

At Branton St. Wilfrid’s, our intent for teaching PE allows children to experience a range of activities that help them to develop their **health**, **fitness** and **wellbeing**. We intend to offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities, such as; athletics, dance, games, gymnastics and outdoor adventurous activities. It provides opportunities for pupils to become physically **confident** in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as **fairness** and **respect**.

| Branton St. Wilfrid’s CofE Primary School – Physical Education Games Curriculum Map | | | | | | |
|---|---|---|---|---|---|---|
| National Curriculum Objectives | | | | | | |
| R | 1 | 2 | 3 | 4 | 5 | 6 |
| <p><u>Reception – National Curriculum Objectives</u></p> <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • 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. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • 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 <p><u>Expressive Arts and Design</u></p> | | | | | | |

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- 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

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| <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. <p><u>Development Gross Motor Skills</u></p> <ul style="list-style-type: none"> • 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. <p><u>Expressive Arts and Design</u></p> <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | | |
| | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 | Recognise and describe how the body feels during and after different | Recognise and describe the effects of exercise on the body. Know the | Describe how the body reacts at different times and how this affects | Know and understand the reasons for warming up and | Understand the importance of warming up and cooling down. |

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| | place equipment safely. | physical activities. Explain what they need to stay healthy | importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. | performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. | cooling down. Explain some safety principles when preparing for and during exercise. | 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. |
| Striking and hitting a ball | | | | | | |
| Hit a ball with a bat or racquet. | Use hitting skills in a game. Practise basic striking, sending and receiving. | Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. | 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. | Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. | Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. 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. | Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. |
| Throwing and Catching a Ball | | | | | | |

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| Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. | Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. | Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. | 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. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. | Develop different ways of throwing and catching. | Consolidate different ways of throwing and catching, and know when each is appropriate in a game. | Throw and catch accurately and successfully under pressure in a game. |
| Travelling with a ball | | | | | | |
| Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. | Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with | Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. | Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. | Move with the ball using a range of techniques showing control and fluency. | Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. | Show confidence in using ball skills in various ways in a game situation, and link these together effectively. |

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| | control and fluency. | | | | | |
| Passing a Ball | | | | | | |
| Kick an object at a target. | Pass the ball to another player in a game. Use kicking skills in a game | Know how to pass the ball in different ways. | Pass the ball in two different ways in a game situation with some success. | Pass the ball with increasing speed, accuracy and success in a game situation. | Pass a ball with speed and accuracy using appropriate techniques in a game situation. | Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. |
| Possession | | | | | | |
| | | | Know how to keep and win back possession of the ball in a team game. | Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. | Keep and win back possession of the ball effectively in a team game. | Keep and win back possession of the ball effectively and in a variety of ways in a team game. |
| Using Space | | | | | | |
| Move safely around the space and equipment. Travel in different ways, including | Use different ways of travelling in different directions or pathways. Run at different speeds. | Use different ways of travelling at different speeds and following different pathways, directions or | Find a useful space and get into it to support teammates. | Make the best use of space to pass and receive the ball. | Demonstrate an increasing awareness of space. | Demonstrate a good awareness of space. |

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| sideways and backwards. | Begin to use space in a game. | courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. | | | | |
| Attacking and Defending | | | | | | |
| Play a range of chasing games | Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender | Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. | Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. | Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. | Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. | Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. |
| Tactics/Rules | | | | | | |
| Follow simple rules. | Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. | Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. | Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a | Vary the tactics they use in a game. Adapt rules to alter games. | Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. | Follow and create complicated rules to play a game successfully. Communicate plans to others during a |

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| | Use simple defensive skills such as marking a player or defending a space | | striking and fielding game fairly. | | | game. Lead others during a game. |
| 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 | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. |

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| | | | | | had on their performance. | |
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