

## PE Curriculum Map 2023-2024

### Eastfield Intent, Implementation and Impact

#### Intent

At Eastfield, we understand the importance of Physical Education and how it can positively impact on not only the children's physical health but their social and communication skills, self-confidence and sense of self-worth, along with their wellbeing and mental health. Our intent is to have lessons that help to develop all of these important areas in a way in which the children enjoy and helps foster a life-long love for physical activity, sport and a healthy lifestyle.

#### Implementation

We will implement our intent by ensuring that all children across our school, regularly take part in Physical Education lessons, not only in their allocated PE sessions but throughout the school day. Whether this is making other curricular lessons active and outside, the children engaging in playground based games at lunchtimes or having wellbeing breaks when needed in the classrooms.

We have a detailed curriculum map which covers all year groups from Nursery to the end of Year 2. This map helps to ensure that staff know and understand the progression of skills in each area, key vocabulary to embed in their lessons and the possibilities of gaps in the children's knowledge following on from the disruption of the Covid-19 pandemic.

We use our qualified and highly trained sports coaches to upskill and develop the knowledge of our staff and use this opportunity for high quality staff CPD, to have a long lasting impact on the quality of our PE provision at Eastfield.

#### Impact

The impact of this will be that our children receive high quality PE lessons, along with ample opportunities to be active in other ways. All children will be able to access and progress through skills and children will deepen their understanding throughout their lessons. They will have the vocabulary, communication and social skills to be able to talk about their learning and understand how they can improve. The children will have a positive mind-set about self-competition and self-improvement which they can then take into other areas of learning and know how they can challenge themselves within both PE and all other learning.

## PE Curriculum Map 2023-2024

Nursery	Games	Dance	Gymnastics	Athletics	Outdoor and Adventurous Activities	Throughout all P.E lessons
<p>By the end of Nursery</p> <p>Our EY PE curriculum includes many areas including PSED, CL, PD, Maths and EAD.</p>	<ul style="list-style-type: none"> <li>- Kicks a large ball</li> <li>- Can catch a large ball.</li> <li>- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>- Experiments with different ways of moving.</li> <li>- Begins to work as a team i.e. moving equipment together.</li> </ul>	<ul style="list-style-type: none"> <li>- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>- Experiments with different ways of moving.</li> <li>- Creates movement in response to music, starts to show an understanding of movement and remembers this in response to music and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>- Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>- Can stand momentarily on one foot when shown.</li> <li>- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>- Experiments with different ways of moving.</li> </ul>	<ul style="list-style-type: none"> <li>- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>- Walks downstairs, two feet to each step while carrying a small object.</li> <li>- Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>- Experiments with different ways of moving.</li> </ul>	<ul style="list-style-type: none"> <li>- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>- Walks downstairs, two feet to each step while carrying a small object.</li> <li>- Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>- Experiments with different ways of moving.</li> </ul>	<ul style="list-style-type: none"> <li>- Share and take turns with other, starting to understand about working together.</li> <li>- Beginning to work as part of a team to plan and move equipment.</li> <li>- Opportunities to explore and take risks in their physical play.</li> <li>- Understand that exercise is good for us.</li> <li>- Listen to and follow simple instructions.</li> <li>- Use large muscle movements</li> <li>- Links to maths and spatial reasoning – Talking about the position of themselves i.e. on the bench, under the table etc.</li> </ul>
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> <li>- Run, jump, hop</li> </ul>	<ul style="list-style-type: none"> <li>- Dance, music, clap, tap</li> </ul>	<ul style="list-style-type: none"> <li>- Jump, climb, up, down</li> </ul>	<ul style="list-style-type: none"> <li>- Run, jump, slow, fast</li> </ul>	<ul style="list-style-type: none"> <li>- Up, down, top, bottom.</li> </ul>	<ul style="list-style-type: none"> <li>- Take turns, share, healthy, listening</li> </ul>

## PE Curriculum Map 2023-2024

<b>Reception</b>	Games	Dance	Gymnastics	Athletics	Outdoor and Adventurous Activities	Throughout all P.E lessons
<p>By the end of Reception</p> <p>Our EY PE curriculum includes many areas including PSED, CL, PD, Maths and EAD.</p>	<ul style="list-style-type: none"> <li>- Know how to play very simple play ground games.</li> <li>- Accept others into their games.</li> <li>- Experiment with throwing different sports equipment.</li> <li>- To throw suitable equipment in a particular direction and with some accuracy.</li> <li>- Throw, pat, kick and roll equipment with some control.</li> <li>- Know how to catch with two hands.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore moving to different music.</li> <li>- Copy some moves that have been practised.</li> <li>- Travel in different ways.</li> <li>- Choose ways of moving.</li> </ul>	<ul style="list-style-type: none"> <li>- Know what a balance is.</li> <li>- Hold a simple balance for 5 seconds.</li> <li>- Jump and land safely on two feet with bent knees.</li> <li>- Know the names of some basic gymnastics equipment.</li> <li>- Understand why mats are important in gymnastics.</li> <li>- Choose ways of moving.</li> <li>- Consider the risks of these moves/apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>- Travel i.e. run, jog, jump in a given direction.</li> <li>- Experiment with throwing different sports equipment.</li> <li>- To throw suitable equipment in a particular direction and with some control.</li> <li>- Throw, pat, kick and roll equipment with some control.</li> <li>- Know how to catch with two hands.</li> </ul>	<ul style="list-style-type: none"> <li>- Navigate a safe way to travel around and across equipment</li> <li>- Work alongside another child.</li> </ul>	<ul style="list-style-type: none"> <li>- Take turns in physical activities.</li> <li>- Negotiate space safely.</li> <li>- Know how to use a range of equipment safely.</li> <li>- To know how to take risks in their physical play.</li> <li>- Listen attentively to instructions.</li> <li>- Understand why we exercise and what 'healthy' and 'unhealthy' means.</li> <li>- Make choices about how they are going to move, considering which parts of the body they will use.</li> <li>- Talk to others to help them plan how they are going to move.</li> <li>- Consider the risk in their movements and choice and how they can minimise these risks.</li> <li>- Cross –curricular links to Maths and spatial reasoning. Following and giving directions and being able to see things from different angles.</li> </ul>
<p>Key Vocabulary</p>	<p>- Throw, kick, push, catch</p>	<p>- Dance, move, copy, perform</p>	<p>- Balance, jump, land,</p>	<p>- Run, jump, collect, jog, throw,</p>	<p>- Pair, partner, forwards, backwards, turn.</p>	<p>- Take turns, partner, safe/safely, healthy, unhealthy, space, direction, challenge, sport, heart, exercise</p>

## PE Curriculum Map 2023-2024

<b>Year 1</b>	Games	Dance	Gymnastics	Athletics	Outdoor and Adventurous Activities	Throughout all P.E lessons
By the end of Year 1	<ul style="list-style-type: none"> <li>- Learn how to throw various equipment with some accuracy to a target or a partner</li> <li>- Develop their understanding of how to hold and use various bats.</li> <li>- Know some team games and be able to talk about rules and why these are important.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and use a wide range of ways in which we can travel.</li> <li>- Copy movements with some control</li> <li>- Begin to link together some simple routines and movements</li> </ul>	<ul style="list-style-type: none"> <li>- Know and use a wide range of ways in which we can travel.</li> <li>- Hold a balance with some control.</li> <li>- Understand different movements and jumps including star and tuck shapes.</li> <li>- Jump from low equipment landing on one foot and two feet.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and use a wide range of ways in which we can travel.</li> <li>- Jump from one foot to two feet, two feet to two feet and two feet to one foot.</li> <li>- Throw various suitable equipment with some accuracy.</li> <li>- Develop understanding of self-competition and improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Think of a way in which to solve a physical problem.</li> <li>- Select suitable equipment for a use.</li> <li>- Share ideas with others</li> <li>- Listen to others' ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Negotiate space safely whilst changing direction and speed.</li> <li>- Work with a partner and beginning to know why working together is important.</li> <li>- Know what Sportsmanship is and appropriate reactions to winning and losing.</li> <li>- Understand how self-competition can be positive and help us to improve.</li> <li>- Be supportive of other children.</li> <li>- Know the key parts of the body that are affected by exercise.</li> <li>- To know how to move equipment safely with support.</li> <li>- Be able to explain what a warm up and cool down are.</li> <li>- To know what is meant by 'partner' and 'team'</li> <li>- Where possible, cross-curricular links should be encouraged i.e. dances linked to key topics or Maths skills included in OAA.</li> </ul>
Key vocabulary	<ul style="list-style-type: none"> <li>- Team, rules, equipment, accuracy, target, grip</li> </ul>	<ul style="list-style-type: none"> <li>- Travel, speed, direction, repeat, copy, perform, link, routine</li> </ul>	<ul style="list-style-type: none"> <li>- Curling, stretching, tuck, balance, travel, pull, push, star, control</li> </ul>	<ul style="list-style-type: none"> <li>- Walk, jog, run, sprint</li> </ul>	<ul style="list-style-type: none"> <li>- Forwards, backwards, sideways</li> </ul>	<ul style="list-style-type: none"> <li>- Space, direction, speed, share, turn taking, partner, team, healthy/unhealthy, body, sportsmanship, warm up, cool down, competition, heartbeat, breathing, exercise</li> </ul>

## PE Curriculum Map 2023-2024

Year 2	Games	Dance	Gymnastics	Athletics	Outdoor and Adventurous Activities	Throughout all P.E lessons
By the end of Year 2	<ul style="list-style-type: none"> <li>- Learn how to throw various equipment with accuracy to a target or a partner</li> <li>- Hit a ball with some accuracy using a bat.</li> <li>- Know a variety of team games (some in which they can play without the support of an adult) and understand and apply some of the rules, explaining why these are important.</li> </ul>	<ul style="list-style-type: none"> <li>- Think of creative ways in which we can travel during dance routines.</li> <li>- Copy and adapt simple routines and movements.</li> <li>- Explain how different movements suit different types of music i.e. moving slowly because the music is slow/quiet.</li> </ul>	<ul style="list-style-type: none"> <li>- Think of creative ways in which we can travel across the floor and equipment.</li> <li>- Balance with control and consideration to their body presentation i.e. pointing toes.</li> <li>- Understand different movements and jumps including star, tuck, pike and straddle shapes.</li> <li>- Jump from varied (suitable) height equipment landing with good control, on one foot and two feet.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and use range of ways in which we can travel and how what we do can affect the efficiency i.e. starting position for running.</li> <li>- Know which type of jump would be best to use in some activities i.e. long jump.</li> <li>- Throw various suitable equipment with accuracy and with some body awareness.</li> <li>- Explain how practise and self-competition can lead to improvement.</li> </ul>	<ul style="list-style-type: none"> <li>- Think of different ways in which to solve a physical problem and explain why one way could be better than another.</li> <li>- Select suitable equipment for a use and use it safely.</li> <li>- Discuss and consider ideas of others.</li> <li>- Work co-operatively with others.</li> <li>- Begin to give clear instructions to others.</li> </ul>	<ul style="list-style-type: none"> <li>- Negotiate space safely, changing direction and speed whilst handling and passing equipment.</li> <li>- Work well with a partner.</li> <li>- Begin to work as part of a bigger group and understand some of the benefits of working as a team.</li> <li>- Explain what Sportsmanship is and demonstrate simple examples of good sportsmanship during activities.</li> <li>- Explain why and how self-competition can help us.</li> <li>- Be supportive of other children including when winning or losing during activities.</li> <li>- Understand why key parts of the body need to change during exercise.</li> <li>- To know how to move familiar sports equipment safely.</li> <li>- Be able to explain what a warm up and cool down are and how this relates to the effects of exercise has on our body.</li> <li>- Where possible, cross-curricular links should be encouraged i.e. dances linked to key topics or Maths skills included in OAA.</li> </ul>
Key vocabulary	- Attack, defence rules, accuracy, ,	- Movement, quick, slow, quiet, soft, loud, evaluate, perform,	- Creative, travel, floor, apparatus, star, tuck, pike, straddle, height, control.	- Travel, accuracy, target, aim, self-competition	- Problem, solutions, work together, compromise, negotiation, instructions,	- Co-ordination, sports, pass, sportsmanship, self-competition, heart rate, breathing, lungs, exercise.