

CLASS 3

RECEPTION/YEAR ONE

CYCLE A – 2024 - 25

PE CURRICULUM MAP

CLASS 3 (YEAR R/Y1) CYCLE B 2024 – 25	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FMS SKILLS COVERED IN UNIT 1	<u>SEASIDES</u> Run Jump Hop Catch	<u>SPACE</u> Jump Run Catch Hop Throw overarm	<u>ELMER</u> Jump Throw overarm Catch Run Hop	<u>HUNGRY CATERPILLAR</u> Jump Throw overarm Catch Run Hop	<u>SUPERWORM</u> Jump Throw overarm Catch Run Hop	<u>ROSIE'S WALK</u> Jump Throw overarm Catch Run Hop
OVERALL AIMS OF UNIT 2		<u>DANCE – NURSERY RHYMES</u> Explore basic body actions and use different parts of the body to make movements. Create repeated short sequences inspired by different nursery rhymes. To think about how to use movement to explore and communicate ideas, issues and their own feelings and thoughts.	<u>DANCE – SEASONS</u> Explore basic body actions and use different parts of the body to make movements. Create repeated short sequences inspired by different seasons. To think about how to use movement to explore and communicate ideas, issues and their own feelings and thoughts.	<u>DANCE – CIRCUS</u> Explore basic body actions and use different parts of the body to make movements. Create repeated short sequences inspired by different circus characters. To think about how to use movement to explore and communicate ideas, issues and their own feelings and thoughts.	<u>DANCE – TOYS</u> Explore basic body actions and use different parts of the body to make movements. Create repeated short sequences inspired by different toys. To think about how to use movement to explore and communicate ideas, issues and their own feelings and thoughts.	<u>DANCE – JUNGLE</u> Explore basic body actions and use different parts of the body to make movements. Create repeated short sequences inspired by different jungle characters. To think about how to use movement to explore and communicate ideas, issues and their own feelings and thoughts.
UNIT ONE LESSON 1 OBJECTIVE	To balance on small body parts. To travel on hands and feet.	To travel in a variety of ways. To adjust speed and direction to avoid obstacles.	To make a range of shapes on small body parts. To travel in a range of ways to negotiate space successfully.	To perform the basic skill of jumping. To travel in a variety of ways low to the ground.	To perform the basic skill of jumping. To travel in a variety of ways low to the ground.	To jump and land appropriately.
DEVELOPING SKILLS	To throw underarm. To jump and land safely. To run fast.	To throw underarm. To jump and land safely. To run fast. To throw overarm.	To jump and land safely.	To jump and land safely. To run fast.	To jump and land safely. To hop on left foot. To hop on right foot. To travel on hands and feet.	To jump and land safely. To hop on left foot. To hop on right foot.
APPLICATION OF SKILLS	To carry equipment safely.	To carry equipment safely.	To carry equipment safely.	To jump in different ways.	To carry equipment safely. To explore different ways of travelling using equipment and apparatus.	To explore different ways of travelling. To explore different ways of travelling using equipment and apparatus.
CHARACTER DEVELOPMENT	To travel and jump off apparatus with confidence.	N/A	N/A	N/A	N/A	N/A

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UNIT ONE LESSON 2 OBJECTIVE	To show increasing control over an object pushing and patting it.	To show increasing control over an object pushing it.	To throw with increasing accuracy underarm. To throw overarm for distance.	To travel over, under and through balance and climbing equipment.	To travel around the space hopping and skipping.	To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.
DEVELOPING SKILLS	To jump and land safely.	To roll a ball. To jump and land safely. To run fast.	To throw underarm To throw overarm.	To jump and land safely.	To throw overarm. To jump and land safely. To hop on left foot. To hop on right foot. To catch a large ball.	To hop on left foot. To hop on right foot. To jump for distance. To jump and land safely.
APPLICATION OF SKILLS	To carry equipment safely.	To carry equipment safely.	To carry equipment safely.	To jump in different ways.	To carry equipment safely.	To explore different ways of travelling. To explore different ways of travelling using equipment and apparatus.
CHARACTER DEVELOPMENT	To travel and jump off apparatus with confidence.	N/A	To work with a partner.	N/A	N/A	N/A
UNIT ONE LESSON 3 OBJECTIVE	To perform a variety of gymnastic rolls.	To perform a variety of gymnastic rolls.	To perform a range of gymnastic rolls. To move freely and with confidence when rolling.	To balance on a range of body parts.	To catch a large ball.	To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.
DEVELOPING SKILLS	To perform a pencil roll. To perform an egg roll.	To perform a pencil roll. To perform an egg roll.	To perform a pencil roll. To perform an egg roll.	To jump and land safely. To balance on a range of body parts.	To throw overarm. To jump and land safely. To hop on left foot. To hop on right foot. To catch a large ball.	To jump and land safely. To hop on left foot. To hop on right foot. To jump for distance.
APPLICATION OF SKILLS	To carry equipment safely.	To carry equipment safely.	To carry equipment safely.	To jump in different ways	To carry equipment safely.	To explore different ways of travelling. To explore different ways of travelling using equipment and apparatus.
CHARACTER DEVELOPMENT	N/A	N/A	N/A	To be determined to keep a balance still.	N/A	N/A
UNIT ONE LESSON 4 OBJECTIVE	To show increasing control over an object pushing and patting it.	To over arm throw for distance.	To perform a range of gymnastic jumps. To balance on one leg. To balance on a range of small body parts.	To throw underarm.	To travel under, over and through balancing and climbing equipment.	To climb under, over and through climbing equipment.
DEVELOPING SKILLS	To throw underarm. To catch a large ball.	To jump and land safely. To perform an egg roll.	To jump and land safely. To run fast.	To jump and land safely. To run fast.	To jump and land safely.	To throw underarm. To jump and land safely.

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		To throw overarm.		To balance on a range of body parts.	To travel on hands and feet.	To throw overarm. To jump for distance.
APPLICATION OF SKILLS	To carry equipment safely.	To carry equipment safely.	To carry equipment safely.	To jump in different ways.	To carry equipment safely. To explore different ways of travelling using equipment and apparatus.	To explore different ways of travelling. To explore different ways of travelling using equipment and apparatus.
CHARACTER DEVELOPMENT	To travel and jump off apparatus with confidence.	N/A	N/A	To be determined to keep a balance still.	To climb on a climbing frame with confidence.	To climb on a climbing frame with confidence.
UNIT ONE LESSON 5 OBJECTIVE	To show increasing control over an object pushing and patting it To underarm throw with some accuracy.	To climb nursery, play climbing equipment.	To climb with confidence under, over and through different climbing equipment.	To roll in a variety of ways.	To pull themselves up on climbing equipment.	To experiment with different ways of travelling on hands and feet.
DEVELOPING SKILLS	To throw underarm. To catch a large ball.	To roll a ball. To run fast. To throw overarm.	To jump and land safely. To throw underarm	To perform a pencil roll. To perform an egg roll.	To jump and land safely. To travel on hands and feet.	To throw underarm. To jump and land safely. To throw overarm. To jump for distance.
APPLICATION OF SKILLS	To carry equipment safely.	To carry equipment safely.	To carry equipment safely.	N/A	To carry equipment safely. To explore different ways of travelling using equipment and apparatus.	To explore different ways of travelling. To explore different ways of travelling using equipment and apparatus.
CHARACTER DEVELOPMENT	To travel and jump off apparatus with confidence.	To climb on climbing frame with confidence.	N/A	N/A	To climb on a climbing frame with confidence.	To climb on a climbing frame with confidence.
UNIT ONE LESSON 6 OBJECTIVE	To revise fundamental movement skills covered in this unit.	To revise fundamental movement skills covered in this unit.	To revise fundamental movement skills covered in the unit.	To revise fundamental movement skills covered in the unit.	To revise fundamental movement skills covered in the unit.	To revise fundamental movement skills covered in this unit.
DEVELOPING SKILLS	To throw underarm. To jump and land safely. To perform a pencil roll. To perform an egg roll. To run fast. To catch a large ball.	To throw underarm. To roll a ball. To jump and land safely. To perform a pencil roll. To perform an egg roll. To run fast To throw overarm.	To jump and land safely. To throw underarm To throw overarm. To perform a pencil roll. To perform an egg roll. To run fast.	To jump and land safely. To perform a pencil roll. To perform an egg roll. To run fast. To balance on a range of body parts.	To throw overarm. To jump and land safely. To hop on left foot. To hop on right foot. To catch a large ball. To travel on hands and feet.	To throw underarm. To jump and land safely. To throw overarm. To hop on left foot. To hop on right foot. To jump for distance.
APPLICATION OF SKILLS	To carry equipment safely.	To carry equipment safely.	To carry equipment safely.	To jump in different ways.	To carry equipment safely. To explore different ways of travelling using equipment and apparatus.	To explore different ways of travelling. To explore different ways of travelling using equipment and apparatus.

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CHARACTER DEVELOPMENT	To travel and jump off apparatus with confidence.	To climb on a climbing frame with confidence.	To work with a partner.	To be determined to keep a balance still.	To climb on a climbing frame with confidence.	To climb on a climbing frame with confidence.
UNIT TWO LESSON 1 OBJECTIVE	N/A	To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds). To use a mind map to help us move like different nursery rhymes that we know.	To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds). To use a mind map to help us move like different seasons that we know.	To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds). To use a mind map to help us move like different toys that we know.	To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds). To use a mind map to help us move like different circus characters that we know.	To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds). To use a mind map to help us move like different jungle characters that we know.
DEVELOPING SKILLS	N/A	Use my body and create simple theme related shapes, movements and actions. Move safely in a space taking care of themselves and others.	Use my body and create simple theme related shapes, movements and actions. Move safely in a space taking care of themselves and others.	Use my body and create simple theme related shapes, movements and actions. Move safely in a space taking care of themselves and others.	Use my body and create simple theme related shapes, movements and actions. Move safely in a space taking care of themselves and others.	Use my body and create simple theme related shapes, movements and actions. Move safely in a space taking care of themselves and others.
APPLICATION OF SKILLS	N/A	N/A	N/A	N/A	N/A	N/A
CHARACTER DEVELOPMENT	N/A	Contribute simple key words to the theme related mind map. Translate ideas into simple shapes, movements and actions.	Contribute simple key words to the theme related mind map. Translate ideas into simple shapes, movements and actions.	Contribute simple key words to the theme related mind map. Translate ideas into simple shapes, movements and actions.	Contribute simple key words to the theme related mind map. Translate ideas into simple shapes, movements and actions.	Contribute simple key words to the theme related mind map. Translate ideas into simple shapes, movements and actions.
UNIT ONE LESSON 2 OBJECTIVE	N/A	To listen carefully to nursery rhymes and be creative with our movements. To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds).	To listen carefully to the poems and be creative with our movements. To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds).	To listen carefully to the poems and be creative with our movements. To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds).	To listen carefully to the poems and be creative with our movements. To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds).	To listen carefully to the poems and be creative with our movements. To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds).
DEVELOPING SKILLS	N/A	Be creative in movements and travel. Use my body and create simple theme related shapes, movements and feelings.	Be creative in movements and travel. Use my body and create simple theme related shapes, movements and feelings.	Be creative in movements and travel. Use my body and create simple theme related shapes, movements and feelings.	Be creative in movements and travel. Use my body and create simple theme related shapes, movements and feelings.	Be creative in movements and travel. Use my body and create simple theme related shapes, movements and feelings.

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		Move safely in a space taking care of themselves and others.	Move safely in a space taking care of themselves and others.	Move safely in a space taking care of themselves and others.	Move safely in a space taking care of themselves and others.	Move safely in a space taking care of themselves and others.
APPLICATION OF SKILLS	N/A	Can use teacher feedback to improve performance.	Can use teacher feedback to improve performance.	Can use teacher feedback to improve performance.	Can use teacher feedback to improve performance.	Can use teacher feedback to improve performance.
CHARACTER DEVELOPMENT	N/A	Listen carefully to the theme and can begin to be creative with movements. Use words from a song or poem to create shapes, movements and feelings.	Listen carefully to the theme and can begin to be creative with movements. Use words from a song or poem to create shapes, movements and feelings.	Listen carefully to the theme and can begin to be creative with movements. Use words from a song or poem to create shapes, movements and feelings.	Listen carefully to the theme and can begin to be creative with movements. Use words from a song or poem to create shapes, movements and feelings.	Listen carefully to the theme and can begin to be creative with movements. Use words from a song or poem to create shapes, movements and feelings.
UNIT ONE LESSON 3 OBJECTIVE	N/A	To show use of different levels in our travelling movements. To be creative in our use of travelling movements. To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds).	To show use of different levels in our travelling movements. To be creative in our use of travelling movements. To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds).	To show use of different levels in our travelling movements. To be creative in our use of travelling movements. To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds).	To show use of different levels in our travelling movements. To be creative in our use of travelling movements. To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds).	To show use of different levels in our travelling movements. To be creative in our use of travelling movements. To move safely in space taking care of ourselves and others (heads up, eyes forward and control speeds).
DEVELOPING SKILLS	N/A	Move safely in a space taking care of themselves and others. Begin to show different levels during travel.	Move safely in a space taking care of themselves and others. Begin to show different levels during travel.	Move safely in a space taking care of themselves and others. Begin to show different levels during travel.	Move safely in a space taking care of themselves and others. Begin to show different levels during travel.	Move safely in a space taking care of themselves and others. Begin to show different levels during travel.
APPLICATION OF SKILLS	N/A	Can use teacher feedback to improve performance. Confident to speak to others about their own wants, needs and opinions.	Can use teacher feedback to improve performance. Confident to speak to others about their own wants, needs and opinions.	Can use teacher feedback to improve performance. Confident to speak to others about their own wants, needs and opinions.	Can use teacher feedback to improve performance. Confident to speak to others about their own wants, needs and opinions.	Can use teacher feedback to improve performance. Confident to speak to others about their own wants, needs and opinions.
CHARACTER DEVELOPMENT	N/A	Listen carefully to the theme and can begin to be creative with movements.	Listen carefully to the theme and can begin to be creative with movements.	Listen carefully to the theme and can begin to be creative with movements.	Listen carefully to the theme and can begin to be creative with movements.	Listen carefully to the theme and can begin to be creative with movements.
UNIT ONE LESSON 4 OBJECTIVE	N/A	To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions. Teacher led stretches to encourage flexibility, extension, posture and balance.	To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions. Teacher led stretches to encourage flexibility, extension, posture and balance.	To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions.	To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions. Teacher led stretches to encourage flexibility, extension, posture and balance.	To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions. Teacher led stretches to encourage flexibility, extension, posture and balance.

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DEVELOPING SKILLS	N/A	Can copy teacher led actions.	Can copy teacher led actions.	Can copy teacher led actions.	Can copy teacher led actions.	Can copy teacher led actions.
APPLICATION OF SKILLS	N/A	Aware of people's feelings when giving and receiving simple feedback. Can progress own ideas when observing others. Can observe others and identify simple movements. Confident to speak to others about their own wants, needs and opinions.	Aware of people's feelings when giving and receiving simple feedback. Can progress own ideas when observing others. Can observe others and identify simple movements. Confident to speak to others about their own wants, needs and opinions.	Aware of people's feelings when giving and receiving simple feedback. Can progress own ideas when observing others. Can observe others and identify simple movements. Confident to speak to others about their own wants, needs and opinions.	Aware of people's feelings when giving and receiving simple feedback. Can progress own ideas when observing others. Can observe others and identify simple movements. Confident to speak to others about their own wants, needs and opinions.	Aware of people's feelings when giving and receiving simple feedback. Can progress own ideas when observing others. Can observe others and identify simple movements. Confident to speak to others about their own wants, needs and opinions.
CHARACTER DEVELOPMENT	N/A	Knows how to turn what they see into ways of moving.	Knows how to turn what they see into ways of moving.	Knows how to turn what they see into ways of moving.	Knows how to turn what they see into ways of moving.	Knows how to turn what they see into ways of moving.
UNIT ONE LESSON 5 OBJECTIVE	N/A	To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions. Teacher led stretches to encourage flexibility, extension, posture and balance.	To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions. Teacher led stretches to encourage flexibility, extension, posture and balance.	To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions. Teacher led stretches to encourage flexibility, extension, posture and balance.	To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions. Teacher led stretches to encourage flexibility, extension, posture and balance.	To work well in pairs showing good listening. To use the pictures to come up with creative and imaginative actions. Teacher led stretches to encourage flexibility, extension, posture and balance.
DEVELOPING SKILLS	N/A	Can copy teacher led actions. Can show simple timing and use of travel.	Can copy teacher led actions. Can show simple timing and use of travel.	Can copy teacher led actions. Can show simple timing and use of travel.	Can copy teacher led actions. Can show simple timing and use of travel.	Can copy teacher led actions. Can show simple timing and use of travel.
APPLICATION OF SKILLS	N/A	Aware of people's feelings when giving and receiving simple feedback. Can progress own ideas when observing others. Confident to speak to others about their own wants, needs and opinions.	Aware of people's feelings when giving and receiving simple feedback. Can progress own ideas when observing others. Confident to speak to others about their own wants, needs and opinions.	Aware of people's feelings when giving and receiving simple feedback. Can progress own ideas when observing others. Confident to speak to others about their own wants, needs and opinions.	Aware of people's feelings when giving and receiving simple feedback. Can progress own ideas when observing others. Confident to speak to others about their own wants, needs and opinions.	Aware of people's feelings when giving and receiving simple feedback. Can progress own ideas when observing others. Confident to speak to others about their own wants, needs and opinions.
CHARACTER DEVELOPMENT	N/A	Knows how to turn what they see into ways of moving.	Knows how to turn what they see into ways of moving.	Knows how to turn what they see into ways of moving.	Knows how to turn what they see into ways of moving.	Knows how to turn what they see into ways of moving.
UNIT ONE LESSON 6 OBJECTIVE	N/A	To understand what a good performance is. To give useful feedback to our partner.	To understand what a good performance is. To give useful feedback to our partner.	To understand what a good performance is. To give useful feedback to our partner.	To understand what a good performance is. To give useful feedback to our partner.	To understand what a good performance is. To give useful feedback to our partner.

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		To improve our own performance based on.	To improve our own performance based on.	To improve our own performance based on.	To improve our own performance based on.	To improve our own performance based on.
DEVELOPING SKILLS	N/A	Can copy teacher led actions.	Can copy teacher led actions.	Can copy teacher led actions.	Can copy teacher led actions.	Can copy teacher led actions.
APPLICATION OF SKILLS	N/A	To improve their control of their own performance. Can observe others and identify simple movements. Aware of people's feelings when giving and receiving simple feedback.	To improve their control of their own performance. Can observe others and identify simple movements. Aware of people's feelings when giving and receiving simple feedback.	To improve their control of their own performance. Can observe others and identify simple movements. Aware of people's feelings when giving and receiving simple feedback.	To improve their control of their own performance. Can observe others and identify simple movements. Aware of people's feelings when giving and receiving simple feedback.	To improve their control of their own performance. Can observe others and identify simple movements. Aware of people's feelings when giving and receiving simple feedback.
CHARACTER DEVELOPMENT	N/A	Knows when to start and end a sequence.	Knows when to start and end a sequence.	Knows when to start and end a sequence.	Knows when to start and end a sequence.	Knows when to start and end a sequence.