



Cycle A: 2024-25

Year 1/2						
	Term 1		Term 2		Term 3	
Unit Title	Fundamentals	Gymnastics	Gymnastics	Dance	Dance	Athletics
National Curriculum Links	Master basic movements including running, jumping and throwing. Develop balance, agility and coordination.	Master basic movements developing balance, agility and coordination.	Master basic movements developing balance, agility and coordination.	Perform dances using simple movement patterns.	Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing, and catching, Develop balance, agility, and co-ordination, and begin to apply these in a range of activities.
Disciplinary Concepts	Agility Balance Co-ordination Speed Stamina	Balance Co-ordination Flexibility Strength	Balance Co-ordination Flexibility Strength	Balance Co-ordination Flexibility	Balance Co-ordination Flexibility	Agility Balance Co-ordination Speed Stamina Strength
What do children need to know to access the unit?	To develop gross motor skills through a range of balancing, running, changing direction, jumping, hopping and traveling activities. To learn how to stay safe using space, follow rules	To explore creating shapes, balances, and jumps and begin to develop rocking and rolling. To show an awareness of space and how to use it safely and perform basic skills	To explore creating shapes, balances, and jumps and begin to develop rocking and rolling. To show an awareness of space and how to use it safely and perform basic skills	To explore space and how to use space safely. To explore traveling actions, shapes and balances. To choose their own actions in response	To explore space and how to use space safely. To explore traveling actions, shapes and balances. To choose their own actions in response	To learn to look at the target when sending a ball. To learn to have hands out ready to catch.



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	and instructions and work independently and with a partner.	on both floor and apparatus. To copy, create, remember and repeat short sequences. To begin to understand using levels and directions when traveling and balancing.	on both floor and apparatus. To copy, create, remember and repeat short sequences. To begin to understand using levels and directions when traveling and balancing.	to a stimulus. To have the opportunity to copy, repeat and remember actions. To use counting to help them keep in time with the music.	to a stimulus. To have the opportunity to copy, repeat and remember actions. To use counting to help them keep in time with the music.	
Golden threads (substantive concepts)	Running Balancing Jumping Hopping Skipping	Gymnastics	Gymnastics	Dance	Dance	Athletics
Vocabulary	Balance Dodge Hop Hurdle Jump Land Run Skip Speed Sprint Swing Take off Weight	Balance Direction Level Link Pathway Pike Roll Sequence Shape Speed Star Straddle Tuck	Balance Direction Level Link Pathway Pike Roll Sequence Shape Speed Star Straddle Tuck	Action Counts Create Direction Dynamics Expression Level Matching Mirroring Pathway Perform Speed Timing	Action Counts Create Direction Dynamics Expression Level Matching Mirroring Pathway Perform Speed Timing	Aim Distance Far Fast Height Jog Jump Landing Overarm Sprint Take off Target Throw
Sticky knowledge	To be able to turn and jump in an individual skipping rope. To describe how my body feels during exercise. To show balance when changing direction.	To be able to perform the basic gymnastic actions with some control and balance. To be able to plan and repeat simple sequences of actions.	To be able to perform the basic gymnastic actions with some control and balance. To be able to plan and repeat simple sequences of actions.	To begin to provide feedback using key words. To be able to copy, remember, repeat and create dance phrases.	To begin to provide feedback using key words. To be able to copy, remember, repeat and create dance phrases.	To describe how my body feels during exercise. To be able to identify good technique. I can jump and land with control.



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	<p>To show hopping, skipping and jumping movements with some balance and control.</p> <p>To be able to work co-operatively with a partner and a small group.</p> <p>To show balance and co-ordination when running at different speeds</p>	<p>To use directions and levels to make my work look interesting.</p> <p>To use shapes when performing other skills.</p> <p>To be able to work safely with others and apparatus</p>	<p>To use directions and levels to make my work look interesting.</p> <p>To use shapes when performing other skills.</p> <p>To be able to work safely with others and apparatus</p>	<p>To describe how my body feels during exercise.</p> <p>To show a character and idea through the actions and dynamics I choose.</p> <p>To be able to use counts to stay in time with the music.</p> <p>To work with a partner using mirroring and unison in our actions.</p>	<p>To describe how my body feels during exercise.</p> <p>To show a character and idea through the actions and dynamics I choose.</p> <p>To be able to use counts to stay in time with the music.</p> <p>To work with a partner using mirroring and unison in our actions.</p>	<p>To be able to use an overarm throw to help me to throw for distance.</p> <p>To work with others, taking turns and sharing ideas.</p> <p>To be able to show balance and co-ordination when running at different speeds.</p> <p>To try my best.</p>
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Year 3/4						
	Term 1		Term 2		Term 3	
Unit Title	Fitness	Dance	Dance	Gymnastics	Gymnastics	Athletics
National Curriculum Links	<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To develop strength, technique, control and balance.</p>	<p>To develop flexibility, strength, technique, control and balance.</p> <p>To perform dances using a range of movement patterns.</p>	<p>To develop flexibility, strength, technique, control and balance.</p> <p>To perform dances using a range of movement patterns.</p>	<p>To develop flexibility, strength, technique, control and balance.</p>	<p>To develop flexibility, strength, technique, control and balance.</p>	<p>To develop flexibility, strength, technique, control and balance.</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To compare their performance</p>



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						es with previous ones and demonstrate improvement to achieve their personal best.
Disciplinary Concepts	Running Jumping throwing	Balance Co-ordination Flexibility	Balance Co-ordination Flexibility	Balance Co-ordination Flexibility Strength	Balance Co-ordination Flexibility Strength	Agility Balance, Co-ordination Speed Stamina Strength
What do children need to know to access the unit?	<p>To show hopping and jumping movements with some balance and control.</p> <p>To understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>To work with others to turn a rope.</p>	<p>To copy, remember and repeat a series of actions.</p> <p>To select from a wider range of actions in relation to a stimulus.</p> <p>To use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>To use mirroring and unison when completing actions with a partner.</p>	<p>To copy, remember and repeat a series of actions.</p> <p>To select from a wider range of actions in relation to a stimulus.</p> <p>To use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>To use mirroring and unison when completing actions with a partner.</p>	<p>To perform balances on different body parts with some control and balance.</p> <p>To take body weight on different body parts with and without apparatus.</p> <p>To copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>To perform balances on different body parts with some control and balance.</p> <p>To take body weight on different body parts with and without apparatus.</p> <p>To copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>To show balance and co-ordination when running at different speeds.</p> <p>To link running and jumping movements with some control and balance.</p> <p>To show jumping movements with some balance and control.</p> <p>To change technique to throw for distance.</p>
Golden threads (substantive concepts)	Fitness	Dance	Dance	Gymnastics	Gymnastics	Athletics
Vocabulary	Agility Control Accelerate Decelerate	Explore Extend Feedback Formation	Explore Extend Feedback Formation	Body tension Contrast Extend Flow	Body tension Contrast Extend Flow	Personal best Speed Technique



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	static	Interact Action and reaction Phrase Relationship Rhythm Flow Order Performance Represent Structure	Interact Action and reaction Phrase Relationship Rhythm Flow Order Performance Represent Structure	Match Landing position Patch Point Take off Bridge Inverted Momentum Perform Rotation Stability	Match Landing position Patch Point Take off Bridge Inverted Momentum Perform Rotation Stability	Relay Power Baton Accuracy Strength Event Stamina Pace Stride Transfer of weight Measure Heave Launch Record
Sticky knowledge	<p>I can collect and record my scores and identify areas I need to improve.</p> <p>I can use key points to help me to improve my sprinting technique.I</p> <p>I show balance when changing direction at speed.</p> <p>I show control when completing activities to improve balance.</p> <p>I show determination to continue working over a period of time.</p>	<p>To be able to choose actions and dynamics to convey a character or idea.</p> <p>To be able to copy and remember set choreography.</p> <p>To provide feedback using appropriate language relating to the lesson.</p> <p>To respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>To use changes in timing and spacing to develop a dance.</p> <p>To use counts to keep in time with</p>	<p>To be able to choose actions and dynamics to convey a character or idea.</p> <p>To be able to copy and remember set choreography.</p> <p>To provide feedback using appropriate language relating to the lesson.</p> <p>To respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>To use changes in timing and spacing to develop a dance.</p> <p>To use counts to keep in time with</p>	<p>To be able to plan and perform sequences with a partner that include a change of level and shape.</p> <p>To provide feedback using appropriate language relating to the lesson.</p> <p>To be able to safely perform balances individually and with a partner.</p> <p>To watch, describe and suggest possible improvements to others' performances and my own.</p> <p>To understand how body tension can improve the</p>	<p>To be able to plan and perform sequences with a partner that include a change of level and shape.</p> <p>To provide feedback using appropriate language relating to the lesson.</p> <p>To be able to safely perform balances individually and with a partner.</p> <p>To watch, describe and suggest possible improvements to others' performances and my own.</p> <p>To understand how body tension can improve the</p>	<p>To be able to demonstrate the difference in sprinting and jogging techniques.</p> <p>To explain what happens in my body when I warm up.</p> <p>To identify when I was successful and what I need to do to improve.</p> <p>To be able to jump for distance with balance and control.</p> <p>To throw with some accuracy and power to a target area.</p> <p>To show determination to improve my</p>



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		<p>others and the music.</p> <p>To use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>To show respect for others when working as a group and watching others perform.</p>	<p>others and the music.</p> <p>To use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>To show respect for others when working as a group and watching others perform.</p>	<p>control and quality of my movements.</p>	<p>control and quality of my movements.</p>	<p>personal best.</p>
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Year 5/6						
	Term 1		Term 2		Term 3	
Unit Title	Dance	Gymnastics	Swimming	Swimming	OAA	Athletics
National Curriculum Links	<p>To develop flexibility, strength, technique, control and balance.</p> <p>To perform dances using a range of movement patterns.</p>	<p>To develop flexibility, strength, technique, control and balance.</p>	<p>To swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>To use a range of strokes effectively.</p> <p>To perform safe self-rescue in different water based situations.</p>	<p>To swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>To use a range of strokes effectively.</p> <p>To perform safe self-rescue in different water based situations.</p>	<p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>To develop flexibility, strength, technique, control and balance.</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>



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Disciplinary Concepts	Balance Co-ordination Flexibility	Balance Co-ordination Flexibility Strength	Balance Co-ordination Flexibility Strength Speed Stamina	Balance Co-ordination Flexibility Strength Speed Stamina	Balance Co-ordination Speed Stamina	Agility Balance, Co-ordination Speed Stamina Strength
What do children need to know to access the unit?	<p>To be able to choose actions and dynamics to convey a character or idea.</p> <p>To be able to copy and remember set choreography .</p> <p>To provide feedback using appropriate language relating to the lesson.</p> <p>To respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>To use changes in timing and spacing to develop a dance.</p> <p>To use counts to keep in time with others and the music.</p>	<p>To be able to plan and perform sequences with a partner that include a change of level and shape.</p> <p>To provide feedback using appropriate language relating to the lesson.</p> <p>To be able to safely perform balances individually and with a partner.</p> <p>To watch, describe and suggest possible improvements to others' performances and my own.</p> <p>To understand how body tension can improve the control and quality of my movements.</p>	<p>To use cupped hands to help you to swim, as the water cannot escape between your fingers.</p> <p>To move your arms quickly will help you to move through the water.</p> <p>To take a big breath before submerging.</p> <p>To inhale through your mouth when your face is above water and exhale through your mouth or nose when your face is underwater.</p> <p>To know that floating can help you to stay safe.</p> <p>To know that floating uses less</p>	<p>To use cupped hands to help you to swim, as the water cannot escape between your fingers.</p> <p>To move your arms quickly will help you to move through the water.</p> <p>To take a big breath before submerging.</p> <p>To inhale through your mouth when your face is above water and exhale through your mouth or nose when your face is underwater.</p> <p>To know that floating can help you to stay safe.</p> <p>To know that floating uses less</p>	<p>To hold a map so that the items on the map match up to real life and help you to read and understand the map and situation.</p> <p>To try ideas before deciding on a solution.</p> <p>To take turns when giving ideas.</p>	<p>To be able to demonstrate the difference in sprinting and jogging techniques.</p> <p>To explain what happens in my body when I warm up.</p> <p>To identify when I was successful and what I need to do to improve.</p> <p>To be able to jump for distance with balance and control.</p> <p>To throw with some accuracy and power to a target area.</p> <p>To show determination to improve my personal best.</p>



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			energy than swimming.	energy than swimming.		
Golden threads (substantive concepts)	Dance	Gymnastics	Swimming	Swimming	OAA	Athletics
Vocabulary	Choreograph collaboratively Transition Posture Rehearse Freeze frame Refine Inspiration mood	Mirroring Stable Execution Flight Cartwheel Handstand Counter tension Counter Balance Structure Stable	Afloat Breathing Exhale Float Flutter kick Extended Inhale Outstretched Streamline Stroke Backstroke Breaststroke Technique Treading water	Afloat Breathing Exhale Float Flutter kick Extended Inhale Outstretched Streamline Stroke Backstroke Breaststroke Technique Treading water	Approach Cardinal points Inclusive Leadership Locate Navigate Orientate Trust	Maximum Strategy Rhythm Pattern Phase Grip Stance Release Changeover Track Approach Momentum Dominant
Sticky knowledge	To choreograph a dance. To perform dances confidently and fluently with accuracy and good timing. To refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. To use appropriate language to evaluate and refine	To combine and perform gymnastic actions, shapes and balances with control and fluency. To create and perform sequences using compositional devices to improve the quality. To use appropriate language to evaluate and refine my own and others' work. To work collaboratively with others	To be able to swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively. To be able to perform safe self-rescue in different water-based situations.	To be able to swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively. To be able to perform safe self-rescue in different water-based situations.	To be inclusive of others, able to share job roles and lead when necessary. To orientate a map efficiently to navigate around a course. To pool ideas within a group, selecting and applying the best method	To compete within the rules showing fair play and honesty. To help others to improve their technique using key teaching points. To identify my own and others' strengths and areas for development and can suggest ways to improve. To perform jumps for



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	<p>my own and others' work.</p> <p>To use feedback provided to improve the quality of my work.</p>	<p>to create a sequence.</p> <p>To understand what counter balance and counter tension is and can show examples with a partner.</p>			<p>to solve a problem.</p> <p>To use critical thinking skills to form ideas and strategies to solve challenges.</p>	<p>distance using good technique.</p> <p>To select and apply the best pace for a running event.</p> <p>To show accuracy and good technique when throwing for distance.</p> <p>I use different strategies to persevere to achieve my personal best.</p>
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Cycle B: 2025-26

Year 1/2						
	Term 1		Term 2		Term 3	
Unit Title	Fundamentals	Gymnastics	Gymnastics	Dance	Dance	Athletics
National Curriculum Links	<p>Master basic movements including running, jumping and throwing.</p> <p>Develop balance, agility and coordination.</p>	<p>Master basic movements developing balance, agility and coordination.</p>	<p>Master basic movements developing balance, agility and coordination.</p>	<p>Perform dances using simple movement patterns.</p>	<p>Perform dances using simple movement patterns.</p>	<p>Master basic movements including running, jumping, throwing, and catching,</p> <p>Develop balance, agility, and coordination, and begin to apply</p>



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						these in a range of activities.
Disciplinary Concepts	Agility Balance Co-ordination Speed Stamina	Balance Co-ordination Flexibility Strength	Balance Co-ordination Flexibility Strength	Balance Co-ordination Flexibility	Balance Co-ordination Flexibility	Agility Balance Co-ordination Speed Stamina Strength
What do children need to know/have practised to access the unit?	<p>To develop gross motor skills through a range of balancing, running, changing direction, jumping, hopping and traveling activities.</p> <p>To learn how to stay safe using space, follow rules and instructions and work independently and with a partner.</p>	<p>To explore creating shapes, balances, and jumps and begin to develop rocking and rolling.</p> <p>To show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus.</p> <p>To copy, create, remember and repeat short sequences.</p> <p>To begin to understand using levels and directions when traveling and balancing.</p>	<p>To explore creating shapes, balances, and jumps and begin to develop rocking and rolling.</p> <p>To show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus.</p> <p>To copy, create, remember and repeat short sequences.</p> <p>To begin to understand using levels and directions when traveling and balancing.</p>	<p>To explore space and how to use space safely.</p> <p>To explore traveling actions, shapes and balances.</p> <p>To choose their own actions in response to a stimulus. To have the opportunity to copy, repeat and remember actions.</p> <p>To use counting to help them keep in time with the music.</p>	<p>To explore space and how to use space safely.</p> <p>To explore traveling actions, shapes and balances.</p> <p>To choose their own actions in response to a stimulus.</p> <p>To have the opportunity to copy, repeat and remember actions.</p> <p>To use counting to help them keep in time with the music.</p>	<p>To learn to look at the target when sending a ball.</p> <p>To learn to have hands out ready to catch.</p>
Golden threads (substantive concepts)	Running Balancing Jumping Hopping	Gymnastics	Gymnastics	Dance	Dance	Athletics



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	Skipping					
Vocabulary	Balance Dodge Hop Hurdle Jump Land Run Skip Speed Sprint Swing Take off Weight	Balance Direction Level Link Pathway Pike Roll Sequence Shape Speed Star Straddle Tuck	Balance Direction Level Link Pathway Pike Roll Sequence Shape Speed Star Straddle Tuck	Action Counts Create Direction Dynamics Expression Level Matching Mirroring Pathway Perform Speed Timing	Action Counts Create Direction Dynamics Expression Level Matching Mirroring Pathway Perform Speed Timing	Aim Distance Far Fast Height Jog Jump Landing Overarm Sprint Take off Target Throw
Sticky knowledge	<p>To be able to turn and jump in an individual skipping rope.</p> <p>To describe how my body feels during exercise.</p> <p>To show balance when changing direction.</p> <p>To show hopping, skipping and jumping movements with some balance and control.</p> <p>To be able to work co-operatively with a partner and a small group.</p> <p>To show balance and co-ordination when running at different speeds</p>	<p>To be able to perform the basic gymnastic actions with some control and balance.</p> <p>To be able to plan and repeat simple sequences of actions.</p> <p>To use directions and levels to make my work look interesting.</p> <p>To use shapes when performing other skills.</p> <p>To be able to work safely with others and apparatus</p>	<p>To be able to perform the basic gymnastic actions with some control and balance.</p> <p>To be able to plan and repeat simple sequences of actions.</p> <p>To use directions and levels to make my work look interesting.</p> <p>To use shapes when performing other skills.</p> <p>To be able to work safely with others and apparatus</p>	<p>To begin to provide feedback using key words.</p> <p>To be able to copy, remember, repeat and create dance phrases.</p> <p>To describe how my body feels during exercise.</p> <p>To show a character and idea through the actions and dynamics I choose.</p> <p>To be able to use counts to stay in time with the music.</p> <p>To work with a partner using mirroring and unison</p>	<p>To begin to provide feedback using key words.</p> <p>To be able to copy, remember, repeat and create dance phrases.</p> <p>To describe how my body feels during exercise.</p> <p>To show a character and idea through the actions and dynamics I choose.</p> <p>To be able to use counts to stay in time with the music.</p> <p>To work with a partner using mirroring and unison</p>	<p>To describe how my body feels during exercise.</p> <p>To be able to identify good technique. I can jump and land with control.</p> <p>To be able to use an overarm throw to help me to throw for distance.</p> <p>To work with others, taking turns and sharing ideas.</p> <p>To be able to show balance and co-ordination when running at different speeds.</p> <p>To try my best.</p>



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				in our actions.	in our actions.	
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Year 3/4						
	Term 1		Term 2		Term 3	
Unit Title	Fundamentals	Dance	Dance	Gymnastics	Gymnastics	Athletics
National Curriculum Links	To develop flexibility, strength, technique, control and balance. To learn how to evaluate and recognise their own success.	To develop flexibility, strength, technique, control and balance. To perform dances using a range of movement patterns.	To develop flexibility, strength, technique, control and balance. To perform dances using a range of movement patterns.	To develop flexibility, strength, technique, control and balance.	To develop flexibility, strength, technique, control and balance.	To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Disciplinary Concepts	Agility Balance, Co-ordination Speed	Balance Co-ordination Flexibility	Balance Co-ordination Flexibility	Balance Co-ordination Flexibility Strength	Balance Co-ordination Flexibility Strength	Agility Balance, Co-ordination Speed Stamina Strength
What do children need to know/have practised to access the unit?	To show balance and co-ordination when running at different speeds.	To copy, remember and repeat a series of actions. To select from a wider range of actions in	To copy, remember and repeat a series of actions. To select from a wider range of actions in	To perform balances on different body parts with some control and balance.	To perform balances on different body parts with some control and balance.	To show balance and co-ordination when running at different speeds.



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	<p>To link running and jumping movements with some control and balance.</p> <p>To show hopping and jumping movements with some balance and control.</p> <p>To change technique to throw for distance.</p> <p>To show control and balance when travelling at different speeds.</p>	<p>relation to a stimulus.</p> <p>To use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>To use mirroring and unison when completing actions with a partner.</p>	<p>relation to a stimulus.</p> <p>To use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>To use mirroring and unison when completing actions with a partner.</p>	<p>To take body weight on different body parts with and without apparatus.</p> <p>To copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>To take body weight on different body parts with and without apparatus.</p> <p>To copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>To link running and jumping movements with some control and balance.</p> <p>To show jumping movements with some balance and control.</p> <p>To change technique to throw for distance.</p>
Golden threads (substantive concepts)	<p>Running</p> <p>Balancing</p> <p>Jumping</p> <p>Hopping</p> <p>Skipping</p>	<p>Dance</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Gymnastics</p>	<p>Athletics</p>
Vocabulary	<p>Agility</p> <p>Co-ordination</p> <p>Control</p> <p>Rhythm</p> <p>Technique</p> <p>Momentum</p> <p>Stability</p> <p>Accelerate</p> <p>Decelerate</p> <p>react</p>	<p>Explore</p> <p>Extend</p> <p>Feedback</p> <p>Formation</p> <p>Interact</p> <p>Action and reaction</p> <p>Phrase</p> <p>Relationship</p> <p>Rhythm</p> <p>Flow</p> <p>Order</p> <p>Performance</p> <p>Represent</p> <p>Structure</p>	<p>Explore</p> <p>Extend</p> <p>Feedback</p> <p>Formation</p> <p>Interact</p> <p>Action and reaction</p> <p>Phrase</p> <p>Relationship</p> <p>Rhythm</p> <p>Flow</p> <p>Order</p> <p>Performance</p> <p>Represent</p> <p>Structure</p>	<p>Body tension</p> <p>Contrast</p> <p>Extend</p> <p>Flow</p> <p>Match</p> <p>Landing position</p> <p>Patch</p> <p>Point</p> <p>Take off</p> <p>Bridge</p> <p>Inverted</p> <p>Momentum</p> <p>Perform</p> <p>Rotation</p> <p>Stability</p>	<p>Body tension</p> <p>Contrast</p> <p>Extend</p> <p>Flow</p> <p>Match</p> <p>Landing position</p> <p>Patch</p> <p>Point</p> <p>Take off</p> <p>Bridge</p> <p>Inverted</p> <p>Momentum</p> <p>Perform</p> <p>Rotation</p> <p>Stability</p>	<p>Personal best</p> <p>Speed</p> <p>Technique</p> <p>Relay</p> <p>Power</p> <p>Baton</p> <p>Accuracy</p> <p>Strength</p> <p>Event</p> <p>Stamina</p> <p>Pace</p> <p>Stride</p> <p>Transfer of weight</p> <p>Measure</p> <p>Heave</p> <p>Launch</p> <p>Record</p>
Sticky knowledge	<p>To be able to change direction quickly under pressure.</p>	<p>To be able to choose actions and dynamics to convey a</p>	<p>To be able to choose actions and dynamics to convey a</p>	<p>To be able to plan and perform sequences with a partner that</p>	<p>To be able to plan and perform sequences with a partner that</p>	<p>To be able to demonstrate the difference in sprinting and</p>



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	<p>To explain what happens when I exercise.</p> <p>To identify when I was successful and what I need to do to improve.</p> <p>To link hopping and jumping actions with other fundamental skills.</p> <p>To work with others to complete skipping challenges.</p> <p>To demonstrate good balance and control when performing other fundamental skills.</p> <p>To understand and can demonstrate how and when to speed up and slow down when running.</p>	<p>character or idea.</p> <p>To be able to copy and remember set choreography.</p> <p>To provide feedback using appropriate language relating to the lesson.</p> <p>To respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>To use changes in timing and spacing to develop a dance.</p> <p>To use counts to keep in time with others and the music.</p> <p>To use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>To show respect for others when working as a group and watching others perform.</p>	<p>character or idea.</p> <p>To be able to copy and remember set choreography.</p> <p>To provide feedback using appropriate language relating to the lesson.</p> <p>To respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>To use changes in timing and spacing to develop a dance.</p> <p>To use counts to keep in time with others and the music.</p> <p>To use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>To show respect for others when working as a group and watching others perform.</p>	<p>include a change of level and shape.</p> <p>To provide feedback using appropriate language relating to the lesson.</p> <p>To be able to safely perform balances individually and with a partner.</p> <p>To watch, describe and suggest possible improvements to others' performances and my own.</p> <p>To understand how body tension can improve the control and quality of my movements.</p>	<p>include a change of level and shape.</p> <p>To provide feedback using appropriate language relating to the lesson.</p> <p>To be able to safely perform balances individually and with a partner.</p> <p>To watch, describe and suggest possible improvements to others' performances and my own.</p> <p>To understand how body tension can improve the control and quality of my movements.</p>	<p>jogging techniques.</p> <p>To explain what happens in my body when I warm up.</p> <p>To identify when I was successful and what I need to do to improve.</p> <p>To be able to jump for distance with balance and control.</p> <p>To throw with some accuracy and power to a target area.</p> <p>To show determination to improve my personal best.</p>
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Curriculum Map for Indoor PE

Year 5/6						
Unit Title	Term 1		Term 2		Term 3	
	Dance	Gymnastics	Swimming	Swimming	QAA	Athletics
National Curriculum Links	<p>To develop flexibility, strength, technique, control and balance.</p> <p>To perform dances using a range of movement patterns.</p>	<p>To develop flexibility, strength, technique, control and balance.</p>	<p>To swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>To use a range of strokes effectively.</p> <p>To perform safe self-rescue in different water based situations.</p>	<p>To swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>To use a range of strokes effectively.</p> <p>To perform safe self-rescue in different water based situations.</p>	<p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>To develop flexibility, strength, technique, control and balance.</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Disciplinary Concepts	<p>Balance</p> <p>Co-ordination</p> <p>Flexibility</p>	<p>Balance</p> <p>Co-ordination</p> <p>Flexibility</p> <p>Strength</p>	<p>Balance</p> <p>Co-ordination</p> <p>Flexibility</p> <p>Strength</p> <p>Speed</p> <p>Stamina</p>	<p>Balance</p> <p>Co-ordination</p> <p>Flexibility</p> <p>Strength</p> <p>Speed</p> <p>Stamina</p>	<p>Balance</p> <p>Co-ordination</p> <p>Speed</p> <p>Stamina</p>	<p>Agility</p> <p>Balance,</p> <p>Co-ordination</p> <p>Speed</p> <p>Stamina</p> <p>Strength</p>
What do children need to know/have practised to access the unit?	<p>To be able to choose actions and dynamics to convey a character or idea.</p> <p>To be able to copy and remember set choreography.</p> <p>To provide feedback using</p>	<p>To be able to plan and perform sequences with a partner that include a change of level and shape.</p> <p>To provide feedback using appropriate language relating to the lesson.</p>	<p>To use cupped hands to help you to swim, as the water cannot escape between your fingers.</p> <p>To move your arms quickly will help you to move</p>	<p>To use cupped hands to help you to swim, as the water cannot escape between your fingers.</p> <p>To move your arms quickly will help you to move</p>	<p>To hold a map so that the items on the map match up to real life and help you to read and understand the map and situation.</p> <p>To try ideas before</p>	<p>To be able to demonstrate the difference in sprinting and jogging techniques.</p> <p>To explain what happens in my body when I warm up.</p> <p>To identify when I was</p>



Curriculum Map for Indoor PE

	<p>appropriate language relating to the lesson.</p> <p>To respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>To use changes in timing and spacing to develop a dance.</p> <p>To use counts to keep in time with others and the music.</p>	<p>To be able to safely perform balances individually and with a partner.</p> <p>To watch, describe and suggest possible improvements to others' performances and my own.</p> <p>To understand how body tension can improve the control and quality of my movements.</p>	<p>through the water.</p> <p>To take a big breath before submerging.</p> <p>To inhale through your mouth when your face is above water and exhale through your mouth or nose when your face is underwater.</p> <p>To know that floating can help you to stay safe.</p> <p>To know that floating uses less energy than swimming.</p>	<p>through the water.</p> <p>To take a big breath before submerging.</p> <p>To inhale through your mouth when your face is above water and exhale through your mouth or nose when your face is underwater.</p> <p>To know that floating can help you to stay safe.</p> <p>To know that floating uses less energy than swimming.</p>	<p>deciding on a solution.</p> <p>To take turns when giving ideas.</p>	<p>successful and what I need to do to improve.</p> <p>To be able to jump for distance with balance and control.</p> <p>To throw with some accuracy and power to a target area.</p> <p>To show determination to improve my personal best.</p>
Golden threads (substantive concepts)	Dance	Gymnastics	Swimming	Swimming	OAA	Athletics
Vocabulary	<p>Choreograph</p> <p>collaboratively</p> <p>Transition</p> <p>Posture</p> <p>Rehearse</p> <p>Freeze frame</p> <p>Refine</p> <p>Inspiration mood</p>	<p>Mirroring</p> <p>Stable</p> <p>Execution</p> <p>Flight</p> <p>Cartwheel</p> <p>Handstand</p> <p>Counter tension</p> <p>Counter Balance</p> <p>Structure</p> <p>Stable</p>	<p>Afloat</p> <p>Breathing</p> <p>Exhale</p> <p>Float</p> <p>Flutter kick</p> <p>Extended</p> <p>Inhale</p> <p>Outstretched</p> <p>Streamline</p> <p>Stroke</p> <p>Backstroke</p> <p>Breaststroke</p> <p>Technique</p> <p>Treading water</p>	<p>Afloat</p> <p>Breathing</p> <p>Exhale</p> <p>Float</p> <p>Flutter kick</p> <p>Extended</p> <p>Inhale</p> <p>Outstretched</p> <p>Streamline</p> <p>Stroke</p> <p>Backstroke</p> <p>Breaststroke</p> <p>Technique</p> <p>Treading water</p>	<p>Approach</p> <p>Cardinal points</p> <p>Inclusive</p> <p>Leadership</p> <p>Locate</p> <p>Navigate</p> <p>Orientate</p> <p>Trust</p>	<p>Maximum</p> <p>Strategy</p> <p>Rhythm</p> <p>Pattern</p> <p>Phase</p> <p>Grip</p> <p>Stance</p> <p>Release</p> <p>Changeover</p> <p>Track</p> <p>Approach</p> <p>Momentum</p> <p>Dominant</p>



Curriculum Map for Indoor PE

<p>Sticky knowledge</p>	<p>To choreograph a dance.</p> <p>To perform dances confidently and fluently with accuracy and good timing.</p> <p>To refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>To use appropriate language to evaluate and refine my own and others' work.</p> <p>To use feedback provided to improve the quality of my work.</p>	<p>To combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>To create and perform sequences using compositional devices to improve the quality.</p> <p>To use appropriate language to evaluate and refine my own and others' work.</p> <p>To work collaboratively with others to create a sequence.</p> <p>To understand what counter balance and counter tension is and can show examples with a partner.</p>	<p>To be able to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively.</p> <p>To be able to perform safe self-rescue in different water-based situations.</p>	<p>To be able to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively.</p> <p>To be able to perform safe self-rescue in different water-based situations.</p>	<p>To be inclusive of others, able to share job roles and lead when necessary.</p> <p>To orientate a map efficiently to navigate around a course.</p> <p>To pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>To use critical thinking skills to form ideas and strategies to solve challenges.</p>	<p>To compete within the rules showing fair play and honesty.</p> <p>To help others to improve their technique using key teaching points.</p> <p>To identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>To perform jumps for distance using good technique.</p> <p>To select and apply the best pace for a running event.</p> <p>To show accuracy and good technique when throwing for distance.</p> <p>I use different</p>
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Curriculum Map for Indoor PE

						strategies to persevere to achieve my personal best.
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