

### Curriculum Maps PE Baines Endowed 2020-21

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Yyear 5/6 OAA	Year 5/6 Invasion Games- Rugby 2	Gymnastics Activities 1	Creative Games Unit	Year 5/6 Athletics activities	Year 5/6 Striking and fielding games- Rounders
Lesson 2	Dance-Heroes and Villains	Year 5/6 Invasion Games- Rugby 2	Year 5/6 Invasion Games-Netball	Gymnastics Activities 2	Striking/fielding games- cricket	Dance-Seaside

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Gymnastics Activities 1	Dance-Earthlings	Gymnastics Activities 2	Dance-Robin Hood	Year 5/6-Net and Wall tennis.	Athletics Activities
Lesson 2	Orienteering		Year 5/6 Invasion Games-Rugby 1	Year 5/6 Invasion Games-Hockey	Striking/fielding Cricket	

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Year $\frac{3}{4}$ OAA trust and Trails	Dance * Iron Man	Dance * Rock n Roll	Creative Games- Tag and Target	Yr $\frac{3}{4}$ Athletics Activities	
Lesson 2		Year 3 Invasion Games-Netball	Gymnastic Activities 1	Invasion Games-Handball		Striking/Fielding Games-Rounders

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Year $\frac{3}{4}$ OAA- Team work and problem solving	Target Games Dodgeball	Gymnastic Activities 2	Invasion Games-Handball	Yr $\frac{3}{4}$ Athletic Activities	Invasion Games-Basketball
Lesson 2	Dance *Sparks Might Fly	Gymnastic Activities 1	Net/Wall Games Unit Core Task 1	Dance Myths and Legends	Invasion Games-Rugby	Yr $\frac{3}{4}$ Striking/Fielding Games-Cricket

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Baseline Unit- (Lost and found and Ugly Duckling)	Dance- 3 Little Pigs	Dance- Toy Story	Core Task- Assess and implement	Core Task – Underarm throw	Yr 1 Athletics Activities
Lesson 2	Y1 FMS-ZOG	Gymnastic activities Core Task 1	Gymnastic activities Core Task 2	Core Task- Catching/Bouncing	Core Task – Overarm throw	Yr 1 Athletics Activities

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Y2 FMS Playground Games in the 20 <sup>th</sup> Century	Dance- Moving Along	Y2 Games- Piggy in the Middle	Games- Net/Wall Core Task	Athletic Activities	Y2 FMS End of KS1 Assessment
Lesson 2	FMS- Assessment	Gymnastic Activities Core Task	Dance-Seaside	OAA- The Great Outdoors	Striking/Fielding Core Task	

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	EYFS- FMS- Rosies Walk	Dance- Circus	EYFS-FMS- Elmer	Dance- Seasons	Gymnastics- Flight, bouncing, jumping and landing.	EYFS-FMS- Seaside
Lesson 2	EYFS- Fundamental Movement Skills	EYFS-FMS- Spaceworm	Gym-Rocking and Rolling	EYFS-FMS Rhumble in the Jungle	EYFS-FMS- Hungry Caterpillar	EYFS-FMS- How to catch a star

**EYFS**

<b>Movement Skill</b>	<b>Rosie's Walk Autumn 1</b>	<b>Superworm Autumn 2</b>	<b>Elmer Spring 1</b>	<b>Rumble in the Jungle Spring 2</b>	<b>The Hungry Caterpillar Summer 1</b>	<b>How to Catch a Star Summer 2</b>
Travel on feet- run, hop, skip,gallop.	X	X	X	X	X	x
Travel on hands and feet.	X	X	X	X	X	
Static balance (one foot.)	X	X	X	X	X	x
Balance on body parts and balance using equipment.		X	X	X	X	x
Verical jump and land (2 to 2)	X	X	X	X	X	x
Catching	X		X	X		x
Underarm throw	X	X	X		x	
Underhand roll	X		x			
Overarm throw						x
Side (egg) roll		X	X	X	x	
Rock & Roll		X	X	X	x	
Pencil roll		X	X	X	x	
Climbing	X	X	X	X	X	x
Apparatus	X	X	X	X	X	x

# Games – Progression Document

<b>Year 1 - Skills</b>	Can throw and catch a ball with a partner
	Can move fluently by changing direction and speed easily and avoiding collisions
	Can show control and accuracy with the basic actions for rolling, underarm throwing
	Can strike and kick a ball with control
<b>Year 1 - Application</b>	Can choose and use skills effectively for particular games
	understand the concepts of aiming / hitting into a space (e.g. cricket, rounders, badminton and tennis)
	Be able to run and jump with control (e.g. hurdles)
	Be able to catch a ball / moving object in particular games (e.g. cricket / rounders)
<b>Year 2 - Skills</b>	Can try to win by changing the way they use skills in response to their opponent's actions.
	Can pass a ball accurately to a partner over a variety of distances
	Can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control
	Can show a good awareness of others in running, chasing and avoiding games
<b>Year 2 - Application</b>	Can make simple decisions about when and where to run
	I can develop basic tactics for small team games
	Can react to situations in a way that helps their partners and makes it difficult for their opponent
<b>Year 3 - Skills</b>	I can set myself targets to improve my performance (e.g. in athletics)
	Can throw and catch the ball with control and accuracy
	Start to explore different ways of passing the ball (e.g. chest push, bounce pass etc)
	Understand and follow rules of games, including fair play
<b>Year 3 - Application</b>	Can travel whilst bouncing a ball showing control (e.g. basketball)
	Can use a range of skills to help them keep possession and control of the ball
	Maintain possession of a ball
	Pass ball to team mates when appropriate
	Can, in pairs, make up a game and play a simple rallying game
<b>Year 4</b>	Can choose good places to stand when receiving, and give reasons for their choice
	Can use different types of passing the ball with control
	Strike a ball with intent and throw it more accurately when bowling and/or fielding
	Can travel whilst bouncing a ball as well as exhibiting evasion techniques
	Attempts to obtain possession of ball by starting to understand defensive techniques
	Can keep and use rules they are given
<b>Year 5</b>	Can try to make things difficult for their opponent by directing the ball into a space, at different speeds and height
	Use different ball passing skills in the context of a game
	Can travel with a ball showing changes of speed and directions using either foot or hand
	Can use a range of techniques when passing, e.g. high, low, bounced, fast, slow
	Can work alone or with team mates in order to gain possession by competently marking opponent

	Can strike a ball with accuracy in a range of different games (e.g. hockey)
	Can hit the ball from both sides of the body
	Can judge how far they can run to score points
<b>Year 6</b>	Confidently use a range of passes during games which are appropriate
	Can dribble effectively around obstacles and opponents
	Can show precision and accuracy when sending and receiving over short and long distances, using a variety of catching/receiving techniques
	Perform skills with accuracy, confidence and control
	Can combine and perform skills with control, adapting them to meet the needs of the situation
	Play shots on both sides of the body including hitting a ball with forehand and backhand
	Explore and develop different ways of bowling
	Can play games showing tactical awareness and knowledge of rules and scoring
	Can respond consistently in the games they play, choosing and using skills which meet the needs of the situation
	Can choose when to pass or dribble, so that they keep possession and make progress towards the goal
	Field, defend and attack tactically by anticipating the direction of play

## Dance – Progression Document

<b>Year 1</b>	Can explore movements
	Can move confidently and safely
	Can perform phrases
	Can recognise how their body feels after exercise
	Can discuss dance ideas
<b>Year 2</b>	Can explore, remember and repeat dance actions
	Can compose and perform dance and short phrases
	Can describe how different dance movements make them feel
	Can watch and describe dance phrases and dances and use what they learn to improve
	Choose appropriate movements to communicate mood, feelings and ideas
<b>Year 3</b>	Can improvise freely on their own or with a partner.
	Attempt to translate abstract ideas into a dance, including moods, feelings and ideas independently
	Can create and link phrases using a simple dance structure.
	Can perform dances with an awareness of rhythm on their own or in a group.
<b>Year 4</b>	Can confidently translate abstract ideas into a dance
	Use composed dances as a stimulus to create smaller routines
	Can explain the importance of warming up
	Can evaluate their own and others performances and comment on improvements
<b>Year 5</b>	Can explore ideas from different dance styles.
	Can compose imaginative dance sequences and perform them expressively.
	Can organise their own warm up and cool down to suit activities.
	Can understand why it's important to warm up.
	explore and create characters and narratives through interpretive dance
<b>Year 6</b>	Can explore, improvise and combine movements.
	Can create multiple structures in various sections of dance.
	Can understand why dance is good for fitness.
	Can comment on their own work and the work of others. Using feedback to improve
	Identify the muscles being warmed up during stretches



# Gymnastics – Progression Document

<b>Year 1</b>	Can move with control and have awareness of space
	Can know how to carry and place equipment
	Can perform movement phrases using a range of body parts and actions
	I can jump in a variety of ways and land with some control and balance
	Be able to hold balances
	Can watch, copy and describe what others have done
	Link two or more actions to make a sequence
<b>Year 2</b>	Can move safely and with confidence
	Can know how to carry, lift and place equipment
	Travel by rolling forwards, backwards and sideways
	Hold a position whilst balancing on different points of the body
	Develop flexibility through rolls and stretches
	Use obtained knowledge of gymnastics to create more complex sequences
	Can watch, copy and describe what others have done
Can improve their work using information they have gained by watching and listening	
<b>Year 3</b>	Can improve the quality of their actions, body shapes and balance through understanding of their own bodies
	Can know the importance of strength in different parts of the body
	Can recognise how their work can be improved
	Refine movements into sequences
	Show changes in speed, direction and level during performances
	Can make simple judgments on their own and others work
	I can use equipment in a variety of ways (e.g. vaults and balances)
<b>Year 4</b>	Travel in a variety ways including flight via transfer of weight
	Use equipment in a variety of ways (e.g. vaults and balances)
	Plan and perform and repeat sequences
	Move in a clear, fluent and expressive manner
	Can create gymnastic sequences that meet a theme or set of objectives (e.g. topic, poem)
	Can develop a range of actions, body shapes and levels and include in a performance
	Can describe how their body reacts to different situations (e.g. their muscles)
	Can suggest ways performances can be improved
Can evaluate their work and quality of their performance	
<b>Year 5</b>	Can perform actions in a fluent and consistent performance
	Can create sequences and adapt to variables such as feedback, the needs of a partner and the implementation of equipment
	Can evaluate and improve their own and others work
	Understand centre of gravity and use this to create interesting body shape
	Create complex and well executed sequences including: <ul style="list-style-type: none"> <li>&gt; Travelling</li> <li>&gt; Balances</li> <li>&gt; Bending</li> <li>&gt; Stretching</li> <li>&gt; Twists</li> </ul>

	> Rolls
	I can use equipment in a variety of ways (e.g. vaults and balances)
<b>Year 6</b>	Can combine and perform gymnastic actions, shapes and balances fluently.
	Can develop their own sequences
	Can suggest ways of improvements (self-evaluating and peer evaluating). Use ideas to practise and refine gymnastics techniques learnt
	Create complex and well executed sequences that include a range of: <ul style="list-style-type: none"> <li>&gt; Springing</li> <li>&gt; Flight</li> <li>&gt; Rotations</li> <li>&gt; Linking shapes</li> <li>&gt; Vaults</li> <li>&gt; Rolls/flips</li> </ul>
	Hold shapes that are strong, fluent and expressive
	I Can vary speed, direction, level and body rotation during floor performances
	I can use equipment in a variety of ways (e.g. vaults and balances)