

# Curriculum Map - PE

## Intent Statement

Our intent at St Gabriel's Catholic Primary School is to deliver a broad and balanced PE curriculum that is ambitious, challenging and engaging. PE at St Gabriel's Catholic Primary School aims to deliver an enjoyable, high-quality physical education curriculum that inspires all pupils to succeed and excel individuals' God given talents in competitive sports and other physically-demanding activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. PE at St Gabriel's is an imperative element of the curriculum which develops a need for healthy lifestyles, a balanced diet, positive growth mind-set and the resilience to persevere with more challenging activities. We are passionate about the need to teach children how to cooperate and collaborate with others as part of a team, understanding the fairness of play to embed life-long values.

## PE Learning in EYFS

The information below demonstrates which statements from the 2020 Development Matters 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

PE		
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>

Three and Four-Year-Olds Continued	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- rolling      - running</li> <li>- crawling    - hopping</li> <li>- walking    - skipping</li> <li>- jumping    - climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> </ul> </li> <li>• Develop overall body strength, balance, coordination and agility.</li> <li>• Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> </ul> </li> </ul>

	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
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ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul>
		Building Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>

ELG Continued	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

### **Key Stage 1**

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

### **Key Stage 2**

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

Year	Autumn		Spring		Summer	
1	Basic movements Multi-skills	Fitness drills Cardio vascular	Basic movements on large apparatus	Team games - football	Tennis	Athletics

Key objectives – Pupils needs to be able to remember these new skills and improve and apply them.

- Show good awareness of space, apparatus and the actions of others.
- Carry and set up equipment safely with help
- Apply skills in a variety of situations
- Describe how their body works in different situations and different games
- Learn basic throwing and catching skills and hitting the ball with a racket

2	Basic movements Dance Multi-skills	Fitness drills Cardio vascular	Gymnastics (balance, co-ordination)	Developing ball skills – team games (Football)	Tennis	Athletics  Rounders
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Key objectives – Pupils needs to be able to remember these new skills and improve and apply them.

- Repeat a sequence of gymnastic actions incorporating balance and co-ordination
- Throwing and hitting a ball towards a target
- Use appropriate language to describe a gymnastic sequence – focusing on one aspect of it to improve
- Know that strength, flexibility and body control is good for them and describe how it feels
- Know the difference between tension and relaxation in their body

3	Fitness drills Yoga	Dance	Gymnastics	Invasion games Football	Invasion games Football	Athletics
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Key objectives – Pupils needs to be able to remember these new skills and improve and apply them.

- Choose ideas to compose a movement sequence independently and with others.
- Use turns whilst travelling in a variety of ways.
- Choose and use a range of simple tactics for defending and attacking their opponent in invasion and net games
- Explain how others can perform movement or skill using age appropriate vocabulary
- Throwing different objects – changing actions for accuracy



4	Multiskills - Dance	Fitness drills	Gymnastics	Invasion games Netball	Striking and fielding games  Cricket	Athletics  OAA
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Key objectives – Pupils needs to be able to remember these new skills and improve and apply them.

- Create a sequence of actions that fit a theme and use an increasing range of actions, directions and levels in their sequences.
- Begin to develop good technique when travelling, balancing and using equipment.
- Choose and use a range of ball skills with a good degree of accuracy
- Use different techniques and tactics to attack and keep possession
- To use a variety of throwing and catching skills to beat an opponent
- Relate different athletic activities to changes in heart rate, breathing and temperature

5	Multiskills -	Fitness drills  Cross Country	Gymnastics	Invasion games - Tag rugby	Striking and fielding games - Cricket  OAA	Athletics  Basketball
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Key objectives – Pupils needs to be able to remember these new skills and improve and apply them.

- Select ideas to compose specific sequences of movements, shapes and balances and adapt their sequences to fit new criteria or suggestions.
- Confidently use equipment to vault in a

variety of ways.

- Develop a broad variety of techniques and skills for attacking and defending, using them in different areas with control and confidence
- Understand and demonstrate the difference between sprinting and running for sustained periods
- Perform a range of jumps, showing consistent technique and sometimes using a short run-up

6	Invasion games - Basketball  Outdoor adventurous activities(Alton Castle residential trip)	Gymnastics	Gymnastics	Invasion games -Tag rugby	Striking and fielding games - Cricket  Dance	Athletics  Rounders
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Key objectives – Pupils needs to be able to remember these new skills and improve and apply them.

- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- Confidently use equipment to vault and incorporate this into sequences.
- Understand how stamina and power help people to perform well in different athletic activities and identify good athletic performance and explain why it is good, using agreed criteria
- Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances
- Use different techniques for passing, controlling, dribbling and shooting the ball in games