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| Branton St. Wilfrid’s CofE Primary School – Physical Education  Outdoor Adventurous Activities 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 | | | | | | |
|  |  |  | 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. |
| Trails | | | | | | | 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. |
|  |  |  | Orientate themselves with increasing confidence and accuracy around a short trail. | Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. | Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail. | Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that can be followed and offers some challenge to others. Use navigation equipment to improve the trail. |
| Problem solving | | | | | | |
|  |  |  | Identify and use effective communication to begin to work as a team. Identify symbols used on a key. | Communicate clearly with other people in a team, and with other teams. Have experience in a range of roles within a group and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment. | Use clear communication to effectively complete a particular role in a team. Complete orienteering activities as both part of a team and independently. Identify a key on a map and begin to use the information in activities. | Use clear communication to effectively complete a particular role in a team. Complete orienteering activities as both part of a team and independently. Use a range of map styles and make an informed decision on the most effective. |
| Preparation and Organisation | | | | | | |
|  |  |  | Begin to choose equipment that is suitable for an activity. | Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. | Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course. | Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. |
| Communication | | | | | | |
|  |  |  | Communicate with others. | Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course. | Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation. | Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others. |
| Compete/Perform | | | | | | |
|  |  |  | Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities. | Complete an orienteering course more than once and begin to identify ways of improving on competition time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course. | Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course. | Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve the orienteering course from it. |
| Evaluate | | | | | | |
|  |  |  | Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements. Modify their skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others’ performances. 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. |