



CURRICULUM MAP 2022/2023



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY	Negotiate space when running FRIDAY AM	Dance to traditional music from around the world	Develop ball skills - throwing and catching	Develop ball skills by practising kicking/aiming/scoring	Yoga and movement to music	Running races, hurdles, transporting objects, scoring and throwing-sports day
EYFS Taught by Lucas Potts	OUTDOOR: WEDNESDAY PM	PLYMOUTH ARGYLE <u>Net and Wall Games - Fundamentals</u>		PLYMOUTH ARGYLE <u>Games - Fundamentals</u>		PLYMOUTH ARGYLE - <u>Athletics Fundamentals</u>
	INDOOR: <u>Gymnastics (Travelling and Stopping) Fundamentals</u> WEDNESDAY AM		<u>DANCE - Fundamentals Toys</u>		<u>DANCE - Dance - Under the Sea</u>	
	SWIMMING - ASA Ducklings - Stage 1 WED/THUR PM					
Year 1 Taught by Helen Hayden	OUTDOOR: <u>Games skills</u> FRIDAY PM	<u>Team Games</u>	<u>Net and Wall Games</u>	<u>Striking and Fielding</u>	<u>Athletics</u>	<u>Athletics</u>
	INDOOR: <u>Dance</u> THURSDAY AM	<u>Fundamentals</u>	<u>Gymnastics</u>	<u>Gymnastics</u>	<u>Yoga</u>	<u>Dance</u>
SWIMMING - Jo Langham TUESDAY PM						
Year 2 Taught by Lucas Potts	OUTDOOR: <u>GAMES1</u> WEDNESDAY PM	<u>STRIKING AND FIELDING</u>	<u>GAMES2</u>	<u>HOCKEY</u>	<u>TENNIS</u>	<u>Athletics</u>
	INDOOR: <u>GYMNASTICS</u> TUESDAY PM	<u>DANCE</u>	<u>BADMINTON</u>	<u>NETBALL</u>	<u>Yoga</u>	<u>CRICKET</u>
SWIMMING- Jo Langham THURSDAY PM						

Key Concepts: **MOTOR COMPETENCE** **RULES, STRATEGIES AND TACTICS** **HEALTHY PARTICIPATION**



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Year 3 Residential - BF Adventures Taught by KD/PL	OUTDOOR: HIGH 5 THURSDAY PM	FOOTBALL	HOCKEY	TOUCH RUGBY	ATHLETICS	ROUNDERS
	INDOOR: DANCE MONDAY PM	BADMINTON	GYMNASTICS	CRICKET	TENNIS	GYM
	SWIMMING - Jo Langham WEDNESDAY PM					
Year 4 Residential - Newquay (Summer term) Taught by SR/SC.	OUTDOOR: FOOTBALL MONDAY PM	BASKETBALL	HI-5	TOUCH RUGBY	ATHLETICS / OAA	TENNIS
	INDOOR: GYM TUESDAY AM	DANCE	BADMINTON	HOCKEY	CRICKET	VOLLEYBALL
	SWIMMING - Jo Langham FRIDAY PM					
Year 5 Residential? Taught by Lucas Potts (Plym. Argyle Coach) Indoor: Jo Simms	OUTDOOR: BASKETBALL TUESDAY PM	HOCKEY	FOOTBALL	ROUNDERS	CRICKET	ATHLETICS
	INDOOR: DANCE (JS) THURSDAY PM	GYMNASTICS	VOLLEYBALL	YOGA	BADMINTON	TENNIS
	SWIMMING -Jo Langham TUESDAY AM					
Year 6 Both classes taught by DF. Residential - PGL (summer term)	OUTDOOR: TOUCH RUGBY FRIDAY PM	Hi 5 (NETBALL)	HOCKEY	FOOTBALL	ATHLETICS	TENNIS
	INDOOR: BADMINTON WEDNESDAY PM	VOLLEYBALL	GYMNASTICS	CRICKET	DANCE	Hall taken for production!
	SWIMMING - Jo Langham MONDAY PM					

Key Concepts: **MOTOR COMPETENCE** **RULES, STRATEGIES AND TACTICS** **HEALTHY PARTICIPATION**



CURRICULUM MAP 2022/2023



OUTDOOR AND ADVENTUROUS					All year groups - ORIENTEERING	All year groups - ORIENTEERING
AFTER SCHOOL CLUBS	Girls' football Boys' football		Girls' football Boys' football			
HEALTH AND WELLBEING						
COMPETITIONS	Touch Rugby (Year 5/6) Cross Country Badminton (Year 4/5/6) Gymnastics (Years 2, 4, 6) Swimming Gala - KS2 Football (Year 4/5/6) High 5 (Year 5/6) Girls' Football (Year 5/6) TCS London Mini-marathon		Cross Country Football (Year 5/6 and 3/4) Touch Rugby (Year 5/6) High 5 Swimming Gala (KS1) Girls Football (Year 5/6) Judo (less active)		Cricket (Year 4, 5, 6) Football (Year 3/4) Inter-house Sports Day (KS1 and KS2) Quad Kids Athletics (Year 5/6) High Five (Year 3/4) Mini Tennis (KS2) Inter-House competitions in Football, Cricket and High 5	

Progression of skills: PHYSICAL EDUCATION						
	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Dance	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to a range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add a change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into a movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency</p>

						<p>across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
Gym	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, coordination</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when</p>

					and fluency. Understands composition by performing more complex sequences.	performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.
Games	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using the equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support the creation of new games.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments</p>

			to carry out different skills.	Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.	isolation and combination.	on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
Athletics	Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. <i>preparation for shot put and javelin</i> Can use equipment safely	Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
Outdoor Adventurous Activities	-	-	Develops listening skills. Creates simple body shapes. Listens to instructions from	Develops strong listening skills. Uses simple maps. Beginning to think	Develops strong listening skills. Uses and interprets simple maps.	Develops strong listening skills. Uses and interprets simple maps.

			<p>a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
Swimming					<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	
Evaluation	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>			
Healthy Lifestyles	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>			