



P.E. Curriculum – 2014-2015

Objective Map

<p>Aims To ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 	
<p>Foundation Stage</p>	<p><u>Early learning goal</u></p> <p>Refer to Development Matters – Physical Development: Moving and Handling, Physical Development: Health and Self-Care</p>
<p>Key Stage 1</p>	
<p>Year 1</p>	<ul style="list-style-type: none"> • Explore basic body actions e.g. jumping and turning. Make short dances based on themes e.g. clowns or animals. • Children explore running, jumping and throwing activities. Experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. • Concentrate on developing good basic running, jumping and throwing techniques. Set different challenges for distance and time. Combine skills learnt. • Children develop basic game-playing skills, in particular throwing and catching. Play games based on net games and striking and fielding games. Play one on one, one on two, one on three. • Children investigate movement, stillness and using space safely. • Perform dances using simple movement patterns.
<p>Year 2</p>	<ul style="list-style-type: none"> • Create and perform short performances that communicate different moods and feelings. Ideas based on different times and cultures. • Focus on developing technical understanding of athletic activity. Set own targets and improve own performance. • Children will improve their basic skills. Play games that require simple decisions on using space to avoid opponents keep ball and score points. • Children Increase their range of basic gymnastic skills. Create simple 'unlike' sequences on the floor and then transfer onto apparatus.

	<ul style="list-style-type: none"> • Perform dances using simple movement patterns.
Key Stage 2	
Years 3 and 4	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Children will be able to perform actions, balances, body shapes and agilities with control. • Children can plan, perform and repeat longer sequences that include changes in speed and level. • Adapt performance of movements to incorporate a partner within a sequence. • Understand strength and suppleness can be improved. • Provide opportunity to watch, describe and suggest possible improvement to others' performance, as well as, suggest areas of their own performance for improvement. <p><u>Games</u></p> <ul style="list-style-type: none"> • Explore variations of speed, direction, height and weight of pass and strike. Demonstrate understanding of need to vary passes and strikes in response to changes in game situations. • Recognise the role of attack during invasion games. • Select and use simple tactics in relation to understanding the purpose of rules e.g. to ensure safety and fairness, to facilitate involvement of all players. • Work constructively with a partner or team to identify positives and weaknesses in children's technical and tactical performances. • Know elements of fitness, such as strength, speed and stamina and their effect on performance. • Recognise the importance of warm-up; lead other children in their warm up. • Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton, and tennis. • Use running, jumping, catching and throwing in isolation and in combination. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Children can perform dances using a range of movement patterns.
Years 5 and 6	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Children can create, practise and refine longer, more complex sequences for performance, including changes in level direction and speed. • Adapt performance to the demands of a task, using knowledge of body composition to perform. • Transfer smoothly between the combination of gymnastic actions, shapes and balances. • Show clarity, fluency, accuracy and consistency in their movements. • Work with peers in small groups to prepare a sequence to be performed to an audience. • Suggest different ideas that will lead to individuals improving their performances in small group sequences.

	<p><u>Games</u></p> <ul style="list-style-type: none"> • Children can demonstrate an ability to perform simple combinations of skills within a games situation. • Children can attempt to use changes of speed, direction and height of passes, shots, bowls and strikes to outwit opponents. • Apply attacking and defending strategies during game situations. • Work with others to formulate and apply simple game plans whilst following rules with fairness and consistency. • Demonstrate a consistent appreciation of fair play and the importance of good sporting behaviour. • Comment constructively and descriptively on their own and others’ work, including elements which can be improved. • Recognise their own strengths and weakness in relation to different roles, duties and positions. • Children can use a wider range of appropriate technical and tactical terminology. • Understand the importance of warm-ups and cool downs; devise their own for peers whilst explaining the effects of their choice of activities. • Children can recognise how games can promote strength, speed and suppleness in addition to contributing to overall fitness. • Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton, and tennis. • Use running, jumping, catching and throwing in isolation and in combination. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Children can perform dances using a range of movement patterns.
Swimming	
Key Stage Two (Years 3, 4 and 5)	<ul style="list-style-type: none"> • To swim competently, confidently and proficiently over a distance of at least 25 metres. • Children can use a range of stroke effectively such as front crawl, backstroke and breaststroke. • To perform safe self-rescue in different water based situations.
Extra-curricular	
All ages	<ul style="list-style-type: none"> • Children to be given opportunity to work alongside specialist coaches during PE sessions; including specific traditional games and dance. • Provision of a variety of after school activity clubs to learn various technical elements whilst building and developing social skills. • Access to UpBeat sessions looking at the relationship between physical activity, diet and health. • Represent Castle Hill at cluster competition events; both in a whole class and individual team formats. • Take part in outdoor and adventurous activity challenges both individually and within a team.