

# **Constantine Primary School**

## P.E. Curriculum map

All named sports and COMPLETE PE Units have a multi-skills emphasis to apply and develop physical skills through: curiosity, concentration, courage, self belief, empathy, fairness collaboration, communication and honesty.

Lesson details can be found on Complete PE platform

Games Dance Athletics Swimming Gymnastics OAA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Games -Walking 1-locomotionFairness, empathy, self belief.	Dance- Dinosaurs Empathy & self belief.	Gymnastics – High, low, under, over Empathy, self belief & gratitude.	Games- Hands 1 Empathy & self belief.	Athletics – Jumping 1 Curiosity, courage, fairness and empathy.	Games- Rackets, bats, balls and balloons Courage, self belief, fairness and empathy.
Knowledge	Explore walking using different body parts in different directions and at different speeds. Keep head up. Bend knees to help you balance. Work off balls of feet. Keep head up and still. Keep tummy tight. Keep back straight.	Explore different movements using different body parts, adding emotion and expression.	Explore and create movements and balances high and low, on floor and apparatus. Identify features of each others movements.	Explore different ways of using hands to move a ball and keep control. Know how to roll, push, bounce with a partner.	Explore jumping in different directions, at different speeds, different levels and different heights. Know how and why we jump, using our head, arms and feet to develop the basic jumping technique.	Explore different ways of pushing and hitting a balloon. How and why we push for accuracy. Ability to balance an object.
Skills	Walk into space, change direction, keep away from defenders. Develop walking Explore marching Apply walking Explore running and different pathways, apply running, explore running at different speeds.	Exploring small movements, adding movements together, adding expression, performing with a partner responding to rhythm extend character performance.	Move one floor, low and high apparatus. Go over, under in variety of ways. Use these movements on apparatus. Use wide, narrow and curled body shapes.	Rolling Bouncing Pushing and rolling Sending to partner Aiming with accuracy	2-1 foot 1-2 feet 2-2 feet 1-1 foot Jump for distance Hop Jump in a game Complete a jumping circuit Footwork patterns (FUNs)	Pushing/hitting balloon Balance object on racket/bat Send ball/balloon with accuracy Hitting ball towards target Dribbling a ball Pushing ball with bat

Vocabulary	Defender Change direction Space Speed Walking Marching Tag	Champion dancers Beat Moving Control Rhythm Timing Sequence Expression Order Reverse Repeat Beat of 1,2,3,4	Champion gymnasts (refers to being quiet, extending fingers and toes and being still when making a balance) Shoes High Low Over Under Curled Wide Narrow Apparatus- beam, vault, bench Transition	Space Control Defending Bouncing Rolling Pushing Sending Possession of ball Dribbling Open space	Jumping Distance Height Space Hopping Speed Landing Absorb impact Avoidance	Accuracy Space Control Power Aiming Score Hitting Pushing Extend hands Target
Year 1	<b>What makes me marvellous?</b>	<b>What's in the toy box?</b>	<b>What makes our school grounds special?</b>	<b>Where do I live?</b>	<b>What is the weather like today?</b>	<b>Why does Falmouth have a castle?</b>
	Athletics -Running 1 Self belief, honesty, empathy & fairness.	Gymnastics -Wide, narrow, curled. Self belief, courage, confidence fratitude & empathy.	Dance- Heroes Courage, curiosity and self belief.	Games – feet 1 Concentration, fairness and honesty.	Games- hands 1 Fairness, honesty, self belief.	OAA- Team building Communication, cooperation, self belief.
Knowledge	Begin to understand the basic principles of attack and defencence to develop understanding of where we need to run and why. develop pupils' ability to run using different parts of their bodies.	Develop ability to apply 'champion gymnastics'. Explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.	Pupils will respond to the stimulus (heroes) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.	Develop pupils' ability to apply effective dribbling skills. Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.	Develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why. Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.	Understand teamwork. Explore and learn why it is important to include everyone when working as a team and what makes an effective team. Explore simple strategies to solve problems

Skills	Apply running Explore diff speeds Explore acceleration Run in team Explore dodging Develop dodging Apply dodging in teams	Introduce narrow Explore narrow, wide, curled. Transition between wide, narrow and curled. Develop linking. Link on apparatus. Perform jump, roll, balance sequence.	Create super power movements. Create villain moves. Explore relationships between moves. Explore expression. Flow- link moves together. Create and perform characterisation with expression.	Apply dribbling in games. Explore kicking to pass. Develop keeping possession. Pass, receive, keep possession. Combine passing, receiving and dribbling.	Aim with accuracy. Stop the ball. Combine stopping and sending. Dribbling to keep possession. Develop power and speed when sending the ball. Dribbling, passing, receiving and keeping possession.	Develop teamwork cooperation, communication and trust. Apply simple strategies. Develop inclusion or all players. Work as a team.
Vocabulary	Attacker Defender Space Speed Acceleration Tag or tagging Pitch Possession Opposition Score	Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.wide Narrow Curled Rolling Stretch Extended	Chanpion Dancers- move with control responding to rhythm and in relation to the music. Beat – 1,2,3,4 Control Rhythm Sequence Motif Expression Order	Attacker Defender Space Dribbling Passing Control Possession Prevent Scoring Sending Receiving	Space Control Attack Defend Accelerate Dribbling Passing	Teamwork Inclusion Communication Cooperation Trust Team member Fairness Cooperate Effective Believe in your partner Assist Combine
Year 2	<b>How do I survive on a desert island?</b>	<b>What makes the Great Fire of London great?</b>	<b>Why are Florence Nightingale and Rosa Parks remembered today?</b>	<b>What makes Constantine special?</b>	<b>Why are rainforests unique?</b>	<b>What was it like to be a tin miner?</b>
	Games- dodging Self belief, honesty, gratitude & fairness.	Dance- Water Courage, honesty & self belief.	Gymnastics- Pathways Self belief, empathy and courage.	Games- Hands 2 Self belief, integrity, empathy & communication.	Games- games for understanding Honesty, fairness, communication, collaboration.	Games- rackets, bats and balls Determination, fairness and empathy.

Knowledge	Apply their knowledge of how, where and why to dodge. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills	Use whole body when creating sequences of movements. Explore and respond to music as a stimulus. Use descriptive language to discuss various movement qualities.	Explore different ways to link movements and balances together while travelling along a variety of pathways. Apply 'champion gymnastics' and be able to perform a sequence on apparatus.	Apply understanding of underarm and overarm throwing to beat opponents. Further extend understanding of why we need to be accurate when we throw.	Create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack. Apply these tactics as a team into games.	refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game. Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team.
Skills	Develop dodging Apply & consolidate dodging Run for speed Run for distance Apply running in games.	Develop whole group movements. Create sequence. Perform with expression. Develop sequence and explore themes.	Explore zig zag & then curved pathways on floor & apparatus. Create pathway sequences. Introduce symmetry then asymmetry. Apply all on apparatus.	Apply and learn underarm throwing techniques. Beat an opponent. Learn and apply overarm throwing technique. Apply skills to game situations with scoring.	Defend and attack in small teams. Apply attacking techniques. Know when to switch from attacking to defending. Pass and move. Pass, move and shoot.	Hit ball with accuracy and power. Hit ball into a space. Strike ball with intent. Know how to win a game. Hit with accuracy.
Vocabulary	Attacker avoid Defender Possession Prevent Opposition Scoring Space	Champion dancers Control Rhythm Expression Emotion Stimulus Flo Timing	Champion gymnast Flow Link Transition Zig zag Curved Sequence Combination Alternate	Fielding Batting Space Throwing Catching Overarm Underarm Runs Rounder	Attacker Defender Tactics Team Transition Possession Points/scoring	Fielding Batting Accuracy Power Defender Attacking
Year 3	<b>What was life like in Stone Age?</b>	<b>What is it like to live in Greece?</b>	<b>How did the ancient Greeks change the world?</b>	<b>Why is fair trade important?</b>	<b>How have holidays in Cornwall changed over time?</b>	<b>Why are our coasts changing?</b>
	Games- Football Communication, respect & Collaboration	OAA -Communication and tactics Communication & Collaboration	Dance – Cannon and unison Collaboration, resilience, cooperation and self motivation.	Games – Basketball Resilience, self discipline and respect.	Games – Tennis (Swimming) Cooperation, cooperation and resilience.	Athletics Cooperation, encouragement and self belief.

Knowledge	Explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling. Learn how to keep possession and eventually score in order to win a modified game.	Explore what makes an effective team through different problem-solving challenges. Develop communication skills, essential to working within a team to complete activities.	Develop and apply an understanding of canon and unison to create sequences. Small groups to create sequences that combine both canon and unison, using a range of apparatus that flow.	Develop pupils' ability and understanding on how to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	Explore how to apply the principles of attack vs defence in order to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques	Use bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.
Skills	Dribbling to keep control. Receiving and passing and increase control and accuracy. Move, pass and shoot.introduce turning. Refine dribbling & passing.	Develop communication, collaboration and leadership skills. Create simple tactics Improve tactics. Apply tactics and communicate.	Intro to canon. Intro to unison. Create sequences. Apply on apparatus. Change levels and direction. Perform to class.	Refine dribbling, receiving and passing. Combine receiving and passing to create clear shooting opportunities. Introduce marking in defence. Develop a variety of shooting skills and techniques.	Create space to win a point. Understand the game. Develop forehand. Decision make to outwit an opponent. Hold and use an racket. Introduce back hand. Create space, allow ball to bounce in paired games.	Running for speed. Explore acceleration. Run for speed in team events. Throwing with accuracy Vs distance. Jumping for distance. Explore stride patterns. Run while maintaining pace
Vocabulary	Free kick Penalty Possession Space Defender Attacker Occupied Create space	Communication Tactic Teamwork Communication Strategy Attacker Defender Tag	Excellent gymnasts Extension Sequence Interesting Apparatus Unison Canon Performance	Possession Marking Attack Defence Space Bounce pass Pivot	Baseline Forehand Backhand Out Court Rally Recover Space Outwit	Relay Change-over Accuracy Acceleration Distance Speed Tactics
Year 4	<b>What makes our Earth angry?</b>	<b>What have the Romans ever done for us?</b>	<b>Where in the world is Nigeria?</b>	<b>What happened to the ancient Kingdom of Benin?</b>	<b>Why are the Tudors remembered?</b>	<b>How does the river get to the sea?</b>
	Games- game sense Communication, collaboration and resilience.	Games – Quidditch Cooperation, collaboration and respect.	Gymnastics – Bridges Cooperation, resilience and self motivation.	Games – Handball (Swimming) Respect Cooperation and resilience.	Althetics	Games – Cricket Resilience, cooperation and respect.

Knowledge	Develop pupils' ability to apply the principles of attack vs defence, with a focus on effectively using their passing, moving and dribbling skills to create an attack that results in a shooting opportunity. Pupils will be introduced to defensive principles including marking.	Develop passing and receiving skills in order to keep possession and create a successful attack. Understand how, when and why we need to throw with accuracy and power. Develop defensive skills, including catching and blocking.	Explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.	develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	Develop sprinting technique, analyse performance. Compare sprinting to running for distance and pacing. Introduce throwing for distance with javelins and explore the triple jump.	Develop pupils ability to apply the principles of attack vs defence in a cricket context. Pupils will develop a range of more advanced fielding skills to keep the batter's score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many runs (points) as possible
Skills	Develop passing and reciving with a range of balls. Pass to create space. Pass, move and shoot. Dribble while keeping control. Transition from defence to attack. Refine skills in teams.	Refine dribbling, receiving and passing. Combine receiving and passing to create clear shooting opportunities. Introduce marking in defence. Develop a variety of shooting skills and techniques.	Intro to bridges. Application of bridges on apparatus. Developing sequences and formations in bridges. Intro to counter balances. Counterbalances on apparatus. Sequences to perform.	Develop passing and shooting to create space. Develop defending, blocking and marking skills. Practise pass, move and shoot. Explore function and technique of other passes. Knowing when and how to transitioning from attacking to defending.	Refine running at speed and running for pace and apply previously taught tactics. Sprint to finish race. Jump for distance (standing long jump, long jump and triple jump). Throw for distance (shot put, javelin and howler)	Underarm bowling and throwing. Stopping and returning the ball. Striking at different angles and speeds. Batting and batting techniques. Developing bowling tactics-over and underarm. Fielding, stopping the ball and retrieving to outwit opponents.
Vocabulary	Control Accuracy Marking Space Dribbling Shooting	Bludger Quaffle Chaser (attacker) Beater (defender) Space Possession Prevent Marking Forward & backwards Pivot	Excellent gymnasts Flow Levels Bridge Extension Control Counterbalance Apparatus	Shooting Interception Free passes Shooting Marking Transition Defend Attack Man to man marking	Stride pattern Power Pace Distance Speed.	Batting Defensive batting Fielding Defensive fielding position Long barrier

Year 5	Why is the planet melting?	What was it like to be a Victorian?	Why did the world go to war?	Why is London an important city?	How do forces work?	Who won the Space Race?
	<p><b>Health related fitness</b> Encouragement, self-motivation and resilience.</p>	<p><b>Gymnastics – Counterbalancing (Swimming)</b> Communication and respect.</p>	<p><b>Games – Dodgeball</b> Communication and integrity</p>	<p><b>Games – Touch/Tag rugby</b> Communication</p>	<p><b>OAA – Problem solving</b> Communication, self motivation and integrity.</p>	<p><b>Games – Rounders</b> Communication, collaboration, respect and teamwork.</p>
Knowledge	<p>Pupils to understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.</p>	<p>Explore Counter Balance and Counter Tension balances on the floor and on apparatus. Create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.</p>	<p>Consolidate pupils’ ability to apply the principles of attack vs defence in games. Consolidate their throwing, catching and dodging skills applying these as they create simple tactics for attacking and defending.</p>	<p>Apply their prior learning of passing and moving, learning how to execute different passes and understanding where, when they are used in a game. Develop tactics for both attacking and defending and apply these successfully within teams.</p>	<p>Consolidate ability to apply effective teamwork through different problem-solving challenges. Focus on pupils' ability to lead others, applying skills essential to working within a team as well as create, evaluate and adapt tactics.</p>	<p>Apply fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. Explore the skill set of each team and tactically select players to play in positions that utilise their skills.</p>
Skills	<p>Understand the cardio vascular system. Work on cardio fitness. Complete a strength &amp; flexibility circuit. Analyse fitness. Develop strength, cardio and flexibility fitness.</p>	<p>Intro to counterbalancing. Perform on floor and apparatus and small sequences. Introduce counter tension. Matching sequences on floor and apparatus. Mirroring sequences.</p>	<p>Introduce blocking. Develop catching. Throwing with accuracy and power. Apply attacking and defending techniques and tactics. Transition between attacking and defending in game situations.</p>	<p>Passing and moving to create attacks. Use different passes to outwit opponents. Defend as a team and apply defence tactics. Develop officiating. Consolidate passing and moving. Apply tactics.</p>	<p>Adapt and change tactics when appropriate. Lead by example and support others. Evaluate and improve tactics. Listen to ideas and analyse options. Develop multiple strategies to a solution. Take responsibility. Involve everyone. Be positive and supportive.</p>	<p>Fielding tactics. Know what to do if batter misses (both sides). Learn and apply fielding tactics. Mini tournaments. Developing into full games. Refine understanding of what to do if....</p>

Vocabulary	<p>Cardio-vascular Strength Flexibility Fitness Circuits Fitness test Joints Muscles Resistance Stretching</p>	<p>Brilliant gymnasts Counter balance Counter tension Unison Match Mirror Levels Flow</p>	<p>Tactics Transition Accuracy Power Dodge Blocking Eliminated</p>	<p>Tactics Transition Outwit Offside Loop pass Miss pass Fake pass Onside Offside</p>	<p>Communication Tactics Teamwork Strategy Leadership Teamwork Trust</p>	<p>Batting and bowling square Out No ball Fielder Bowler Batter Pitch Boundaries Scoring system</p>
Year 6	<p><b>What did the Egyptians teach us?</b></p>	<p><b>Are rainforests important?</b></p>	<p><b>What legacy did the Celts leave in Cornwall?</b></p>	<p><b>What powers Earth?</b></p>	<p><b>Were all Vikings vicious?</b></p>	<p><b>Can you find your way home?</b></p>
	<p>Games – Netball (Swimming) Self discipline and motivation. Fairness.</p>	<p>Games – Hockey Integrity and self-discipline.</p>	<p>Gymnastics – Matching and mirroring Give and revive constructive feedback.</p>	<p>Leadership – Young leaders Communication, giving constructive feedback and leading small games.</p>	<p>Athletics Communicate and collaborate.</p>	<p>Games – Cricket Dance Integrity and self discipline</p>
Knowledge	<p>Consolidate their understanding of the principles of attack and defence. Consistently apply a range of effective passes, in order to keep possession and score. Apply pressure when defending to regain possession quickly.</p>	<p>Consistently apply effective attacking skills, applying decision making in order to keep possession and score. Apply pressure when defending to regain possession effectively.</p>	<p>Apply "excellent gymnastics" through matching and mirroring movements. Create a sequence of movements, bringing together a combination of both matching and mirroring movements.</p>	<p>understand what makes an effective leader. Unpicking the 'STEP' principles, pupils will apply their developing understanding as they lead others. Pupils will identify the different attributes that make an effective leader.</p>	<p>Apply knowledge, understanding and skills into a series of competitions. Experience competition across all of the different areas of athletics that they have explored. Apply the correct technique as well as collaborating in teams.</p>	<p>Consolidate knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.</p>



Skills	Evaluate and improve tactics. Consolidate shooting, passing and moving and marking skills. Apply effective leadership. Develop healthy active lifestyles and be motivated to improve individually and as a team supporting others.	Consolidate keeping possession. Develop officiating. Understand and apply attacking and defensive tactics. Pupils are inspired and motivated. Apply leadership skills to playtimes in school with peers and younger pupils.	Introduce matching and on apparatus. Introduce mirroring and on apparatus. Develop sequence. Perform to group and analyse performances with constructive feedback.	Understand what makes an effective leader. Communicate as a leader. Explore STEP principle. Organise others. Adapt equipment to suit task and meet others needs (eg move targets closer). Be responsible. Include everyone in group. Be clear on roles and responsibilities.	Level 1 competition – throwing, running for speed, running for distance, jumping, mini Olympics, long jump, high jump, discus.	Consolidate batting, fielding, bowling skills. Apply attacking and defensive tactics in game situations. Take responsibility to score using the 'Countdown' App
Vocabulary	Tactics Transition Umpire Positions Marking Thirds	Attack Counter attack Defend Mark Free hit Pitch and markings	Excellent gymnasts Flow Level Mathing Mirroring Unison Canon	Communication Leadership Cooperation Responsibility S.T.E.P: SPACE TASK EQUIPMENT PEOPLE	Tactics Teamwork Speed Distance Evaluation False start Events Co-ordinating Managing & keeping score	Tactics Umpire Boundary Four Six Over

**Subject content**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time engage in competitive sports and activities
- lead healthy, active lives

**Key stage 1**

**Pupils should be taught to:**

- 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:**

- 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

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## **Key stage 2**

### **Pupils should be taught to:**

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:**

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- 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.

**Swimming and water safety** All schools must provide swimming instruction either in key stage 1 or key stage 2.

### **Pupils should be taught to:**

- 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

Year/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Foundation	Walking 1	Dinosaurs	High, Low, Over, Under	Hands 1	Jumping 1	Rackets Bats Balls and Balloons
Year 1	Running 1	Wide, Narrow, Curled	Heroes	Feet 1	Hands 1	Team Building
Year 2	Dodging 1	Water	Pathways	Hands 2	Games For Understanding	Rackets Bats and Balls
Year 3	Football	Communication & Tactics	Canon and Unison	Swimming Basketball	Tennis	Athletics
Year 4	Game Sense Invasion	Quidditch	Bridges	Handball	Athletics Swimming	Cricket
Year 5	Game Sense Invasion Health Related Exercise	Counter Balance & Counter Tension Swimming	Dodgeball Swimming	Tag Rugby	Problem Solving	Rounders
Year 6	Netball Swimming	Hockey	Matching & Mirroring	Leadership	Running	Cricket