

P.E. Medium Term Curriculum Map

Differentiation by input see the weekly planning sheet -Key vocab for each learning objective is in red font -Resources -see the weekly planning *Minimum Assessment for Learning strategies for all topics = Targeted tasks, peer assessment*
 - Long term memory development strategies= Recapping previous learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week P.E. Cultural Capital = To promote resilience, physical fitness and improved hand-eye co-ordination

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Ruby Class	LO 1: Revise and refine the fundamental movement skills they have acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing . LO 2: Progress towards a more fluent style of moving, with developing control and grace. LO 3: Develop overall body strength, balance, co-ordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. LO 4: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. LO 5: Combine different movements with ease and fluency. LO 6: Confidently and safely use a range of large and small apparatus indoors and outdoors , alone and in a group. LO 7: Develop overall body strength, balance, coordination and agility . LO 8: Know and talk about the different factors that support overall health and wellbeing -regular physical exercise. LO 9: Negotiate space and obstacles safely , with consideration for themselves and others. LO 10: Demonstrate strength, balance and coordination when playing LO: 11 Move energetically, such as running, jumping, dancing, hopping, skipping and climbing .					
Sapphire Class	Gymnastics: Travelling (Safe warming up/cooling down) LO 1: To manage the space safely showing good awareness of each other LO 2: To carry and place appropriate apparatus safely in teams / apparatus groups LO 3: To manage the space safely showing good awareness of each other as well as the apparatus LO 4: To make up and perform simple movement phrases / sequences LO 5: To make up and perform simple movement phrases / sequences LO 6: To perform movement phrases with control (keeping body tension whilst moving) and accuracy (keeping the shape whilst moving)	Dance: Simple movement patterns (Body's response to physical activity) LO 1: To be able to respond, perform and link movements using a well-known nursery rhyme as the stimuli LO 2: To be able to copy and explore basic body actions demonstrated by the teacher LO 3: To be able to copy simple movement patterns from each other and explore the movement LO 4: To be able to copy simple movement patterns from each other and explore the movement LO 5: To be able to use simple dance vocabulary to describe movement LO 6: To be able to use language associated with movement to evaluate and improve their dances	Games: Sending and receiving LO 1: To explore ways of sending and receiving objects by rolling. To track a rolling object. To describe what they are doing and suggest new ideas LO 2: To develop a good rolling action . To roll towards a target. To take turns playing a game in a group LO 3: To use basic underarm throwing skills . To develop catching skills . To describe the rules of a game. LO 4: To practise and improve our throwing and catching skills . To play a 1v1 aiming game LO 5: To send a ball by kicking . To stop and control a ball using our feet LO 6: To practice controlling the ball with our feet . To improve our aiming skills . To use our kicking skills to score a goal	Dance: Exploring patterns and pathways LO 1: To become familiar with phrasing of music LO 2: To be able to copy simple movement patterns from each other LO 3: To improve their skill of working with a partner LO 4: To promote group awareness in a circle formation LO 5: To show some sense of dynamic, expressive and rhythmic qualities in their own sequence LO 6: To understand how working actions formed the basis of the traditional dance	Gymnastics: Transferring weight from one body part to another LO 1: To move weight from one body part to another with control LO 2: To link and repeat basic gymnastic actions LO 3: To know how their body feels when tense (i.e. holding a clear shape) and when relaxed and recognise the difference LO 4: To watch carefully a short sequence of basic gymnastic actions using key vocabulary LO 5: To describe accurately a short sequence of basic gymnastic actions using key vocabulary LO 6: To link and repeat the gymnastic actions used in this unit.	Games Healthy ABCs (Being active, being healthy, being safe) LO 1: To learn that being active every day is good for our health . To practise different types of jump . To move using different body parts LO 2: To talk about being active and healthy . To jump for height . To run in different pathways and at different paces LO 3: To remember and stick to simple safety rules in activities. To jump for distance. To throw using a flinging action LO 4: To understand that physical activity starts with a gentle warm-up and finishes with a calming cool-down . To practice ABC actions . To work as a group to complete an ABC challenge LO 5: Develop knowledge of healthy eating . Play games with a partner and in a group that develop agility, balance and co-ordination LO 6: To be responsible for working safely . To recognise the difference in how they feel before and after warming up . To keep going for longer distances in a running challenge
	Games: Bouncing and catching LO 1: To explore different ways of handling a ball . To explore bouncing and catching actions . To follow instructions for a team game LO 2: To develop bouncing and catching skills. To practise moving into spaces safely. To play a simple bouncing game LO 3: To bounce a ball on or towards a target . To understand how to aim and be accurate. To keep a game going in a group LO 4: To watch, track and get in line with a ball. To play a game with an opponent and make decisions about where to stand. To create personal skill challenges LO 5: To bounce and catch from a greater distance. To practise good body positions for bouncing and catching. To describe how our body feels when exercising LO 6: To quickly find good spaces in a chasing game . To bounce the ball in different positions. To pat the ball over a barrier to a partner	Games: Travelling with the ball LO 1: To travel safely into spaces at different speeds . To practise handling different types of ball. To travel in different ways with the ball and pass it to a partner using hands LO 2: To practise bouncing the ball whilst travelling. To keep an activity going with a partner. To play a simple travelling and bouncing team game LO 3: To use feet to control and move the ball . To travel with the ball at our feet. To describe what we did using key vocabulary LO 4: To travel in different directions and at different speeds with the ball at our feet. To play a dribbling game and defend the ball LO 5: To use equipment to travel with the ball. To hold, balance and travel at the same time . To choose skills to use in a game LO 6: Travel with the ball in a variety of ways. Develop agility skills . To talk about why being active is fun and makes us feel good	Dance: Exploring gesture and formation (creating short dances) LO 1: I can respond to a range of hand and arm actions LO 2: I can copy simple movement patterns and ideas from others and explore that movement LO 3: I can choose movements to make into my own phrases with beginnings, middles and ends LO 4: I can practise and repeat my movement phrases and perform them in a controlled way LO 5: I can use simple dance and science vocabulary to describe movement LO 6: I can talk about dance, linking movement to science Knowledge of everyday changes	Gymnastics: Taking weight on different body parts LO 1: To support body weight on different large parts of the body (patches) and hold still for a short period of time LO 2: To support body weight on different large body parts showing control and accuracy LO 3: To create and link movement ideas in short sequences that have a clear start middle and end LO 4: To copy a partner's sequence of movement LO 5: To watch and describe accurately a short sequence of actions using appropriate language LO 6: To watch and describe accurately a short sequence of actions using appropriate language	Games: Developing hand-eye co-ordination LO 1: To throw a beanbag onto a racket and catch it . To create a skills game in a small group and describe it LO 2: To travel with a racket and ball . To track the ball and move in line to stop. To use simple tactics to score points LO 3: To connect a ball with the racket in different ways. To keep safe and in control of our equipment LO 4: To choose different ways of striking the ball. To practise striking for distance LO 5: To practise rolling and retrieving skill . To play a striking game in a group LO 6: To strike a ball in different ways for different distances. To understand that rules help to keep us safe when we play a game	Dance: Telling a story through Dance LO 1: I can respond to the stimulus of a story book with a range of actions LO 2: I can copy simple movement patterns and ideas from others and explore that movement LO 3: I can choose movements to make into my own phrases with beginnings, middles and ends LO 4: I can practise and repeat my movement phrases and perform them in a controlled way LO 5: I can use simple dance vocabulary to describe movement LO 6: I can talk about dance, linking movement to moods, ideas and feelings

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Diamond Class	<p>Dance: Linking dance actions LO 1: To show an imaginative response to the stimulus of 'space' through their use of language and choice of movement LO 2: To incorporate different qualities and dynamics into their movement LO 3: To explore and develop new actions while working with a partner LO 4/5: To link actions to make dance phrases, working with a partner and in a small group LO 6: To use a range of expressive language to describe dance</p>	<p>Invasion games: Passing LO 1: To consolidate and improve ball handling techniques. LO 2: To understand the strategies involved in defending and using space LO 3: To explore and investigate strategies for passing the ball LO 4: To be able to make effective decisions when passing LO 5: To develop and extend sending and receiving techniques LO 6: To effectively find space to receive pass while keeping control of the ball when travelling</p>	<p>Gymnastics: Stretching and curling LO 1: To practise transferring weight smoothly from one part of the body to another LO 2: To select a wider range of stretching and curling actions (travelling and balancing) and improve the quality of them LO 3: To improve the ability to select appropriate actions and develop the sequence further using simple compositional ideas LO 4: To further develop and refine their gymnastic composition alongside a partner LO 5: To improve compositional ideas in preparation to perform the partner sequence to an audience. LO 6: To evaluate the effectiveness and quality of a performance</p>	<p>Net/wall games: Directing the ball LO 1/2: To practice various ways of throwing. To make up a simple net game. To know why warming-up is important LO 3/4: To practice handling a ball with a racket. To understand simple tactics. To recognise how playing affects their bodies LO 5: To consolidate and develop the range and consistency of their skills in net games. To adapt tactics to suit court size and shape. To keep and make simple rules for net games LO 6: To consolidate and develop the range and consistency of their skills in net games. To adapt tactics to suit court sizes and shape. To suggest ideas to improve their play</p>	<p>Athletics: Running, throwing, jumping (Safety rules & procedures) LO 1: To move freely in space and use a variety of equipment with some control and co-ordination LO 2: To run showing greater difference between slow and fast speeds; and skills to improve jumping and different throwing actions LO 3: To use their bodies and a variety of equipment with greater control and co-ordination LO 4: To take part in a relay activity LO 5: To experiment with different ways of jumping LO 6: To experiment with different ways of throwing in order to choose and use the best technique</p>	<p>Striking/fielding games: Developing striking & fielding skills LO 1: How to stand ready as a fielder and how to line up with the ball to stop or catch it LO 2: How to work as a team when fielding LO 3: How to hold different bats or rackets, and how to stand to hit the ball LO 4: How to look for and find space when hitting the ball LO 5: How to throw the ball accurately when bowling LO 6: To agree and use a set of rules, and keep games going without disputes</p>
	<p>Outdoor/adventurous activities: Using simple trails/diagrams LO 1: To be able to spell out letters using only the human body, individually, in pairs and in groups LO 2: To be able to read a basic map, follow simple directions and a marked route LO 3: To be able to follow a marked trail and remember as many items as possible along the way LO 4: To be able to identify the different map symbols and match them with their correct name card LO 5: To be able to organize yourself/pair/group in such a way that you can correctly 'punch' (or otherwise mark) your control card as quickly as possible LO 6: To be able to successfully follow the string trail as quickly as possible, marking their control card with the correct 'punches' (or answer letters) on the way round</p>	<p>Gymnastics: Travelling with a change of direction (Back care) LO 1: To improve the quality of jumping and landing LO 2: To improve the ability to select appropriate actions and use simple compositional ideas LO 3/4: To consolidate and improve the quality of travelling with a change of direction and the ability to link phrases of movement LO 5: To select appropriate actions with a partner and adapt their floor sequence onto the apparatus LO 6: To describe and evaluate the effectiveness and quality of a performance using appropriate language</p>	<p>Invasion games: Creating space (Safe warming up/cooling down) LO 1/2: To look when they travel with the ball. To find space before they receive a pass. To improve their ability to choose and use simple tactics LO 3/4: Know how to use space in a game. Remain in control of ball when travelling. Be able to explain how to keep possession and describe how they and other have achieved it LO 5/6: Know how to use space in a game. Remain in control of ball when travelling</p>	<p>Dance: Exploring cultural dance LO 1: To be able to recognise the fundamental dynamics of African dance LO 2: To be able to respond rhythmically, translating ideas from a stimulus into movement LO 3: To be able to improvise freely, translating ideas from a stimulus into movement LO 4: To be able to give clear instructions for performing a sequence LO 5: To be able to improvise freely, translating ideas from a stimulus into movement LO 6: To be able perform specific skills and movement patterns for the chosen cultural dance with accuracy</p>	<p>Athletics: Running, throwing, jumping (Safety rules & procedures) LO 1: To move freely in space and use a variety of equipment with some control and co-ordination LO 2: To run showing greater difference between slow and fast speeds; and skills to improve jumping and different throwing actions LO 3: To use their bodies and a variety of equipment with greater control and co-ordination LO 4: To take part in a relay activity LO 5: To experiment with different ways of jumping LO 6: To experiment with different ways of throwing in order to choose and use the best technique</p>	<p>Athletics: Running, throwing and jumping LO 1: To move freely in space and use a variety of equipment with some control and co-ordination LO 2: To run showing greater difference between slow and fast speeds; and skills to improve jumping and different throwing actions LO 3: To use their bodies and a variety of equipment with greater control and co-ordination LO 4: To take part in a relay activity LO 5: To experiment with different ways of jumping LO 6: To experiment with different ways of throwing in order to choose and use the best technique</p>

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Emerald class	<p>Net/Wall Games: Developing individual shots LO 1: To develop the forehand shot. To play a co-operative rally LO 2: To practise forehand and develop backhand shots. Understand the types of fitness needed for net games. To play co-operative rallies LO 3: To develop the forehand shot and backhand shot and how to play a volley. Understand the different parts of a warm-up and how the warm-up affects the body LO 4: To practice the skill of hitting the ball without a bounce in order to improve performance. To understand the attacking strategy of returning the ball early LO 5: To develop their rally technique. Understand the importance of feeding the ball accurately to partner. To evaluate their own work and others' work LO 6: To understand playing a point and how to out-play the opponent. To direct a ball into the opponent's court at different speeds, heights and angles. To work co-operatively as a team in twos and small groups and devise a competitive scoring system</p>	<p>Invasion Games: Support play and formations LO 1: To develop and improve attacking and defending techniques LO 2: To identify the need for different positions in a team and the role of these positions LO 3: To develop ways to successfully mark an opponent LO 4: To understand how to support team members in a game situation. To evaluate success in a game LO 5: To understand the importance of changing speed and direction to avoid defenders and showing this as an attacker in your performance LO 6: To understand the importance of supporting team members and the benefits it brings to the team</p>	<p>Gymnastics: Bridges (Back care) LO 1: To perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension LO 2/3: To repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction LO 4: To adapt sequences to include a small group LO 5: To watch and comment on the quality of movements, shapes and balances, and the way apparatus is used LO 6: To identify which aspects were performed consistently, accurately, fluently and clearly and suggest improvements to speed, direction and level in the composition</p>	<p>Dance: Communicating issues through dance LO 1/2: I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style to communicate a message that is current and relevant LO 3: I can compose, develop and adapt motifs to make dance phrases and use these in longer dances LO 4: I can perform specific skills and movement patterns for different dance styles with accuracy LO 5: I can talk about the relationship between the dance and its accompaniment LO 6: I can suggest ways to develop my technique and composition</p>	<p>Athletics: Set targets & improve performance in running, jumping and throwing activities LO 1: To develop hurdling technique focusing on identifying the lead leg LO 2: Sprinting over barriers using consistent stride lengths LO 3: Developing the correct technique for effective relay changeovers LO 4: To learn the technique for a sprint start and be able to start and time a race LO 5: To learn and practice throwing technique for consistency and accuracy LO 6: Practice starting techniques and learn how to operate a continuous relay</p>	<p>Striking/fielding Games: Developing range of roles and positional play LO 1/2: Field with increased accuracy. Use tactics that involve fielders working together. Recognise own and others' strengths LO 3/4: Use different ways of bowling. Use tactics which involve bowlers and fielders working together. Identify what they need to improve their performance and suggest how they could do this LO 5/6: Use tactics which involve bowlers and fielders working together. Plan to outwit the opposition as a pair when they are batting. Bat effectively using different types of shots</p>
	<p>Dance: Formations in historical dance LO 1: To be able to be able to demonstrate fluency and rhythm in a processional dance LO 2: To perform specific skills and movement patterns for the Pavane with accuracy LO 3: To be able to recognise and describe the patterns and structure for English traditional set dance and be able to perform with others LO 4: To perform a Morris dance clearly and fluently; without prompting LO 5: To be able to perform a dance phrase in time to the music/accompaniment LO 6: To plan and perform a dance sequence with changing formations</p>	<p>Gymnastics: Flight LO 1: To explore a range of jumps and landings and to start to link skills in a short sequence both on and off the apparatus LO 2: To link jumps in a longer sequence both on the floor and on larger apparatus LO 3: To recognise contrasting moves in sequence building enhances a performance LO 4: To combine movement with a partner. To be able to adapt sequences to involve partner LO 5: To include changes of level, speed and direction into a sequence of movements with a partner LO 6: To perform accurately a sequence with a partner showing a clear start, middle and end. To be able to watch and describe the movements performed by others</p>	<p>Outdoor and Adventurous Activities Responding to challenges (Benefits of being active) LO 1: To navigate directly to points in the school grounds marked on a map LO 2: To get safely through the swinging rope without being touched by it LO 3: As a group you will be able to follow the course marked on the map accurately to from a start point to an end point LO 4: To guide their blindfolded partner around increasingly complex obstacle courses LO 5: To navigate around a course individually, competitively racing against a partner who is going in the opposite direction LO 6: To work together to transport items of equipment across a course, going over and under a barrier</p>	<p>Invasion Games Shooting and keeping LO 1: To develop a range of shooting techniques LO 2: To practise shooting and develop a range of keeping techniques LO 3: To demonstrate good keeping and shooting in small-sided games LO 4: To be able to evaluate how shooting and keeping technique can be improved LO 5: To understand when is a good time to shoot in game scenarios LO 6: To be able to identify own and others strengths and weaknesses and how they can be improved</p>	<p>Striking/fielding Games: Role of batter, bowler, wicketkeeper/backstop & close/deep fielder LO 1/2: To retrieve, intercept and stop a ball when fielding. To get their body behind the ball. To pick out and describe what is successful in a game LO 3/4: How to place their feet and position their bodies to bowl a ball. To bowl with overarm and underarm actions. To evaluate performance in different parts of the game LO 5/6: How to work as a team when bowling/wicket keeping and fielding. To use different ways of hitting the ball. To hit the ball away from fielders</p>	<p>Athletics: Using timekeeping & measuring to set targets LO 1: To develop hurdling technique focusing on identifying the lead leg. LO 2: Sprinting over barriers using consistent stride lengths LO 3: Developing the correct technique for effective relay changeovers LO 4: To learn the technique for a sprint start and be able to start and time a race LO 5: To learn and practice throwing technique for consistency and accuracy LO 6: Practice starting techniques and learn how to operate a continuous relay Be able to set SMART targets in all lessons and try to reach these by working on technique, reaction time etc.</p>