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| Branton St. Wilfrid’s CofE Primary School – Physical Education  Athletics Curriculum Map | | | | | | |
| National Curriculum Objectives | | | | | | |
| R | 1 | 2 | 3 | 4 | 5 | 6 |
| **Reception – National Curriculum Objectives**  **Personal, Social and Emotional Development**  • 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.  • Increasingly follow rules, understanding why they are important.  • Remember rules without needing an adult to remind them.  **Physical Development**  • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  • Go up steps and stairs, or climb up apparatus, using alternate feet.  • Skip, hop, stand on one leg and hold a pose for a game like musical statues.  • Use large-muscle movements to wave flags and streamers, paint and make marks.  • Start taking part in some group activities which they make up for themselves, or in teams.  • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.  • 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.  • 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.  • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  • Show a preference for a dominant hand.  • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips  **Expressive Arts and Design**  • Respond to what they have heard, expressing their thoughts and feelings.  **Reception Personal, Social and Emotional Development**  • Manage their own needs. - personal hygiene  • Know and talk about the different factors that support overall health and wellbeing: - regular physical activity  **Physical Development**  • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing  • Progress towards a more fluent style of moving, with developing control and grace.  • 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.  • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  • Combine different movements with ease and fluency.  • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.  • Develop overall body strength, balance, coordination and agility.  **Expressive Arts and Design**  • Explore, use and refine a variety of artistic effects to express their ideas and feelings.  • Return to and build on their previous learning, refining ideas and developing their ability to represent them.  • Create collaboratively, sharing ideas, resources and skills.  • Listen attentively, move to and talk about music, expressing their feelings and responses.  • Watch and talk about dance and performance art, expressing their feelings and responses.  • Explore and engage in music making and dance, performing solo or in groups.  **Personal, Social and Emotional Development Managing Self**  • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.  • Explain the reasons for rules, know right from wrong and try to behave accordingly.  • Manage their own basic hygiene and personal needs, including dressing. Building Relationships  • Work and play cooperatively and take turns with others.  **Development Gross Motor Skills**  • Negotiate space and obstacles safely, with consideration for themselves and others.  • Demonstrate strength, balance and coordination when playing.  • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **Expressive Arts and Design**  **Being Imaginative and Expressive**  • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | | |
|  | Pupils 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. | | Pupils 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** | | | |
| Lesson Objectives | | | | | | |
| R | 1 | 2 | 3 | 4 | 5 | 6 |
| Health and Fitness | | | | | | |
| Describe how the body feels when still and when exercising. | Describe how the body feels before, during and after exercise. Carry and place equipment safely. | Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy | Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. | Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. |
| Running | | | | | | |
| Run in different ways for a variety of purposes. | Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting | Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. | Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. | Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. | Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. 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. | Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run |
| Jumping | | | | | | |
| Jump in a range of ways, landing safely. | 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. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps | Perform and compare 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. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. | Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. | Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. | Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques | Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. |
| Throwing | | | | | | |
| Roll equipment in different ways. Throw underarm. Throw an object at a target. | Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. | Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. | Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. | Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance. | Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance | Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy. |
| Compete/Perform | | | | | | |
| Control my body when performing a sequence of movements. Participate in simple games. | Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games | Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. | Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. | Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. | Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. | Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition |
| Evaluate | | | | | | |
| Talk about what they have done. Talk about what others have done. | Watch and describe performances. Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others’ performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |