CHJS Curriculum Map for Physical Education

Let your light shine (Matthew 5:16) *LOVE SELF OTHERS BEAUTY BEYOND*

In Physical Education, children are given many opportunities to let their light shine and excel in a broad range of practical activities both during and beyond the school day. The wide range of life-enriching sporting experiences provided through this subject empower children to push themselves to their limits in the glory of God. The children grow and develop through the teaching and learning within six areas: Games, Dance, Gymnastics, Athletics, Outdoor Adventure and Swimming. They learn to value their strengths and accept their limitations, appreciating their bodies capabilities; we remind them that God is a good creator and encourage all of our children to live their lives in his image.

Substantive Knowledge	Year 3/4 Cycle B	Year 3/4 Cycle A	Year 5	Year 6
Health & Fitness	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Striking & fielding	To recognise a good performance or what needs to be improved.	Gain tactical knowledge to suit the situation in a game. Gain knowledge adopting a variety of roles and positions in a striking and fielding situation Acquire knowledge of attacking defending strategies.	Understand when and how to move when fielding a ball. Recognise their own and others strengths and weaknesses in games and suggest ideas that will improve the performance.	To further develop knowledge of their tactical awareness. Know when to run after hitting the ball. Understand about hitting into spaces. Understand strategies that can be deployed between bowler, wicket keeper and fielder. How to support each other in fielding situations.
Games	To recognise how a small game activity can be improved.	To select and use appropriate skills and simple tactics in a small game activity.	To work cooperatively with others in a team.	To understand and apply a range of tactics for attack and defence.

	To work co-operatively in small groups To improve their ability to select and apply simple tactics	To recognise a good performance or what needs to be improved.	To know and apply basic tactics and strategies for attacking play To observe and select information to evaluate their own and other's work.	To evaluate their own and others work and suggest ways to improve it. To understand the need to prepare properly for games.
Gymnastics	To identify how the overall performance of a sequence can be improved. To adapt and transfer skills safely onto more complex apparatus at every stage of learning.	To know how to create a balance sequence showing planned variations in shape, speed and levels.	To learn how to design and create a sequence using planned variations in levels. Directions and pathways. To understand how to transfer flight safely onto apparatus.	To understand the difference between the terms matching, mirroring and contrasting. To know the different spatial relationships when working with a partner. To understand how to adapt a sequence from floor to apparatus.
Athletics	To be able to link and remember combination of actions E.g. Hop, step, jump. To understand what equipment is needed for different challenges and be to choose wisely. To understand and describe what others are doing. To describe how their body feels when doing different exercises.	To describe how the body reacts to different types of activity. To describe and evaluate the effectiveness of performance and recognise aspects that need improving. To develop their ability to choose and use tactics and strengths in different situations.	To choose appropriate techniques for specific events. To understand the basic principles of warming up.	To know which techniques to choose for specific athletics events To understand why exercise is good for health and fitness. To know how to evaluate their own and others work and suggest ways to improve it.
Dance	To know different ways of how to travel, jump and turn. Gain knowledge of own and others performance. Interpreting words into appropriate movements and gestures.	Learn how to structure a dance phrase.	Know how to organise own warm up exercise. Show knowledge of dance variables to change.	Understand how to work collaboratively in small and large groups. Value the contributions that dance makes to different cultures.

Outdoor and adventurous activities (OAA)	Know the importance of teamwork and listening to instructions during outdoor and adventurous activities. Understand how to stay safe in unfamiliar environments and recognise the value of cooperation and communication when solving simple challenges.	Know how to work effectively with others to complete tasks and challenges in outdoor settings. Understand basic navigation concepts, such as following a trail or using simple maps, and be aware of how to assess risks and make safe choices during activities.	Know how to plan and carry out more complex team challenges, showing an understanding of roles and responsibilities. Be familiar with key safety procedures, including how to respond to changes in weather or terrain. Understand how to use basic equipment appropriately.	Have a clear understanding of how to navigate outdoor environments using maps and basic compass skills. Know how to assess risks independently, make informed decisions, and demonstrate leadership and resilience during group challenges. Understand the environmental impact of outdoor activities and how to act responsibly.
Swimming	Know the basic principles of water safety, including the importance of listening to instructions and staying within designated swimming areas. Understand how to enter and exit the water safely and begin to recognise the purpose of floating and breathing control in swimming.	Know how different swimming strokes work and why breathing techniques are important for staying calm and efficient in the water. Understand the role of swimming in keeping fit and healthy, and be aware of how to behave responsibly around pools and other water environments.	Know how to identify safe and unsafe water conditions, including recognising hazards in pools, rivers, and the sea. Understand the importance of swimming with others and know basic rescue principles, such as calling for help and using flotation devices.	Hold a clear understanding of water safety in a variety of environments, including open water. Know how to assess risks, respond appropriately in emergencies, and understand the importance of self-rescue techniques. Be aware of how swimming contributes to lifelong health and wellbeing.
Disciplinary Knowledge	**Year 3/4 Cycle B**	**Year 3/4 Cycle A**	**Year 5**	**Year 6**
Health & Fitness	Explain why it is important to warm up and cool down.	Explain why it is important to warm up and cool down.	Explain some safety principles when preparing for and during exercise.	Carry out warm-ups and cool-downs safely and effectively. Explain why exercise is good for health, fitness and wellbeing.
Striking & Fielding	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate).	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball.	Hit a bowled ball over longer distances.

	Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Knowledge gained in how to strike the ball in different ways. Tactical knowledge of where to hit, what speed or level to hit and how to maximise scoring opportunities.	Practise the correct batting technique and use it in a game. Strike the ball for distance. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
Games	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

	Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Adapt rules to alter games. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
Gymnastics	Create a sequence of actions that fit a theme.	Choose ideas to compose a movement sequence independently and with others.	Select ideas to compose specific sequences of movements, shapes and balances.	Create their own complex sequences involving the full range of actions and movements: travelling,

	Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.	Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.
Athletics	Athletics – Val Sabin Year 3 Unit 1 Developing techniques of: - Sprint style Throwing for accuracy Sprinting and changing pace Jumping – take offs landing and combinations Relays and simple shuttle take over Throwing for distance (Pull Throw)	Athletics – Val Sabin Year 4 Unit 2 Developing techniques of: - Paced running for distance Combination jumping Relay takeover – downsweep Using different throws for accuracy	Athletics – Val Sabin Year 5 Unit 1 Developing techniques of: - Developing rhythm in running and over obstacles Throwing – Pull throw Sprinting style jumping combinations relay take over upsweep estimating duration, distance and speed	Athletics – Val Sabin Year 6 Unit 2 Developing techniques of: - Stride frequency and smooth relay take overs (upsweep ad downsweep) Jumping for height (scissor jump) Changing direction at speed Pull throw Changing speed

Dance	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

	Modify their use of skills or techniques to achieve a better result.			
Outdoor Adventurous Activities (OAA)	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment. Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course. Complete an orienteering course more than once and begin to identify ways of improving completion time.	Orientate themselves with increasing confidence and accuracy around a short trail. Identify and use effective communication to begin to work as a team. Identify symbols used on a key. Begin to choose equipment that is appropriate for an activity. Communicate with others. Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail. Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities. Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course. Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail. Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.

	Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.		Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.
Vocabulary	Fundamental, abilities, cognitive, physical, personal, social, creative, balance, control, fluent, smooth, performing, movement, directions, take-off, height, landing, wobble, swing, accuracy, focus, control, perform, sequence, shape, stance, stable, skill, consistency, reaction, timing, position, heart rate, body temperature, health, fitness, warm-up, cool-down, muscles, joints, oxygen, blood flow, increases, decreases, programme, moderate, vigorous, exercise, intensity, pulse, impact, monitor, record, fair play, courage, determination, resilience, confidence, performance, equipment, apparatus.			
Cross-curricular reading	Warm up reading relays followed by small group discussions covering famous sporting icons, whilst raising awareness of issues BLM, gender equality and social deprivation. Reading reciprocal teaching cards for self and peer teaching, especially in Gymnastics and Dance. Reading and interpreting maps in OAA with links to Geography. Reading shared success criteria and learning outcomes. Greek week – The ancient Olympics Year 5 French sports/hobbies Sports Day – Learning about sporting heroes, Sporting nations and the events themselves.			
Cross-curricular links	**PSHE** – Respect **Geog/Art** – Outdoor mapping and sketching signs and symbols. **Maths** – Length and perimeter **Reading** - PE warm up reading relays covering famous sporting icons whilst raising awareness of issues	**History** – Roman Gladiators **PSHE** – Equal opportunities, Respect Heavyweight punching (Resilience) Paralympic games (Reciprocity, resilience) **Active Maths** – BBC Super movers, Hit the Button, relay games	**French** - Sports/hobbies **PSHE** – Homophobia, Discrimination, Health care - improving life chances, Scapegoats. **Outdoor Learning** – Building shelters, building a fire.	**Outdoor Learning –** PGL trip to Caythorpe **History** - WWII playground games **PSHE** – Inspirational people Mo Farrah -Going for goals, Hillsborough – The big lie **Outdoor Learning** – Campfire cooking

	BLM, gender equality and social deprivation.		**Active Maths** – Multiplication & Subtraction	
Christian Values	**Courage:** In PE, children develop courageous advocacy to make positive changes in the world. Whether showing courage by attempting new and challenging activities, striving to beat personal bests or not giving up in the face of adversity – PE and school sport had that unique ability to harness and shape children's personal skills. **Fairness:** Through a range of sporting experiences, offered by our school, children will develop a true sense of fair play and sportsmanship. They are taught to be patient and accepting of one another's ideas, to accept constructive feedback and to be law abiding. During sporting competition, they learn to treat others as they wish to be treated themselves. The act of shaking hands and giving 3 loud cheers is a way of demonstrating mutual respect to another as God would intend it. **Kindness:** Children are able to show kindness in PE through taking turns, being positive about a peer's performance and by helping the teacher with the general organisation of the lesson. They adhere to 6 school rules (displayed in class) and include everybody - no matter what their ability is alike in this subject. **Koinonia –** Sport has the power to bring people together and in PE children will gain a sense of belonging as a part of a team or when working in groups. Working as a team, they will learn to collaborate and sometimes put others before themselves, appreciating others are also made in God's image and treating them with an equal measure of respect and tolerance. **Responsibility –** Children develop responsibility when given the ownership and freedom to make their own decisions. They have a responsibility to know where they are at with their own learning through self-assessment and recording personal bests. **Thankfulness: -** Many children at our school enjoy their PE lessons and frequently show their gratitude for the fun practical activities they experience. Equally, many children attend after school sports clubs or represent the school at sporting competitions (Cross Country, Football, Netball, Athletics)			

	Truthfulness – Children must show honesty and fairness to their peers when taking part in activities requiring the adherence of rules and regulations. They should be truthful with themselves when assessing their own performances and establishing the extent of their successes and achievements.
Spiritual Development	We encourage the children to be inspired by the levels of dedication and commitment it takes to reach the highest levels of performance. We want them to marvel at the beauty of sporting perfection and feel those moments of total satisfaction, achieving their own personal aspirations after putting their heart, body and soul on the line. Only through participating in physical activity themselves can they truly appreciate and respect those talented individuals and leading sporting role models, who set the benchmark for others to follow and show them the pathway to success. Through either individual personal challenges or being part of a unified team, we strive for our children to discover their own strengths and the strengths of others, accelerating their self-esteem and opening up positive relationships and a new love for one another through the sharing of positive sporting experiences. We hope they will forge a life-long participation in sport and leisure activities, benefiting from the physical, social and emotional gains to be had, achieving a sense of inner peace and gratification. Knowing PE lessons can also provide moments of personal failure or highlight limitations, our children will be encouraged to foster a growth mindset, empowering them to think positively in any situation. Through the subject of Physical Education, many children excel in leading others and we see them blossom to become responsible citizens, who volunteer their time and energy to help others achieve. PE and school sport has the power to make a difference to a child's life and through the combination of our broad and balanced high quality PE curriculum and the year-round extensive extra-curricular programme we offer; every child at Church Hill has the very best opportunity to reach their sporting potential and let their light shine bright.