Dobcroft Infant School PE Curriculum Map

Termly Overview and Coverage

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| **Foundation Stage**  | **Autumn**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Lesson 1Weekly Dough Disco  | Music & MovementFocus: How to find and use space. | Gymnastics | Gymnastics  | Ball Skills | Gymnastics  | Games  |
| Planning |  | Rawmarsh Planning | Rawmarsh Planning | Val Salbin  | Rawmarsh Planning | Val Sabin / Rawmarsh  |
| Lesson 2  | Movement and Balance – balance bikesFocus on balancing and body control  | Movement and Balance – balance bikesFocus on balancing and body control | Outside Gross Motor  | Balance BikesIndividual / partner and team games  | Gymnastics  | Games  |
| Planning |  |  |  |  | Rawmarsh Planning | Val Sabin / Rawmarsh  |

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| **Year 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1**  | **Summer 2**  |
| **Lesson 1** **Gymnastics**  | **Focus:**1 Travelling in different ways – different heights and different body parts.2 Body Shapes – recap strong shapes and narrow and wide body shapes.3 Evaluate own and others performance looking for examples of control, co-ordination, flexibility, strong core, interesting shapes/balances, working at different levels, different directions. Work on performing with control and co-ordination.Apply to apparatus in individual sequences | **Focus:**1 Balances – different body parts2 Recap Travelling in different ways and different directions3 Learning to sequence routines together and to perform and copy sequences. 4 Rock and Roll – start of forwards rolls 5 Evaluate own and others performance as previousWork on performing with control and co-ordination.Apply to apparatus in individual sequences | **Focus:**1 Jumping – 5 basic jumps and on and off apparatus2 Combining learning in sequences – different levels, balances, jumps, travelling with variations in speed/shape/level.3 Evaluate own and others performance as previousWork on performing with control and co-ordination.Apply all learning to apparatus to create partner or group sequences |
| Planning  | Rawmarsh PlanningLessons 1 to 7  | Rawmarsh Planning Lesons 8 – 12  | Rawmarsh PlanningLessons 13 – 16  |
| **Lesson 2** **Games / Dance** (3 x Games)(2 x Dance)(1x swimming) | **Games****Focus:** Skills basedPatting and bouncing ballsThrowing / catchingRolling / receiving Kicking / dribblingWarm up – skills baskets  | **Dance****Focus:**To copy and repeat a sequence of 3 actions with clear start, middle and finish.Perform in a controlled manner. | **Games****Focus:** Team Games Developing skills from Term 1 and simple tactics for attacking and defending.Warm up – skills basketsStriking and Fielding Game | **Swimming** + Outdoor PESkipping (4 lessons) Must be outside  | **Games****Focus:** Team Games Developing skills from Term 1 and simple tactics for attacking and defending.Warm up – skills basketsNet Game  | **Dance** (spring 2 if swimming)**Focus:**Compose and link movement phrases to make simple dances with clear beginning, middle and end.Perform in a controlled manner.  |
| Planning  | Val Sabin – Year 1 Unit 1  | iMoves –Use lesson plans | Rawmarsh – Merry Go Round Game Skills development – Val Sabin (if required) | British Heart Foundation Lesson 1 – 4  | Rawmarsh - HooplaSkills development – Val Sabin (if required) | IMoves –Use lesson plans |

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| **Year 2**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1**  | **Summer 2**  |
| **Lesson 1** **Gymnastics**  | **Focus:**1 Travelling – working at different levels 2 Working with partner3 Balancing on different body parts 1x lesson on mats – rollsDifferent rolls – pencil, tuck, teddy bear, forwards rolls (can apply to wedges and benches if secure on floor).Evaluate own and others performance looking for examples of control, co-ordination, flexibility, strong core, interesting shapes/balances, working at different levels, different directions. Apply to apparatus in individual sequences | **Focus:** 1 Different pathways for travel – individually and following/alongside partner2 Creating individual and partner sequences3 Performing with control and co-ordination a routine using 3 actionsEvaluate own and others performance as previousApply to apparatus in individual sequences | **Focus:**1 Jumps – for height and 5 basic jumps with control2 Quarter turns and half turnsIncluding applying these to sequences with previous learningEvaluate own and others performance as previousApply all learning to apparatus to create partner or group sequences |
| Planning  | Rawmarsh Planning Lesson 1 – 6  | Rawmarsh PlanningLesson 7 - 11 | Rawmarsh PlanningLesson 12 – 16  |
| **Lesson 2****Games / Dance**  | **Games****Focus:** Skills basedThrowing / catchingWarm up – skills baskets | **Dance****Focus:**Develop fundamental skills and become increasingly confident and competent.Access a broad range of opportunities to extend agility, balance and co-ordination. | **Games****Focus:**Team Games Participate in competitive physical activities against self and others.Develop simple tactics for attacking and defending.Understand simple rules Warm up – skills basketsStriking and Fielding Game – extend skills using batting | **Dance****Focus:**Link several movements together with control and co-ordination.Perform dances using simple movement patterns.Compose and perform dance phrases individually/pairs/groups | **Games** **Outdoor** Skipping (4 lessons) Must be outside | **Games** **Focus:**Team Games Participate in competitive physical activities against self and others.Develop simple tactics for attacking and defending.Understand simple rules Warm up – skills basketsInvasion Game  |
|  | Val Sabin – unit 1  | i Moves –use lesson plans | Rawmarsh – Bean Bag Drop Lessons 1 – 4 | i Moves – use lesson plans | British Heart FoundationLessons 3 – 6  | Rawmarsh – Touch Down Lesson 1 – 4  |

 PE Assessment tool info

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| Foundation Stage  |  | **Fundamental Skills Covered**General: Pupils can look, listen and follow simple verbal and body signals and instructions.Pupils can dress and undress independentlyCan be physically active for 10 minutes without needing a break. | Opportunities for competition Timing how long it takes to change for PELooking at which groups can change the fastestCan the class beat their changing time |
| Dance | Pupils can move to music showing basic rhythm and timing.Pupils can copy and repeat a simple set of movements. Pupils can demonstrate moving with rhythm and control.Pupils can begin to perform some simple dance moves. |  |
| Gymnastics | Shapes – wide, narrow, tall, small shapesCan crawl in opposition with flat hand base, with fingers and thumbs together and extended pointed feet.Show control when travellingShow travelling with co-ordination on both floor and apparatusJumps and lands appropriately Can stop with a firm base, strong core and clear shape on a signal whilst travelling  |  |
| Movement and Balance  |  |  |