, defender, possession and space, intercepting, shooting, barrier	Key vocabulary taught: Attacker, defender, dribbling, marking, tackling, blocking, free hit	Key vocabulary taught: Tactics, marking, attack, counter attack, man to man marking, goal side.	Key vocabulary taught: Tactics, attack, defending, counter attack, free hit
		Year 3	Year 4	Year 5	Year 6
		Unit Outcome: The unit of work will explore how to apply the principles of attack vs defence in a cricket context	Unit Outcome: Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.	Unit Outcome: The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding	Unit Outcome: The unit of work will support Pupils to consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.
Striking and Fielding games (including rounders and cricket)		Skills taught: Understand the concept of batting and fielding Introduce throwing overarm and underarm Introduce catching Striking with intent.	Skills taught: Develop an understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball	Skills taught: Refine batting and bowling tactics Refine fielding, stopping, catching and throwing Combine bowling and fielding creating and applying tactics	Skills taught: Consolidate batting, fielding and bowling Create, understand and apply attacking and defensive tactics in games.

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					Striking the ball at different angles and speeds.	Introducing umpiring and scoring.	
				<p>Knowledge taught: Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.</p>	<p>Knowledge taught: Pupils will develop a range of more advanced fielding skills to keep the batter's score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many runs (points) as possible.</p>	<p>Knowledge taught: Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams.</p>	<p>Knowledge taught: Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games.</p>
				<p>Key vocabulary taught: Throwing, catching, outwit, strike, batting, fielder, out</p>	<p>Key vocabulary taught: Retrieving, bowling, strike, batting, fielder, the long barrier</p>	<p>Key vocabulary taught: Tactics, bowling, run out, wicket keeper, no ball, wide, bye</p>	<p>Key vocabulary taught: Tactics, umpire, boundary, four runs, six runs, over</p>
EYFS Physical Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	

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	<p>Unit Outcome: The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus.</p>	<p>Unit Outcome: The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus.</p>	<p>Unit Outcome: The unit of work will challenge pupils to explore different ways that they can link movements and balances together.</p>	<p>Unit Outcome: The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways.</p>	<p>Unit Outcome: The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.</p>	<p>Unit Outcome: The unit of work will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus.</p>	<p>Unit Outcome: The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements.</p>
Gymnastics	<p>Skills taught:</p> <p>Explore moving and making shapes using different body parts</p> <p>Explore moving in different directions</p> <p>Explore big and small ways of moving and making shapes</p> <p>Moving in pairs</p> <p>Creating shapes in pairs</p>	<p>Skills taught:</p> <p>Introduction to big/small body parts</p> <p>Combining big and 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>Skills taught:</p> <p>Explore/develop zig-zag pathways/on apparatus</p> <p>Explore/develop curved pathways/on apparatus</p> <p>Creation of pathway sequences</p> <p>Completion of pathways sequences and performance</p>	<p>Skills taught:</p> <p>Introduction to symmetry</p> <p>Introduction to asymmetry</p> <p>Application of learning onto apparatus</p> <p>Sequence formation</p> <p>Sequence completion</p>	<p>Skills taught:</p> <p>Introduction to bridges</p> <p>Application to bridges learning onto apparatus</p> <p>Develop sequences with bridges</p> <p>Sequence formation</p> <p>Sequence completion</p>	<p>Skills taught:</p> <p>Introduction to counterbalance</p> <p>Application of counter balance learning onto apparatus</p> <p>Sequence formation</p> <p>Sequence completion</p> <p>Counter tension</p>	<p>Skills taught:</p> <p>Introduction to matching/mirroring</p> <p>Application of matching and mirroring learning onto apparatus</p> <p>Sequence development.</p>
	<p>Knowledge taught: Pupils will self select where to work, exploring</p>	<p>Knowledge taught: Pupils will transition between the theme words as</p>	<p>Knowledge taught: Pupils will apply 'champion gymnastics' and be</p>	<p>Knowledge taught: Pupils will create sequences starting with their</p>	<p>Knowledge taught: Pupils will create sequences combining</p>	<p>Knowledge taught: Pupils will create sequences by consistently</p>	<p>Knowledge taught: Pupils will create a sequence of movements,</p>

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	<p>movements and balances and start to identify features of other pupil's work.</p>	<p>they move and develop simple sequences, linking movements together.</p>	<p>able to perform a sequence on apparatus focused on; jumps, rolls and balances</p>	<p>symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.</p>	<p>movements and bridge balances in pairs, applying flow and challenging their creativity.</p>	<p>applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.</p>	<p>bringing together a combination of both matching and mirroring movements, to create a sequence.</p>
	<p>Key vocabulary taught: Champion gymnastics, shapes, high, low, over, under, apparatus, transition</p>	<p>Key vocabulary taught: Champion gymnastics, wide, narrow, curled, transition, interesting, linking.</p>	<p>Key vocabulary taught: Champion gymnastics, linking transition, flow, jump, roll, sequence</p>	<p>Key vocabulary taught: Excellent gymnastics, linking flow, interesting, extension, symmetrical, asymmetrical</p>	<p>Key vocabulary taught: Excellent gymnastics, extension, control, interesting, bridge, levels, flow</p>	<p>Key vocabulary taught: Excellent gymnastics, interesting, flow, levels, counter balance, counter tension, unison, canon</p>	<p>Key vocabulary taught: Excellent gymnastics, flow, levels, matching, mirroring, unison, canon</p>
	<p>EYFS Physical Development</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
	<p>Unit Outcome: The unit or work will enable pupils to explore different movements using different parts of the body, adding emotion and expression.</p> <p>The unit of work</p>	<p>Unit Outcome: The unit of work will challenge pupils to respond to rhythm and patterns through their movements. Pupils will learn how to control and coordinate their bodies to perform a motif.</p>	<p>Unit Outcome: The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance.</p> <p>The unit of work will challenge pupils to</p>	<p>Unit Outcome: The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance.</p> <p>The unit of work will challenge pupils to respond to different</p>	<p>Unit Outcome: The unit of work will challenge pupils to create movements that tell the story of World War II. Pupils will explore the full duration of the war, from when it first started to VE Day.</p> <p>The unit of work will challenge pupils to</p>	<p>Unit Outcome: The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus.</p> <p>The unit of work will challenge pupils to create movement</p>	<p>Unit Outcome: The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance.</p>

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	will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes	The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression .	use their whole body when creating sequences of movements.	stimuli being able to sustain characters to add drama and emotion to the dance.	explore movement through improvisation, introducing unison and matching . Pupils will sustain their characters to add drama and emotion to the dance.	using improvisation, to select and choreograph ideas into a sequence.	The unit of work will challenge pupils to recreate the story of The Titanic through controlled movements and balances.
Dance	<p>Skills taught:</p> <p>Moving in sequence</p> <p>Creating our own movements</p> <p>Creating simple movement sequences</p> <p>Responding in movement to words and music</p> <p>Exploring contrasting tempos</p> <p>Exploring character movements</p>	<p>Skills taught:</p> <p>Responding to rhythm</p> <p>Developing the 'dance'</p> <p>Introduction to motifs</p> <p>Creating motifs</p> <p>Creating movement sequences</p> <p>Relationships and performance</p>	<p>Skills taught:</p> <p>Responding to stimuli</p> <p>Developing whole group movement</p> <p>Improvisation and physical descriptions</p> <p>Creating contrasting movement sequences</p> <p>Sequences, relationships and performance</p>	<p>Skills taught:</p> <p>Respond to stimuli</p> <p>Developing characters and extending the story</p> <p>Creating motifs with a partner in character</p> <p>Developing characterisation.</p>	<p>Skills taught:</p> <p>Extending sequences with a partner in character</p> <p>Developing sequences with a partner in character that show relationships and interlinking dance moves</p> <p>Sequences, relationships and interlinking dance moves</p> <p>Sequences, relationships, choreography and performance.</p>	<p>Skills taught:</p> <p>Develop character movements</p> <p>Create movements that represent different characters</p> <p>Extending our performance by incorporating props and apparatus linked to the variety of performers.</p>	<p>Skills taught:</p> <p>Creating rhythmic patterns using our body</p> <p>Extend choreography through controlled movements, character emotion and expression</p> <p>Explore the relationships between characters applying character emotion and expression.</p>

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	<p>Knowledge taught:</p> <p>Pupils will develop movement ideas in pairs while exploring the different relationships between dinosaurs.</p> <p>Pupils will add movements together to form sequences and begin to explore character movements with a partner.</p>	<p>Knowledge taught:</p> <p>Pupils will explore various dynamics and movement qualities as they create movement patterns.</p> <p>Pupils will learn how to coordinate and control their bodies to perform movements, creating a sequence.</p>	<p>Knowledge taught:</p> <p>Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography, including telling a story.</p> <p>Pupils will explore and respond to music as a stimulus. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities.</p>	<p>Knowledge taught:</p> <p>Pupils will bring together their choreography and characterisation skills to tell a story.</p> <p>Pupils will bring together the choreography to create a final performance in groups.</p>	<p>Knowledge taught:</p> <p>Pupils will perform with emotion, timing, rhythm and be able to sustain their characters.</p> <p>Pupils will extend their dance skills by using more complex interacting movements, actions and incorporating apparatus.</p>	<p>Knowledge taught:</p> <p>Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group.</p> <p>Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics, concluding with an opening ceremony performance.</p>	<p>Knowledge taught:</p> <p>Pupils will continue to use their bodies to perform technical movements with control and rhythm.</p> <p>Pupils will perform choreographed movements and balances that incorporate emotion, expression and characterisation.</p>
	<p>Key vocabulary taught:</p> <p>Champion dancer, beat, moving, control and rhythm, timing, sequence, expression</p>	<p>Key vocabulary taught:</p> <p>Champion dancer, beat, moving, control and rhythm, sequence, motif, expression</p>	<p>Key vocabulary taught:</p> <p>Champion dancer, control, rhythm, expression, emotion, choreography, unison, motif</p>	<p>Key vocabulary taught:</p> <p>Excellent dancers, expression, creativity, emotion, motif, interconnecting, character</p>	<p>Key vocabulary taught:</p> <p>Excellent dancers, expression, creativity, emotion, rhythm, timing, stage presence, motif</p>	<p>Key vocabulary taught:</p> <p>Excellent dancers, expression, creativity, emotion, motif, character, unison</p>	<p>Key vocabulary taught:</p> <p>Excellent dancers, expression, creativity, emotion, motif, rhythm, choreography</p>

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		Year 3	Year 4	Year 5	Year 6
		<p>Unit Outcome:</p> <p>The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams.</p>	<p>Unit Outcome:</p> <p>The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance.</p>	<p>Unit Outcome:</p> <p>The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team.</p>	<p>Unit Outcome:</p> <p>The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions.</p>
Athletics		<p>Skills taught:</p> <p>Explore running for speed</p> <p>Explore acceleration</p> <p>Introduce and develop relay - running for speed in a team</p> <p>Throwing: accuracy Vs distance</p> <p>Standing long jump</p>	<p>Skills taught:</p> <p>Develop running at speed</p> <p>Exploring our stride pattern</p> <p>Exploring running at pace</p> <p>Understand and apply tactics when running distance</p> <p>Javelin</p> <p>Standing long jump</p>	<p>Skills taught:</p> <p>Finishing a race</p> <p>Evaluating performance</p> <p>Sprinting</p> <p>My personal best</p> <p>Relay changeovers</p> <p>Shot put</p> <p>Introducing hurdles</p>	<p>Skills taught:</p> <p>Running for speed in competition</p> <p>Running for distance in competition</p> <p>Throwing in competition</p> <p>Jumping competition</p>
		<p>Knowledge taught:</p> <p>Pupils will also</p>	<p>Knowledge taught:</p> <p>Pupils will compare</p>	<p>Knowledge taught:</p> <p>Pupils will be able</p>	<p>Knowledge taught:</p> <p>Pupils will</p>

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		begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.	sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump .	to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely.	experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.
		Key vocabulary taught: Tactics, speed, acceleration, distance, accuracy, relay, change over	Key vocabulary taught: Tactics, speed, distance, pace, power, stride pattern	Key vocabulary taught: Tactics, speed, distance, evaluation, change over, personal best, lap	Key vocabulary taught: Tactics, team work, speed, distance, evaluation, false start, events
		Year 3	Year 4	Year 5	Year 6
		Unit Outcome: The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis.	Unit Outcome: The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis.	Unit Outcome: The unit of work will challenge pupils to apply their prior learning of playing the ball into space.	Unit Outcome: Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point.

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Net and Wall games (including tennis and badminton)		Skills taught: Introduction to tennis Outwitting an opponent Creating space to win a point Introduce rackets Introduce the forehand Consolidate how to win a game.	Skills taught: Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations Applying the forehand and backhand creating space to win a point.	Skills taught: Introduce/develop the volley Controlling the game from the serve Doubles, understanding and applying tactics to win a point	Skills taught: Game application Game application, mixed ability doubles Round robin games
		Knowledge taught: Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.	Knowledge taught: Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.	Knowledge taught: Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game.	Knowledge taught: Pupils will create, apply and evaluate tactics in singles and doubles games.
		Key vocabulary taught:	Key vocabulary taught:	Key vocabulary taught:	Key vocabulary taught:

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		Outwit, space, return, recover, baseline, fore hand, rally, out	Outwit, space, accuracy, power, baseline, fore hand, back hand, rally, out	Tactics, outwit, space, accuracy, fore hand, back hand, volley, serve	Tactics, space, outwit, fore hand, back hand, valley, doubles, serve
		Year 3	Year 4	Year 5	Year 6
		<p>Unit Outcome:</p> <p>The unit of work will explore how to orientate a map, locate points on the map, then travel to them and record what they find.</p>	<p>Unit Outcome:</p> <p>The unit of work will develop pupils' ability to orientate a map, locate points in a set order. Pupils will follow the route they have been given to reach as many points as possible in an allocated time.</p>	<p>Unit Outcome:</p> <p>The unit of work will consolidate pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.</p>	<p>Unit Outcome:</p> <p>The unit of work will refine pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.</p>
Outdoor Adventure Activities (including orienteering)		<p>Skills taught:</p> <p>Creating and applying simple tactics</p> <p>Developing leadership</p> <p>Develop communication as a team</p>	<p>Skills taught:</p> <p>Benches and mats challenge</p> <p>Round the clock card challenge</p> <p>The pen challenge</p> <p>The river rope challenge</p> <p>Caving challenges</p>	<p>Skills taught:</p> <p>Face orienteering</p> <p>Cone orienteering</p> <p>Point and return</p> <p>Point to point</p> <p>Timed course</p> <p>Orienteering competition</p>	<p>Skills taught:</p> <p>Understanding what makes an effective leader</p> <p>Communicating as a leader</p> <p>Introducing the STEP principle: Space , Task, Equipment and People</p>

Curriculum Map - Physical Education

		<p>Knowledge taught:</p> <p>Pupils will learn how to collaborate with others and work as a team to complete the challenges.</p>	<p>Knowledge taught:</p> <p>Pupils will develop their ability to collaborate with others and work as a team to complete the challenges.</p>	<p>Knowledge taught:</p> <p>Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges.</p>	<p>Knowledge taught:</p> <p>Pupils will refine their ability to collaborate with others and work as a team to complete the challenges.</p>
		<p>Key vocabulary taught:</p> <p>Navigate, teamwork, strategy, tactics, communication, orienteering, symbol</p>	<p>Key vocabulary taught:</p> <p>Navigate, teamwork, strategy, tactics, map, route, out of bounds</p>	<p>Key vocabulary taught:</p> <p>Navigate, teamwork, strategy, tactics, control point, scale</p>	<p>Key vocabulary taught:</p> <p>Navigate, teamwork, strategy, tactics, leadership, responsibility, cooperation</p>
				Year 5	Year 6
				<p>Unit Outcome:</p> <p>Perform safe self-rescue skills.</p> <p>Use different strokes and swimming skills for different outcomes</p>	<p>Unit Outcome:</p> <p>Swim competently, confidently and proficiently further than 25 metres.</p> <p>Talk about how to behave when in and around water and how to help in an emergency.</p>

Curriculum Map - Physical Education

Swimming		<p>Skills taught:</p> <p>Floating, treading water, attracting attention.</p>	<p>Skills taught:</p> <p>Swim increasingly longer distances using a range of strokes, compete in a race or gala</p>
		<p>Knowledge taught:</p> <p>How to behave when in and around water and how to help in an emergency.</p>	<p>Knowledge taught:</p> <p>How to explain where incidents could take place and what number to call for help.</p>
		<p>Key vocabulary taught:</p> <p>Floating, treading water, attracting attention, stroke names.</p>	<p>Key vocabulary taught:</p> <p>Floating, treading water, attracting attention, stroke names, words associated with risks and danger.</p>