

## Curriculum Map

Year Group	Autumn 1 Hours a week: 13	Autumn 2 Hours a week: 15	Spring 1 Hours a week: 12	Spring 2 Hours a week: 9	Summer 1 Hours a week: 10	Summer 2 Hours a week: 9
Reception	<p><u>Personal Cog:</u> To enjoy working on simple tasks with help.</p> <p><u>Unit 1:</u> -Fundamental Movement 10: Coordination, Footwork -Fundamental Movement 1: Static Balance, One Leg</p>	<p><u>Creative Cog:</u> To observe and copy others.</p> <p><u>Unit 4:</u> -Fundamental Movement 9: Coordination, Ball Skills -Fundamental Movement 7: Counterbalance, With a Partner</p>	<p><u>Cognitive Cog:</u> To follow simple instructions</p> <p><u>Unit 3:</u> -Fundamental Movement 5: Dynamic Balance, On a Line -Fundamental Movement 4: Static Balance, Stance</p>	<p><u>Social Cog:</u> To play with others and take turns and share with help.</p> <p><u>Unit 2:</u> -Fundamental Movement 6: Dynamic Balance to Agility, Jumping and Landing -Fundamental Movement 2: Static Balance, Seated</p>	<p><u>Physical Cog:</u> To move confidently in different ways.</p> <p><u>Unit 5:</u> -Fundamental Movement 8: Coordination, Sending and Receiving (Ball Skills) -Fundamental Movement 12: Agility, Reaction/Response</p>	<p><u>Health and Fitness:</u> To be aware of the changes to the way they feel when they exercise.</p> <p><u>Unit 6:</u> -Fundamental Movement 11: Agility, Ball Chasing -Fundamental Movement 3: Static Balance, Floor Work</p>
		<p><u>Creative Cog:</u> To observe and copy others.</p> <p><u>Real Dance:</u> -Fundamental Movement 9: Coordination, Ball Skills -Fundamental Movement 7: Counterbalance, With a Partner</p>	<p><u>Gymnastics Cognitive Cog:</u> To follow simple instructions</p> <p><u>Real Gymnastics</u> -Fundamental Movement 5: Dynamic Balance, On a Line -Fundamental Movement 4: Static Balance, Stance</p>	<p><u>Social Cog:</u> To play with others and take turns and share with help.</p> <p><u>Real Gymnastics</u> -Fundamental Movement 6: Dynamic Balance to Agility, Jumping and Landing -Fundamental Movement 2: Static Balance, Seated</p>	<p><u>Physical Cog:</u> To move confidently in different ways.</p> <p><u>Unit 5:</u> -Fundamental Movement 8: Coordination, Sending and Receiving (Ball Skills) -Fundamental Movement 12: Agility, Reaction/Response</p>	<p><u>Athletics:</u> <b>Athletics 1:</b> -Throw a variety of pieces of equipment well -Throw for distance -Throw with good technique -Jump for height -Time my take -off to clear an obstacle</p>
Year 1 <b>Year A</b>	<p><u>Personal Cog:</u> To follow instructions, practise safely and work on simple tasks by themselves.</p> <p><u>Unit 1:</u> -Fundamental Movement 10: Coordination, Footwork</p>	<p><u>Social Cog:</u> To work sensibly with others, taking turns and sharing.</p> <p><u>Unit 2:</u> -Fundamental Movement 6: Dynamic Balance to Agility, Jumping and Landing -Fundamental Movement 2: Static Balance, Seated</p>	<p><u>Cognitive Cog:</u> To understand and follow simple rules. To name some things they are good at.</p> <p><u>Unit 3:</u> -Fundamental Movement 5: Dynamic Balance, On a Line -Fundamental Movement 4: Static Balance, Stance</p>	<p><u>Creative Cog:</u> To explore and describe different movements.</p> <p><u>Unit 4:</u> -Fundamental Movement 9: Coordination, Ball Skills -Fundamental Movement 7: Counterbalance, With a Partner</p>	<p><u>Physical Cog:</u> To perform a single skill or movement with some control. To perform a small range of skills and link two movements together.</p> <p><u>Unit 5:</u> -Fundamental Movement 8: Coordination, Sending and Receiving</p>	<p><u>Orienteering:</u> -Follow the rules of an activity -Identify areas of the school grounds using a map.</p>

	-Fundamental Movement 1: Static Balance, One Leg				-Fundamental Movement 12: Agility, Reaction/Response	
	<u>Invasion Games</u> <b>Invasion Game Skills 1:</b> -Get into a good ready position to receive chest and bounce passes consistently well. -Pass the ball from my chest using a bounce pass. -Change direction confidently and competently. -Move around safely in a limited space.	<u>Dance</u> <b>Animals:</b> -Use of the body to express simple theme related shapes, movements and feelings. -Travel safely and creatively in space. -Show different levels when I travel.	<u>Gymnastics</u> <b>Cognitive Cog:</b> To understand and follow simple rules. To name some things they are good at.  <u>Unit 3:</u> -Fundamental Movement 5: Dynamic Balance, On a Line -Fundamental Movement 4: Static Balance, Stance	<u>Net and Wall Skills</u> <b>Net and Wall Skills 1:</b> -Send a large ball with some degree of accuracy. -Receive a ball by moving swiftly into the right position. -Strike a small ball with my open palm with some accuracy. -Keep a rally going with a partner.	<u>Athletics</u> <b>Athletics 2:</b> -Jump in a variety of ways competently. -Add a short run up to my jump. -Demonstrate a variety of athletic techniques competently. -Throw with good technique. -Throw with a run up.	<u>Striking and Fielding</u> <b>Striking and Fielding Game Skills 1:</b> -Chase and retrieve a ball. -Make good decisions when batting about when to run and when not to. -Bowl either under or overarm with some accuracy. -Wicket keep effectively. -Apply a range of skills the court.
Year 2 <b>Year B</b>	<u>Personal Cog:</u> To try several times and if at first they don't succeed they ask for help when appropriate.  <u>Unit 1:</u> -Fundamental Movement 10: Coordination, Footwork -Fundamental Movement 1: Static Balance, One Leg	<u>Social Cog:</u> To help, praise and encourage others in their learning.  <u>Unit 2:</u> -Fundamental Movement 6: Dynamic Balance to Agility, Jumping and Landing -Fundamental Movement 2: Static Balance, Seated	<u>Cognitive Cog:</u> To begin to order instructions, movements and skills. With help, to recognise similarities and differences in performance and explain why someone is working or performing well.  <u>Unit 3:</u> -Fundamental Movement 5: Dynamic Balance, On a Line -Fundamental Movement 4: Static Balance, Stance	<u>Creative Cog:</u> To begin to compare my movements and skills with those of others. To select and link movements together to fit a theme.  <u>Unit 4:</u> -Fundamental Movement 9: Coordination, Ball Skills -Fundamental Movement 7: Counterbalance, With a Partner	<u>Physical Cog:</u> To can perform a range of skills with some control and consistency. To perform a sequence of movements with some changes in level, direction or speed.  <u>Unit 5:</u> -Fundamental Movement 8: Coordination, Sending and Receiving -Fundamental Movement 12: Agility, Reaction/Response	<u>Orienteering:</u> -Navigate my way around using a map. -Give clear instructions
	<u>Invasion Games</u> <b>Invasion Game Skills 2:</b> -React quickly. -Demonstrate agility, balance and coordination.	<u>Dance</u> <b>Fire of London:</b> -Use of the body to express simple theme related shapes, movements and feelings.	<u>Gymnastics</u> <b>Cognitive Cog:</b> To understand and follow simple rules. To name some things they are good at.	<u>Net and Wall Skills</u> <b>Net and Wall Skills 2:</b> -Strike a backhand from my own feed. -Play a game against an opponent using a variety of shots.	<u>Athletics</u> <b>Athletics 2:</b> -Jump in a variety of ways competently. -Add a short run up to my jump.	<u>Striking and Fielding</u> <b>Striking and Fielding Game Skills 2:</b> -Strike a ball to leg from a short delivery.

	<ul style="list-style-type: none"> <li>-Discover and develop different styles of jumping.</li> <li>-Coordinate a run with a jump.</li> <li>-Throw with good technique.</li> </ul>	<ul style="list-style-type: none"> <li>-Travel safely and creatively in space.</li> <li>-Show different levels when I travel.</li> </ul>	<u>Unit 3:</u> <ul style="list-style-type: none"> <li>-Fundamental Movement 5: Dynamic Balance, On a Line</li> <li>-Fundamental Movement 4: Static Balance, Stance</li> </ul>	<ul style="list-style-type: none"> <li>-Move fluently around the court.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate a variety of athletic techniques competently.</li> <li>-Throw with good technique.</li> <li>-Throw with a run up.</li> </ul>	<ul style="list-style-type: none"> <li>-I can back my friends up in the field.</li> <li>-Make a long barrier.</li> <li>-Chase a ball and throw it back accurately.</li> <li>-Strike a ball off a tee whilst on the move.</li> </ul>
<p>Year 3</p> <p><b>Year A</b></p>	<u>Personal Cog:</u> To know where they are with their learning and they begin to challenge themselves.  <u>Unit 1:</u> <ul style="list-style-type: none"> <li>-Fundamental Movement 10: Coordination, Footwork</li> <li>-Fundamental Movement 1: Static Balance, One Leg</li> </ul>	<u>Social Cog:</u> To show patience and support others, listening carefully to them about our work. To be happy to show and tell the peers about their ideas.  <u>Unit 2:</u> <ul style="list-style-type: none"> <li>-Fundamental Movement 6: Dynamic Balance to Agility, Jumping and Landing</li> <li>-Fundamental Movement 2: Static Balance, Seated</li> </ul>	<u>Cognitive Cog:</u> To understand the simple tactics of attacking and defending. To explain what they are doing well and begin to identify areas for improvement.  <u>Unit 3:</u> <ul style="list-style-type: none"> <li>-Fundamental Movement 5: Dynamic Balance, On a Line</li> <li>-Fundamental Movement 4: Static Balance, Stance</li> </ul>	<u>Creative Cog:</u> To make up their own rules and versions of activities. To respond differently to a variety of tasks or music and to recognise similarities and differences in movements and expression.  <u>Unit 4:</u> <ul style="list-style-type: none"> <li>-Fundamental Movement 9: Coordination, Ball Skills</li> <li>-Fundamental Movement 7: Counterbalance, With a Partner</li> </ul>	<u>Physical Cog:</u> To perform and repeat longer sequences with clear shapes and controlled movement. To select and apply a range of skills with good control and consistency.  <u>Unit 5:</u> <ul style="list-style-type: none"> <li>-Fundamental Movement 8: Coordination, Sending and Receiving</li> <li>-Fundamental Movement 12: Agility, Reaction/Response</li> </ul>	<u>Orienteering:</u> <ul style="list-style-type: none"> <li>-Identify where a number of controls are situated around the school grounds via photographic clues.</li> <li>-Plan a route map</li> </ul>
	Invasion Games <b>Rugby:</b> <ul style="list-style-type: none"> <li>-Pass backwards consistently</li> <li>-Pass, missing out players in a line.</li> <li>-Set up defensively opposite an opponent</li> <li>-Apply a range of skills effectively in a game of rugby.</li> <li>-Play to the rules</li> </ul>	Dance <b>Egyptians:</b> <ul style="list-style-type: none"> <li>-Develop a motif demonstrating some agility, balance, coordination and precision</li> <li>-Creatively change static actions into travelling movements</li> <li>-Show different levels and pathways when I travel</li> <li>-Communicate effectively with a partner</li> </ul>	<b>Gymnastics</b> <u>Cognitive Cog:</u> To understand the simple tactics of attacking and defending. To explain what they are doing well and begin to identify areas for improvement.  <u>Unit 3:</u> <ul style="list-style-type: none"> <li>-Fundamental Movement 5: Dynamic Balance, On a Line</li> <li>-Fundamental Movement 4: Static Balance, Stance</li> </ul>	Net and Wall Skills <b>Badminton:</b> <ul style="list-style-type: none"> <li>-Demonstrate the school games values.</li> <li>-Umpire and keep score in a game.</li> <li>-Make the right decision usually about which shot to play</li> <li>-Move around court using different footwork patterns</li> </ul>	Athletics <b>Athletics:</b> <ul style="list-style-type: none"> <li>-Run a relay efficiently as part of a team.</li> <li>-Replicate the techniques for running, jumping and throwing events in competitive situations.</li> <li>-Challenge myself to beat previous performances.</li> </ul>	Striking and Fielding <b>Rounders:</b> <ul style="list-style-type: none"> <li>-Perform well in a range of positions in a competitive game</li> <li>-Catch high balls comfortably.</li> <li>-Backpedal to catch balls over me</li> <li>-Field the ball off the ground using a variety of techniques</li> </ul>

<p>Year 4</p> <p><b>Year B</b></p>	<p><b>Personal Cog:</b> To know where they are with their learning and they begin to challenge themselves.</p> <p><u>Unit 1:</u> -Fundamental Movement 10: Coordination, Footwork -Fundamental Movement 1: Static Balance, One Leg</p>	<p><b>Social Cog:</b> To show patience and support others, listening carefully to them about our work. To be happy to show and tell the peers about their ideas.</p> <p><u>Unit 2:</u> -Fundamental Movement 6: Dynamic Balance to Agility, Jumping and Landing -Fundamental Movement 2: Static Balance, Seated</p>	<p><b>Cognitive Cog:</b> To understand the simple tactics of attacking and defending. To explain what they are doing well and begin to identify areas for improvement.</p> <p><u>Unit 3:</u> -Fundamental Movement 5: Dynamic Balance, On a Line -Fundamental Movement 4: Static Balance, Stance</p>	<p><b>Creative Cog:</b> To make up their own rules and versions of activities. To respond differently to a variety of tasks or music and to recognise similarities and differences in movements and expression.</p> <p><u>Unit 4:</u> -Fundamental Movement 9: Coordination, Ball Skills -Fundamental Movement 7: Counterbalance, With a Partner</p>	<p><b>Physical Cog:</b> To perform and repeat longer sequences with clear shapes and controlled movement. To select and apply a range of skills with good control and consistency.</p> <p><u>Unit 5:</u> -Fundamental Movement 8: Coordination, Sending and Receiving -Fundamental Movement 12: Agility, Reaction/Response</p>	<p><b>Orienteering:</b> -Identify where a number of controls are situated around the school grounds via photographic clues -Plan a route map</p>
	<p>Invasion Games <b>Basketball:</b> -I can dribble, pass and shoot the basketball using correct the correct technique to play in a game. -I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball. -</p>	<p>Dance <b>Dance Around the World:</b> -Develop a motif demonstrating some agility, balance, coordination and precision -Creatively change static actions into travelling movements -Show different levels and pathways when I travel -Communicate effectively with a partner</p>	<p><b>Gymnastics</b> <b>Cognitive Cog:</b> To understand the simple tactics of attacking and defending. To explain what they are doing well and begin to identify areas for improvement.</p> <p><u>Unit 3:</u> -Fundamental Movement 5: Dynamic Balance, On a Line -Fundamental Movement 4: Static Balance, Stance</p>	<p>Net and Wall Skills <b>Tennis:</b> -Use some tactics against an opponent -Play a competitive game using a range of ground strokes -Volley accurately on my forehand and backhand</p>	<p>Athletics <b>Athletics:</b> -Run a relay efficiently as part of a team. -Replicate the techniques for running, jumping and throwing events in competitive situations. -Challenge myself to beat previous performances.</p>	<p>Striking and Fielding <b>Cricket:</b> -Back up my fellow fielders in the field -Play purposefully in a competitive game, taking on multiple roles effectively -Bowl with a run up -Stop hard balls struck at me by forming a long barrier -Communicate effectively with a partner when batting.</p>
<p>Year 5</p> <p><b>Year A</b></p>	<p><b>Cognitive Cog:</b> To understand ways (criteria) to judge performance and to identify specific parts to continue to work upon. To use their awareness of space and of others to</p>	<p><b>Creative Cog:</b> To link actions and develop sequences of movements that express their own ideas. To change tactics, rules or tasks to make activities more fun or challenging.</p>	<p><b>Social Cog:</b> To cooperate well with others and give helpful feedback. To help organise roles and responsibilities and guide a small group through a task.</p>	<p><b>Physical Cog:</b> To perform a variety of movements and skills with good body tension. To link actions together so that they flow in running, jumping and throwing activities.</p> <p><u>Unit 5:</u></p>	<p><b>Health and Fitness:</b> To describe the basic fitness components and explain how often and how long they should exercise to be healthy. To record and monitor how hard they are working.</p>	<p><b>Orienteering:</b> -Identify the location of a number of controls which relate to specific letters of the alphabet. -Work quickly and effectively against the clock.</p>

	<p>make good decisions.</p> <p><u>Unit 3:</u> -Fundamental Movement 9: Coordination, Ball Skills -Fundamental Movement 12: Agility, Reaction/Response <b>Comparable sports</b> -Throw Tennis (comparable to tennis) -Endball (comparable to netball)</p>	<p><u>Unit 4:</u> -Fundamental Movement 2: Static Balance, Seated -Fundamental Movement 3: Static Balance, Floor Work <b>Comparable Sports</b> -Seated Volleyball (comparable to volleyball) -Scorpion handball (comparable to handball)</p>	<p><u>Unit 2:</u> -Fundamental Movement 5: Dynamic Balance, On a Line -Fundamental Movement 7: Counterbalance, With a Partner <b>Comparable sports</b> -River Crossing (team building games) -Kabadi (comparable to tag-rugby)</p>	<p>-Fundamental Movement 6: Dynamic Balance to Agility, Jumping and Landing -Fundamental Movement 1: Static Balance, One Leg <b>Comparable Sports</b> -Jumpball (comparable to dodgeball) -Jump, Roll, Balance (comparable to circuits)</p>	<p><u>Unit 6:</u> -Fundamental Movement 4: Static Balance, Stance -Fundamental Movement 10: Coordination, Footwork <b>Comparable sports</b> -Beanbag Raid (comparable to invasion games) -Dodgeball</p>	
	<p>Invasion Games <b>Hockey:</b> -Perform a jab tackle -Play advantage appropriately -Pass in a variety of ways using good technique. -Receive a pass on the run. -Control a ball sent to me. -Change direction easily</p>	<p>Dance <b>The Haka:</b> -Develop a motif demonstrating some agility, balance, coordination and precision -Creatively change static actions into travelling movements -Show different levels and pathways when I travel -Communicate effectively with a partner</p>	<p><b>Gymnastics</b> <b>Social Cog:</b> To cooperate well with others and give helpful feedback. To help organise roles and responsibilities and guide a small group through a task.  <u>Unit 2:</u> -Fundamental Movement 5: Dynamic Balance, On a Line -Fundamental Movement 7: Counterbalance, With a Partner</p>	<p>Net and Wall Skills <b>Badminton:</b> -Perform different shots consistently and with accuracy. -Demonstrate a split step and understand its use -Chasse in to the net to retrieve shots -Play deft shots -Move quickly to be in a position to consistently return a shuttle. -I can serve long and short</p>	<p>Athletics <b>Athletics:</b> -Transfer a relay baton efficiently as part of a team -Combine sprinting with hurdling -Perform the correct techniques for triple jump, high jump and standing vertical jump. -Measure accurately their performance at standing vertical jumping. -Throw with greater control, accuracy and efficiency</p>	<p>Striking and Fielding <b>Rounders:</b> -Adapt my game according to the direct opponent/situation. -Throw with real accuracy and under pressure. -Play a full game in a small group taking on different roles within the team -Back up fellow fielders in the outfield. -Communicate with my fellow batsmen/ women when between bases.</p>
<p>Year 6  <b>Year B</b></p>	<p><b>Health and Fitness:</b> To describe the basic fitness components and explain how often and how long they should exercise to be healthy.</p>	<p><b>Social Cog:</b> To cooperate well with others and give helpful feedback. To help organise roles and responsibilities and guide a small group through a task.</p>	<p><b>Cognitive Cog:</b> To understand ways (criteria) to judge performance and to identify specific parts to continue to work upon. To use their awareness of space and of others to make good decisions.</p>	<p>Health Related Fitness <b>Health Related Fitness:</b> -Prepare properly for exercise. -Perform exercises with control and good technique. -Improve on previous performances -Perform a variety of exercises demonstrating good technique</p>	<p>OAA <b>Team Building and Problem Solving:</b> -Keep going when things are not necessarily going as I would want them to -Work with others to apply a plan -Put my trust in others</p>	<p>Striking and Fielding <b>Cricket:</b> -Link my skills and perform in a competitive game. -Bowl by running in close to the wickets -Show tactical awareness as a fielder</p>

	<p>To record and monitor how hard they are working.</p> <p><u>Unit 6:</u> -Fundamental Movement 9: Coordination, Ball Skills -Fundamental Movement 12: Agility, Reaction/Response <b>Comparable sports</b> -Beanbag Raid (comparable to invasion games) -Dodgeball</p>	<p><u>Unit 2:</u> -Fundamental Movement 5: Dynamic Balance, On a Line -Fundamental Movement 7: Counterbalance, With a Partner <b>Comparable sports</b> -River Crossing (team building games) -Kabadi (comparable to tag-rugby)</p>	<p><u>Unit 3:</u> -Fundamental Movement 2: Static Balance, Seated -Fundamental Movement 3: Static Balance, Floor Work <b>Comparable sports</b> -Throw Tennis (comparable to tennis) -End Ball (comparable to netball)</p>		<p>-Perform calmly under pressure</p>	<p>-Bowl out of the back of my hand -Play a square cut shot -Bowl with consistent accuracy and length. -Pick up and return a ball with one hand quickly and consistently well. -Use my feet to get to the pitch of the ball when batting</p>
<p>Invasion Games <b>Netball:</b></p>	<p>Dance <b>Through the Ages:</b> -Develop a motif demonstrating some agility, balance, coordination and precision -Creatively change static actions into travelling movements -Show different levels and pathways when I travel -Communicate effectively with a partner</p>	<p><u>Gymnastics</u> <u>Cognitive Cog:</u> To understand ways (criteria) to judge performance and to identify specific parts to continue to work upon. To use their awareness of space and of others to make good decisions.</p> <p><u>Unit 3:</u> -Fundamental Movement 2: Static Balance, Seated -Fundamental Movement 3: Static Balance, Floor Work</p>	<p>Net and Wall Skills <b>Tennis:</b></p>	<p>Athletics <b>Athletics:</b> -Transfer a relay baton efficiently as part of a team - Combine sprinting with hurdling -Perform the correct techniques for triple jump, high jump and standing vertical jump. -Measure accurately their performance at standing vertical jumping. -Throw with greater control, accuracy and efficiency</p>	<p><u>Orienteering:</u> -Identify the location of a number of controls which relate to specific letters of the alphabet. -Work quickly and effectively against the clock.</p>	