** STANNINGLEY PRIMARY SCHOOL PE Curriculum Map**

**National Curriculum Purpose of study – Physical Education**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims - 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

**Early Years Foundation Stage Framework –**

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| The Early Learning Goals | | Children at the expected level of development will: |
| Communication and Language | Listening, Attention and Understanding | * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions * Make comments about what they have heard and ask questions to clarify their understanding * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers |
| Speaking | * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary |
| Personal, Social and Emotional Development | Self-Regulation | * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions |
| Managing Self | * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge * Explain the reasons for rules, know right from wrong and try to behave accordingly * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices |
| Building Relationships | * Work and play cooperatively and take turns with others * Form positive attachments to adults and friendships with peers * Show sensitivity to their own and to others’ needs |
| **Physical Development** | **Gross Motor Skills** | * **Negotiate space and obstacles safely, with consideration for themselves and others** * **Demonstrate strength, balance and coordination when playing** * **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing** |
| Fine Motor Skills | * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases * Use a range of small tools, including scissors, paint brushes and cutlery * Begin to show accuracy and care when drawing |
| Expressive Arts and Design | Being Imaginative and Expressive | * Invent, adapt and recount narratives and stories with peers and their teacher * Sing a range of well-known nursery rhymes and songs * Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music |

**** real PE foundations is **an Early Years Foundation Stage programme that uses physical activity as the driver for children's learning**. More children, more active, more of the time. Creating opportunities for pupils in EYFS to meet the highlighted outcomes.

**Key Stage 1 Attainment Target –**

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

**Foundation and Key Stage 1 Curriculum Map**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2**  **(Includes Healthy Week)** | **Summer1** | **Summer 2**  **(Includes Sports Day 21.6.23)** |
| **Foundation 2**  **(Reception Class)** | Core real PE Unit 1  Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)  **Personal Cog** | Core real PE Unit 2  Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)  Static Balance: Seated (FUNS Station 2)  **Social Cog** | Core real PE Unit 3  Dynamic Balance: On a Line (FUNS Station 5)  Static Balance: Stance (FUNS Station 4)  **Cognitive Cog** | Core real PE Unit 6  Agility: Ball Chasing (FUNS Station 11)  Static Balance: Floor Work (FUNS Station 3)  **Health & Fitness Cog** | Core real PE Unit 4  Coordination: Ball Skills (FUNS Station 9)  Counter Balance: With a Partner (FUNS Station 7)  **Creative Cog** | Core real PE Unit 5  Coordination: Sending and Receiving (FUNS Station 8)  Agility: Reaction/Response (FUNS Stat. 12)  **Applying Physical Cog** |
| real PE foundations is **an Early Years Foundation Stage programme that uses physical activity as the driver for children's learning**. More children, more active, more of the time. Creating opportunities for pupils in EYFS to meet the outcomes:   * Negotiate space and obstacles safely, with consideration for themselves and others * Demonstrate strength, balance and coordination when playing * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing   Activities leading to Games | | | | Activities leading to Games  **BCCF – Run, Look, Avoid** | Running, throwing and jumping (Sports Day)  **BCCF – Run, Jump, Throw** |
| **Year 1** | Core real PE Unit 1  Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)  **Personal Cog** | Core real PE Unit 2  Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)  Static Balance: Seated (FUNS Station 2)  **Social Cog** | Core real PE Unit 3  Dynamic Balance: On a Line (FUNS Station 5)  Static Balance: Stance (FUNS Station 4)  **Cognitive Cog** | Core real PE Unit 6  Agility: Ball Chasing (FUNS Station 11)  Static Balance: Floor Work (FUNS Station 3)  **Health & Fitness Cog** | Core real PE Unit 4  Coordination: Ball Skills (FUNS Station 9)  Counter Balance: With a Partner (FUNS Station 7)  **Creative Cog** | Core real PE Unit 5  Coordination: Sending and Receiving (FUNS Station 8)  Agility: Reaction/Response (FUNS Stat. 12)  **Applying Physical Cog** |
| Activities leading to Games | Real Dance Unit 1 | Real Gym Unit 1  Gym Skill = Shape 🡪 Travel | Real Gym Unit 2  Gym Skill = Flight 🡪 Rotation | Activities leading to Games  **BCCF – Run, Look, Avoid** | Running, throwing and jumping (Sports Day)  **BCCF – Run, Jump, Throw** |
| **Year 2** | Core real PE Unit 1  Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)  **Personal Cog** | Core real PE Unit 2  Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)  Static Balance: Seated (FUNS Station 2)  **Social Cog** | Core real PE Unit 3  Dynamic Balance: On a Line (FUNS Station 5)  Static Balance: Stance (FUNS Station 4)  **Cognitive Cog** | Core real PE Unit 6  Agility: Ball Chasing (FUNS Station 11)  Static Balance: Floor Work (FUNS Station 3)  **Health & Fitness Cog** | Core real PE Unit 4  Coordination: Ball Skills (FUNS Station 9)  Counter Balance: With a Partner (FUNS Station 7)  **Creative Cog** | Core real PE Unit 5  Coordination: Sending and Receiving (FUNS Station 8)  Agility: Reaction/Response (FUNS Stat. 12)  **Applying Physical Cog** |
| Activities leading to Games | Real Dance Unit 1 | Real Gym Unit 1  Gym Skill = Shape 🡪 Travel | Real Gym Unit 2  Gym Skill = Flight 🡪 Rotation | Activities leading to Games  **SKIPPING SCHOOL**  **BCCF – Run, Look, Avoid** | Running, throwing and jumping (Sports Day)  **BCCF – Run, Jump, Throw** |

* Chance to Shine free to school programme – Y1&2 to switch with a gym unit.

**Key Stage 2 Attainment Target –**

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. At Stanningley Primary School, swimming instruction is in Year 3.

In particular, 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

**Key Stage 2 Curriculum Map**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2**  **(Includes Healthy Week)** | **Summer1** | **Summer 2**  **(Includes Sports Day 21.6.23)** |
| Year 3 | Core real PE Unit 1  Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)  **Personal Cog** | Core real PE Unit 2  Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)  Static Balance: Seated (FUNS Station 2)  **Social Cog** | Core real PE Unit 3  Skill – Dynamic Balance: On a Line (FUNS Station 5)  Cool Down – Coordination: Ball Skills (FUNS Station 9)  **Cognitive Cog** | Core real PE Unit 6  Skill – Agility: Ball Chasing (FUNS Station 11)  Cool Down – Static Balance: Stance (FUNS Station 4)  **Health & Fitness Cog** | Core real PE Unit 4  Coordination: Ball Skills (FUNS Station 9)  Counter Balance: With a Partner (FUNS Station 7)  **Creative Cog** | Core real PE Unit 5  Skill – Agility: Reaction/Response (FUNS Station 12)  Cool Down – Static Balance: Floor Work (FUNS Station 3)  **Applying Physical Cog** |
| **Swimming at Bramley Baths** | | | | | |
|  |  |  | Leeds City Council Influencing Travel Behaviour Team will be running **Scooter Training 15.3** |  | (Sports Day) |
| Year 4 | Core real PE Unit 1  Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)  **Personal Cog** | Core real PE Unit 2  Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)  Static Balance: Seated (FUNS Station 2)  **Social Cog** | Core real PE Unit 3  Skill – Dynamic Balance: On a Line (FUNS Station 5)  Cool Down – Coordination: Ball Skills (FUNS Station 9)  **Cognitive Cog**  Real Gym Unit 1 **\*Combine Unit**  Gym Skill = Shape 🡪 Rotation | Core real PE Unit 6  Skill – Agility: Ball Chasing (FUNS Station 11)  Cool Down – Static Balance: Stance (FUNS Station 4)  **Health & Fitness Cog** | Core real PE Unit 4  Skill – Coordination: Sending and Receiving (FUNS Station 8)  Cool Down – Counter Balance: With a Partner (FUNS Station 7)  **Creative Cog** | Core real PE Unit 5  Skill – Agility: Reaction/Response (FUNS Station 12)  Cool Down – Static Balance: Floor Work (FUNS Station 3)  **Applying Physical Cog** |
| **Striking and fielding**  **Yorkshire Cricket**  **Schools Support Programme** | Real Dance Unit 1 | Real Gym Unit 2  Gym Skill = Flight 🡪 Travel | Developing skills and knowledge in relation to **Invasion Games** | Developing skills and knowledge in relation to **Athletics**  **BCCF – Run, Jump, Throw** | Developing skills and knowledge in relation to **Net and wall**  (Sports Day) |
|  |  | Developing skills and knowledge in relation to **OAA**  **NellBank Outdoor Activity Centre** | |  |  |
| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2**  **(Includes Healthy Week)** | **Summer1** | **Summer 2**  **(Includes Sports Day 21.6.23)** |
| Year 5 | Core real PE Unit 1  Coordination: Ball Skills (FUNS Station 9) Agility: Reaction/Response (FUNS Stat.12)  **Personal Cog** | Core real PE Unit 2  Dynamic Balance: On a Line (FUNS Station 5) Counter Balance: With a Partner (FUNS Station 7)  **Social Cog** | Core real PE Unit 3  Static Balance: Stance (FUNS Station 4) Coordination: Footwork (FUNS Station 10)  **Cognitive Cog** | Core real PE Unit 6  Agility: Ball Chasing (FUNS Station 11) Coordination: Sending and Receiving (FUNS Station 8)  **Health & Fitness Cog** | Core real PE Unit 4  Static Balance: Seated  Static Balance: Floorwork  **Creative Cog** | Core real PE Unit 5  Static Balance: One Leg (FUNS Station 1) Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)  **Applying Physical Cog** |
| Striking and fielding  **Yorkshire Cricket**  **Schools Support Programme** | Developing skills and knowledge in relation to **Invasion Games** | Real Gym Unit 1 | Real Dance Unit 1 | Developing skills and knowledge in relation to **Athletics**  **BCCF – Run, Jump, Throw** | Developing skills and knowledge in relation to **Net and Wall**  (Sports Day) |
| Year 6 | Core real PE Unit 1  Coordination: Ball Skills (FUNS Station 9) Agility: Reaction/Response (FUNS Stat.12)  **Personal Cog** | Core real PE Unit 2  Dynamic Balance: On a Line (FUNS Station 5) Counter Balance: With a Partner (FUNS Station 7)  **Social Cog** | Core real PE Unit 3  Static Balance: Stance (FUNS Station 4) Coordination: Footwork (FUNS Station 10)  **Cognitive Cog** | Core real PE Unit 6  Agility: Ball Chasing (FUNS Station 11) Coordination: Sending and Receiving (FUNS Station 8)  **Health & Fitness Cog** | Core real PE Unit 4  Static Balance: Seated  Static Balance: Floorwork  **Creative Cog** | Core real PE Unit 5  Static Balance: One Leg (FUNS Station 1) Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)  **Applying Physical Cog** |
| Developing skills and knowledge in relation to **Invasion Games**  **or**  Developing skills and knowledge in relation to **Athletics (Sports hall)** | Developing skills and knowledge in relation to **Invasion Games** | Real Gym Unit 2 | Developing skills and knowledge in relation to **Net and Wall** | Developing skills and knowledge in relation to **Athletics**  **BCCF – Run, Jump, Throw** | Developing skills and knowledge in relation to **Striking and fielding**  (Sports Day) |
| Developing skills and knowledge in relation to **OAA**  **Robinwood Residential** | Leeds City Council Influencing Travel Behaviour Team will be running  **Y6 Bikeability Wk1.** |  | Static Balance: Stance (FUNS Station 4) Coordination: Footwork (FUNS Station 10) |  | Real Dance Unit 1  Optional – Show |

**Real Gym includes 5 Areas of Gymnastics = Shape, Flight, Balance, Travel & Rotation**

**Balance & Travel are part of core real PE therefore these aspects could be dropped from REAL PE Units should other areas be added, for example, Chance to Shine Cricket.**