



Key Stage 2 Physical Education Curriculum Map 2023 - 24

	Autumn	Spring	Summer
Year 3	<p><u>RealPE Units 1 & 2</u> Personal Learning Behaviours – Know Where I am in my Learning Co-ordination – Footwork Static Balance – One leg Children will develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, co-operative games and personal best challenges. Social Learning Behaviours – Share Ideas Dynamic Balance to Agility – Jumping and Landing Static Balance – Seated balance Children will develop and apply their jumping and landing and seated balance through focused skill development sessions, healthy competition, co-operative games and personal best challenges. <u>Gym Unit 1</u> Multi- ability Learning Behaviours Travel / Rotation / Mapping Pathways (hand apparatus) / Rotation Sequences (partner work) Children will learn, develop and apply travel and rotation on the floor, with hand apparatus and partner work through focused skill development, sequence creation and games. <u>Dance</u> Artistry / Partnering / Circles / Shapes Children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.</p>	<p><u>RealPE Units 3 & 4</u> Cognitive Learning Behaviours – Recognise Success Dynamic Balance – On a Line Co-ordination – Ball skills Children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, co-operative games and personal best challenges. Creative learning Behaviours – Respond Differently Co-ordination – Sending and receiving Counter Balance – with a partner Children will develop and apply their sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, co-operative games and personal best challenges. <u>Gym Unit 2</u> Multi- ability Learning Behaviours Flight / Balance / Flight Sequences (low apparatus) / Climbing Sequences (low / large apparatus) Children will learn, develop and apply flight and balance on the floor, on low and large apparatus through focused skill development, warm-ups and games. <u>OAA</u> Children will apply and develop a broader range of skills recognising features of an orienteering course, using effective communication, and use a range of equipment. 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.</p>	<p><u>RealPE Units 5 & 6</u> Physical Learning Behaviours – Perform and Repeat Agility – Reaction/Response Static Balance – Floor work Children will develop and apply their reaction and response and floor work balance through focused skill development sessions, healthy competition, co-operative games and personal best challenges. Health and Fitness Learning Behaviours – Know How and Why the Body Changes Agility – ball chasing Static Balance - Stance Children will develop and apply their ball chasing and stance through focused skill development sessions, healthy competition, co-operative games and personal best challenges. <u>Athletics</u> Children will apply and develop a broader range of skills, such as running, jumping, throwing and catching. They should explore communicating, collaborating and competing with each other. <u>SWIMMING</u> Children will 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 will communicate, collaborate and compete 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.</p>
Year 4	<p><u>RealPE Units 1 & 2</u> Personal Learning Behaviours – Accept challenge Co-ordination – Footwork Static Balance – One leg Social Learning Behaviours – Support others Dynamic Balance to Agility – Jumping and Landing Static Balance – Seated balance</p>	<p><u>RealPE Units 3 & 4</u> Cognitive Learning Behaviours – Identify areas to improve Dynamic Balance – On a Line Co-ordination – Ball skills Creative Learning Behaviours – Recognise and respond Co-ordination – Sending and receiving</p>	<p><u>RealPE Units 5 & 6</u> Physical Learning Behaviours – Select and apply Agility – Reaction/Response Static Balance – Floor work Health and Fitness Learning Behaviours – Prepare for activity Agility – ball chasing</p>



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	<p><u>Gym Unit 1</u> Multi- ability Learning Behaviours Balance / Rotation / Acrobatic Sequences / Rotation Sequences (partner work) Children will learn and apply balance and rotation on the floor, with hand apparatus and partner work through focused skill development, sequence creation and games.</p> <p><u>SWIMMING</u> Children will 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 will communicate, collaborate and compete 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.</p>	<p>Counter Balance – with a partner <u>Gym Unit 2</u> Multi- ability Learning Behaviours Flight / travel / Flight Sequences (with ropes) / Group Sequences (low/large apparatus) Children will learn, develop and apply flight and travel on the floor, with hand apparatus and on apparatus through focused skill development, sequence creation and games.</p> <p><u>Dance</u> Artistry / Partnering / Circles / Shapes</p>	<p>Static Balance - Stance <u>OAA</u> Children will apply and develop a broader range of skills recognising features of orienteering and orientating themselves within a simple course, using effective and clear communication, and choosing appropriate equipment. 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, as well as working as part of a team.</p> <p><u>Athletics</u> Children will continue to apply and develop a broader range of skills, such as running, jumping, throwing and catching, learning how to use them in different ways to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.</p>
Year 5	<p><u>Cricket</u> Throwing and Catching – underarm overarm, left hand, right hand, Batting and Fielding -batting techniques, fielding bases, Skills in Practise – play and adapt position in a game</p> <p><u>RealPE Unit 1</u> Personal Learning Behaviours – React Positively to Challenge Co-ordination – Ball skills Agility – Reaction / Response Children will develop and apply their ball skills and reaction and response through focused skill and development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><u>Gym Unit 1</u> Multi- ability Learning Behaviours Hand apparatus / Low apparatus / Rhythmic sequences / Bench sequences Children will learn, develop and apply all gym skills on the floor, with hand apparatus and on low apparatus</p>	<p><u>RealPE Units 2 & 3</u> Social Learning Behaviours – Provide Helpful Feedback Dynamic Balance – On a line Counter Balance – with a partner Children will develop and apply their dynamic balance and counter balance with a partner through focused skill and development sessions, modified/non-traditional games and sports and healthy competition. Cognitive Learning Behaviours – Judge Performance Static Balance – Stance Co-ordination – Footwork Children will develop and apply their stance and footwork through focused skill and development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><u>Gym Unit 2</u> Multi- ability Learning Behaviours Partner work / Large apparatus / Acrobatic sequences / Climbing sequences Children will learn, develop and apply all gym skills on the floor, through partner work and on large apparatus</p>	<p><u>RealPE Units 4 & 5</u> Creative learning Behaviours – Express Ideas Static Balance – Seated Static Balance – Floor work Children will develop and apply their seated balance and floor work balance through focused skill and development sessions, modified/non-traditional games and sports and healthy competition. Physical Learning Behaviours – Combining Skills in Specific Contexts Dynamic Balance to Agility – Jumping and Landing Static Balance – One leg Children will develop and apply jumping and landing and one leg balance through focused skill and development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><u>OAA</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team;



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	<p>through focused skill development, sequence creation and games.</p> <p><u>Dance</u> Artistry / Partnering / Circles / Shapes Children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.</p>	<p>through focused skill development, sequence creation and games.</p> <p><u>SWIMMING</u> Children will 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres. • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><u>Athletics</u> Children will continue to apply and develop a broader range of skills, learning how to use them in different ways to link them to make actions and sequences of movement. 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.</p>
<p>Year 6</p>	<p><u>Cricket</u> Throwing and Catching – throw and catch right and left handed, stop the ball using barrier, Batting and Fielding – fielding on all the bases, hitting and aiming the ball, Positioning, Adaptative Positioning – use all skills learnt and play and adapt positioning</p> <p><u>Hockey</u> Safety – using hockey sticks and balls. Movement with the ball – holding the hockey stick correctly. Fielding, hitting and aiming the ball. Positioning, Adaptative Positioning – use all skills learnt and play and adapt positioning</p> <p><u>RealPE Unit 2</u> Social Learning Behaviours – Understanding the importance of team work and working collaboratively. To see the impact positivity and praise can have in developing team spirit.</p> <p><u>Gym Unit 1</u> Multi- ability Learning Behaviours</p>	<p><u>RealPE Units 3 & 4</u> <u>Netball/Football</u> Throwing and Catching – throw and catch right and left handed, stop the ball using barrier, Batting and Fielding – fielding on all the bases, hitting and aiming the ball. Movement with a ball, passing, shooting, marking opposition. Positioning, Adaptative Positioning – use all skills learnt and play and adapt positioning</p> <p><u>Gym Unit 2</u> Multi- ability Learning Behaviours Partner work / Large apparatus / Acrobatic sequences / Climbing sequences Children will learn, develop and apply all gym skills on the floor, through partner work and on large apparatus through focused skill development, sequence creation and games.</p> <p><u>OAA/SWIMMING</u> 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</p>	<p><u>Dance</u> Story telling using lifts, formations, leaps, jumps and turns. Story and dance should develop more of a purpose. Dance should be controlled and well-planned Revision of all visual skills (canon, mirror, sync) to incorporate into a final performance, surrounding a stimulus, which could be linked to topic. Independently choreograph 8 counts to be taught to their group and linked using techniques that they have learnt. Discuss strategies to teach their dance. Can they verbalise it?</p> <p><u>OAA</u> 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 against each other. They should develop an understanding of how to improve in different physical activities and sports and</p>



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	<p>Hand apparatus / Low apparatus / Rhythmic sequences / Bench sequences Children will learn, develop and apply all gym skills on the floor, with hand apparatus and on low apparatus through focused skill development, sequence creation and games.</p> <p><u>Dance</u> Artistry / Partnering / Circles / Shapes Children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.</p>	<p>movement. They should enjoy communicating, collaborating and competing against 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:</p> <ul style="list-style-type: none">• take part in outdoor and adventurous activity challenges both individually and within a team;• compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>(For those that have not yet achieved – to continue to</p> <ul style="list-style-type: none">• swim competently, confidently and proficiently over a distance of at least 25 metres.• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].• perform safe self-rescue in different water-based situations.)	<p>learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none">• take part in outdoor and adventurous activity challenges both individually and within a team;• compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><u>Athletics</u> Children will continue to apply and develop a broader range of skills, learning how to use them in different ways 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. Children will develop flexibility, strength, technique, control and balance and compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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