

Physical Education Curriculum Road Map EYFS



Nursery 2-3 Olds- Building Blocks

Children in Nursery 2-3 will be encouraged to spin, roll and independently use ropes and swings (for example, tyre swings) within the setting. There will be resources that will allow the children to sit on a push-along wheeled toy, use a scooter or ride a tricycle. We aim to build independently with a range of appropriate resources.

Children will be provided the opportunity to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork.

Why do we follow on with this unit?

We believe that by moving onto being creative and cognitive enables children to further develop their personal and social skills through teamwork and peer/partner work.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

Nursery 3-4 Year Olds - Building Blocks

Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Children will start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Children will be encouraged to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Why do we follow on with this unit?

We believe that by moving onto developing physical skills through themed lessons enables children to develop both their cognitive and creative skills, through expression in continuation of themed lessons.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

Year R - Building Blocks

Children in Reception will be provided gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. In reception children will progress towards a more fluent style of moving, with developing control and grace.

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 and sport.

Physical Education Curriculum Road Map Year 1



Autumn

cog 1

In the first half term children begin to develop their personal skills through themed lessons of going on bike rides and pirates, these lessons aim to improve coordination through footwork and static balance through one leg balances.

cog 2

In the second half term children begin to develop their social skills through themed lessons of space and the jungle, these lessons aim to improve dynamic balance to agility through jumping and landing and static balance through being seated.

Why do we follow on with this unit?

We believe that by moving onto being creative and cognitive enables children to further develop their personal and social skills through teamwork and peer/partner work.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

Spring

cog 3

In the third half term children begin to develop their cognitive skills through themed lessons of going on train rides and tightrope walking. These lessons aim to improve dynamic balances through traveling a long lines and static balance through stances.

cog 4

In the fourth half term children begin to develop their creative skills through themed lessons of being a clown and the seaside, these lessons aim to improve coordination via ball skills and counter balance through being partner work.

Why do we follow on with this unit?
We believe that by moving onto developing physical skills through themed lessons enables children to develop both their cognitive and creative skills, through expression in continuation of themed lessons.

What skills will we continue to build upon?
The children will continue to build on their fundamental movement skills.

Summer

cog 5

In the fifth half term children begin to develop their physical skills through themed lessons such as being a juggler and or being in a fairytale, these lessons aim to improve coordination by sending and receiving and improve agility through reaction and response.

cog 6

In the sixth half term children begin to develop their health and fitness skills through themed lessons of being an animal such as squirrels and cats. These lessons aim to improve agility via ball skills and static balance through floor work.

Physical Education Curriculum Road Map Year 2



Autumn

Cog 1

In the first half term children begin to develop their personal skills through warm ups such as rock, paper, scissors and stuck in the mud. Focusing on footwork and static balances in the skill based section with progression onto skill application in activities such as mirror image and balloon balance.

cog 2

In the second half term children begin to develop their social skills through warm ups such as stepping stones. They find and select shapes whilst developing dynamic balance to agility through jumping and landing and static balance. They do this whilst seated in the skill based section with progression onto skill applications in activities such as developing jumping combinations, mirror image and object exchange.

Why do we follow on with this unit?

We believe that by moving onto being creative and cognitive enables children to further develop their personal and social skills through teamwork and peer/partner work.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

Spring

Cog 3

In the third half term children begin to develop their cognitive skills through warm ups such as race walking and line out. Focusing on dynamic balance and static balance in the skill based section with progression onto skill application in activities such as balance transfer, develop stance combinations and balance circuits.

cog 4

In the fourth half term children begin to develop their creative skills through warm ups such as grand prix and on the mat. Focusing on coordination and counter balances in skill based section with progression onto skill application in activities such as getting a round us, all routes roller ball and lean away.

Why do we follow on with this unit?

We believe that by moving onto developing physical skills assists with the continued development of both their cognitive and creative skills, through expression in continuation of learning.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

Summer

cog 5

In the fifth half term children begin to develop their physical skills through warm ups such as ball tricks and ball handling. Focusing on coordination and agility in skill based section with progression onto the skill application in activities such collect your rebound, juggle challenge and beat the buzzer.

cog 6

In the sixth half term children begin to develop their health and fitness skills through warm ups such as scramble madness and the hairy, scary woods. Focusing on agility and static balance in the skill based section with progression onto skill application in activities such as tunnels, front curling game and ball combinations.

Physical Education Curriculum Road Map Year 3



Autumn

Cog 1

In the first half term children begin to develop their personal skills through warm ups such as 'hi baby' and race walking. Focusing on coordination and static balances in the skill based section with progression onto skill application in activities such as matching pairs, follow the leader, balloon balance and mirror and matching.

cog 2

In the second half term children begin to develop their social skills through warm ups such as shape up and dice frenzy whilst developing dynamic balance to agility through jumping and landing and static balance whilst seated in the skill based section with progression onto skill applications in activities such as stepping stone crossing and follow the leader.

Why do we follow on with this unit?

Enables children to link actions and develop learning sequences. Through development of tactics and activities.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

Spring

Cog 3

In the third half term children begin to develop their cognitive skills through warm ups such as all change and to bank or not to bank. Focusing on dynamic balance and coordination in skill based section with progression onto the skill application in activities such as getting around us, raise the level, travel and turn differently and follow the leader.

cog 4

In the fourth half term children begin to develop their creative skills through warm ups such as like clock work and team juggling. Focusing on coordination and counter balances with partners in the skill based section with progression onto skill application in activities such as roller ball, collect your rebound and explore, compare and collect.

Why do we follow on with this unit?

Children are able to apply the ability to perform a range of skills in a sequence and these components further assist with this development.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

Summer

Cog 5

In the fifth half term children begin to develop their physical skills through warm ups such as continuous relay and balloon champs. Focusing on static balance and agility in the skill based section with progression onto skill application in activities such as cooperative challenges, copy your partner and link skills.

cog 6

In the sixth half term children begin to develop their health and fitness skills through warm ups such as inside out and rock paper scissors. Focusing on agility and static balance in the skill based section with progression onto skill application in activities such as balance transfer, timing through cooperation and awareness challenges.

Physical Education Curriculum Road Map Year 4



Autumn

Cog 1

In the first half term children begin to develop their personal skills through warm ups such as 'hi baby' and race walking. Focusing on coordination and static balances in the skill based section with progression onto skill application in activities such as balloon balance, select footwork patterns, footwork assault course.

cog 2

In the second half term children begin to develop their social skills through warm ups such as shape up and dice frenzy. They do this whilst developing dynamic balance to agility through jumping and landing and static balance whilst seated in the skill based section with progression onto skill applications in activities such as object exchanger, jump combination and 5 jump combination.

Why do we follow on with this unit?

Further develops the children's ability to receive sensitive feedback and in turn use this to improve themselves.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

Spring

Cog 3

In the third half term children begin to develop their cognitive skills through warm ups such as to bank or not to bank and all change. Focusing on dynamic balance and coordination in the skill based section with progression onto skill application in activities such as mirror/match/contrast, go backwards and original sequence.

cog 4

In the fourth half term children begin to develop their creative skills through warm ups such as team juggling and like clockwork. Focusing on coordination and counter balances with partners in the skill based section with progression onto skill application in activities such as creative squash, send and receive circuits and beat the buzzer.

Why do we follow on with this unit?

Children should be able to transfer skills and movements across a range of activities and sports and these cogs further develop this process.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

Summer

Cog 5

In the fifth half term children begin to develop their physical skills through warm ups such as continuous relay and balloon champs. Focusing on static balance and agility in the skill based section with progression onto skill application in activities such as front curling game, competitive challenge and a dapt and respond.

cog 6

In the sixth half term children begin to develop their health and fitness skills through warm ups such as inside out and rock paper scissors. Focusing on agility and static balance in the skill based section with progression onto skill application in activities such as teams strategy challenges, oversee competition and develop sequence.

Physical Education

Curriculum Road Map Year 5



Autumn

Cog 1

In the first half term children begin to develop their cognitive skills through warm ups such as 'hi baby'. Focusing on coordination and static balances in the skill based section which are now based on competitive games where pupils use the skills developed over previous years. These games include – throw tennis and end ball.

cog 2

In the second half term children begin to develop their creative skills through warm ups such as like clock work whilst developing static balance whilst seated and floor work.

Within the skill based section, it is now based on competitive games where pupils use the skills developed over previous years. These games include – scorpion handball and seated volleyball.

Why do we follow on with this unit?

The curriculum changes to match in development of pupils as they transition into ks2 and begin to hit puberty.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

Spring

Cog 3

In the third half term children begin to develop their social skills through warm ups such as shape up. Focusing on dynamic balance and counter balance in skill based section which are now based on competitive games where pupils use the skills developed over previous years. These games include – river crossing and kabaddi which encourage the development of pupils interacting and socializing with each other.

cog 4

In the fourth half term children begin to develop their physical skills through warm ups such as all change. Focusing on dynamic balance to agility and static balance in the skill based section which are now based on competitive games where pupils use the skills developed over previous years, these games include jump ball and jump, roll, balance.

Why do we follow on with this unit?

As the pupils get older the change in cogs reflects the transition of pupils becoming older.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

Summer

cog 5

In the fifth half term children begin to develop their health and fitness skills through warm ups such as continuous relay. Focusing static balance and coordination. within the skill based section are now based on competitive games where pupils use skills developed over previous years. These games include dodge ball, bean bag raid and knockouts.

cog 6

In the sixth half term children begin to develop their personal skills through warm ups such as inside out. Focusing on coordination and agility. within the skill based section it is now based on competitive games where pupils use skills developed over previous years, these games include scatter ball and throlf.

Physical Education Curriculum Road Map Year 6



Cog 1

In the first half term children begin to develop their cognitive skills through warm ups such as 'hi baby'. Focusing on coordination and static balances in the skill based section which are now based on competitive games where pupils use the skills developed over previous years. These games include – throw tennis and end ball.

cog 2

In the second half term children begin to develop their creative skills through warm ups such as like clock work whilst developing static balance whilst seated and floor work.

Within the skill based section, it is now based on competitive games where pupils use the skills developed over previous years. These games include – scorpion handball and seated volleyball.

Why do we follow on with this unit?

The curriculum changes to allow fundamental skills to be paired to further enhance the child's development.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

spring Cog 3

In the third half term children begin to develop their social skills through warm ups such as shape up. Focusing on dynamic balance and counter balance in skill based section which are now based on competitive games where pupils use the skills developed over previous years. These games include – river crossing and kabaddi which encourage the development of pupils interacting and socializing with each other.

cog 4

In the fourth half term children begin to develop their physical skills through warm ups such as all change. Focusing on dynamic balance to agility and static balance in the skill based section which are now based on competitive games where pupils use the skills developed over previous years, these games include jump ball and jump, roll, balance.

Summer cog 5

In the fifth half term children begin to develop their health and fitness skills through warm ups such as continuous relay. Focusing static balance and coordination. within the skill based section are now based on competitive games where pupils use skills developed over previous years. These games include dodge ball, bean bag raid and knockouts.

cog 6

In the sixth half term children begin to develop their personal skills through warm ups such as inside out. Focusing on coordination and agility. within the skill based section it is now based on competitive games where pupils use skills developed over previous years, these games include scatter ball and throlf.

Why do we follow on with this unit?

As pupils will begin to prepare for secondary school, further development of personal skill will assist with the transitions that they will encounter.

What skills will we continue to build upon?

The children will continue to build on their fundamental movement skills.

