

Polesden Lacey Infant School – PE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Where ever possible staff will provide link learning to the school values; caring, courageous, curious, fair, respectful, resilient, and British Values; democracy, rule of law, individual liberty, mutual respect and tolerance. They will also provide real life examples of people both who the children know and who they don't who have shown these values.</p>					
EYFS	<p>PE lessons are split into four areas:</p> <div style="display: flex; justify-content: space-around;"> <ul style="list-style-type: none"> body awareness movement object control stability <ul style="list-style-type: none"> Balancing Controlling Coordination Strength <ul style="list-style-type: none"> Hand – eye or foot – eye coordination Linking actions </div>					
	<p>They all work to develop the Fundamental Movement Skills:</p>					
	<p>Games from the Merton curriculum will be chosen that link to the broad topics below.</p>					
	<p>The children have access to physical development activities during continuous provision, for example, planks and crates, PE equipment, wheelbarrows and brooms.</p>					
	<p style="text-align: center;">Gym</p> <p style="text-align: center;">Introduction to PE rules</p> <p>Moving with control (Spatial awareness, control, coordination)</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p style="text-align: center;">Gym</p> <p>Moving with control (over, under, on, off equipment)</p> <p style="color: green;">Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling – crawling – walking – jumping – running – hopping – skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p style="text-align: center;">Games</p> <p>Ball skills (throwing, catching, patting, pushing)</p> <p style="color: green;">Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p style="color: red;">The Burpee Bears – Joe Wicks</p>	<p style="text-align: center;">Dance (coordination, rhythm, tempo, pulse, beat, synchronisation)</p> <p style="color: green;">Combine different movements with ease and fluency.</p> <p style="color: red;">Giraffe's Can't Dance – Giles Andreae</p>	<p style="text-align: center;">Games</p> <p>Ball skills (kicking, stopping, controlling)</p> <p style="color: green;">Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p style="text-align: center;">Dance (coordination, rhythm, tempo, pulse, beat, synchronisation)</p> <p style="color: red;">Dance with Oti – Oti Mabuse</p>
	<p>*Join in with mile run and jump start Johnny</p> <p>*Forest School weekly</p>					

	<p>KS1 Follow the Merton PE Curriculum</p> <p>The learning objectives are the same for each unit, however, the progression of skills is developed through each lesson.</p> <p>Classes have access to PhysiFUN activities and Val Selbin curriculum.</p>					
<p>Year 1</p>	<p>Athletics Explore running, jumping and throwing activities and take part in simple challenges and competitions. Experiment with different ways of travelling, throwing, jumping and increasing their awareness of speed and distance.</p> <p>Dance Work on spatial awareness, balance, coordination. Create short dances; individually, in pairs and small groups. A range of different dances to different themes.</p>	<p>Games Develop game playing skills such as throwing and catching. Learn how to play 1 against 1, 2 against 2 etc.</p> <p>Gym Investigating movement, stillness, moving safely Linking actions together using the floor and apparatus</p>	<p>Dance Gym</p>	<p>Athletics Games</p>	<p>Dance Games</p>	<p>Athletics Gym</p>

Year 2

Athletics- unit 1
 Children explore running, jumping and throwing activities. Take part in simple challenges and competitions. Experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.

Gym- unit 1
 Focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlink' actions on the floor. Incorporate basic skills into rhythmic gymnastics

Games- unit 1
 Improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.

Dance- fireworks, winter wonderland
 To explore, remember, repeat and link a range of actions with coordination and control. Compose and perform dances that express and communicate moods, ideas and feelings. Work individually, in pairs and small groups. Develop an awareness of the historical and cultural origins of different themes.

Games- unit 2
 Gym – unit 2

Games- unit 3
 Dance – unit 1 or 2

Athletics- unit 2
 Dance- unit 2 or 3 (wildlife creatures dance angels_

Athletics- unit 3
 Sports Day
 Gym- unit 3

The learning objectives are the same for each unit, however, the progression of skills is developed through each lesson. Classes have access to PhysiFUN activities and Val Selbin curriculum.