

PE Curriculum Route Maps

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Autumn 1 and 2</u> Indoor PE	Autumn 2 Introduction to PE To demonstrate balance. To make independent choices. To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas and actions. To play co-operatively and take turns with others. To use movement skills while developing balance and co-ordination.	Gymnastics - Animals 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.	Gymnastics- Under the Sea To develop balance, agility and co-ordination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics- Movement Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics- Movement Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics- Movement Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics- Movement Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
Key Skills	Physical : run, jump, hop, skip, balance, crawl, catch, throw. Social: share, communication, work safely, co-operation, leadership.	To carry and place apparatus. I can travel safely in different ways. I can travel at different speeds and levels. I can make and hold different shapes.	To carry and place apparatus. To perform and improve upon balances on different parts of the body. To create matching balances with a partner.	To carry and place apparatus. To perform a range of jumps accurately. To accurately perform a forward roll from standing and a tucked backward roll. To perform a squat on vault accurately.	To carry and place apparatus. To perform a range of jumps and leaps. To perform a straddle forward roll and a backward roll to straddle correctly. To perform a straddle on the vault correctly.	To carry and place apparatus. To perform a stag jump and split leap. To perform pike rolls. To perform a squat through the vault. To perform a round-off.	To carry and place apparatus. To accurately perform a cat leap full turn and a stag leap. To accurately perform a dive forward roll and a pike backward roll. To accurately perform a straddle over a vault.

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	Emotional: independence, perseverance, confidence. Thinking: select and apply actions, comprehension, reflection, make decisions.	I can link two actions to make a sequence. I can link two actions with a movement.	To roll in different ways while showing control. To jump safely in a variety of ways, including on and off apparatus. To combine a selection of movements to create a gymnastic sequence. To work with a partner to create a matching sequence.	To perform a lunge into handstand and a cartwheel accurately. To link movements together by performing a chassis step, straight jump half-turn and cat leap. To create and perform a gymnastics sequence with a partner.	To perform a lunge into the cartwheel correctly. To link movements together by performing a straight jump full turn, a cat leap half turn and a pivot. To work in a small group to create and perform a gymnastics sequence with a theme.	To independently plan a sequence of gymnastics movements that are creatively linked together. To perform a gymnastics sequence in a pair or group in time to music.	To perform a hurdle step into a cartwheel and a round-off. To perform a series of similar movements in quick succession, linked together to form a sequence. To work in a large group to choreograph and perform a gymnastics routine in time to music.
Key Vocab		Apparatus, equipment, mat, bench, agility table, gallop, skip, tiptoe, hopscotch,	Apparatus, equipment, mat, bench, balance, skills, quality, stretch, still, control, evaluate, feedback.	Apparatus, equipment, mat, bench,	Apparatus, equipment, mat, bench,	Apparatus, equipment, mat, bench,	Apparatus, equipment, mat, bench,
<u>Autumn 1</u> Outdoor PE	Indoor focus - beginning in Autumn 2	Invasion Games 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	Invasion Games 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.	Invasion Games To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance.	Invasion Games /OOA and First Aid To develop flexibility, strength, technique, control and balance. To play competitive games, modify where appropriate, and apply basic principles suitable for attacking and defending.	Invasion Games To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Invasion Games To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

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			Participate in team games, developing simple tactics for attacking and defending.				
<u>Key Skills</u>		Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game. Run at different speeds. Begin to use space in a game. 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. Follow simple rules to play games	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions for courses. Change speed and direction whilst running. Begin to choose and use the best space in the game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules and games.	Move with the ball in a variety of ways and with some control. Use two different ways of moving with a ball in a game. Pass a ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.	Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Vary the tactics they use in a game. Adapt rules to alter games. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Consistently perform and apply skills and techniques with accuracy and control.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively. 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. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game.

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		including team games. Use simple defence skills such as marking a player or defending a space. 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. Watch and describe performances. Begin to say how they could improve.	Use at least one technique to attack or defend to play a game successfully. Perform sequences of their own composition and coordination. Perform learnt skills with increasing control. Compete against self and others. 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.	Compete against self and others in a controlled manner. 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 the use of skills or techniques to achieve a better result.	Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate your own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Lead others during a game. 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. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
<u>Key Vocab</u>		Travel, forwards, backwards, sideways, sidestep, direction.	Invasion game, invasion, teamwork, attacking, defending, dribbling, dodging.				
<u>Autumn 2 Outdoor PE</u>		Attacking and Defending To participate in team games, developing simple tactics for attacking and defending.	Attacking and Defending To master basic movements and apply these in a range of activities. To participate in team games,	Football (Invasion) To develop flexibility, strength, technique, control and balance. To play competitive games, modify where appropriate, and apply basic principles suitable	Hockey /OOA and First Aid To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply	Basketball To develop flexibility, strength, technique, control and balance. To develop flexibility, strength, technique, control and balance;	Netball Use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance; Use running, jumping,

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			developing simple tactics for attacking and defending,	for attacking and defending. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	basic principles suitable for attacking and defending.	Use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance; Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance; To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. To play competitive games, modify where appropriate, and apply basic principles suitable for attacking and defending; To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Key Skills		To use space to try to score points in a team game. To mark another player. To defend the space between Players. To pass a ball to another player. To get past a defender. To use attacking and defending	To use space well in a team game. To understand how to mark players. To defend in a game by intercepting. To use a range of tactics to get past a defender. To pass the ball to another player.	To develop dribbling and ball control skills in football. To develop passing and receiving skills in football. To know how to find and use space effectively. To learn the defensive skills of marking and tackling.] To learn how to shoot in football.	To pass and receive the ball. To dribble with the ball. To get past an opponent. To tackle an opponent and win the ball back. To hit the ball. To use the hockey skills I have learnt.	To dribble with a basketball. To use a range of techniques to pass a basketball successfully. To know how to pivot. To move effectively around the court. To use strategies to keep possession of the ball. To know how to mark a player effectively.	To improve and refine catching and throwing in netball. To use a range of netball passes. To know how to catch a netball in different ways. To know how to pivot. To understand the footwork rule in netball.

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		skills in a team game.	To use attacking and defending skills in a game.	To understand the importance of fitness in football. To use the skills I have learnt and apply them in a game. To work as part of a team.		To get free from a defender. To apply our basketball skills when playing as part of a team in a game. To evaluate my performance.	To know how to outwit a defender to receive a pass. To know how to one-on-one mark an opposition player. To aim for a target. To play in a netball tournament. To evaluate my own and others' performance.
Key Vocab		Attacking, attack, defending, defend, goal, score, space.	Attack, defend, space, goal, score, intercept, possession, tactic, opponent, control, player, skill.				
<u>Spring 1</u> Indoor PE	Dance - Unit 1 To build confidence to try new challenges and perform in front of others. To combine movements fluently, selecting actions in response to the task. To negotiate space safely with consideration for myself and others. To show respect towards others when providing feedback. To use movement skills	Circuit Training To develop balance and co-ordination. To master basic movements and apply these in a range of activities.	Circuit Training To develop balance and co-ordination. To master basic movements and apply these in a range of activities.	Circuit Training To develop flexibility, strength, technique, control and balance. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Circuit Training To develop flexibility, strength, technique, control and balance. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Circuit Training To develop flexibility, strength, technique, control and balance.	Circuit Training To develop flexibility, strength, technique, control and balance.

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	with developing strength, balance and co-ordination showing increasing control and grace.						
Key Skills	Physical: actions, dynamics, space, balance, jump. Social: work safely, respect, collaboration. Emotional: independence, confidence Thinking: select and apply actions, creativity, exploration, recall, provide feedback.	To move over or round an obstacle with control. To jump in different ways with control. To show control and balance when travelling along a pathway. To show control when rolling and bouncing a ball. To combine skills to complete circuit activities independently. To watch and evaluate the performance of a partner. To complete activities independently and to try to improve my own performance.	To change the direction of movements with control. To use and combine different types of jumps. To perform movements with control and accuracy. To combine more than one skill to complete an activity. To complete activities independently and try to improve own performance. To watch others and use this to improve own performance.	To travel in a variety of ways. To change the direction, level or speed of travel. To use a range of ball control skills. To control movements using balance and coordination. To use a range of movement skills in a circuit of activities. To adapt and improve performance in a circuit of activities.	To understand the effects of aerobic and anaerobic exercise on the body. To recognise the benefits of exercise on the upper body. To recognise the benefits of exercise on the lower body. To recognise the benefits of exercise on the core muscles. To set personal targets for exercise. To improve performance in order to reach personal targets.	To know the importance of helping the body to prepare for and recover from exercise and how this should be done. To complete a simple circuit of exercises. To set individual challenges and work towards achieving them. To compete fairly against a classmate in a circuit training activity. To improve your speed, agility and quickness within circuit training. To develop teamwork skills in a group task featuring different exercises. To use my knowledge of the effects of exercise to develop an effective fitness routine.	To understand ways to exercise safely. To understand and recognise exercising at different levels of intensity. To understand how exercise can boost mental wellbeing. To understand how exercise can improve physical strength. To lead another individual in a circuit of exercises. To work as a group to lead a training session.
Key Vocab			Travel, circuit, leap, pivot, direction, control, training, score.				

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Spring 1 Outdoor PE	Only indoor in this half term.	Throwing and Catching To master basic movements including running, jumping, throwing and catching.	Throwing and Catching To use running, jumping, throwing and catching in isolation and in combination.	Dodgeball /OOA and First Aid To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Tag Rugby To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance; To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Tennis To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance.	Volleyball To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance. To develop flexibility, strength, technique, control and balance in the context of competing
Key Skills		I can track and receive a ball. I can change direction. I can bounce a ball with control. I can move at different speeds. I can throw and catch. I can throw and catch a ball with a partner. I can throw overarm. I can throw a quoit.	I can roll and stop a ball. I can bounce a ball with control whilst moving. I can throw and catch. I can balance. I can throw and catch a ball with a partner. I can keep my balance. I can bounce a ball to a partner.	To learn about the basics of dodgeball. To learn how to throw a ball in dodgeball. To learn different techniques to dodge the ball in dodgeball. To learn different techniques to dodge the ball in dodgeball. To learn how to defend in dodgeball by catching and blocking. To know about the different parts of	To throw and catch a rugby ball. To execute a successful pass of a rugby ball while on the move. To move with the ball into space. To know, understand and apply the rules of tagging in tag rugby. To gain possession by intercepting a pass. To use my attacking and defending skills and knowledge to	To understand and practise some of the fundamental skills of tennis. To hit a ball with accuracy using the forehand technique. To be able to play a backhand stroke with control and accuracy. To be able to perform an overhead tennis serve. To develop a volley for use in a tennis mini-game.	To develop movement and passing skills in volleyball. To understand how to perform an underarm volleyball serve. To perform a set shot with control and accuracy. To be able to pass the ball using different shots. To perform a spike shot with control and accuracy.

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			I can pitch a quoit sideways.	a dodgeball court and simple tactics for effective positioning on it. To work as part of a team. To participate in a class dodgeball tournament.	make tactical decisions. To apply attacking and defending skills in a game of tag rugby. To watch and evaluate the performance of others.	To apply learnt skills in a variety of tennis mini-games.	To perform a block and understand the importance of timing with this move. To know and apply the rules of Newcomb ball during a game. To use a range of learnt volleyball skills in a Newcomb ball match. To participate in a game of sitting volleyball.
Key Vocab		Ball, beanbag, quoit, throw, catch, roll, track, receive, balance, locomotors, warm-up.					
<u>Spring 2 Indoor PE</u>	Gymnastics To build confidence to try new challenges. To combine movements fluently, selecting actions in response to the task and apparatus. To confidently and safely use a range of large and small apparatus. To negotiate space safely with consideration for myself and others.	Dance - Seasons To develop balance and co-ordination. To perform dances using simple movement patterns	Dance - Toys To perform dances using simple movement patterns. To master basic movements including jumping.	Dance- Rainforest To perform dances using a range of movement patterns.	Dance- Carnival of Animals To perform dances using a range of movement patterns.	Dance- Dance through the Decades. To perform dances using a range of movement patterns.	WW2 Dance Perform dances using a range of movement patterns. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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	To follow instructions involving several ideas or actions. To use movement skills with developing strength, balance and co-ordination showing increased control and grace. To work co-operatively with others and take turns.						
Key Skills	Physical: shapes, balances, jumps, rocking, rolling, travel. Social: work safely, collaboration, share and take turns. Emotional: determination, confidence. Thinking: comprehension, creativity, select and apply.	To move in response to a video stimulus. To improvise and create movements with a partner. To show awareness of others when working in a group. To understand mirroring and use this with a partner. To keep in time with a steady beat to perform a traditional style of dance. To vary the shape and speed of my movements to represent an object.	To change the speed, weight and size of my movements. To dance in different formations. To move in response to stimuli. To dance a duet. To move to a rhythm. To synchronise movement in different formations.	To create a short dance, inspired by rainforests. To adapt movement phrases to vary the length of a dance. To combine movement phrases of different speeds in a dance. To use dance vocabulary to evaluate and improve a dance performance. To develop movement phrases to create a dance sequence that represents the rainforest. To use dance vocabulary to improve the sequence and performance of a dance.	To improvise movement patterns inspired by Carnival of the Animals. To show precision and control in response to Carnival of the Animals. To vary the dynamics of a dance inspired by Carnival of the Animals. To demonstrate rhythm in a longer dance sequence inspired by Carnival of the Animals. To compose longer dance sequences using a range of dance vocabulary to describe and improve work.	To perform a dance in a 1960s style. To perform a dance in a 1970s disco style. To perform a dance in a 1980s hip-hop style. To perform a group dance in a 1990s pop group style. To perform a group dance in a 2000s dance craze style. To perform a dance in a 2010s style.	To perform the Charleston. To perform the Lambeth Walk. To perform the Lindy Hop. To plan an interpretive dance which tells the story of a wartime event. To perform an interpretive dance which reflects an aspect of WWII. To plan and perform in a WWII style dance party.

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Key Vocab		Travel, jump, spin, shape, motif, control, describe, evaluate, feedback, skate.					
Spring 2 Outdoor PE		Bat and Ball To develop balance and co-ordination. To master basic movements and apply these in a range of activities.	Bat and Ball To develop balance and coordination. To master basic movements and apply these in a range of activities.	Net and Wall Games /OOA and First Aid Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance. Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Tag Rugby -see Spring 1	Handball To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. To use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance.	Leadership in PE Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways; they should enjoy communicating, collaborating and competing with each other; they should learn how to evaluate and recognise their own success.
Key Skills		I can hold a racket correctly and use it to control a beanbag in a variety of ways.	To hold a racket correctly to hit a ball. To hit a ball that has been thrown underarm.	To use effective footwork, movement and positioning in the context of net and wall games.		To practise ball control, agility and quickness. To develop and refine throwing and catching skills.	To lead others during the PE lesson, demonstrating different leadership skills including respect

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		I can use a racket to hit a ball or beanbag with control. I can apply my racket skills to play a target game. I can use a cricket bat to control a ball along the ground. I can use a cricket bat to hit a ball with control. I can apply my bat and ball skills to play a small-sided game	To practise and use a simple tactic. To hold a cricket bat correctly and use it to hit a ball. To practise a range of cricket skills. To combine my skills to play a competitive team game.	To roll and throw a ball accurately. To develop ball control when using a racket. To hit a ball accurately using the forehand technique. To use the backhand technique in different ways. To understand and demonstrate the basic principles of attacking and defending in net and wall games. To play competitive net and wall-based games.		To combine the skills of moving and passing in handball. To use the defensive skills of marking and intercepting in a game. To aim for a target. To protect a target. To work as part of a team. To participate in a class handball tournament.	and giving clear instructions. To lead others during the PE lesson, demonstrating different leadership skills including confidence, positivity and directing others. To lead others during the PE lesson, demonstrating different leadership skills including adaptability, safety and good communication. To lead others during the PE lesson, demonstrating different leadership skills including emotional intelligence, resilience and motivating others. To learn about different leadership skills including problem-solving, teamwork, empowering others and listening. To recognise and demonstrate a range of leadership skills during
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							problem-solving activities. To learn about different leadership skills including encouragement, decision making and evaluating. To plan and lead a physical activity for a selected group of children.
Key Vocab		Bat, beanbag, cricket, rounders, tennis, racket, wrap, handle, balance.					
<u>Summer 1 Indoor PE</u>	Ball Skills (indoor & outdoor) May Day Dance To perform dances using simple movement patterns.	May Day Dance To perform dances using simple movement patterns.	May Day Dance To perform dances using simple movement patterns.	May Day Dance To perform dances using a range of movement patterns.	May Day Dance To perform dances using a range of movement patterns.	May Day Dance To perform dances using a range of movement patterns.	May Day Dance To perform dances using a range of movement patterns.
Key Skills		To demonstrate rhythm in a dance sequence. To keep in time with a steady beat to perform a traditional style of dance. To change the speed, weight and size of my movements. To dance in different formations.	To demonstrate rhythm in a dance sequence. To keep in time with a steady beat to perform a traditional style of dance. To change the speed, weight and size of my movements. To dance in different formations. To move in response to stimuli.	To demonstrate rhythm in a longer dance sequence. To change the speed, weight and size of my movements. To dance in different formations. To move in response to stimuli. To dance a duet. To move to a rhythm. To synchronise movement in different formations.	To demonstrate rhythm in a longer dance sequence. To change the speed, weight and size of my movements. To dance in different formations. To move in response to stimuli. To dance a duet and larger group formations. To move to a rhythm.	To demonstrate rhythm in a complex dance sequence. To change the speed, weight and size of my movements. To dance in different formations. To dance a duet and larger group formations. To move to a rhythm. To synchronise movement in	To demonstrate rhythm in a complex dance sequence. To change the speed, weight and size of my movements. To dance in different formations. To dance a duet and larger group formations. To move to a rhythm. To synchronise movement in

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		To move in response to stimuli. To dance a duet. To move to a rhythm.	To dance a duet. To move to a rhythm. To synchronise movement in different formations.	To follow and learn a planned dance routine.	To synchronise movement in different formations. To follow and learn a planned dance routine.	different and more complex formations. To follow and learn a planned dance routine.	different and more complex formations. To follow and learn a planned dance routine. Evaluate dance routine and give feedback.
Key Vocab		Routine, steps, beat, music	Routine, steps, beat, music	Routine, steps, beat, music	Routine, steps, beat, music	Routine, steps, beat, music	Routine, steps, beat, music
Summer 1 Outdoor PE	Ball Skills- Unit 1 To make independent choices. To negotiate space safely with consideration for myself and others. To persevere when trying new challenges. To play games with consideration of the rules. To play co-operatively and take turns with others. To use ball skills with developing competence and accuracy.	Running and Jumping To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	Target Games 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. To participate in team games, developing simple tactics for attacking and defending.	Striking and Fielding To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Striking and Fielding-cricket To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance.	Striking and Fielding / OOA and First Aid To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate.	Striking and Fielding To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
Key Skills	Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet,	To move at different speeds. To move along different pathways.	To use a range of ball rolling skills. To aim for a stationary target	I can catch with accuracy.	To use correct techniques for catching a ball when fielding in cricket.	To learn the correct techniques for batting and bowling in rounders.	I can react quickly and catch balls thrown at different heights and angles.

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	kick, balance. Social: work safely, collaboration, cooperation, support others. Emotional: perseverance, independence, honesty. Thinking: tactics, comprehension.	To jump for height. To jump for distance. To jump in different ways. To perform a jumping sequence.	using an underarm throw. To play a game that involves aiming at moving targets. To use different types of throws in a target throwing game. To kick a ball accurately. To use my skills in different target games.	I can use an overarm throw to hit a target with accuracy. I can strike a ball in an intended direction. I can work cooperatively to field a ball. I can use striking and fielding skills in a game. I can design and play games that use striking and fielding skills.	To use an overarm throw to hit a target with accuracy. To use the long barrier technique to stop a rolling ball. To learn defensive hitting techniques for batting in cricket. To learn attacking hitting techniques for batting in cricket. To learn the correct technique for bowling overarm in cricket from a standing position. To know and apply the rules of Kwik Cricket during a game. To use a range of fielding, batting and bowling skills in a Kwik Cricket match.	To use the correct techniques for throwing and catching when fielding in rounders. To know the roles and responsibilities of the backstop and base fielders in rounders. To field effectively in these positions and demonstrate good skill and technique. To know the roles and responsibilities of the deep fielders in rounders. To field effectively in these positions and demonstrate good skill and technique. To be able to 'read' the game and apply tactics to outwit opponents. To know and apply the rules of rounders during a game. To use a range of throwing, catching, fielding and batting strategies.	I can attack the ball using effective fielding techniques. I can throw the ball accurately over a large distance. I can strike a bowled ball over a large distance into space. I can bowl a ball overarm at a target. I can apply striking and fielding skills to complete a circuit of activity.
Key Vocab		Run, jog, walk, sprint, faster, slower, quicker.					

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<u>Summer 2</u> <u>Indoor PE</u>	Games (Indoor & Outdoor) To develop balance, agility and co-ordination.	Gymnastics -Traditional Tales To develop balance, agility and co-ordination.	Gymnastics-Landscapes and Cityscapes To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	Gymnastics-Shape To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination.	Gymnastics- Shape and Balance Ancient Egypt. To develop flexibility, strength, technique, control and balance.	Gymnastics-Space To develop flexibility, strength, technique, control and balance.	Gymnastics- Shape and Balance, Rivers and Mountains. To develop flexibility, strength, technique, control and balance.
Key Skills		I can recognise and perform contrasting movements and balances. I can travel in different ways, changing speed and direction. I can control my body when jumping and rolling in different ways. I can link movements to create a sequence. I can cooperate effectively with a partner. I can create and perform a sequence with a clear	I can move and balance with agility and coordination. I can roll with control and coordination. I can make long thin shapes with my body. I can take my weight on my hands and feet. I can take my weight on my hands. I can create a sequence of movements.	I can perform static body shapes. I can make body shapes in the air. I can carry out rhythmic gymnastics moves. I can perform a rhythmic gymnastics routine. I can create symmetrical shapes. I can apply the gymnastics skills I have learnt.	To create shapes and three and four-point balances to represent icons from ancient Egypt. To work with a partner to create hieroglyphic shapes within a gymnastics routine. To use shape, balance and movement to tell the ancient Egyptian creation story. To work with a partner to create and perform three and four-point balances and counterbalances.	To link shapes and movement using rhythmic gymnastics to represent ideas about the Earth, Sun and Moon. To create two, three and four-point balances and movements to represent the discovery and exploration of a new planet. To create part-weight balances with a partner to resemble an alien. To create and perform a gymnastics routine that includes shapes on apparatus. To plan a space-themed gymnastics routine	To link shapes and movement using rhythmic gymnastics to represent the course of a river. To create one, two, three and four-point balances to represent mountains. To combine a range of body shapes and balances with a partner to represent different features of a mountain. To combine shapes and balances to make a group formation that represents different mountain ranges.

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		beginning, middle and ending.			To use shape, movement and balance to create an ancient Egyptian festival or funeral routine. To use shape, movement and balance to create a gymnastic showcase based on ancient Egypt.	that includes a range of shapes, balances and movements. To perform a space-themed gymnastics routine that includes a range of shapes, balances and movements.	To link shape, movement and balance to plan a group sequence that communicates information about rivers and mountains. To link shape, movement and balance to perform a group sequence that communicates information about rivers and mountains.
Key Vocab		Traditional tale, contrast, Large, medium-sized, small, shape, still, stretch, star, tuck, straight.					
Summer 2 Outdoor PE	Games - Unit 1 To negotiate space safely with consideration for myself and others. To work co-operatively with others and take turns and encourage others. To follow instructions involving several ideas or actions.	Multi skills - Sports Day To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	Olympics To master basic movements including running, jumping, throwing and catching.	Athletics To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance To compare performances with previous ones and demonstrate improvement to achieve personal best.	Athletics To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance. To compare performances with previous ones and demonstrate	Athletics /OOA and First Aid To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance.	Athletics To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance.

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	To play games honestly with consideration of the rules. To show an understanding of my feelings and can regulate my behaviour. To use ball skills with developing competence and accuracy. To use movement skills with developing balance and co-ordination.				improvement to achieve personal best.		
Key Skills	Physical: run, balance, change direction, throw, catch, jump. Social: work safely, communication, co-operation support and encourage others. Emotional: confidence, honesty, determination, manage emotions. Thinking: comprehension, decision making.	To use appropriate skills and technique to sprint in a race. To be able to balance an egg on a spoon while racing against others. To jump in a sack while racing against others. To throw overarm and underarm to reach a target. To travel in different directions while pushing a football with the feet. To travel using a range of	To show the Olympic values of friendship and respect in a jumping for height activity. To show the Olympic value of excellence in a throwing for accuracy activity. To show the Olympic value of determination in a running activity. To show the Olympic value of courage in a running activity. To show the Olympic value of equality in a jumping for	To practise existing running, jumping and throwing skills. To sprint effectively. To run with fluency over hurdles. To jump for distance. To develop and refine different throwing techniques. To learn different push throw techniques.	I can practise existing running, jumping and throwing skills. I can improve my running technique for sprinting including the sprint finish. I can practise relay running. I can jump for distance. I can learn the pull throw technique. I can refine my running, jumping and throwing skills.	To practise and refine existing running, jumping and throwing skills. To use an effective technique for sprinting including the sprint start. To sustain my running pace over longer distances. To practise jumping for height. To learn the fling throw technique. To use a variety of throwing techniques.	To practise and refine fundamental movement skills needed for athletics. To work as a team to competitively perform a sprint relay. To control running pace over a range of distances. To refine my hurdling technique. To practise and refine jumping techniques. To throw for distance using a heave throw technique.

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		movements across obstacles in a race.	distance activity. To show the Olympic value of inspiration in athletics activities.				
Key Vocab		Sprint, race, straight line, forwards, direction.					