

PE Road Map

	Cycle A			Cycle B		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
FS	<p><u>Fine motor skills</u></p> <p>Threading, cutting, weaving, playdough and other fine motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp pencil grip Teach and model correct letter formation. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Engage children in structured activities: guide them in what to draw, write or copy.</p> <p><u>Gross motor skills</u></p> <p>Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game</p> <p>Bike Ability</p>	<p><u>Fine motor skills</u></p> <p>Threading, cutting, weaving, Playdough and fine motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Holding Small Items / Button Clothing / zips Cutting with Scissors Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p><u>Gross motor skills</u></p> <p>Move energetically Copy basic actions Move to music Negotiate space Balance Core muscle strength Jumping and landing Awareness of space</p> <p>Get set for PE- unit 1 and 2</p>	<p><u>Fine motor skills</u></p> <p>Threading, cutting, weaving, Playdough and fine motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Holding Small Items / Button Clothing / zips Cutting with Scissors Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p><u>Gross motor skills</u></p> <p>Follow the rules of a games Join in with team games Running skills Agility</p> <p>Multiskills</p>	<p><u>Fine motor skills</u></p> <p>Threading, cutting, weaving, playdough and other fine motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp pencil grip Teach and model correct letter formation. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Engage children in structured activities: guide them in what to draw, write or copy.</p> <p><u>Gross motor skills</u></p> <p>Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game</p> <p>Balance Ability</p>	<p><u>Fine motor skills</u></p> <p>Threading, cutting, weaving, Playdough and fine motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Holding Small Items / Button Clothing / zips Cutting with Scissors Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p><u>Gross motor skills</u></p> <p>Move energetically Copy basic actions Move to music Negotiate space Balance Core muscle strength Jumping and landing Awareness of space</p> <p>Get set for PE- unit 1 and 2</p>	<p><u>Fine motor skills</u></p> <p>Threading, cutting, weaving, Playdough and fine motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Holding Small Items / Button Clothing / zips Cutting with Scissors Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p><u>Gross motor skills</u></p> <p>Follow the rules of a games Join in with team games Running skills Agility</p> <p>Multiskills</p>

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<p style="text-align: center; transform: rotate(-90deg);">Year 1/2</p>	<p><u>Team Building Week 1&2</u></p> <ul style="list-style-type: none"> - To co-operate and communicate with a partner to solve challenges. - To explore and develop teamwork skills. <p><u>Fundamentals</u></p> <p>Explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will explore these skills in isolation as well as in combination.</p> <p><u>Ball Skills (in hand)</u></p> <p>Explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands.</p> <ul style="list-style-type: none"> - To develop control and co-ordination when dribbling a ball with your hands. - To explore accuracy when rolling a ball. - To explore throwing with accuracy towards a target. - To explore catching with two hands. - To explore control and co-ordination when dribbling a ball with your hands. - To explore tracking a ball that is coming towards me. 	<p><u>Dance (toy story)</u></p> <p>Explore travelling actions, movement skills and balancing.</p> <p style="text-align: center;">-</p> <p><u>Gymnastics (rock and roll/points of contact)</u></p> <p>Explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases.</p>	<p><u>Games – Sending and Receiving / Striking and Fielding (Cricket)</u></p> <p>Develop skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three.</p> <ul style="list-style-type: none"> -To develop underarm throwing and catching and put this into small, sided games. -To develop overarm throwing. -To develop striking a ball with my hand and equipment. -To retrieve a ball when fielding. -To understand how to get a batter out. -To develop decision making and understand how to score points. <p><u>Athletics (infant agility)</u></p> <p>Develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</p> <ul style="list-style-type: none"> - To move at different speeds over varying distances. - To develop balance. - To develop agility and co-ordination. - To explore hopping, jumping and leaping for distance. - To develop throwing for distance. - To develop throwing for accuracy. <p><u>Swimming – see swimming progression document</u></p>	<p><u>Team Building Week 1&2</u></p> <ul style="list-style-type: none"> - To follow instructions and work with others. - To co-operate and communicate in a small group to solve challenges. <p><u>Fundamentals</u></p> <p>Explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will explore these skills in isolation as well as in combination</p> <p><u>Ball Skills (on floor)</u></p> <p>Develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p> <ul style="list-style-type: none"> - To be able to roll a ball to hit a target. - To develop co-ordination and be able to stop a rolling ball. - To develop technique and control when dribbling a ball with your feet. - To develop control and technique when kicking a ball. 	<p><u>Dance (Trolls)</u></p> <p>Explore space and how their body can move to express and idea, mood, character or feeling.</p> <p><u>Gymnastics (ball, wall, tall/jumping jacks)</u></p> <p>Explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.</p> <ul style="list-style-type: none"> - To perform gymnastic shapes and link them together. - To be able to use shapes to create balances. - To be able to link travelling actions and balances using apparatus. - To demonstrate different shapes, take off and landings when performing jumps. - To develop rolling and sequence building. - To develop sequence work on apparatus. 	<p><u>Games - Net and Wall (Tennis)</u></p> <p>Develop throwing, catching and racket skills, learning to track and hit a ball. Learn to play against an opponent and over a net. Begin to use rules and simple tactics when playing against a partner.</p> <ul style="list-style-type: none"> - To defend space, using the ready position. - To play against an opponent and keep the score. - To develop control when handling a racket. - To develop racket and ball skills. - To develop sending a ball using a racket. - To develop hitting over a net. <p><u>Athletics (Infant agility/personal best)</u></p> <p>Develop skills required in athletic activities such as running at different speeds, jumping and throwing. Engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <ul style="list-style-type: none"> - To develop the sprinting action. - To develop jumping for distance. - To develop technique when jumping for height. - To develop throwing for distance. - To develop throwing for accuracy. - To develop technique when taking part in an athletics carousel. <p><u>Swimming – see swimming progression document</u></p>
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PE Road Map

Year 3/4	<p><u>Healthy Lifestyles</u> Circuit training / endurance</p> <p><u>Games – Tag Rugby</u></p>	<p><u>Gymnastics (hand apparatus/rotation)</u> Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.'</p> <p><u>Dance - Machines</u> Pupils focus on creating characters and narrative through movement and gesture.</p> <p><u>Swimming – see swimming progression document</u></p>	<p><u>Games - Cricket</u> Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low.</p> <p><u>Athletics</u> Pupils will develop basic running, jumping and throwing techniques.</p>	<p><u>Team Building - (OAA)</u></p> <p><u>Games – Ball in hand (Netball/Handball)</u></p>	<p><u>Gymnastics (patterns and pathways/inversion)</u> Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways.</p> <p><u>Dance – Egyptians</u> Pupils create dances in relation to an idea including historical and scientific stimuli.</p> <p><u>Swimming – see swimming progression document</u> Aim for children to be able to 7</p>	<p><u>Games - Tennis</u> Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball.</p> <p><u>Athletics</u> Pupils will develop basic running, jumping and throwing techniques.</p>
Year 5/6	<p><u>Healthy Active lifestyles</u> Circuits</p> <p><u>Games – Tag Rugby</u> Pupils will improve their defending and attacking skills playing even-sided games.</p>	<p><u>Dance (On the beach)</u> Pupils learn different styles of dance, working individually, as a pair and in small groups.</p> <p><u>Gymnastics (group composition)</u> Pupils create longer sequences individually, with a partner and a small group.</p>	<p><u>Rounders</u></p> <p><u>Athletics</u> Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p><u>Swimming - see swimming progression document</u> Aim for children to be able to: Show HELP/huddle position in the water for 2 minutes Swim for 25m unaided Float for 30 seconds Tread water for 1 minute Feet first surface dive and then swim from 5m</p>	<p><u>Handball / Basketball</u> Pupils will develop defending and attacking play during even-sided 5-a-side netball.</p> <p><u>Gymnastics (partner composition)</u> Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences.</p>	<p><u>Dance (football)</u> Pupils will focus on developing an idea or theme into dance choreography.</p> <p><u>Orienteering - OAA</u></p>	<p><u>Cricket</u></p> <p><u>Athletics</u> Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p><u>Swimming – see swimming progression document</u> Aim for children to be able to: Show HELP/huddle position in the water for 2 minutes Swim for 25m unaided Float for 30 seconds Tread water for 1 minute Feet first surface dive and then swim from 5m</p>

Stand alone lessons/clubs in preparation for tournaments:

Football

Table Tennis

Hockey

Netball

To develop a variety travel and balance actions in addition to actions used in previous years

To explore arm patterns, whole body patterns and clear pathways.

To link movements, arm patterns, whole body patterns and clear pathways into a movement phrase

To remember and perform a movement phrase using 6 actions including movements, arm patterns, whole body patterns and clear pathways.

To experience using low-level apparatus.

Flag Football
Cricket

Clubs –
Autumn 1
Tag Rugby (lunch)
Autumn 2
Mixed football
Girls football
Spring 1
Netball (5/6) or Gym (3/4)
Spring 2
WizzKids
Summer 1
Tri Golf – Year $\frac{3}{4}$ (lunch)
Summer 2 –
Tag Rugby (girls)