



St Anne's CE Primary – PE Curriculum Map



2024-2025

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

Statements are from the 2020 Development Matters and are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

Nursery

Conker 2-3yr old	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Express decisions. They also try new things and start establishing their autonomy • Feel confident and enjoy exploring new places with their key person. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. • Thrive as they develop self-assurance. • Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
	Physical Development	<ul style="list-style-type: none"> • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Begin to walk independently • Walk, run, jump and climb – and start to use the stairs independently • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Develop manipulation and control • Use large and small motor skills to do things independently
	Expressive Arts and Design	<ul style="list-style-type: none"> • Move and dance to music. • Respond emotionally and physically to music when it changes.



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Acorn 3-4yr old	Personal, Social and Emotional Development	<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. • Do not always need an adult to remind them of a rule.
	Physical Development	<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. • Are 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. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings.

Reception

Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Manage their own needs.
	Physical Development	<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



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		<p>when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> • 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. • Know and talk about the different factors that support overall health and wellbeing: • regular physical activity
	Expressive Arts and Design	<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.
ELG	Personal, Social and Emotional Development: Managing Self	<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.
	Personal, Social and Emotional Development: Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.
	Physical Development: Gross Motor Skills	<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.
	Expressive Arts and Design: Being Imaginative and Expressive	<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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Year 1

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Fundamentals</u> <u>Dance</u>	<u>Ball Skills</u> <u>Gymnastics</u>	<u>Sending and Receiving</u> <u>Yoga</u>	<u>Invasion Games</u> <u>Target Games</u>	<u>Athletics</u> <u>Team Building</u>	<u>Athletics</u> <u>Striking and Fielding Games</u>
Pupils will learn to: <u>Dance</u> <ul style="list-style-type: none"> Perform body shapes at different levels. Have some control of body movement. Copy and explore basic movements with their bodies. 	Pupils will learn to: <u>Ball Skills</u> <ul style="list-style-type: none"> Practice skills with coordination and control. Begin to perform a range of ball skills including rolling, dribbling and bouncing. Track where the ball is. Evaluate their peers. 	Pupils will learn to: <u>Sending and Receiving</u> <ul style="list-style-type: none"> Practice skills with coordination and control. Begin to perform a range of ways to send 	Pupils will learn to: <u>Invasion Games</u> <ul style="list-style-type: none"> Practice skills such as agility, coordination, and balance in simple games. Change direction continuing to 	Pupils will learn to: <u>Athletics</u> <ul style="list-style-type: none"> Develop their ability to run at different speeds. Develop fundamental skills to use in competitive situations. 	Pupils will learn to: <u>Athletics</u> <ul style="list-style-type: none"> Develop their ability to run at different speeds. Develop fundamental skills to use in competitive situations.



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<ul style="list-style-type: none"> • Copy and explore basic body movement patterns with some control. • Remember simple movements. • Perform a two footed jump. • Use equipment to safely balance with some control. • Perform fundamental skills with control. <p>Fundamentals</p> <ul style="list-style-type: none"> • Practice skills such as agility, coordination, and balance in simple games. • Change direction continuing to develop their balancing. • Travel in a variety of ways e.g. running, jumping, skipping, hopping. • Evaluate their peers. • Be a be a team player and good sportsperson. • Describe how their body feels before, during and after exercise. 	<ul style="list-style-type: none"> • Be a be a team player and good sportsperson. • Describe how their body feels before, during and after exercise. <p>Gymnastics</p> <ul style="list-style-type: none"> • Move their bodies with control. • Coordinate their bodies for different movements. • Link movements together to create a sequence. • Refine sequences through reflection. • Include props within their sequences. • Perform skills safely on small apparatus. • Explain their movements and sequences e.g. pencil role, travel, level, roll. • Evaluate their own and others' sequences. • Explore different pathways through sequences. • Talk about the importance of healthy eating to help our bones and muscles to be strong. 	<p>and receive equipment.</p> <ul style="list-style-type: none"> • Evaluate their peers. • Be a be a team player and good sportsperson. • Describe how their body feels before, during and after exercise. <p>Yoga</p> <ul style="list-style-type: none"> • Move their bodies with control. • Coordinate their bodies for different movements. • Talk about the importance of healthy eating to help our bones and muscles to be strong. • Talk about the importance of yoga on their physical and mental health. 	<p>develop their balancing.</p> <ul style="list-style-type: none"> • Travel in a variety of ways e.g. running, jumping, skipping, hopping. • Begin to perform a range of throws. • Evaluate their peers. • Be a be a team player and good sportsperson. • Describe how their body feels before, during and after exercise. <p>Target Games</p> <ul style="list-style-type: none"> • Practice skills with coordination and control. • Begin to perform a range of ways to send and receive equipment. • Begin to use aim to hit target. • Evaluate their peers. • Be a be a team player and good sportsperson. 	<ul style="list-style-type: none"> • Describe how their body feels before, during and after exercise. • Use an over arm throw with basic control for distance. • Jump from a standing position. • Use key vocabulary to give feedback on their own and peers performances. E.g. jump, landing, over arm. <p>Team Building</p> <ul style="list-style-type: none"> • Develop good communication skills. • Work as a team developing skills in sharing, leadership and compromising. • Develop skills in turn taking. 	<ul style="list-style-type: none"> • Describe how their body feels before, during and after exercise. • Use an over arm throw with basic control for distance. • Jump from a standing position. • Use key vocabulary to give feedback on their own and peers performances. E.g. jump, landing, over arm. <p>Striking & Fielding</p> <ul style="list-style-type: none"> • Develop coordination to roll and move the ball with basic control and accuracy. • Develop coordination to catch and stop the ball with basic control. • Use an under-arm throw with accuracy. • Strike a ball with some consistency. • Use fundamental skills in small game situations.
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<ul style="list-style-type: none"> • Begin to link movements together. • Perform balances with some control on small apparatus. 			<ul style="list-style-type: none"> • Describe how their body feels before, during and after exercise. 		<ul style="list-style-type: none"> • Evaluate their own and peers' performances and suggest improvements. • Be a be a team player and good sportsperson.
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<p>Relevant/contextual rationale:</p> <ul style="list-style-type: none"> • Improving children's gross motor skills. • Refining children's fundamental skills built on from EYFS. • Building resilient team players and good sports people using St Anne's school values of commitment, courage, wisdom, honesty, forgiveness and respect. • In PHSE, the children learn about the positive impacts on the body and mind from physical activity, being outside and healthy eating. This can be linked into each lesson when talking about the impact exercise has on their body. • In Autumn term, the children learn about the human body and using different body parts for different uses. • In Music, the children learn to find the pulse and move their bodies following a rhythm to support with their dance unit. 					
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Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Fundamentals Gymnastics</p>	<p>Ball Skills Dance</p>	<p>Invasion Games Yoga</p>	<p>Target Games Fitness</p>	<p>Net and Wall Games Team Building</p>	<p>Athletics Striking and Fielding</p>
<p>Pupils will learn to:</p> <p>Fundamentals</p> <ul style="list-style-type: none"> • Develop skills such as agility, coordination, and balance in game situations. 	<p>Pupils will learn to:</p> <p>Ball Skills</p> <ul style="list-style-type: none"> • Develop skills such as agility, coordination, and balance in game situations. 	<p>Pupils will learn to:</p> <p>Invasion Games</p> <ul style="list-style-type: none"> • Develop skills such as agility, coordination and balance in game situations. 	<p>Pupils will learn to:</p> <p>Team Games</p> <ul style="list-style-type: none"> • Keep the equipment close and under control. • Confidently send and receive a 	<p>Pupils will learn to:</p> <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Begin to develop skills in striking and fielding. 	<p>Pupils will learn to:</p> <p>Athletics</p> <ul style="list-style-type: none"> • Change direction and speed whilst running. • Jump from a standing position with accuracy.



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<ul style="list-style-type: none"> Develop their balance agility to change directions. Develop their spatial awareness. Continue to refine their fundamental movements. Confidently send and receive a equipment. Evaluate their peers. Be a be a team player and good sportsperson. Describe how their body feels before, during and after exercise. 	<ul style="list-style-type: none"> Develop their balance agility to change directions. Develop their spatial awareness. Continue to refine their fundamental movements. Confidently send and receive a ball through a range of movements e.g. rolling, dribbling, bouncing, throwing. Begin to develop an understanding of attacking and defending. Evaluate their peers. Be a be a team player and good sportsperson. Describe how their body feels before, during and after exercise. 	<ul style="list-style-type: none"> Develop their balance agility to change directions. Develop their spatial awareness. Continue to refine their fundamental movements. Confidently send and receive equipment through a range of movements e.g. rolling, dribbling, bouncing, throwing. Begin to develop an understanding of attacking and defending. Understand the importance of rules and simple tactics in a team game. Evaluate their peers. Be a be a team player and good sportsperson. Describe how their body feels before, during and after exercise. 	<p>equipment in a range of movements e.g. rolling, dribbling, bouncing, throwing.</p> <ul style="list-style-type: none"> Begin to apply skills in small, sided game situations. Use aim to hit a target. Develop their spatial awareness. Understand the importance of rules and simple tactics in a team game. Be a team player and good sportsperson. 	<ul style="list-style-type: none"> Confident to send and receive balls in a range of ways. Begin to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Understand the importance of rules in games. Develop simple tactics and use them appropriately. 	<ul style="list-style-type: none"> Perform a range of throws with control and coordination. Name different equipment and begin to link equipment to athletics events. Evaluate their performance and their peers' performances to suggest improvements. Work as part of small teams. Talk about the importance of a healthy lifestyle so they can perform to the best of their ability.
<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Move their bodies with control. Coordinate their bodies for different movements. Link movements together to create a sequence. Refine sequences through reflection. Include props within their sequences. Perform skills safely on small apparatus. Explain their movements and 	<p><u>Dance</u></p> <ul style="list-style-type: none"> Copy and explore basic movements with control. Vary their speed and levels when in a sequence. Change the size of their body shapes to make them bigger and smaller. Add a change of direction to a sequence. Use the space well and clearly. 	<p><u>Yoga</u></p>	<p><u>Fitness</u></p> <ul style="list-style-type: none"> Develop skills such as agility, coordination and balance in game situations. Develop their spatial awareness. Continue to refine their fundamental movements. 	<p><u>Team Building</u></p> <ul style="list-style-type: none"> Begin to read a map including finding where they are and which way they are facing. Listen to instructions 	<p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> To develop skills in striking and fielding. Confident to send and receive balls in a range of ways. Begin to apply and combine a variety of skills (to a game situation)



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<p>sequences e.g. pencil role, travel, level, roll/</p> <ul style="list-style-type: none"> Evaluate their own and others' sequences. Explore different pathways through sequences. Talk about the importance of healthy eating to help our bones and muscles to be strong. 	<ul style="list-style-type: none"> Describe a short dance sequence using key vocabulary such as speed, level, shape, extend, control. When given a stimulus, imaginatively respond. Comment on their own and others performances e.g. two stars, one wish. 	<ul style="list-style-type: none"> Move their bodies with control. Coordinate their bodies for different movements. Talk about the importance of healthy eating to help our bones and muscles to be strong. Talk about the impact of moving their bodies on their mental health. 	<ul style="list-style-type: none"> Evaluate their peers. Describe how their body feels before, during and after exercise. Describe the positive impacts of physical activity on our bodies. 	<p>from a partner or teacher.</p> <ul style="list-style-type: none"> Work as a team to problem solve under time constraints. Work as part of a team practising school values including respect and commitment. 	<ul style="list-style-type: none"> Develop strong spatial awareness. Understand the importance of rules in games. Develop simple tactics and use them appropriately.
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Relevant/contextual rationale:

- Improving children's gross motor skills.
- Refining children's fundamental skills built on from EYFS and Year 1.
- Making links with Year 1 and Year 2's science topic The Human Body and healthy living to promote healthy lifestyles.
- Building resilient team players and good sports people using St Anne's school values of commitment, courage, wisdom, honesty, forgiveness, and respect.
- In Music, the children learn to find the pulse and move their bodies following a rhythm to support with their dance unit.
- In PHSE, the children learn about the positive impacts on the body and mind from physical activity, being outside and healthy eating. This can be linked into each lesson when talking about the impact exercise has on their body.

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Swimming Fundamentals	Swimming Dance	Ball Skills Gymnastics	Yoga Tag Rugby	Rounders Tennis	Athletics OAA
Pupils will learn to: Swimming <ul style="list-style-type: none"> Enter and exit the pool safely. 		Pupils will learn to: Gymnastics	Pupils will learn to: Yoga	Pupils will learn to: Rounders	Pupils will learn to: Athletics



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<ul style="list-style-type: none"> • Put face in water and blow bubbles. • Fully submerge under water. • Push off from the side and glide • Push off from the side and roll onto front/ back. • Use equipment safely e.g. floats. • Develop front crawl and back strokes over 10m • Be able to swim 10 metres across the pool without support. • Develop swimming strokes of back stroke and a front stroke over the distance of 10 metres. • Build stamina a strength over longer distance. • Develop the ability to dive and retrieve items at increasing depth. • Refine front crawl, back stroke and breaststroke abilities. • Be able to swim 25 metres any style, unsupported. • Be able to swim in the deep end of the pool with confidence. • Begin to think about how they can improve their own work. • Describe the effects exercise has on their bodies. • Begin to understand the negative impact of an unhealthy lifestyle e.g. lack of exercise, smoking. Links to PSHE. <p><u>Dance</u></p>	<ul style="list-style-type: none"> • Make imaginative pathways using the equipment. • Apply their independent ideas to compose sequences with others. • Copy, explore and remember a variety of movements and use these movements to create their own sequences. • Use turns whilst travelling in different ways. • Begin to show flexibility when performing movements. • Begin to recognise what good technique looks like e.g. extended arms, pointed feet. • Start to develop good technique when travelling, balancing and using equipment. • Describe their own work using simple gymnastics vocabulary e.g. turns, rolls, jumps, balance, control, flexibility, extension. • Begin to comment on similarities and differences between sequences. • Explain how important a healthy lifestyle is. <p><u>Ball Skills</u></p>	<ul style="list-style-type: none"> • Begin to show flexibility when performing movements. • Begin to recognise what good technique looks like e.g. extended arms, pointed feet. • Explain how important a healthy lifestyle is. • Explain the positive impacts on mental health when doing yoga. <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> • Understand tactics and begin to understand how to respond to them. • Vary skills in running, passing and tagging, linking these in game situations. • Begin to communicate with others during games. • Perform skills in passing with coordination and control. • Understand basic skills in attacking and defending in a game scenario. • Work well in a group. • Begin to understand how to compete with other in a controlled manner. 	<ul style="list-style-type: none"> • Understand tactics and how to compose themselves to respond effectively. • Links skills of fielding, bowling and striking to games. • Begin to communicate with others during game situations. • Field, bowl and strike with coordination and control. • Develop their own rules to adapt/create new games. • Begin to understand how to compete against others in a controlled manner. • Respect, communicate, collaborate and cooperate with others. • Begin to select different resources independently to carry out different skills e.g. changing ball type, bat type, adding/removing batting tee. 	<ul style="list-style-type: none"> • Begin to run at speeds appropriate for a range of distances e.g. cross country and sprinting. • Perform a running jump with some accuracy e.g. triple jump. • Perform a variety of throws e.g. overarm, push throw. • Use equipment safely and with good control e.g. balls, hurdles. • Describe the effects exercise has on their bodies before, during and after exercise. • Describe athletics performances accurately. • Begin to self-assess to think about how they can improve their own performances
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<ul style="list-style-type: none"> • Use ideas from a stimulus to create movement with support. • Begin to compare and adapt movement and motifs to create a larger sequence. • Begin to improvise independently to create a simple dance. • Begin to improvise with a partner to create a simple dance. • Use simple dance vocabulary to compare and improve their own and others work e.g. levels, speed, shape, cannon, link, control, locking, popping. • Move in the style of hip-hop focusing on popping and locking. • Suggest how they can improve their own work commenting on the similarities and differences. 	<ul style="list-style-type: none"> • Develop skills from KS1 units in sending and receiving the ball through throwing and catching, kicking and dribbling. • Apply sending and receiving skills into a game situation. • Begin to communicate with others during games. • Perform skills in dribbling, throwing and kicking with coordination and control. • Respect, cooperate and communicate with others. • Evaluate themselves and others performances. • Understand how to compete with other in a controlled manner. 		<ul style="list-style-type: none"> • Make suggestions on how to improve their work, commenting on similarities and differences. • Understand the need to warm up and warm down. 	<ul style="list-style-type: none"> • Make suggestions on how to improve their work, commenting on similarities and differences. <p>OAA</p> <ul style="list-style-type: none"> • Develop good listening skills. • Listen to multiple instructions. • Begin to problem solve. • Discuss work with others in a group. • How to be safe when outside.
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Relevant/contextual rationale:

- Improving children's gross motor skills.
- Building resilient team players and good sports people using St Anne's school values of commitment, courage, wisdom, honesty, forgiveness and respect.
- Making links with their autumn science topic The Human Body and healthy living to promote healthy lifestyles and talk about the role of the heart when exercising.
- Building on their Spatial Sense geography topic in OAA when talking about directions, maps and compass directions.
- Links to PSHE, exploring the positive effects on mental health when exercising, particularly the benefits from yoga.

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Fundamentals Dance	Ball Skills Gymnastics	Football Yoga	Tennis Dodgeball	Cricket Fitness	Athletics OAA
<p>Pupils will learn to:</p> <p>Fundamentals</p> <ul style="list-style-type: none"> Develop balancing skill and understand the importance of balance in physical activity. Develop their technique when running at different speeds. Jump, hop, skip and land with control. Apply their fundamental skills to a variety of challenges. Use their keywords to evaluate their own and peers performances. <p>Dance</p> <ul style="list-style-type: none"> Confidently improvise with a partner or on their own. 	<p>Pupils will learn to:</p> <p>Ball Skills</p> <ul style="list-style-type: none"> Develop their confidence and accuracy when tracking and collecting. Develop their dribbling skills with their hands and feet. Develop their catching skills using one and two hands. Explore and develop a variety of throwing techniques. Explain how their bodies feel before, during and after exercise. Explain how different ball skills can be used in a variety of sports. <p>Gymnastics</p> <ul style="list-style-type: none"> Links skills with control, technique, coordination and fluency. 	<p>Pupils will learn to:</p> <p>Football</p> <ul style="list-style-type: none"> Use skills such as dribbling, passing and shooting with coordination, control and fluency. Link and apply skills of dribbling, passing and shooting to suit the activity of the game. Participate in competitive football games with a strong understanding of tactics e.g. finding space. Create their own games using the skills and knowledge they have learnt. Work well as a group to develop games based on a skill in football. Make suggestions on how to differentiate games e.g. using a foam ball, size of pitch. Apply basic skills of attacking and defending to small sided games. 	<p>Pupils will learn to:</p> <p>Tennis</p> <ul style="list-style-type: none"> Hold the racket with the correct grip. Link skills learnt to suit the activity of the game with some confidence. Use coordination and control with the racket to hit the ball. Show confidence when controlling the movement of the ball with their racket. Participate in competitive tennis games. Work as a group to develop their own game using the skills and knowledge learnt. Make suggestions on 	<p>Pupils will learn to:</p> <p>Cricket</p> <ul style="list-style-type: none"> Perform skills in fielding and striking with control, coordination and fluency. Link and apply skills for fielding and striking. Participate in competitive games. Develop their communication, cooperation and respect skills. Make suggestions on how to differentiate games e.g. plastic bats. <p>Fitness</p> <ul style="list-style-type: none"> Recognise different areas of fitness. Perform skills with coordination, control and fluency. 	<p>Pupils will learn to:</p> <p>OAA</p> <ul style="list-style-type: none"> Develop strong listening skills to follow instructions. Use simple maps. Begin to use problem solving to think activities through to make sense of them. Choose and apply strategies to problem solve with support. Be a team player through discussing and working with others in a group. Begin to develop leadership skills e.g. compromising, organising. Link to school values of forgiveness, honesty and respect. Demonstrate an understanding of how to stay safe outside. Work with a partner or within a small group to improve orienteering skills e.g. map reading, directions. <p>Athletics</p> <ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence.



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<ul style="list-style-type: none"> • Begin to crest long sequences in a larger group. • Show precision and some control when responding to a stimulus. • Begin to vary dynamics and develop actions and motifs. • Demonstrate rhythm and spatial awareness. • Self-evaluate their own sequences and modify it. • Use simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Understand what composition is by performing more complex sequences. • Begin to use gymnastics vocabulary to describe how to improve and refine performances. E.g. flexion, extension, control, flexibility. • Develop strength, technique and flexibility throughout their performances. • Create sequences using a variety of body shapes and incorporating equipment. 	<ul style="list-style-type: none"> • Make suggestions on how to improve their work exploring similarities and differences. • Explain the importance of a healthy lifestyle and exercise. Make links to footballer's diets e.g. Ronaldo's diet. • Be a team player and good sportsperson. <p>Yoga</p> <ul style="list-style-type: none"> • Explore connecting their breathing with controlled movement. • Begin to link yoga movement with control, technique, coordination and fluency. • Develop their strength to hold yoga poses. • Link yoga to the positive effects on their mind and body. 	<p>which equipment could be used to differentiate a game e.g. ball size, racket type, distance.</p> <p>Dodgeball</p> <ul style="list-style-type: none"> • Develop their throwing technique to apply to a target game. • Develop their dodging and catching skills. • Understand the rules and tactics of dodgeball and begin to apply these into their games. • Compete in a controlled game scenario. 	<ul style="list-style-type: none"> • Develop their stamina and speed. • Describe the effect exercise has on the body. • Name healthy foods and healthy types of exercise. • Understand the importance of a healthy lifestyle. 	<ul style="list-style-type: none"> • Run at different speeds for different purposes e.g. sprint, 400m. • Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). • Demonstrates accuracy in throwing and catching activities e.g. javelin. • Describes good athletic performance using correct vocabulary e.g. landing position, starting position, stride length, rear leg. • Understands own 'personal best' performance in different events. • Can use equipment safely and advise others on how to do so. • Watch and describe performances accurately and offer feedback. • Describe the effects exercise has on the body.
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Relevant/contextual rationale:

- Improving children's gross motor skills.
- Building resilient team players and good sports people using St Anne's school values of commitment, courage, wisdom, honesty, forgiveness and respect.
- Broadening children's knowledge of what's around them through OAA lessons.
- Making links with science topic The Human Body to promote healthy lifestyles, the role of the heart and function of other body parts.
- Throughout KS1 and lower KS2, children build their map skills in geography topic Spatial Sense to support them in their OAA lessons.
- Links to PSHE, exploring the positive effects on mental health when exercising, particularly the benefits from yoga.



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Year 5

Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
<u>Gymnastics</u> <u>Basketball</u>	<u>Volleyball</u> <u>Dance</u>	<u>Handball</u> <u>Yoga</u>	<u>Golf</u> <u>Tag Rugby</u>	<u>Tennis</u> <u>OAA</u>	<u>Athletics</u> <u>Rounders</u>
Pupils will learn to: <u>Gymnastics</u> <ul style="list-style-type: none"> Combine their skills, techniques and ideas. Apply their combined skills accurately showing precision, control and fluency. Analyse and comment on skills and techniques and talk about how these are applied to their own and others work. Use more complex gymnastics vocabulary to evaluate. Develop their strength, technique and flexibility throughout their performances. Link skills with control, technique, coordination and fluency. 	Pupils will learn to: <u>Dance</u> <ul style="list-style-type: none"> Begin to exaggerate movements and motifs when creating sequences. Demonstrate strong movements throughout their dance sequence. Combine flexibility, technique and movement to create a fluent sequence. Move in the required style in relation to a stimulus e.g. use levels, different travels. Begin to show changes in pace and timing when 	Pupils will learn to: <u>Handball</u> <ul style="list-style-type: none"> Link skills of passing, shooting to game/activity. Show confidence using ball skills learnt and linking these together. Perform skills of throwing, catching and shooting with coordination, control and fluency. Participate in competitive games with a strong understanding of tactics and composition. Work as a group to create their own games using knowledge and skills learnt. 	Pupils will learn to: <u>Golf</u> <ul style="list-style-type: none"> To explore techniques in hitting over a short and long distance accurately. Select and apply the correct technique for the situation. Apply rules and skills for golf when competing against others. Use keywords to evaluate their own and their peers' performances. <u>Tag Rugby</u> <ul style="list-style-type: none"> Show confidence using ball skills learnt and linking these together. Perform passing, tagging and 	Pupils will learn to: <u>Tennis</u> <ul style="list-style-type: none"> Hold the racket with the correct grip. Show confidence when controlling the movement of the ball with their racket. Link skills learnt to suit the activity of the game more confidently. Use coordination and control with the racket to hit the ball with fluency. Participate in competitive games with a strong understanding of tactics and composition in tennis. Create their own games using the 	Pupils will learn to: <u>Athletics</u> <ul style="list-style-type: none"> Begin to build a variety of running techniques and confidently apply these to their own running. E.g. how their arms should move, leg position, where they need to look. Perform a running jump with more than one component e.g. hop skip jump (triple jump). Show accuracy and confidence when throwing and catching in a range of ways e.g. shot put, javelin. Record their peers' performances and use these to evaluate their performance. Describe good athletic performances using the correct vocabulary. Use equipment safely and with good control.



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<ul style="list-style-type: none"> Perform more complex sequences. <p>Basketball</p> <ul style="list-style-type: none"> Link skills of passing, shooting and footwork to suit the game/activity. Show confidence using ball skills learnt and linking these together. Perform skills of throwing, catching and shooting with coordination, control and fluency. Participate in competitive games of basketball with a strong understanding of tactics and composition. Work as a group to create their own games using knowledge and skills learnt. Apply basic skills of attacking and defending. Describe the effects exercise has on the body. 	<p>performing movements.</p> <ul style="list-style-type: none"> Use the space to its maximum potential. Improvise with confidence whilst demonstrating fluency in their sequence. Self and peer evaluate to add modifications to sequences. Use more complex dance vocabulary evaluate. <p>Volleyball</p> <ul style="list-style-type: none"> Apply basic skills of attacking focusing on the serve and fast catch volley. Develop a variety of shots applicable to volleyball. Apply the rules, skills and principles to play against an opponent. Work within a group developing skills in communication, 	<ul style="list-style-type: none"> Suggest resources to differentiate a game. Use running, jumping, throwing and catching in isolation and combination. <p>Yoga</p> <ul style="list-style-type: none"> Use flexibility, balance and strength to create a sequence that flows. Create their own flow with a partner. Understand how breath can help with movements in yoga. Link healthy lifestyles with yoga and talk about the positive impacts on their mind and body. 	<p>dodging skills in game scenarios.</p> <ul style="list-style-type: none"> Participate in competitive games of tag rugby with a strong understanding of tactics and composition. Work as a group to create their own games using knowledge and skills learnt. Apply basic skills of attacking and defending. Apply rules, skills and tactics to tag rugby style games. Use keywords when evaluating their own and their peers performance of skills. Describe the effects exercise has on the body. 	<p>skills and knowledge learnt from tennis.</p> <ul style="list-style-type: none"> Make and apply suggestions on which equipment could be used to differentiate a game e.g. ball size, racket type, distance. Improve their skills from watching others. Comment on techniques and tactics in tennis to help improve their own and their peer's performance. <p>OAA</p> <ul style="list-style-type: none"> Develop strong listening skills to be a team player. Begin to develop leadership skills such a compromising, encouragement, motivation. Use and interpret simple maps. Use their general knowledge to think activities through 	<ul style="list-style-type: none"> Understand their own personal best in a range of events and evaluate how they can improve. Explain the importance of a healthy lifestyle and exercise. <p>Rounders</p> <ul style="list-style-type: none"> Vary their skills, actions and ideas to link to suit the activity in the game. Confidently use balls skills to bowl and field using long and short barrier where needed. Perform skills in batting, fielding and bowling with coordination, control and fluency. Participate in competitive games with strong understanding of tactics and composition. Create their own games using their striking and fielding knowledge and skills they have learnt. Differentiate games using resources to change the difficulty e.g. ball size, ball type, bat type, bowling speed. Understand key rounders terminology.
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	<p>support, respect and motivation.</p> <ul style="list-style-type: none"> Evaluate their own and their peers technique using keywords. 			<p>and solve any problems.</p> <ul style="list-style-type: none"> Choose and apply strategies to problem solve with support. Work within a group well. Understand how to stay safe when outside doing activities. Improve their own skills through learning from their peers. 	<ul style="list-style-type: none"> Watch and evaluate performances of other accurately to help them improve. Make links to science topic The Human Body to talk about heart function and lung function etc.
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<p>Relevant/contextual rationale:</p> <ul style="list-style-type: none"> Improving children's gross motor skills. Building resilient team players and good sports people using St Anne's school values of commitment, courage, wisdom, honesty, forgiveness and respect. Broadening children's knowledge of what's around them through OAA and links to science topic living things. Making links with science topic The Human Body to look at heart rate and lung function in relation to sport. Throughout KS1 and lower KS2, children build their map skills in geography topic Spatial Sense to support them in OAA and continue to develop these skills in Year 5. Links to PSHE, exploring the positive effects on mental health when exercising, particularly the benefits from yoga.

Year 6

Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
<u>Football</u> <u>Yoga</u>	<u>Badminton</u> <u>Dance</u>	<u>Tag Rugby</u> <u>Gymnastics</u>	<u>Golf</u> <u>Volleyball</u>	<u>Cricket</u> <u>Fitness</u>	<u>Athletics</u> <u>OAA</u>
Pupils will learn to: <u>Football</u>	Pupils will learn to: <u>Badminton</u>	Pupils will learn to: <u>Tag Rugby</u>	Pupils will learn to: <u>Golf</u>	Pupils will learn to: <u>Cricket</u>	Pupils will learn to:



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<ul style="list-style-type: none"> • Vary and link their skills in passing, shooting, dribbling and finding space to suit the activity of the game. • Show confidence using and linking ball skills e.g. dribbling, kicking, shooting. • Keep possession of the ball during game situations. • Consistently use skills learnt with coordination, control and fluency. • Participate in competitive games with strong tactical understanding e.g. space, possession etc. • Create their own games using knowledge and skills learnt. • Modify competitive games e.g. make them easier or more challenging. • Compare and comment on skills to create new games. • Make suggestions on what resources can be used to differentiate the game. 	<ul style="list-style-type: none"> • Takes part in competitive games with a strong understanding of tactics and composition. • Vary skills, actions and ideas and link these in ways that suit the activity of the game. • Perform underarm and overarm clears, understanding when to use them in a game scenario. • Understand the rules and tactics of Badminton. • Apply the rules, skills and principles to play a game of badminton. • Describe the effect exercise has on their body. • Comment on tactics and techniques to help improve their own and others performance. <p>Dance</p> <ul style="list-style-type: none"> • Exaggerate dance movements and 	<ul style="list-style-type: none"> • Vary and link skills in throwing, catching and tagging to suit the activity of the game. • Show confidence in using and linking ball skills e.g. throwing, catching. • Keep possession on the ball during game situations. • Consistently use coordination, control and fluency when performing skills in throwing, catching and tagging. • Participate in competitive games with a strong understanding of tactics. • Create their own games using skills and knowledge taught. • Compare and comment on skills, ideas and links to be able to modify games. • Make suggestions on resources that can be used to differentiate 	<ul style="list-style-type: none"> • Develop their technique for hitting over a short distance. • Perform skills with control, coordination and fluency. • Select and apply their skills to game situations. • Create their own games using knowledge and skills. Modify competitive games. • Make suggestions on which resources can be used to differentiate games. • Evaluate their own and others performances. • Understand the importance of warming up and cooling down. <p>Volleyball</p> <ul style="list-style-type: none"> • Perform skills in serving, 	<ul style="list-style-type: none"> • Vary and link skills in striking and fielding to suit the activity of the game. • Show confidence when linking ball skills e.g. bowling, throwing, catching. • Consistently use coordination, control and fluency when striking and fielding. • Participate in competitive matches. • Understand cricket vocabulary e.g. wicket, overs. • Watch others to learn how they can improve their own performance. • Understand the need for a warm up and cool down. • Work as part of a team showing team work skills. <p>Fitness</p> <ul style="list-style-type: none"> • Develop speed, stamina, coordination, strength and 	<p>Athletics</p> <ul style="list-style-type: none"> • Begin to build a variety of running techniques and use with confidence. • Perform a running jump with more than one component with control e.g. hop skip jump (triple jump). • Record peers' performances and evaluate them looking at the similarities and differences. • Show accuracy and confidence when throwing and catching. • Describe good athletics performances using the correct vocabulary. • Use equipment safely and with good control. • Understand their own personal
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<ul style="list-style-type: none"> Apply knowledge of attacking and defending to football. Make links to science topic The Human Body looking at cardiovascular system. Name healthy food and healthy types of exercise e.g. make links to footballers' diets. <p>Yoga</p> <ul style="list-style-type: none"> Develop their flexibility, strength and balance through yoga sequences. Create their own sequences with control, balance and technique. Work collaboratively as a group or in partners. Evaluate their own performances as well as their peers, using key vocabulary. 	<p>motifs through using expression.</p> <ul style="list-style-type: none"> Perform with confidence using a range of movement patterns. Use a strong imagination to create their own dance sequences. Demonstrate strong movements in their dance sequences. Combine flexibility and technique to their movements to create a fluent sequence. Move following the urban freestyle style. Start to show a change of pace and timing in their movements. Move to the beat accurately in their dance sequences. Confidently improvise developing their fluency. Link moves with fluency to ensure it flows. 	<p>games e.g. ball type, pitch size, multi directional.</p> <ul style="list-style-type: none"> Apply knowledge of skills to attacking and defending in rugby. Combine running, throwing and catching fluently. <p>Gymnastics</p> <ul style="list-style-type: none"> Plan and perform sequences with precision, control and fluency. Create sequences showing a range of actions e.g. speed, levels, direction. Perform difficult actions with clear body shape, extension and ability to change direction. Adapt their sequences to include a partner or small group. Gradually increase the length of their sequence with a partner using apparatus still focusing on their 	<p>shooting and digging with control, coordination and fluency.</p> <ul style="list-style-type: none"> Select and apply their skills to game situations. Apply rules, skills and principles to a game of volleyball. Navigate space in game scenarios. Work within a group/pair in a competitive game. Develop strong listening skills to be a team player. Evaluate their own performance commenting on tactics and techniques to help improve their performance. 	<p>balance with control.</p> <ul style="list-style-type: none"> Develop an awareness of what their body is capable of. Understand the negative impacts of an unhealthy lifestyle. Make links to the science curriculum with regards to heart rate, lung function etc. Explain the importance of exercise for a healthy lifestyle. Make suggestions on how to improve their work, commenting on similarities and differences. 	<p>best in different events and strive to improve their performances.</p> <ul style="list-style-type: none"> Describe the effect exercise has on the body. <p>OAA</p> <ul style="list-style-type: none"> Develop strong listening skills. Use and interpret simple maps with more speed and accuracy. Use their general knowledge to problem solve and think through. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Begin to develop their leadership skills showing skills such as compromising, support, encouragement.
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	<ul style="list-style-type: none"> • Demonstrate consistent precision when performing their dance sequences. • Peer and self-evaluate to see where they can modify their sequences. • Use more complex dance vocabulary to compare and improve work e.g. counts, fluency, accuracy, flow. 	<p>fluency and clarity of their movements.</p> <ul style="list-style-type: none"> • Peer and self-evaluate performances and make changes to their performances based on feedback. • Analyse and comment on skills and techniques of others work. • Use more complex gymnastics vocabulary to describe and improve performances. • Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> • Describe the effect exercise has on the body when exercising, related to volleyball. • Make links to the science curriculum with regards to heart rate, lung function etc. 		<ul style="list-style-type: none"> • Demonstrate an understanding of how to stay safe. • Learn from others how to improve their skills.
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Relevant/contextual rationale:

- Improving children's gross motor skills.
- Building resilient team players and good sports people using St Anne's school values of commitment, courage, wisdom, honesty, forgiveness and respect.
- Making links with science topic The Human Body to look at heart rate, lung function and cardiovascular system in relation to sport.
- Throughout KS1 and lower KS2, children build their map skills in geography topic Spatial Sense to support them in OAA and continue to develop these skills in Year 6.
- Links to PSHE, exploring the positive effects on mental health when exercising, particularly the benefits from yoga.