

Physical Development - Curriculum Mapping

Vision: A high quality PE curriculum will develop;

Physical literacy and allow pupils to learn about themselves and proprioception; the sense that lets us perceive the location, movement and action of parts of the body.

Importance of a healthy lifestyle, self-expression and concepts such as fair play and respect.

Skill	Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6	Branch 7	Branch 8	Branch 9	Branch 10
Fine motor Skills	<p>Grips objects firmly that are placed into hand</p> <p>Holds object for a couple of seconds when placed in palm of hand</p> <p>Pats and bangs objects with open hand</p> <p>Explores by grabbing or scratching textures and surfaces within reach</p> <p>Uses two hands to lift small and large objects in and out of containers</p> <p>Holds an object and bangs or dabs it against a surface</p>	<p>Reaches out for, touches and begins to hold objects</p> <p>Explores objects with mouth, often picking up an object and holding it to the mouth</p> <p>Holds an object in each hand and brings them together in the middle, e.g. Holds two blocks and bangs them together</p> <p>Drops objects deliberately</p>	<p>Claps hands independently</p> <p>Uses a single finger to touch or point</p> <p>Picks up small objects with a pincer grasp</p> <p>Release items when held with pincer grasp</p> <p>Uses hands to twist, turn and manipulate an object</p> <p>Can scoop with a spoon at mealtimes or a spade/shovel whilst playing</p>	<p>Uses a pouring action when playing with containers in sand or water</p> <p>Squeezes toys or instruments to produce a sound</p>	<p>Turns a variety knobs</p> <p>Holds cup with two hands, drinking with minimal spilling</p> <p>Threads large bead onto a shoelace, rod or wire</p> <p>Able to build small towers using blocks</p> <p>Builds tower using several small connecting bricks</p>	<p>Remove unfastened clothing independently</p> <p>Create sausage shapes when rolling play dough</p> <p>Makes connections between their movements and the marks they make</p> <p>Can pour, sieve and dig with control</p> <p>Shows control in holding and using books, hammers and mark making tools</p> <p>Open and closes scissors independently</p> <p>Can stab food with a fork at mealtimes</p> <p>Able to wind up toys and open and close lids on jars</p>	<p>Shows control in holding and using books, hammers and mark making tools</p> <p>Open and closes scissors independently</p> <p>Can stab food with a fork at meal times</p> <p>Able to wind up toys and open and close lids on jars</p>	<p>Cuts paper purposefully using scissors with one hand</p> <p>Uses a knife to chop softer items</p> <p>Blows out a candle or blows their foods to cool it down</p>	<p>Uses scissors to cut along a line</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Makes simple stitches using a large needle</p>	<p>Sews smaller stitches, using a smaller needle</p> <p>Handwriting becomes more controlled, consistent and smaller</p> <p>Can effectively use a range of tools with consistent control</p> <p>Can manage all fastenings on clothes</p>

Gross Motor Skills	Turns head in response to sounds and sights Develops ability to hold up own head Movements with arms and legs gradually become more controlled Moves head and looks around when on back or sitting with support Swipes at toy above their head when lying on their back Lying on tummy can lift head and chest supporting themselves with forearms Can roll from front to back and back to front	Sits unsupported on the floor When sitting on the floor can lean forward to pick up items Crawls, bottom shuffles or rolls continuously to move around Bears weight and bounces when held in a standing position Pulls to standing, holding onto furniture or a person for support Can walk with a walker or by pushing a stable toy Walks holding an adult's hand(s) Is able to transition from standing to sitting in a more controlled manner	Can stand independently for several seconds Takes a few steps independently Sits from standing independently and consistently Picks up an object on the floor with support from an adult or furniture	Changes direction whilst walking Walks backwards for a few steps when pulling an item or toy using rope or string Lifts leg whilst holding onto an adult to assist with dressing Gets onto a chair independently	Runs freely, not always avoiding obstacles Squats down to pick up objects, occasionally falling Carries large objects whilst walking Moves a tricycle or bike by pushing feet along floor Bounces on a trampoline with adult support Returns to standing after squatting down to pick up an object	Jumps from a small step or low piece of equipment Rolls ball more accurately Kneels without support Bends over to retrieve an item from the floor Attempts to kick a large ball Throws a ball with increasing accuracy Runs safely on whole foot Stands independently from a kneeling position without using furniture to support	Squats with steadiness to rest or play with object on the ground and rises to feet without using hands Can walk along a bench Climbs confidently and begins pulling themselves up on play equipment Can bounce on a trampoline independently Can kick a large ball successfully Moves freely with confidence in a range of ways Climbs stairs, ladders or gym equipment using alternate feet Walks downstairs carefully whilst carrying a small object Can use an overarm action to throw a ball Can catch a small ball at close range Can link two movements together Can ride tricycles using pedals	Can stand on one foot momentarily Can ride a two wheel bike with stabilisers attached Kicks ball towards a target with increasing accuracy Hops up and down with adult support Jumps from apparatus landing appropriately Runs skilfully, adjusting speed and direction to avoid obstacles Can 'bounce pass' a large ball and receive a bounce pass Can hit a ball with a bat or racket	Can avoid obstacles and change direction when riding a bike/tricycle Can throw a small ball up and down, catching it as it falls Travels with confidence and skill around, under, over and through gymnastic equipment Can jump over a low hurdle (10cm) Can bend knees to touch toes	Attempts to jump using a skipping rope Bends over and touches toes with straight legs Copies a sequence of gross motor movements after demonstration, e.g. hop, jump, skip, hop Masters throwing and catching a variety of different sized balls Performs dances using simple movement patterns Can ride a 2 wheel bike independently
---------------------------	--	---	--	---	---	--	--	--	---	--

Physical Education - Curriculum Mapping

Vision: A high quality PE curriculum will develop;

Physical literacy and allow pupils to learn about themselves and proprioception; the sense that lets us perceive the location, movement and action of parts of the body.

Importance of a healthy lifestyle, self-expression and concepts such as fair play and respect.

Skill	KS1	KS2	KS3	KS4	14+	MOZ	Links to accreditation / Enrichment
PE	<p>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.</p> <p>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</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] perform dances using advanced dance techniques within a range of dance styles and forms</p>	<p>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.</p> <p>use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance] take part in further</p>	<p>As Key stages with functional skills</p> <p>All students will be able to pass and catch a ball when working with a small group.</p> <p>Most students will be able to be involved in small sided games linked to the rules of tag rugby</p> <p>Some students will be able to transfer the skills they have learnt to a game situation</p>	<p>As key stages with appropriate elements of leadership and functional skills</p> <p>To participate in the game of Kurling To learn new Kurling skills and apply them to game situations To use the strategies they have learnt and apply them to a competitive game. To pass and catch a ball consistently. To understand the rules of tag rugby and apply them in</p>	<p>ASDAN Personal Progress</p> <p>Bikeability</p> <p>Toolbox Project</p> <p>I-Muse</p> <p>Intensive Interaction</p> <p>York Riding School</p> <p>Music Mindfulness</p>

		<p>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.</p>	<p>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p>	<p>All students will ...be able to throw/roll the boccia balls with a degree of accuracy.</p> <p>All students will... be able to push a curling stone towards a target.</p> <p>Most students will ...be able to strike a golf ball off a tee.</p> <p>Some students will ...be able to understand the rules and strategies of each activity and compete in a competitive game.</p> <p>All students will be able to strike a shuttle cock and a table tennis ball</p> <p>Most students will be able to start a rally with an accurate serve in table tennis and Badminton</p> <p>Some students will be able to maintain a rally of at least 6 shots in Table tennis and badminton</p> <p>All students will improve their personal fitness.</p> <p>All students will use the boxing equipment.</p> <p>Most students will be able to throw 2 different types of punches</p> <p>Most students will move around a set ring and throw punches</p> <p>Some students will be able to use the pads and receive punches to them</p> <p>All students will... be able ride a mountain or adapted bike whilst under control.</p> <p>All students will be able to find specific places in school with staff support.</p> <p>Most students will ...be able to follow instructions carefully being able to stop and start, balance and turn when asked.</p> <p>Most students will be able to find specific places in school independently.</p> <p>Some students will ...be able transfer their biking skills from the playground to the field.</p> <p>Some students will be able to find specific places around school using a map</p> <p>All students will ...be able to throw a javelin, hammer, shot and tennis ball.</p> <p>Most students will ...be able to perform a long jump, jump over hurdles and measure the distance of an object that someone has thrown.</p> <p>Some students will ...be able to improve the distances they jump, increase the speed they can run and measure and record accurately the distance others throw and jump.</p>	<p>a variety of small sided games.</p> <p>To participate in a game of boccia</p> <p>To learn new boccia skills and apply them to game situations</p> <p>To use the strategies they have learnt and apply them to a competitive game</p> <p>To throw different types of punches</p> <p>Shadow box with speed and control</p> <p>To learn how to use a bow and arrow safely</p> <p>To be able to fire the arrow accurately towards the target</p> <p>To ride a bike safely and sensibly</p> <p>To follow a course on the bike and be aware of other riders</p> <p>To learn different jumping techniques</p> <p>To learn different throwing techniques</p> <p>Run with speed and direction</p> <p>To hit a tennis ball accurately</p> <p>To participate in a rally</p> <p>To participate a game of tennis and keep score</p> <p>To maintain a rally both seated and standing using a balloon.</p> <p>To participate in a competitive game and keep score</p> <p>To be able to pick a ball up</p> <p>To throw a ball accurately</p> <p>Understand the rules and play a game of rocketball</p> <p>Strike a ball accurately</p> <p>Use two different types of clubs</p> <p>To hit a stationary ball consistently</p> <p>To hit a moving ball consistently</p> <p>Know where to run once the ball has been hit</p> <p>To learn different jumping techniques</p> <p>To learn different throwing techniques</p> <p>Run with speed and direction</p> <p>To ride a bike safely and sensibly</p> <p>To follow a course on the bike and to be aware of other riders</p>	<p>Yoga</p>
--	--	--	--	--	--	--	-------------