

Physical Education Curriculum Map - mapped June 2024

EYFS -

Nursery Autumn	Nursery Spring	Nursery Summer
Fine Motor - Children can make random marks with a range of simple mark making tools. Children will engage in a variety of ways to make marks e.g. making marks in dough/ clay/ sand, holding a paint brush to make marks or using chalk on the ground etc. Children may show preference for a dominant hand.	Fine Motor - Children experiment creating marks with a range of materials using their dominant hand. Gaining confidence manipulating playdough. Children are able to imitate early mark making patterns, such as circles and crosses. They begin to use anti-clockwise movements and retrace vertical lines.	Fine Motor - Children are able to use a range of mark making tools independently and select what mark making tools are the best for their intended purpose. As their fine motor and pencil grip strengthens their marks on paper become clearer. During fine motor activities, children are able to use their non-dominant hand to assist and stabilise the use of objects. They write the first two letters of their name clearly and formed correctly.
Gross Motor - Children run safely on their whole foot and they are beginning to walk, run and climb on different levelled surfaces. They stand up from sitting, squat with steadiness to rest or play with objects on the ground and rise to their feet without using their hands. They are beginning to understand and experiment with different ways of moving. They may show preference for a dominant hand, leg/ or foot.	Gross Motor - Children are developing their spatial awareness but may still bump into things and have accidents. They balance on one foot or squat momentarily, shifting body weight to improve stability. They can grasp and release with two hands to throw and catch a large ball, beanbag or an object.	Gross Motor - Children move freely and with confidence in a range of ways, such as skipping, jumping, running etc. They are able to negotiate space successfully, changing speed or direction to avoid obstacles. Children experiment with different ways of moving, testing out ideas and adapting movements to reduce risk.
Reception Autumn	Reception Spring	Reception Summer
Fine Motor - Children are able to use a range of mark making tools independently and select what mark making tools are the best for their intended purpose. As their fine motor and pencil grip strengthens their marks on paper become clearer. During fine motor activities, children are able to use their non-dominant hand to assist and stabilise the use of objects. They write the first two letters of their name clearly and formed correctly.	Fine Motor - Children will use a tripod grip independently or after an adult has modelled it to them. They can cut out simple shapes and form letters, most of which are correctly formed. Children are demonstrating confidence and accuracy with hand eye coordination movements (tracing, sensory mark making, writing letters in the air etc). They are becoming more able to add detail to their drawings and create more accurate representations	Fine Motor - Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Children use a range of small tools, including scissors, paint brushes and cutlery. They begin to show accuracy and care when drawing.
Gross Motor - Children move freely and with confidence in a range of ways, such as skipping, jumping, running etc. They are able to negotiate space successfully, changing speed or direction to avoid obstacles. Children experiment with	Gross Motor - They are developing overall body strength, balance, coordination and agility. Children choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement	Gross Motor - Children use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. Negotiate space and obstacles safely, with consideration for themselves and others.

different ways of moving, testing out ideas and adapting movements to reduce risk.	such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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KS1

National Curriculum Objectives

Children should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2 Gymnastics Y1 - Create and perform a movement sequence. - Copy actions and movement sequences with a beginning, middle and end. - Link two actions to make a sequence. - Recognise and copy contrasting actions (small/tall, narrow/wide). - Travel in different ways, changing direction and speed. - Hold still shapes and simple balances. - Carry out simple stretches.	Y1/2 Football Y1 - Pass the football with direction - Control the ball - Control the ball whilst on the move - Aim the ball towards a target Y2 - Pass the football accurately and the correct weight over longer distances. - Control the ball effectively - Perform some dribbling skills, making use of space. - Work effectively in teams,	Y1/2 Fundamental movement skills Y1 - Knows how to move in an open space to negotiate obstacles, thinking about adjusting speed and direction. - Knows how to catch and throw a variety of ball sizes for accuracy in different ways. - Begin to use space in a game - Use different ways of travelling in different directions or pathways. - Use simple attacking skills such as dodging to get past a defender. - Able to send and receive different objects in different ways with some accuracy	Y1/2 Tennis/Net Games Y1 - Explore basic movements using fundamental footstep patterns. - Send and receive a moving ball with hands and rackets. - Work cooperatively in small competitive tasks to improve competence and confidence. - Introduce a basic serving technique. - Introduce a volley action over a basic net using a balloon. Y2 - Show good grip and stance when holding a racket.	Y1/2 Striking and Fielding Y1 - Shows some understanding of appropriate technique for striking the ball - Shows some ability to track the ball to catch/field - Is beginning to use the ball in different ways, including rolling, throwing and picking up cleanly - Demonstrates some ability to use a defined space for fielding Y2 - Shows increasing accuracy when using	Y1/2 Athletics Y1 - Vary their pace and speed when running. - Run with a basic technique over different distances. - Sprint in a straight line. - Maintain control as they change direction when jogging or sprinting. - Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. - Throw a range of objects towards a target with increasing accuracy. - Explore using underarm and overarm throwing techniques with control.

- Carry out a range of simple jumps, landing safely. - Move around, under, over, and through different objects and equipment. - Begin to move with control and care. Y2 - Copy, explore and remember actions and movements to create their own sequence. - Link actions to make a sequence. - Travel in a variety of ways, including rolling. - Hold a still shape whilst balancing on different points of the body. - Jump in a variety of ways and land with increasing control and balance. - Climb onto and jump off the equipment safely. - Move with increasing control and care.	-Engage in simple competitive and cooperative activities. - Use simple defensive skills such as marking a player or defending a space. -Begin to use the terms attacking and defending.	-Take part in sending & receiving with a partner. -Stop an object when rolled towards them and send the object back to another person, use underarm and overarm throwing with increasing control. -Hold some static balances and send & receive objects whilst holding that balance. -Jump two feet to two feet with a quarter turn, jump two feet to 1 foot and freeze upon landing. -Perform a seated balance and move objects from one side to the other. -Balance on one leg (left & right) 20 seconds or more. -Find space when asked and stay in a space during activity. -Move in different directions & different ways independently whilst avoiding obstacles. -Develop FMS including Skipping, Hopping & running. Y2 - Knows what the terms 'opponent' and 'team mate' mean. - Knows the rules of simple team games. - Knows the term 'dodging' and can apply in a range of activities.	- Increased aim when using forehand over the net - Learn how to volley - Increased awareness of where ball is coming	sending and receiving skills -Shows increased understanding and ability when striking the ball -Demonstrates increased awareness of role when fielding -Shows basic understanding of how to score runs -Shows some understanding of how to get someone out in games	Y2 - Run at different paces, describing the different paces. - Vary the speed and direction in which they are travelling with control. - Run with basic techniques following a curved line. - Be able to maintain and control a run over different distances. -Develop effective jumping techniques. -Throw different objects in a variety of ways with greater accuracy and control.
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		- Knows how to throw and catch a ball in a variety of ways, individually or with others. - Begin to choose and use the best space in a game - Use at least one technique to attack or defend to play a game successfully. -Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching) - Jump in a variety of ways and land with increasing control and balance. -Continue to work towards mastery of FMS			
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Other opportunities

- Gold as a schools game mark - working closely the school games officer SGO - RBKC youth games
- OPAL Play - see the policy - lunchtime: handball and dodgeball clubs
- Healthy Schools Week: daily mile, meet a professional athlete and do a circuit, sportsday, sponsored walk
- Forest school

After school clubs:

- Multi-sports
- Gymnastics
- Ballet
- Street dance

Working with outside agencies:

- Balance bike training with bikeability
- Panathlon - inter-school competition for children with additional needs

National Curriculum Objectives for KS2**Children should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.

Swimming

- Pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3/4 Invasion Games Y4 Swimming Y3 - Invasion Games - Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy). - Apply basic principles of attacking and defending. - Throw and catch with control to keep possession and score 'goals'. - Be aware of space and use it to support team-mates and cause problems for the opposition. - Know and use rules fairly to keep games going.	Y3/4 Gymnastics Y4 Swimming Y3 - Gymnastics - Choose ideas to compose a movement sequence independently and with others. - Link combinations of actions with increasing confidence, including changes of direction, speed or level. - Develop the quality of their actions, shapes and balances. - Move with coordination, control and care. - Use turns whilst travelling in a variety of ways. - Use a range of jumps in their sequences.	Y3/4 Striking and Fielding Y3 Swimming Y3 - Striking and Fielding - Demonstrate successful hitting and striking skills. - Develop a range of skills in striking (and fielding where appropriate). - Practise the correct batting technique and use it in a game. - Strike the ball for distance. - Throw and catch with greater control and accuracy. - Practise the correct technique for catching a ball and use it in a game. - Perform a range of catching and gathering skills with control.	Y3/4 Tennis/Net Games Y3 Swimming Y3 Tennis - Continue developing technical aspects of different shots - Continue developing an awareness of where the ball is and moving towards the ball to hit it - Begin hitting with a partner trying to form little rallies - Further understand the rules of tennis/net games and begin playing by them Y4 Tennis/Net Games - Perform longer rallies with partner/small group - Continue to develop the technical aspects of	Y3/4 Invasion Games Y3 - Keep possession with some success when using equipment that is not used for throwing and catching skills. - Say when a player has moved to help others; apply this knowledge to their own play. - Develop simple attacking skills in a 3v1 invasion game. - Apply skills and tactics in a range of invasion games. Y4	Y3/4 Athletics Y3 - Focus on their arm and leg action to improve their sprinting technique. - Understand relays and passing the baton. - Use one and two feet to take off and to land with. - Develop an effective technique for the standing long jump and land with balance. - Throw with greater control and accuracy. - Show increasing control in their overarm throw. - Throw a variety of objects with one hand for distance.

Y4 - Invasion Games - Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) - Play games with some fluency and accuracy, using a range of throwing and catching techniques. - Find ways of attacking successfully when using other skills. Y4 Swimming - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations	- Begin to use equipment to vault. - Create interesting body shapes while holding balances with control and confidence. - Begin to show flexibility in movements Y4 - Gymnastics - Create a sequence of actions that fit a theme. - Use an increasing range of actions, directions and levels in their sequences. - Move with clarity, fluency and expression. - Show changes of direction, speed and level during a performance. - Travel in different ways, including using flight. - Improve the placement and alignment of body parts in balances. - Use equipment to vault in a variety of ways. - Carry out balances, recognising the position of their centre of gravity and how this affects the balance. - Begin to develop good technique when travelling, balancing and using equipment. - Develop strength, technique and flexibility throughout performances.	--Develop a safe and effective overarm throw Y4 - Striking and Fielding - Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. -Develop effective bowling techniques - Use at least two different shots in a game situation. - Use hand-eye coordination to strike a moving and a stationary ball. - Develop different ways of throwing and catching. - Begin to develop strategies for scoring points/runs -Shows understanding of the rules in games Y3 - Swimming - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - Perform safe self-rescue in different water-based situations.	different shots and perform them with greater control and ease - Begin to think about spatial awareness around the court and where your partner is	- Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score. - Know the rules of the games; understand that they need to defend as well as attack. - Understand how strength, stamina and speed can be improved by playing invasion games. - Develop attacking skills in a 4v2 invasion game. - Apply skills and tactics in a range of invasion games.	Y4 - Confidently demonstrate an improved technique for sprinting. - Carry out an effective sprint finish. - Speed up and slow down smoothly. - Jump accurately from both a standing position and with a run up. - Land safely and with control. - Begin to measure the distance jumped. - Continue to develop techniques to throw for increased distance.
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	Y4 Swimming - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations				
Other opportunities - Working as a team by working towards Gold as a schools games mark - working closely the school games officer SGO - RBKC youth games - OPAL Play - see the policy - lunchtime: handball and dodgeball clubs - Healthy Schools Week: daily mile, meet a professional athlete and do a circuit, sportsday, sponsored walk - Skateboarding at Bay 66 - Climbing at the West Way After school clubs: - Multi-sports - Gymnastics - Ballet - Street dance Working with outside agencies: - Cricket with Middlesex cricket club - Panathlon - inter-school competition for children with additional needs Sporting Competitions: - Football teams - girls and boys - Athletics team - girls and boys					

UKS2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5/6 Invasion Games	Y5/6 Gymnastics	Y5/6 Striking and Fielding	Y5/6 Tennis/Net Games	Y5/6 Invasion Games & orienteering	Y5/6 Athletics & orienteering
Y5	Y5	Y5	Y5	Y5	Y5

-Use skills required to score points in competitive games. - Pass, dribble and shoot with control. - Identify and use tactics to help their team retain possession in games and advance towards the other team's goal. - Develop skills of marking, tackling and intercepting to help their team defend. - Understand and apply the rules and fair play in competitive games. - Understand and carry out effective warm ups to aid performance in games. - Work as a team to develop and apply attacking and defending skills in overloaded games (5v3, 5v4, 4v2) Y6 - Use a range of techniques to shoot, pass and dribble in competitive games. - Shows increased understanding of positioning and how to contribute when attacking and defending. - Help their team when defending using marking, tackling and intercepting. - Apply attacking and defending principles in 4v4 and 5v5 games.	- Select ideas to compose specific sequences of movements, shapes and balances. - Adapt their sequences to fit new criteria or suggestions. - Perform jumps, shapes and balances fluently and with control. - Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. - Confidently use equipment to vault in a variety of ways. - Apply skills and techniques consistently. - Develop strength, technique and flexibility throughout performances. - Combine equipment with movement to create sequences. Y6 - Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. - Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. - Confidently use	- Use different techniques to hit a ball. -Consolidate different ways of throwing and catching, and know when each is appropriate in a game. -Demonstrates increased accuracy when bowling overarm - Fields with increasing accuracy, selecting correct technique for situation Y6 - Hit a bowled ball over longer distances. - Use good hand-eye coordination to be able to direct a ball when striking or hitting. -Use a variety of ways to dribble in a game with success. -Use ball skills in various ways, and begin to link together.	- Identify and apply techniques for hitting a tennis ball/volleyball - Explore when different shots are best used. - Develop a backhand technique and use it in a game. - Practise techniques for all strokes. - Play a tennis game using an overhead serve. Y6 - Understand how to serve in order to start a game. - Develop spatial awareness on court - where is good to be and when - Be able to switch shots with greater ease and control - Able to hold longer rallies with a partner - Constantly aware of the rules and be able to apply them when playing matches	-Use skills required to score points in competitive games. - Pass, dribble and shoot with control. - Identify and use tactics to help their team retain possession in games and advance towards the other team's goal. - Develop skills of marking, tackling and intercepting to help their team defend. - Understand and apply the rules and fair play in competitive games. - Understand and carry out effective warm ups to aid performance in games. - Work as a team to develop and apply attacking and defending skills in overloaded games (5v3, 5v4, 4v2) -Begin to understand positioning in games Y6 - Use a range of techniques to shoot, pass and dribble in competitive games. - Understand basic positioning and how to contribute when attacking and defending. - Help their team when defending using marking, tackling and intercepting. - Apply attacking and defending principles in 4v4 and 5v5 games.	- Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. - Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. - Identify and demonstrate stamina, explaining its importance for runners. - Perform an effective standing long jump. - Develop an effective technique for the standing vertical jump (jumping for height) and the triple jump. - Throw a variety of implements using a range of throwing techniques. - Continue to develop techniques to throw for increased distance. Y5 school journey orienteering (with reference to geography curriculum) -orientate around a simple course -adapt their skills as they move from a familiar to unfamiliar environment - Select appropriate equipment for outdoor and adventurous activity.
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- Apply a range of skills and tactics in competitive games. - Apply the rules of fair play in games. - Use skills to help team score points in competitive games.	equipment to vault and incorporate this into sequences. - Apply skills and techniques consistently, showing precision and control. - Develop strength, technique and flexibility throughout performances.			- Apply a range of skills and tactics in competitive games. - Apply the rules of fair play in games. - Use skills to help team score points in competitive games. Y6 orienteering at Hampstead Heath -Develop and refine orienteering skills and complete a course in a local park -Locate current position on a map and identify key features -Navigate to/ from pre-determined points -Communicate with others clearly and effectively - To work safely and guide teammates carefully - assess risks and amend routes	- Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. - Work together in teams to meet a set challenge. - Develop problem solving skills when working in groups Y6 - Recap, practise and refine an effective sprinting technique, including reaction time. - Work as a team to competitively perform a relay. - Demonstrate endurance and stamina over longer distances in order to maintain a sustained run - Develop the technique for the standing vertical jump. - Maintain control at each of the different stages of the triple jump. - Develop and improve their techniques for jumping for height and distance and support others in improving their performance. - Continue to develop techniques to throw for increased distance and support others in
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					improving their personal best.
• OPAL • Healthy Schools Week: daily mile, meet a professional athlete and do a circuit, sportsday, sponsored walk After school Clubs • Football (mixed and girls only) • Gymnastics • Cricket • Handball Other opportunities: • Y5 School Journey: Climbing, archery, team challenges, high ropes, kayaking, hiking, orienteering. • Skateboarding • Climbing at the West Way • Cycle training • Canoeing • Y6 Orienteering on Hampstead Heath • Swimming galas • Panathlon - athletics for SEND specific inter school sport Sporting competitions: • Gold as a schools game mark - working closely the school games officer SGO - RBKC youth games • Football teams - girls and boys • Athletics team - girls and boys • Year six mini sport festival in the federation • Hosting leagues with other local schools					

Signposting out of school opportunities through local providers coming on the school site to provide taster sessions so children engage in physical activity when not in school e.g. Westway Football Academy, Kensington Dragons Football Club, All Stars Boxing.