

CLASS 4 YEAR ONE AND TWO

CYCLE A – 2024 - 25

PE CURRICULUM MAP

CLASS 4 (YEAR 1/2) CYCLE A 2024 – 25	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERALL AIMS OF UNIT 1	<u>FMS BASELINE LOST AND FOUND (Y1)</u> Children will be assessed and develop basic FMS skills.	<u>FMS UNDERARM THROW (Y1)</u> Children will develop their basic game-playing skills, in particular the FMS of throwing and catching. They will play games based on net games and striking and fielding games.	<u>GYMNASTICS (Y1)</u> Children investigate movement, stillness and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, e.g. two jumps, or two rolls. In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with aim of showing as much control and precision as possible.	<u>DANCE – THROUGH THE THREE LITTLE PIGS UNIT (Y1)</u> Children will explore basic body actions e.g. jumping and turning, and use different body parts to create and repeat short dances. In dance as a whole, children will think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	<u>ATHLETICS (Y1)</u> Children will explore the FMS of running, jumping and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.	<u>GAMES THROUGH THE PIGGY IN THE MIDDLE UNIT (Y2)</u> Children will improve and apply their basic FMS in games. They will play games that demand simple choices and decisions on how to use space and avoid opponents, keep the ball and score points. They will continue to refine their FMS techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.
OVERALL AIMS OF UNIT 2	<u>DANCE – THROUGH THE TRAVEL UNIT (Y1)</u> Children will explore basic body actions e.g. jumping and turning, and use different body parts to create and repeat short dances. In dance as a whole, children will think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	<u>FMS OVERARM THROW (Y1)</u> Children will develop their basic game-playing skills, in particular the FMS of throwing and catching. They will play games based on net games and striking and fielding games.	<u>FMS CATCHING AND BOUNCING A BALL (Y1)</u> Children will develop their basic game-playing skills, in particular the FMS of throwing and catching. They will play games based on net games and striking and fielding games.	<u>FMS – KICKING UNIT (Y1)</u> Children will develop their basic game-playing skills, in particular the FMS of throwing and catching. They will play games based on net games and striking and fielding games.	<u>FMS – INVASION GAMES THROUGH THE BOUNCE BALL UNIT (Y2)</u> Children will improve and apply their basic FMS in games. They will play games that demand simple choices and decisions on how to use space and avoid opponents, keep the ball and score points. They will continue to refine their FMS techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.	<u>FMS – END OF KS1 ASSESSMENT UNIT (Y2)</u> Children will improve and apply their basic FMS in games. They will play games that demand simple choices and decisions on how to use space and avoid opponents, keep the ball and score points. They will continue to refine their FMS techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.

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UNIT ONE LESSON 1 OBJECTIVE	To demonstrate the FMS of underarm throwing and hopping.	To demonstrate an underarm throw with some accuracy. To show a side gallop.	To demonstrate a travel and pencil roll. To show a jump 2 feet to 2 feet with a straight shape.	To convey a character linking two movement ideas	To show a hopping skill with rhythm.	To demonstrate an underarm throw with some accuracy. To show catching a ball with control.
DEVELOPING SKILLS	Overarm throw Underarm throw Hopping	Can perform a side gallop with some rhythm. Can throw a bean bag underarm.	Can perform a pencil and egg roll showing basic control and coordination.	Can travel using different pathways.	Can perform at least 5 rhythmical hops. Can roll a ball underarm with opposite foot to arm.	Can catch a ball with some level of coordination and consistency. Can change direction with coordination and control.
APPLICATION OF SKILLS	N/A	Can throw with a level of accuracy into targets.	Can repeat a simple movement phase/ keep repeating it showing control and accuracy.	Can choose and link actions to express and communicate the idea of a character. Can remember and repeat their phrase.	N/A	N/A
CHARACTER DEVELOPMENT	To know I can learn and get better at PE skills if I try. To keep trying even when we find it hard.	Does keep trying when they find something difficult.	Can focus on what they need to do to improve.	N/A	To help others in my group by encouraging them so we work together towards a shared goal.	Can help others develop their skills.
UNIT ONE LESSON 2 OBJECTIVE	To demonstrate the FMS of an overarm throw and skipping.	To demonstrate an underarm throw with some accuracy at different targets. To show a side gallop.	To demonstrate travelling actions i.e. frog & bunny hop. To show an egg roll. To show a jump 2 feet to 2 feet with a tuck shape.	To convey a contrasting character, linking movement ideas.	To show running and changing direction quickly.	To throw underarm with accuracy then move into a space. To catch a ball with control.
DEVELOPING SKILLS	Overarm throw Skipping	Can throw a beanbag underarm. Can throw a beanbag underarm at a range of different targets.	Can perform a pencil and egg roll showing basic control and coordination. Can perform tall thin shapes, wide shapes and tuck shapes.	Can travel using different pathways.	Can run and change direction with some control.	Can throw a ball underarm with accuracy. Can catch a ball with some level of coordination and consistency. Can change direction with coordination and control.
APPLICATION OF SKILLS	N/A	Can throw with a level of accuracy into a target.	Can repeat a simple movement phase/ keep	Can choose and link actions to express and	Can perform running and jumping over a course.	N/A

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			repeating it showing control and accuracy.	communicate the idea of a character Can choose and link actions that express a feeling or event.		
CHARACTER DEVELOPMENT	To know I can learn and get better at PE skills if I try. To keep trying even when we find it hard.	Does keep trying when they find something difficult.	Can focus on what they need to do to improve.	N/A	Can support teammates when they find something difficult.	Can help others develop their skills.
UNIT ONE LESSON 3 OBJECTIVE	To assess the fundamental movement skills of catching and bouncing a ball. To develop fundamental movement skills.	To demonstrate an underarm throw with some accuracy at different targets. To show a side gallop.	To demonstrate travelling actions. To show a travel and roll with a shape. To jump 2 feet to 2 feet with a wide shape.	To work with a partner to convey contrasting characters.	To demonstrate jumping as far as possible and landing safely with control.	To demonstrate passing a ball with some accuracy then moving into a space.
DEVELOPING SKILLS	Catching Bouncing a ball	Can throw a beanbag underarm. Can throw a beanbag underarm at a range of different targets.	Can perform tall thin shapes, wide shapes and tuck shapes. Can travel on hands and feet showing basic control and coordination. Can carry apparatus safely.	Can use different body shapes and body actions. Can travel using different pathways.	Can jump 2 feet to 2 feet for distances and land safely with control.	Can throw a ball underarm with accuracy. Can catch a ball with some level of coordination and consistency.
APPLICATION OF SKILLS	N/A	Can throw with a level of accuracy into a target.	Can repeat a simple movement phase/ keep repeating it showing control and accuracy.	N/A	Can perform running and jumping over a course.	N/A
CHARACTER DEVELOPMENT	To know I can learn and get better at PE skills if I try. To keep trying even when we find it hard. To show will power when bouncing a ball.	Does show willpower when performing skills.	Can focus on what they need to do to improve.	Can identify ways to improve their individual performance.	Can support teammates when they find something difficult.	Can be honest about the number of passes made in a group game.
UNIT ONE LESSON 4 OBJECTIVE	To demonstrate the FMS of running and jumping.	To demonstrate a simple tactic in a game.	To apply the skills of traveling, rolling and jumping into a sequence.	To work with a partner to convey contrasting characters.	To show good posture when running fast.	To show a simple tactic in a game.

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					To demonstrate rolling a ball with some accuracy and control.	To pass a ball with some accuracy then move into a space.
DEVELOPING SKILLS	Jumping Running fast	Can throw a beanbag/ball underarm at a range of different targets.	Can travel on hands and feet showing basic control and coordination.	Can exaggerate and make movements larger than normal. Can travel using different pathways. Can use gestures to show an emotion.	Can roll a ball underarm with opposite foot to arm.	Can throw a ball underarm with accuracy. Can catch a ball with some level of coordination and consistency. Can change direction with coordination and control.
APPLICATION OF SKILLS	N/A	Can choose a tactic to outwit an opponent i.e. pretend to throw one way and throw the other.	Can record their sequence using symbols they can understand and explain.	Can link actions to gestures with some fluency.	Can perform running and jumping over a course.	Can use simple tactics i.e. pretend to throw one way then throw another OR running into a space.
CHARACTER DEVELOPMENT	To know I can learn and get better at PE skills if I try. To keep trying even when we find it hard.	Can focus on applying a tactic in a game.	Can concentrate on creating a sequence.	N/A	Owens up and is honest about their performance when playing jump in the river.	Can focus on what they can do to improve.
UNIT ONE LESSON 5 OBJECTIVE	To demonstrate the FMS of kicking and rolling a ball.	To show two simple tactics in a game.	To apply the skills of traveling, rolling and jumping into a sequence with two different shapes.	Link travelling actions with a stillness to convey events within the story	To complete a running and jumping course.	To use a simple tactic in a game.
DEVELOPING SKILLS	Kicking a ball Rolling a ball	Can throw a beanbag/ball underarm at a range of different targets.	Can travel on hands and feet showing basic control and coordination.	N/A	Can run and change direction with some control. Can jump 2 feet to 2 feet for distance and land safely with control.	N/A
APPLICATION OF SKILLS	N/A	Can choose a tactic to outwit an opponent i.e. pretend to throw one way and throw the other. Can defend a hoop sometimes.	Make up and perform a sequence of gymnastic actions with two shapes.	Can link actions to gestures with some fluency.	Can perform running and jumping over a course.	Can use simple tactics i.e. pretend to throw one way then throw another OR running into a space.

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CHARACTER DEVELOPMENT	To know I can learn and get better at PE skills if I try. To keep trying even when we find it hard.	Can focus on applying a tactic in a game.	Can concentrate on creating a sequence.	Can work cooperatively to perform the story.	Can focus on their performance and the progress they make.	Self-belief – To focus on applying a tactic in a game to outwit an opponent.
UNIT ONE LESSON 6 OBJECTIVE	N/A	To show two simple tactics in a game.	To show the skills of traveling, rolling and jumping into a sequence with two different shapes using apparatus.	Link sequences together to retell the story.	To demonstrate the skills of running and changing direction.	To use a simple tactic in a game.
DEVELOPING SKILLS	N/A	Can throw a beanbag/ball underarm at a range of different targets.	Can travel on hands and feet showing basic control and coordination.	N/A	Can run and change direction with some control.	N/A
APPLICATION OF SKILLS	N/A	Can choose a tactic to outwit an opponent i.e. pretend to throw one way and throw the other. Can defend a hoop sometimes.	Make up and perform a sequence of gymnastic actions with two shapes.	N/A	Can decide which objects to collect and record how many they have collected.	Can use simple tactics i.e. pretend to throw one way then throw another OR running into a space.
CHARACTER DEVELOPMENT	N/A	Can focus on applying a tactic in a game.	Can concentrate on creating a sequence.	Can identify ways to improve their individual performance.	Honesty – To only collect one object at a time.	Self-belief – To focus on applying a tactic in a game to outwit an opponent.
UNIT TWO LESSON 1 OBJECTIVE	To be able to create travelling patterns To be able select effective movements To be able to develop and improve their work	To demonstrate an overarm throw with some accuracy	To demonstrate catching a ball with some accuracy.	To explore different ways of kicking objects.	To demonstrate bouncing a ball with some control.	
DEVELOPING SKILLS	Can demonstrate a variety of different travels using the whole body and explore different levels.	Can throw into space in a game.	Can catch a bean bag or ball with some consistency. Can rhythmically hop on one leg.	Children can move the ball around their bodies. Children can hold the ball in different ways. Children can dribble the ball and trap it on command. Children can kick the ball with the side of their foot. Children can pass the ball to a partner.	Can bounce a ball. Can catch a ball.	
APPLICATION OF SKILLS	Can select their best ideas, combine them with others' ideas and develop these into a travelling phrase.	Can explain why they need to throw into space.	Can explain why they need to throw into space.		N/A	

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CHARACTER DEVELOPMENT	N/A	To keep trying at a skill I find difficult.	Keeps trying at a skill they find difficult.	N/A	Resilience – To improve my performance in bouncing a ball and not worry about what other people can do.	
UNIT TWO LESSON 2 OBJECTIVE	To be able to create travelling patterns using a stimulus. To be able select effective movements. To be able to develop and improve their work.	To demonstrate an overarm throw with some accuracy. To show a fast running technique.	To demonstrate catching and bouncing a ball with some accuracy.	To explore different ways of kicking objects with increasing accuracy and control. That being active is good for them and fun.	To demonstrate bouncing a ball with some control while moving.	
DEVELOPING SKILLS	Can demonstrate a variety of different travels using the whole body and explore different levels.	Can use their arms driving forward and backwards to help them run fast.	Can catch a bean bag or ball with some consistency. Can bounce a ball with control when moving with the ball. Can rhythmically hop on one leg.	Children pick a suitable ball. Children can control the ball. Children can kick the ball in different directions and at different speeds. Children attempt to use other foot. Children can kick correctly.	Can dribble a ball by bouncing it. Can catch a ball .	
APPLICATION OF SKILLS	Can select their best ideas, combine them with others' ideas and develop these into a travelling phrase.	Can explain which throw to use for distance i.e. overarm for distance and underarm for accuracy.	Can move into the path of the ball and catch it when playing a game.		N/A	
CHARACTER DEVELOPMENT	N/A	Concentration – to focus on throwing with accuracy.	Keeps trying at a skill they find difficult.	N/A	Can persevere and try to improve their dribbling of a ball through sustained effort.	
UNIT TWO LESSON 3 OBJECTIVE	To be able to create a pathway using a stimulus. To be able to develop and improve work. To be able to remember work and recreate it repetitively. To be able to contribute to a whole class performance.	To demonstrate an overarm throw with some accuracy. To show a fast running technique.	To demonstrate catching and bouncing a ball with some accuracy.	To kick objects with increasing accuracy. To receive a kick with control.	To demonstrate bouncing a ball and passing in a simple game.	
DEVELOPING SKILLS	N/A	Can throw with some accuracy into a target.	Can catch a bean bag or ball with some consistency. Can bounce a ball with control when moving with the ball.	Children can pick suitable pieces of equipment. Children can kick a ball softly towards their partner. Children can stop a ball.	Can dribble a ball by bouncing it. Can catch a ball.	

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				Children can kick the ball harder and receive the ball. Children can indicate where they want the ball sending. Children can kick the ball towards where their partner has indicated.		
APPLICATION OF SKILLS	Can design an effective pathway map and be able to apply it to their work.	N/A	Can move into the path of the ball and catch it when playing a game		N/A	
CHARACTER DEVELOPMENT	Can identify ways to improve their individual performance.	Concentration – To listen carefully to instructions and focus on the task.	N/A	N/A	Learns from their mistakes and asks for feedback so that they can improve.	
UNIT TWO LESSON 4 OBJECTIVE	To be able to use a stimulus effectively. To be able to remember work and recreate it repetitively. To be able to work effectively within a group.	To demonstrate a simple tactic in a game.	To demonstrate catching and bouncing a ball with some accuracy.	To kick objects with increased accuracy. To receive a kick with control. To intercept a ball.	To demonstrate throwing a ball at a target with some accuracy.	
DEVELOPING SKILLS	N/A	Can throw overarm with some accuracy.	Can catch a bean bag or ball with some consistency. Can bounce a ball with control when moving with the ball.	Children can pick a suitable ball. Children can kick a ball softly towards a chosen cone. Children can discuss how to aim the ball. Children can kick the ball hard and accurately. Children can defend two cones. Children can use tactics to outwit a defender to score points. Children can discuss tactics to defend. Attackers can discuss tactics to outwit defenders.	Can aim and shoot the ball at a target. Can dribble a ball by bouncing it.	
APPLICATION OF SKILLS	Can create work which is clearly linked to the stimulus and contribute effectively to the whole class performance.	Can apply simple tactics to score more runs.	Can move into the path of the ball and catch it when playing a game			
CHARACTER DEVELOPMENT	Can identify ways to improve their individual performance.	Concentration – To focus on applying a tactic in a game to outwit an opponent.	Can work in a small group cooperatively and encourages others.	N/A	Learns from their mistakes and asks for feedback so that they can improve.	
UNIT TWO LESSON 5 OBJECTIVE	To be able to recall and perform session's work. To be able to use a stimulus effectively.	To demonstrate a simple tactic in a game.	To show a simple tactic in a game.	To explore kicking with a variety of equipment. To choose skills effectively for a game.	To demonstrate passing a ball with accuracy then move into a space.	

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	To be able to work effectively on our own and within a group to create travelling phrases.				To use a simple tactic in a game.	
DEVELOPING SKILLS		Can throw overarm with some accuracy	Can catch a bean bag or ball with some consistency. Can bounce a ball with control when moving with the ball.	Children can pick a suitable piece of equipment. Children can demonstrate kicking in a variety of positions. Children can set up a target. Children understand the roles of kickers, collectors and the goal keeper. Children can explain which ball is the easiest to kick. Children can explain the tactics they used.	Can bounce a ball. Can aim and shoot the ball at a target.	
APPLICATION OF SKILLS	Can design an effective pathway map and be able to apply it to their work. Can create work which is clearly linked to the stimulus and contribute effectively to the whole class performance.	Can apply simple tactics to score more runs.	Can apply a simple tactic i.e. pretending to throw one way then throw the other.		Can show a simple tactic in a game (i.e. Running into a space to receive a pass or pretend to throw one way then throw another.)	
CHARACTER DEVELOPMENT	Can identify ways to improve their individual performance.	Co-operation – To work in a small group cooperatively.	Can focus on applying a tactic in a game.	N/A	Can keep trying in a game situation.	
UNIT TWO LESSON 6 OBJECTIVE	To be able to participate in a whole class performance. To be able to demonstrate spatial awareness, confidence and expression. To be able to respond to own work using Dance words.	To demonstrate a simple tactic in a game.	To apply a simple tactic in a game.	To explore kicking with a variety of equipment. To choose skills effectively for a game.	To show a simple tactic in a game.	
DEVELOPING SKILLS	Can perform with expression and confidence and show elements of feeling/mood. Can demonstrate a variety of different travels using the whole body and explore different levels.	Can throw overarm with some accuracy	Can catch a bean bag or ball with some consistency. Can bounce a ball with control when moving with the ball.	Children can kick a ball to a partner. Children understand the rules and can briefly explain tactics they can use. Children can describe what they have done, and have seen others doing.	Can bounce a ball. Can dribble a ball by bouncing it.	
APPLICATION OF SKILLS	Can select their best ideas, combine them with others' ideas and develop these into a travelling phrase.	Can apply simple tactics to score more runs.	Can apply a simple tactic i.e. pretending to throw one way then throw the other.		Can show a simple tactic in a game (i.e. Running into a space to receive a pass or pretend to throw one way then throw another.)	
CHARACTER DEVELOPMENT	Can identify ways to improve their individual performance.	To focus on applying a tactic in a game to outwit an opponent.	Can focus on applying a tactic in a game.	N/A	Learns from their mistakes and asks for feedback so that they can improve.	

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