St James CE Primary School

National Curriculum Mapping: PE 2021 - 2022

EYFS	EYFS.1 - **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations EYFS.2 - **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food EYFS.3 - **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities EYFS.4 - **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Reception

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Lesson	Fundamental Skills EYFS.1 EYFS.2		Gymnastics EYFS.1 EYFS.2 EYFS.4	Dance EYFS.1 EYFS.2 EYFS.4	Cricket EYFS.1 EYFS.2 EYFS.3	Athletics EYFS.1 EYFS.2
	Children can listen and observe. Children show awareness of their own space.		Children can jump from one space to another.	Children can move to music.	Children understand what an underarm throw	Children can run over short and some longer distances.

	Children can move safely and confidently. Children can move in a range of directions and speeds. Children can use small equipment. Children can move with control. Children can work with a partner. Children can copy actions/movements.	Children can confidently jump over small obstacles and from raised heights. Children can land safely. Children can balance on one leg. Children can hop, and some can hop from one place to another. Children can perform rolls. Children can combine movements together with control.	Children can copy simple dance moves. Children can add movement together for their own dance. Children can discuss how to change a dance.	is and are beginning to control the motion. Children understand how to hold their hands to catch a ball. Children can catch a bounced ball. Children can throw over arm. Children attempt to perform a scoop motion some of the time. Children are aware of the correct grip used when batting and attempt to use it. Children can make contact with a stationary ball. Children understand that by hitting the wickets, the person is out. Children are beginning to understand when to run after batting.	Children can run at differing speeds. Children can bend their knees when landing. Children can perform a safe standing jump. Children can throw objects at a target. Children can compete against others.
Key stage 1	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:				

	KSI.1 - 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 KSI.2 - participate in team games, developing simple tactics for attacking and defending KSI.3 - perform dances using simple movement patterns.					
Year 1						
	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Lesson	Activity Skills KSI.1	Gymnastics KSI.1 KSI.3	Dance KSI.1 KSI.3	Cricket KSI.1 KSI.2	Tri Golf KSI.1	Athletics KSI.1
	Children are able to move around the space safely, also able to control a large ball in different ways. Children are able to control a rolling ball and the directions of a ball. Children can kick a ball in a straight line. Children can catch a ball/beanbag using the correct technique. Children are able to bounce and catch a ball. Children can throw underarm to a partner. Children can balance a beanbag on the racket, also move around balancing a	Children can perform a range of jumps, balances, letters, shapes and rolls. Children can copy a sequence with confidence. Children can carry a mat safely. Children can put jumps, rolls and balances together. Children are aware of dangers when using apparatus. Children can travel across a bench in different ways (heights, speeds and directions). Children can dismount from apparatus safely	Children can repeat simple rhythmic patterns. Children can think of ideas to link with stimuli and link them together. Children can copy, repeat and perform simple dance phrases. Children can explore different movement ideas to link with the stimuli. Children are able to perform basic movement ideas to create a short traveling sequence. Children are able to show different moods and feelings in their movements. Children can count beats of 4 to music.	Children are able to throw using the under arm technique, including the under arm bowling. Children know the correct way to catch a ball. Children are able to catch at different heights some of the time. Children are developing their over arm throwing technique developing control and accuracy. Children are aware of the different roles in cricket. Children attempt to perform a scoop motion. Children are aware of the correct stance and grip	Children know the name of the golf clubs and when they should be used. Children are able to control the direction of the ball using a putter. Children can show some control over the distance of the ball when using a putter. Children stand in the correct positions when playing Tri-Golf games. Children are able to hit the ball using a chipper.	Children can run consistently at different speeds. Children can identify different ways of jumping and landing. Children can perform standing long jumps with control. Children use their stronger leg for take-off. Children are developing their accuracy when throwing a range of objects into a target area.

	ball in the middle of the racket.	using the correct technique. Children can jump from a bench. Children can balance and perform a jump from a bench.	Children understand different speeds and can apply different speeds to movement. Children can independently make a dance story using basic skills.	used when batting and attempt to use it. Children can make contact with the bowled ball. Children are aware of a straight drive and attempt to return a bowled ball with a straight drive. Children understand how to get someone out in cricket. Children are beginning to understand when to run after batting. Children can find a space and understand the fielding role in cricket.	Children can work in a team. Children are developing the school value of honesty in P.E. and can keep score of their points. Children can explain why taking their time before taking a shot is important. Children can make contact with a ball some of time using both clubs.	Children can participate in a relay race.
Year 2						
	Autumn		**Spring**		**Summer**	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Lesson	Activity Skills KSI.1	Gymnastics KSI.1 KSI.3	Dance KSI.1 KSI.3	Tri Golf KSI.1	Cricket KSI.1 KSI.2	Athletics KSI.1
	Children can throw and catch with control. Children show good hand and eye co-ordination.	Children can perform a point balance, counterbalance and a sequence.	Children are able to count the beats in the music. Children are able to perform a range of movements.	Children can explain what each club is used for in golf. Children can show increased control of the	Children can confidently throw using the under arm technique, including under arm bowling.	Children are becoming more accurate when using throwing techniques. Children can identify and complete a range

	Children are able to identify when to use a bounce throw or an underarm throw. Children can catch a ball that has bounced towards them. Children can demonstrate an overarm arm throw and control its direction. Children are able to stop a ball with their feet. Children are able to pass a ball with their feet. Children can control a ball whilst dribbling around an area. Children show some control over a ball whilst dribbling with their hands. Children show some control over a ball whilst dribbling with their feet.	Children can perform with increased confidence. Children show control of their movements. Children can perform a range of jumps with confidence. Children can use various different ways of travelling in their sequences. Children can combine a range of travelling and jump techniques together. Children can explain how to carry a mat safely. Children can perform different types of rolls. Children understand the terms unison and cannon. Children can move in unison and cannon. Children can perform balances on a bench and a box. Children can lead and copy a partner on a bench.	Children are able to apply direction and speed to movements. Children are able to work with a partner to develop movements to a beat. Children are beginning to link movements together independently. Children can apply different elements to their dance. Children evaluate other children's work. Children can teach other children movements from their dance routine. Children can talk about the movements that they were taught and why they linked/didn't link. Children can mirror a partner's movements. Children can stay in time with their partner when mirroring. Children are able to count and move to music with increased confidence.	direction of the ball using a putter. Children can show increased control over the distance of the ball when using a putter. Children can show some control over the distance of the ball using a chipper. Children can show some control over the height of the ball using a chipper. Children can remember and explain the position used when striking the ball. Children can make contact with a ball most of the time when using both clubs. Children can explain why teamwork is important, even in a sport like golf. Children are developing the school value of honesty in P.E. and can keep score of their points.	Children can confidently catch at different heights using the correct technique most of the time. Children have developed their over arm throwing technique, continuing to develop control and accuracy. Children can recall the different roles in cricket. Children use the scoop motion to collect a ball and use the correct grip and stance most of the time. Children can confidently bowl under arm and some are beginning to bowl over arm. Children develop their bowling action (under or over arm) when throwing at targets. Most children are able to hit a bowled ball, with some performing a straight drive.	of jumping and landing techniques. Children can perform standing long jumps with precision and control. Children consistently use their strong leg for take-off. Children can run for longer periods of time over increased distances. Children can discuss some ways that exercise affects their body. Children are beginning to observe and describe successful aspects in other people's ump. Children are developing their teamwork skills. To be able to successfully complete a relay race with guidance.

		Children can confidently complete a counterbalance on a bench. Children can compose a routine safely on a bench using different heights and balances.	Children can dance a routine taught, attempting to keep time.		Children understand how to get someone out in cricket. Children are becoming more independent when choosing to run after batting. Children can participate in a game of cricket including a scoring system. Children can name PPE that the players wear when playing cricket.	
Key stage 2	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: KS2.1 - use running, jumping, throwing and catching in isolation and in combination KS2.2 - 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 KS2.3 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] KS2.4 - perform dances using a range of movement patterns KS2.5 - take part in outdoor and adventurous activity challenges both individually and within a team KS2.6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.					

Year 3						
	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Main Lesson	Hockey KS2.2	Gymnastics KS2.3 KS2.6	Dance KS2.3 KS2.4 KS2.6	Team Building KS2.3 KS2.5 Ks2.6	Tennis KS2.1 KS2.2	Athletics KS2.1 KS2.3 KS2.6
	Children apply the correct grip and stance when using a hockey stick. Children show control when moving the ball. Children are developing their dribbling at speed. Children maintain control whilst dribbling in various directions. Children can complete a push pass and stop a moving ball. Children can show control when passing. Children can recall key facts about the game of hockey. Children develop their shooting ability against an opponent.	Children can perform complex jumps. Children can combine different jumps. Children can perform different stands. Children can confidently perform a point balance and a group balance. Children can confidently perform movements and balances at different levels. Children can perform different rolls, and to link rolls together. Children can use equipment to help with their rolls. Children can confidently create individual sequences.	Children understand what they need to focus on when learning a dance routine. Children can copy the steps taught from the teacher. Children can repeat and remember the steps in the routine. Children can perform the steps to the rest of the class. Children can apply levels to their movements. Children can apply direction to different movements. Children can notice movements that other children have changed. Children can apply 3 different dynamics to their dance routine.	Children can work in a team to achieve set outcomes. Children can develop their communication skills to share and listen to ideas. Children can use the school value of teamwork and peace to go along with children's suggestions – even if they disagree with them. Children can show the attributes of working as a team throughout the entire task. Children can discuss what makes a good team, eg What worked well? What could be improved? Children can recognise how teamwork is incorporated into various sports and everyday tasks.	Children can confidently catch a tennis ball by using the correct technique. Children know the correct way to grip a tennis racket. Children are able to control an object while standing still and when moving. Children can control a balls direction using a racket. Children develop aim by using targets. Children can perform a forehand shot with a tennis racket. Children can perform a backhand action with their hand and with a tennis racket.	Children can perform the correct technique in javelin some of the time from a stationary position. Children can run consistently and smoothly at different speeds. Children are beginning to analyse running technique and suggest ways to improve. Children can confidently show different ways of jumping and landing. Children can perform standing long jumps with precision and control. Children can perform a long jump with a walk-up.

	Children can block tackle and use this in game scenarios. Children understand the basic rules of hockey and can link basic skills together to apply them into a game.	Children can perform individual sequences in front of peers. Children can confidently perform a group sequence in unison and cannon. Children can create sequences to set criteria: it must contain a balance, a travelling movement and a jump. Children can perform a jump for a dismount off a vault. Children can explain how to start and finish on the vault correctly.	Children can copy, repeat and perform the dance routine with increasing confidence. Children can work with a partner and help each other remember movements. Children can compose and perform a routine with their partner. Children can understand what cannon is used for in dance and can apply cannon in their dance routine.		Children are able to perform a backhand with and without a bounce. Children are able to complete a short rally. Children are starting to move into space to meet the ball. Children are beginning to score using tennis terminology.	Children can successfully complete a relay race with little support. Children can throw a javelin attempting to use the correct technique.

Year 4						
	Autumn		Autumn		Autumn	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Lesson	Basketball KS2.1 KS2.2 KS2.3 KS2.6	Gymnastics KS2.1 KS2.3 KS2.6	Dance KS2.3 KS2.4 KS2.6	Orienteering KS2.5 KS2.6	Tennis KS2.1 KS2.2	Athletics KS2.1 KS2.3 KS2.6

	Children can dribble with a basketball. Children know when to use different heights. Children can travel at speed and maintain control of the ball. Children understand what tactics are and how/why they're used in a game. Children can perform a variety of passes with confidence, accuracy and using the correct technique. Children attempt to use the correct shooting technique. Children are improving their accuracy when shooting. Children learn and apply different defending skills (pressure, intercepting, blocking). Children are developing their understanding of when it is best to	Children can confidently perform jumps and leaps. Children can link both jumps and leaps together. Children can confidently perform a group balance. Children can link balances together. Children can confidently link rolls together. Children use equipment to help with their rolls. Children confidently perform a sequence to their peers. Children can perform a creative sequence on a bench. Children can perform a mirroring sequence on a bench. Children can confidently perform a jump for a dismount off a vault. Children can clearly explain how to start and	Children are developing their confidence when counting music whilst dancing. Children can remember more complex dance routines. Children can stay in unison with the rest of their group when performing. Children can analyse theirs and their group's performance. Children can create movements for the beginning, middle and end section of a dance linked to particular themes/music. Children can select and apply a variety of dynamics into their dance piece. Children can adapt their movements to link with the music. Children can link their dance sections together so that they flow smoothly.	Children are aware of symbols on maps. Children can recognise a range of symbols from different maps. Children can partake in a range of orienteering courses. Children can direct, and be directed, using the 4 compass points. Children can develop their teamwork skills (school's value) by working as a team to discuss how to, and orienteer with a map. Children are able to identify any obstacles and plan a safe route.	Children grip a tennis racket correctly. Children have good control of a balls direction using a racket. Children can confidently perform a forehand shot with a tennis racket. Children can confidently perform a backhand shot with their tennis racket. Children can confidently perform a backhand with and without a bounce. Children can perform a volley with their hand. Children can perform a volley with a tennis racket. Children are moving into space to meet the ball. Children are able to complete a longer rally. Children are scoring correctly using tennis terminology.	Children can perform the correct technique in javelin from a stationary position most of the time Children can attempt to throw the javelin with a walk-up. Children can throw using the shot putt technique from a stationary position Children can perform a walking long jump with precision and control most of the time. Some children may develop into a jog. Children can analyse running technique and suggest ways to improve. Children can work well in a team and successfully complete a relay. Children can use our school values and are able to compete against others in a respectful manner.

	intercept, pressure or block. Children understand the basic rules of basketball. Children can participate in a game of basketball following the rules and incorporating the skills learnt.	finish on the vault correctly.	Children are developing their confidence and energy when performing.			
Year 5						
	Autumn		**Spring**		**Summer**	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Lesson	Tag Rugby KS2.1 KS2.2 KS2.3 KS2.6	Gymnastics KS2.1 KS2.3 KS2.6	Dance KS2.3 KS2.4 KS2.6	Orienteering KS2.5 KS2.6	Rounders KS2.1 KS2.2 KS2.6	Athletics KS2.1 KS2.3 KS2.6
	Children can change their direction quickly and safely when moving. Children know whom to tag during a game (only the ball carrier). Children can throw the ball using a pendulum motion. Children can pass the ball using the correct	Children can attempt to perform a cartwheel. Children can perform a tumble. Children can perform a range of formations. Children can perform a complex sequence including formations.	Children can count in beats of eight. Children can watch and describe the Haka. Children can learn all 24 counts of the Haka. Children can recap the Haka in unison. Children can perform the Haka in cannon.	Children can recognise and recall a range of symbols from different maps. Children are aware that maps have scales. Children can direct, and be directed, using the 8 compass points. Children can develop their teamwork skills (school's	Children can throw a ball accurately into a target. Children can throw and catch a ball with confidence and accuracy. Children can throw a ball quickly and confidently.	Children are able to sprint over short distances. Children are aware of ways to improve their technique to increase speed when sprinting. Children can analyse peer's performances and suggest ways to improve/refine skills.

	technique whilst standing still. Children can pass the ball using the correct technique whilst moving. Children understand the direction that the ball must travel (backwards or sideways). Children know the correct technique to score a try. Children know how to score in tag rugby and know how the point system works. Children can work together to beat a defender. Children know how to defend. Children understand what a free pass is. Children understand the differences between offence and defence. Children are developing their concept of space.	Children can confidently recall jumps, rolls and balances. Children are developing their routines through self and peer observations. Children can perform a safe mount and dismount on a vault. Children can perform a vault that is fluent and confident.	Children can perform the Haka in unison and cannon with a partner. Children can work in small groups and perform the Haka in unison. Children can perform the Haka with expression. Children can perform the Haka in a battle situation. Children can make up different moves relating to the Haka. Children can link their own moves and moves from the Haka to make their own Haka. Children can perform their Haka to their peers. Children can give positive and improving feedback to their peers. Children can think of different moves relating to a range of sports. Children can create a haka for different sports.	value) by working as a team to discuss how to, and orienteer with a map. Children know the difference from eye level and an aerial view. Children know what a control point is. Children are able to identify any obstacles and plan a safe route. Children can partake in a range of orienteering courses.	Children can move for the ball quickly and accurately. Children can move to receive the ball quickly. Children can return the ball quickly and accurately. Children can bowl a ball using the correct technique. Children can bowl confidently and accurately. Children can bowl in a game situation. Children can hold a bat correctly. Children can hit a ball with a bat continuously. Children can bat in a game situation. Children can understand the rules of rounder's. Children are able to make good decisions when playing rounder's.	Children can perform a running jump with accuracy and control most of the time. Children can perform the correct technique in javelin from a walk up most of the time Children can confidently throw using the shot putt technique and are beginning to include movement before the throw. Children are beginning to understand pace and can alter their pace to complete longer distance activities. Children can clearly explain why a cool down is performed after physical activity. Children can compete in a multi-event competition. Children are aware of sportsmanship and can develop this into their PE lessons.

	Children understand what offside is in tag rugby.		Children can perform their Haka to their peers. Children can perform the original Haka. Children can perform their sports related Haka? Children can comment on their own performance and others.		Children can give feedback on their own work. Children can work well within a team. Children can play a game of rounder's confidently. Children can show a good understanding of the rules and game play.	
Year 6						
	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Lesson	Football KS2.2 KS2.3 KS2.6	Gymnastics KS2.1 KS2.3 KS2.6	Dance KS2.3 KS2.4 KS2.6	Orienteering KS2.5 KS2.6	Rounders KS2.1 KS2.2 KS2.6	Athletics KS2.1 KS2.3 KS2.6
	Children can explain the fitness characteristics that are needed for football. Children are developing their ball control and their ability to move and change direction at speed.	Children can create their own sequences using knowledge from Gymnastics at St James. Children can perform their sequences to their peers. Children can confidently perform complex jumps.	Children can copy, repeat and remember basic dance moves. Children can deliver a warm up and explain the reasons for it. Children can link moves together.	Children can confidently recognise and recall a range of symbols from different maps. Children are aware that maps have scales and what this scale represents. Children can confidently direct, and be directed,	Children can throw and catch a ball with confidence. Children can throw and received a long distance ball. Children can position themselves correctly to catch a ball.	Children can perform a long jump with a run with accuracy and control. Children can perform the correct technique in javelin from a run up most of the time. Children can confidently throw using

	Children are aware of, and can complete, different turns. Children can dribble the ball while under pressure from others. Children show control and confidence when dribbling the ball. Children can pass the ball. Children can stop the ball with control. Children can shoot with power and accuracy. Children can use both feet to stop and distribute the ball – even if it isn't accurate. Children can link their knowledge of stamina/endurance and why it's needed in football. Children can develop defence and offense strategies. Children understand the rules of football.	Children can confidently perform complex leaps. Children can link complex leaps and complex jumps together. Children can perform a cartwheel. Children can perform a tumble consistently. Children can perform balances and jumps with equipment. Children can perform leaps and rolls with equipment. Children can perform sequences with equipment. Children can use equipment safely. Children can mount and dismount the vault safely. Children can perform a vault fluently and confidently.	Children can understand the difference between, and work in unison and cannon fluently. Children can link standing and floor moves together with confidence. Children can critically evaluate their own, and others performances. Children can time their dance correctly. Children can commit fully to dance; they include attitude and passion in their dance. Children can be creative in their dance expression. Children can copy street dance moves accurately. Children can model their own dance routines around street dance moves they've learnt.	using the 8 compass points. Children can develop their teamwork skills (school's value) by working as a team to discuss how to, and orienteer with a map. Children can confidently explain the difference between eye level and aerial view. Children know what a control point is and can use this when orienteering. Children are able to identify any obstacles and plan a safe route. Children can partake in a range of orienteering courses. Children will develop their sportsmanship by competing competitively in timed races.	Children can move to retrieve the ball quickly. Children can move for the ball quickly and accurately. Children can return the ball quickly and accurately. Children can bowl a ball using the correct technique confidently. Children can bowl confidently and accurately. Children can bowl in a game situation. Children can hold a bat correctly. Children can bowl a ball showing control and consistency. Children can bat in a game situation. Children can understand the rules of rounders. Children to be able to make good decisions when playing rounders.	the shot putt technique most of the time and can improve upon the distance that they throw the shotput. Children can sustain their pace over a range of long distance runs. Children can analyse peer's performances and suggest ways to improve/refine skills explaining what impact this will have. Children suggest cool down activities and can explain what impact these have on our bodies. Children can compete competitively in a multi-event competition showing sportsmanship.

	Children can participate in a competitive game. Children understand the difference between anaerobic and aerobic exercises.				Children can give feedback on their own work. Children can work well within a team. Children can play a game of rounders confidently. Children can show a good understanding of rules and game play.	

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.
In particular, pupils should be taught to:
S.1 - swim competently, confidently and proficiently over a distance of at least 25 metres
S.2 - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
S.3 - perform safe self-rescue in different water-based situations.

Swimming

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 5 S.1 S.2 S.3	Year 5 S.1 S.2 S.3	Year 4 S.1 S.2 S.3	Year 4 S.1 S.2 S.3	Year 3 S.1 S.2 S.3	Year 3 S.1 S.2 S.3

This unit of PE was not taught in the previous year. Therefore, the sports coach will look back at the previous year groups objectives before progressing onto their current year group. Due to Aut 1 being a 7 week half term, it will consist of 6 weeks of the sport labelled above and the final 7th week will be a gymnastic session to start addressing the gaps from lost learning.