

PE Curriculum Map 2024-2025

Eastfield Intent, Implementation and Impact

Intent

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

Implementation

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

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

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

Impact

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

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Nursery	Games Including: Ball Skills, Sending and Receiving, Invasion Games, Target Games and Striking and Fielding.	Dance	Gymnastics	Athletics	Outdoor and Adventurous Activities/ Team Building	Fundamentals/ Throughout all P.E lessons
<p>By the end of Nursery</p> <p>Our EY PE curriculum includes many areas including PSED, CL, PD, Maths and EAD.</p>	<ul style="list-style-type: none"> - Kicks a large ball - Can catch a large ball. - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Experiments with different ways of moving. - Begins to work as a team i.e. moving equipment together. - Throwing larger balls and beanbags into space. - Move a ball with feet. - Kick larger balls to space 	<ul style="list-style-type: none"> - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Experiments with different ways of moving. - Creates movement in response to music, starts to show an understanding of movement and remembers this in response to music and rhythm - Copy basic body actions and rhythms. - Travel in different pathways using the space around them. 	<ul style="list-style-type: none"> - Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. - Walks upstairs or downstairs holding onto a rail two feet to a step. - Can stand momentarily on one foot when shown. - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Experiments with different ways of moving. - Create shapes showing a basic level of stillness using different parts of their bodies. 	<ul style="list-style-type: none"> - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Walks downstairs, two feet to each step while carrying a small object. - Mounts stairs, steps or climbing equipment using alternate feet. - Experiments with different ways of moving. - Run and stop with some control. - Throwing larger balls and beanbags into space. 	<ul style="list-style-type: none"> - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Walks downstairs, two feet to each step while carrying a small object. - Mounts stairs, steps or climbing equipment using alternate feet. - Experiments with different ways of moving. - Follow simple instructions. 	<ul style="list-style-type: none"> - Share and take turns with other, starting to understand about working together. - Beginning to work as part of a team to plan and move equipment. - Opportunities to explore and take risks in their physical play. - Understand that exercise is good for us. - Listen to and follow simple instructions. - Use large muscle movements - Links to maths and spatial reasoning – Talking about the position of themselves i.e. on the bench, under the table etc.

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Key Vocabulary	- Run, jump, hop, throw	- Dance, music, clap, tap, shape, finish	- Jump, climb, up, down, shape, roll	- Run, jump, slow, fast, stop	- Up, down, top, bottom.	- Take turns, share, healthy, listening, copy, travel
Reception	Games Including: Ball Skills, Sending and Receiving, Invasion Games, Target Games and Striking and Fielding.	Dance	Gymnastics	Athletics	Outdoor and Adventurous Activities/ Team work	Fundamentals/ Throughout all P.E lessons
By the end of Reception Our EY PE curriculum includes many areas including PSED, CL, PD, Maths and EAD.	<ul style="list-style-type: none"> - Know how to play very simple play ground games. - Accept others into their games. - Experiment with throwing different sports equipment. - To throw suitable equipment in a particular direction and with some accuracy. - Throw, pat, kick and roll equipment with some control. - Know how to catch with two hands. - Drop and catch with two hands. - Stop a beanbag or large ball sent to them using hands. - 	<ul style="list-style-type: none"> - Explore moving to different music. - Copy some moves that have been practised. - Travel in different ways. - Choose ways of moving. - Choose and use travelling actions, shapes and balances. - Begin to use dynamics and expression with guidance. - Begins to count to music 	<ul style="list-style-type: none"> - Know what a balance is. - Hold a simple balance for 5 seconds. - Jump and land safely on two feet with bent knees. - Know the names of some basic gymnastics equipment. - Understand why mats are important in gymnastics. - Choose ways of moving. - Consider the risks of these moves/apparatus. - Begin to take weight on different body parts. - Copy and link simple actions together 	<ul style="list-style-type: none"> - Travel i.e. run, jog, jump in a given direction. - Experiment with throwing different sports equipment. - To throw suitable equipment in a particular direction and with some control. - Throw, pat, kick and roll equipment with some control. - Know how to catch with two hands. - Explore skipping as a travelling action. - Jump and hop with bent knees. - Explore moving different body parts together. 	<ul style="list-style-type: none"> - Navigate a safe way to travel around and across equipment - Work alongside another child. - Share their ideas with others. - Explore activities making own decisions in response to a task. - Make decisions about where to move in space. 	<ul style="list-style-type: none"> - Take turns in physical activities. - Negotiate space safely. - Know how to use a range of equipment safely. - To know how to take risks in their physical play. - Listen attentively to instructions. - Understand why we exercise and what 'healthy' and 'unhealthy' means. - Make choices about how they are going to move, considering which parts of the body they will use. - Talk to others to help them plan how they are going to move. - Consider the risk in their movements and choice and how they can minimise these risks. - Cross –curricular links to Maths and spatial reasoning. Following and giving directions and being able to see things from different angles. - Begin to identify personal success.
Key Vocabulary	- Throw, kick, push, catch, aim	- Dance, move, copy, perform	- Balance, jump, land,	- Run, jump, collect, jog, throw,	- Pair, partner, forwards, backwards, turn.	- Take turns, partner, safe/safely, healthy, unhealthy, space, direction, challenge, sport, heart, exercise

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Year 1	Games Including: Ball Skills, Sending and Receiving, Invasion Games, Target Games and Striking and Fielding.	Dance	Gymnastics	Athletics	Outdoor and Adventurous Activities/ Team Work	Fundamentals/Throughout all P.E lessons
By the end of Year 1	<ul style="list-style-type: none"> - Learn how to throw various equipment with some accuracy to a target or a partner - Develop their understanding of how to hold and use various bats. - Know some team games and be able to talk about rules and why these are important. - Drop and catch a ball after one bounce on the move. - Throw and roll towards a target with some varying techniques - Kick towards a stationary target - Catch a beanbag and a medium-sized ball. - Attempt to track balls and other equipment sent to them. - Strike a stationary ball using a racket. - Run, stop and change direction with some balance and control. - Recognise space in relation to others. Begin to use simple tactics with guidance. 	<ul style="list-style-type: none"> - Know and use a wide range of ways in which we can travel. - Copy movements with some control - Begin to link together some simple routines and movements - Copy, remember and repeat actions. - Choose actions for an idea. - Use changes of direction, speed and levels with guidance. - Show some sense of dynamic and expressive qualities. 	<ul style="list-style-type: none"> - Know and use a wide range of ways in which we can travel. - Hold a balance with some control. - Understand different movements and jumps including star and tuck shapes. - Jump from low equipment landing on one foot and two feet. - Perform balances making their body tense, stretched and curled. - Remember, repeat and link simple actions together. - Demonstrate poses and movements that challenge their flexibility. 	<ul style="list-style-type: none"> - Know and use a wide range of ways in which we can travel. - Jump from one foot to two feet, two feet to two feet and two feet to one foot. - Throw various suitable equipment with some accuracy. - Develop understanding of self-competition and improvement - Attempt to run at different speeds showing an awareness of technique - Begin to link running and jumping movements with some control. - Jump, leap and hop and choosing which allows them to jump the furthest. - Use co-ordination with and without equipment 	<ul style="list-style-type: none"> - Think of a way in which to solve a physical problem. - Select suitable equipment for a use. - Share ideas with others - Listen to others' ideas. - Understand the rules of the game and suggest ideas to solve simple tasks. - Follow instructions. - Begin to work with a partner and a small group - Copy a simple diagram/map. 	<ul style="list-style-type: none"> - Negotiate space safely whilst changing direction and speed. - Work with a partner and beginning to know why working together is important. - Know what Sportsmanship is and appropriate reactions to winning and losing. - Understand how self-competition can be positive and help us to improve. - Be supportive of other children. - Know the key parts of the body that are affected by exercise. - To know how to move equipment safely with support. - Be able to explain what a warm up and cool down are. - To know what is meant by 'partner' and 'team' - Where possible, cross-curricular links should be encouraged i.e. dances linked to key topics or Maths skills included in OAA. - Follow instructions. - Begin to work with a partner and a small group - Identify own and others' success.
Key vocabulary	- Team, rules, equipment, accuracy, target, grip	- Travel, speed, direction, repeat, copy, perform, link, routine	- Curling, stretching, tuck, balance, travel, pull, push, star, control	- Walk, jog, run, sprint	- Forwards, backwards, sideways	- Space, direction, speed, share, turn taking, partner, team, healthy/unhealthy, body, sportsmanship, warm up, cool down, competition, heartbeat, breathing, exercise

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Year 2	Games	Dance	Gymnastics	Athletics	Outdoor and Adventurous Activities/ Team Work	Fundamentals/ Throughout all P.E lessons
By the end of Year 2	<ul style="list-style-type: none"> - Learn how to throw various equipment with accuracy to a target or a partner - Hit a ball with some accuracy using a bat. - Know a variety of team games (some in which they can play without the support of an adult) and understand and apply some of the rules, explaining why these are important. - Dribble a ball with two hands on the move. - Dibble a ball with some success, stopping it when required. - Throw and roll towards a target using varying techniques with some success. - Catch an object passed to them, with and without a bounce. - Move to track a ball and stop it using feet with limited success. 	<ul style="list-style-type: none"> - Think of creative ways in which we can travel during dance routines. - Copy and adapt simple routines and movements. - Explain how different movements suit different types of music i.e. moving slowly because the music is slow/quiet. - Copy, remember and repeat a series of actions - Select from a wider range of actions in relation to a stimulus. - Use pathways, levels, shapes, directions, speeds and timing with guidance. - Use mirroring and unison when completing actions with a partner - Show a character through actions, dynamics and expression. - Use counts with help to stay in time with the music. 	<ul style="list-style-type: none"> - Think of creative ways in which we can travel across the floor and equipment. - Balance with control and consideration to their body presentation i.e. pointing toes. - Understand different movements and jumps including star, tuck, pike and straddle shapes. - Jump from varied (suitable) height equipment landing with good control, on one foot and two feet. - Copy, remember, repeat and plan linking simple actions with some control and technique. - Show increased awareness of extension and flexibility in actions. - Take body weight on different body parts, with and without apparatus. 	<ul style="list-style-type: none"> - Know and use range of ways in which we can travel and how what we do can affect the efficiency i.e. starting position for running. - Know which type of jump would be best to use in some activities i.e. long jump. - Throw various suitable equipment with accuracy and with some body awareness. - Explain how practise and self- competition can lead to improvement. - Link running and jumping movements with some control and balance. - Show control and balance when travelling at different speeds. - Show control and balance when travelling at different speeds. 	<ul style="list-style-type: none"> - Think of different ways in which to solve a physical problem and explain why one way could be better than another. - Select suitable equipment for a use and use it safely. - Discuss and consider ideas of others. - Work co-operatively with others. - Begin to give clear instructions to others. - Follow instructions accurately - Work co-operatively with a partner and a small group, taking turns and listening to each other. - Try different ideas to solve a task. - Follow and create a simple diagram/map. 	<ul style="list-style-type: none"> - Negotiate space safely, changing direction and speed whilst handling and passing equipment. - Work well with a partner. - Begin to work as part of a bigger group and understand some of the benefits of working as a team. - Explain what Sportsmanship is and demonstrate simple examples of good sportsmanship during activities. - Explain why and how self-competition can help us. - Be supportive of other children including when winning or losing during activities. - Understand why key parts of the body need to change during exercise. - To know how to move familiar sports equipment safely. - Be able to explain what a warm up and cool down are and how this relates to the effects of exercise has on our body. - Where possible, cross-curricular links should be encouraged i.e. dances linked to key topics or Maths skills included in OAA. - Understand when a challenge is solved successfully and begin

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						to suggest simple ways to improve.
Key vocabulary	- Attack, defence rules, accuracy, ,	- Movement, quick, slow, quiet, soft, loud, evaluate, perform,	- Creative, travel, floor, apparatus, star, tuck, pike, straddle, height, control.	- Travel, accuracy, target, aim, self-competition	- Problem, solutions, work together, compromise, negotiation, instructions,	- Co-ordination, sports, pass, sportsmanship, self-competition, heart rate, breathing, lungs, exercise.