



CHERRY TREE ACADEMY

PE

2022 – 2023

PE Curriculum Map

Early Years Foundation Stage.

Early Learning Goal	Personal, Social and emotional Development	Managing Self	<ul style="list-style-type: none"> To confidently try new activities and show independence, resilience and perseverance in the face of a challenge. To explain the reasons for rules, know right from wrong and try to behave accordingly. To manage my own basic hygiene and personal needs, including dressing.
		Building relationships	<ul style="list-style-type: none"> To work and play cooperatively and take turns with others.
	Physical Development	Gross Motor skills	<ul style="list-style-type: none"> To negotiate space and obstacles safely, with consideration for themselves and others. To demonstrate strength, balance and coordination when playing. To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Expressive Arts and Design	Being imaginative and expressive.	<ul style="list-style-type: none"> To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> To travel in a variety of ways including running and jumping. To begin to perform a range of throws. To receive a ball with basic control. To begin to develop hand-eye coordination. To participate in simple games. 	<ul style="list-style-type: none"> To confidently send the ball to others in a range of ways. To begin to apply and combine a variety of skills (to a game situation). To develop strong special awareness. To begin to develop own games with peers. To understand the importance of rules in games. To develop simple tactics and use them appropriately. To begin to develop an understanding of attacking/defending. 	<ul style="list-style-type: none"> To understand tactics and composition by starting to vary how they respond. To begin to vary skills, actions and ideas. To begin to communicate with others during game situations. To use skills with coordination and control. To develop own rules for new games. To make imaginative pathways using equipment. To work well in a group to develop various games. To begin to understand how to compete with each other in a controlled manner. To begin to select resources independently to carry out different skills. 	<ul style="list-style-type: none"> To vary skills, actions and ideas. To show confidence in using ball skills in various ways, and can link these together. e.g. <i>dribbling, bouncing, kicking</i> To use skills with co-ordination, control and fluency. To take part in competitive games. To create their own games using knowledge and skills. To work well in a group to develop various games. To begin to compare and comment on skills to support the creation of new games. To apply basic skills for attacking and defending. To run, jump, throw and catch in isolation. 	<ul style="list-style-type: none"> To vary skills, actions and ideas and begin to link these in ways that suit the games activity. To show confidence in using ball skills in various ways, and can link these together. To use skills with co-ordination, control and fluency. To take part in competitive games with an understanding of tactics and composition. To create their own games using knowledge and skills. To make suggestions as to what resources can be used to differentiate a game. To apply basic skills for attacking and defending. To run, jump, throw and catch in isolation and begin to use these in combination. 	<ul style="list-style-type: none"> To vary skills, actions and ideas and link these in ways that suit the games activity. To show confidence in using ball skills in various ways, and can link these together effectively. e.g. <i>dribbling, bouncing, kicking</i> To keep possession of balls during games situations. To consistently use skills with co-ordination, control and fluency. To take part in competitive games with a strong understanding of tactics and composition. To create their own games using knowledge and skills. To modify competitive games. To compare and comment on skills to support the creation of new games. To make suggestions as to what resources can be used to differentiate a game. To apply knowledge of skills for attacking and defending.

Dance	<ul style="list-style-type: none"> • To copy and explore basic movements and body patterns. • To remember simple movements and dance steps. • To link movements to sounds and music. • To respond to range of stimuli. 	<ul style="list-style-type: none"> • To copy and explore basic movements with clear control. • To vary levels and speed in sequence. • To vary the size of their body shapes. • To add change of direction to a sequence. • To use space well and negotiate space clearly. • To describe a short dance using appropriate vocabulary. • To respond imaginatively to stimuli. 	<ul style="list-style-type: none"> • To begin to improvise independently to create a simple dance. • To begin to improvise with a partner to create a simple dance. • To translate ideas from stimuli into movement with support. • To begin to compare and adapt movements and motifs to create a larger sequence. • To use simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • To confidently improvise with a partner or on their own. • To begin to create longer dance sequences in a larger group. • To demonstrate precision and some control in response to stimuli. • To begin to vary dynamics and develop actions and motifs. • To demonstrate rhythm and spatial awareness. • To modify parts of a sequence as a result of self-evaluation. • To use simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • To begin to exaggerate dance movements and motifs (using expression when moving). • To begin to demonstrate strong movements throughout a dance sequence. • To combine flexibility, technique and movement to create a sequence. • To move with the required style in relation to the stimulus. • e.g using various levels, ways of travelling and motifs. • To begin to show a change of pace and timing in my movements. • To use the space provided to the maximum potential. • To improvise, demonstrating fluency across their sequence. • To modify parts of a sequence as a result of self and peer evaluation. • To use more complex dance vocabulary to compare work. 	<ul style="list-style-type: none"> • To exaggerate dance movements and motifs (using expression when moving) • To perform with confidence, using a range of movement patterns. • To demonstrate a strong imagination when creating own dance sequences and motifs. • To demonstrate strong movements throughout a dance sequence. • To combine flexibility, technique and movement to create a fluent sequence. • To move appropriately and with the required style in relation to the stimulus. • e.g using various levels, ways of travelling and motifs. • To show a change of pace and timing in my movements. • To move to the beat accurately in dance sequences. • To improvise with confidence still • demonstrating fluency across their sequence. • To dance with fluency, linking all movements and ensuring they flow. • To demonstrate consistent precision when performing dance sequences. • To modify parts of a sequence as a result of self and peer evaluation to further improve. • To use more complex dance vocabulary to compare and improve work.
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Gymnastics	<ul style="list-style-type: none"> • To copy and explores basic movements with some control and coordination. • To perform different body shapes. • To perform at different levels. • To perform 2 footed jump • To use equipment safely. • To balance with some control. • To link 2-3 simple movements 	<ul style="list-style-type: none"> • To explore and create different pathways and patterns. • To use equipment in a variety of ways to create a sequence. • To link movements together to create a sequence. 	<ul style="list-style-type: none"> • To apply compositional ideas independently and with others to create a sequence. • To copy, explore and remember a variety of movements and use these to create own sequence. • To describe my own work using simple gym vocabulary. • To begin to notice similarities and differences between sequences. • To use turns whilst travelling in a variety of ways. • To begin to show flexibility in movements. • To begin to develop good technique when travelling, balancing, using equipment etc. 	<ul style="list-style-type: none"> • To link skills with control, technique, co-ordination and fluency. • To understand composition by performing more complex sequences. • To begin to use gym vocabulary to describe how to improve and refine performances. • To begin to develop strength, technique and flexibility throughout performances. • To create sequences using various body shapes and equipment. • To combine equipment with movements to create sequences. 	<ul style="list-style-type: none"> • To select and combine their skills, techniques and ideas. • To apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • To draw on what I know about strategy, tactics and composition when performing and evaluating. • To analyse and comment on skills and techniques and how these are applied in my own and others' work. • To use more complex gym vocabulary to describe how to improve and refine performances. • To develop strength, technique and flexibility throughout performances. • To link skills with control, technique, co-ordination and fluency. • To understand composition by performing more complex sequences. 	<ul style="list-style-type: none"> • To plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • To perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. • To adapt sequences to include a partner or a small group. • To gradually increase the length of sequence of work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, • fluency and clarity of movement. • To draw on what I know about strategy, tactics and composition when performing and evaluating. • To analyse and comment on skills and techniques and how these are applied in my own and others' work. • To use more complex gym vocabulary to describe how to improve and refine performances. • To develop strength, technique and flexibility throughout performances.
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Athletics	<ul style="list-style-type: none"> • To run at different speeds. • To jump from a standing position. • To perform a variety of throws with basic control. 	<ul style="list-style-type: none"> • To change speed and direction whilst running. • To jump from a standing position with accuracy. • To perform a variety of throws with control and co-ordination. • <i>preparation for shot put and javelin</i> • To use equipment safely. 	<ul style="list-style-type: none"> • To begin to run at speeds appropriate for the distance. • <i>e.g. sprinting and cross country</i> • To perform a running jump with some accuracy. • To perform a variety of throws using a selection of equipment. • To use equipment safely and with control. 	<ul style="list-style-type: none"> • To begin to build a variety of running techniques and use with confidence. • To perform a running jump with more than one component. • <i>e.g. hop skip jump (triple jump)</i> • To demonstrate accuracy in throwing and catching activities. • To describe good athletic performance using correct vocabulary. • To use equipment safely and with good control. 	<ul style="list-style-type: none"> • To begin to build a variety of running techniques and use with confidence. • To perform a running jump with more than one component. • <i>e.g. hop skip jump (triple jump)</i> • To begin to record peers' performances, and evaluate these. • To demonstrate accuracy and confidence in throwing and catching activities. • To describe good athletic performance using correct vocabulary. • To use equipment safely and with good control. 	<ul style="list-style-type: none"> • To begin to build a variety of running techniques and use with confidence. • To perform a running jump with more than one component. • <i>e.g. hop skip jump (triple jump)</i> • To begin to record peers' performances, and evaluate these. • To demonstrate accuracy and confidence in throwing and catching activities. • To describe good athletic performance using correct vocabulary. • To use equipment safely and with good control.
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OAA	•	•	<ul style="list-style-type: none"> • To develop listening skills. • To create simple body shapes. • To listen to instructions from a partner/ adult. • To begin to think activities through and problem solve. • To discuss and work with others in a group. • To demonstrate an understanding of how to stay safe. 	<ul style="list-style-type: none"> • To develop strong listening skills. • To use simple maps. • To begin to think activities through and problem solve. • To choose and apply strategies to solve problems with support. • To discuss and work with others in a group. • To demonstrate an understanding of how to stay safe. 	<ul style="list-style-type: none"> • To develop strong listening skills. • To use and interpret simple maps. • To think activities through and problem solve using general knowledge. • To choose and apply strategies to solve problems with support. • To discuss and work with others in a group. • To demonstrate an understanding of how to stay safe. 	<ul style="list-style-type: none"> • To develop strong listening skills. • To use and interpret simple maps. • To think activities through and problem solve using general knowledge. • To choose and apply strategies to solve problems with support. • To discuss and work with others in a group. • To demonstrate an understanding of how to stay safe.
Swimming	•	•	•	<ul style="list-style-type: none"> • To swim competently, confidently and proficiently over a distance of at least 25 metres • To use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • To perform safe self-rescue in different water-based situations. 	•	•