

Badgerbrook Curriculum Map (outdoor/indoor)

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Foundati on Stage	Fundamentals	Ball Skills (hands and feet)	Target Games	Sending & Receiving using different equipment	Athletics / Sports Day prep	Team building & Social activities
Year 1	Fundamentals / Multi Skills	Ball Skills	Target Games	Invasion Games	Athletics / Sports Day prep Games	Striking & Fielding
Year 2	Fundamentals	Throwing and catching	Invasion Games (football / hockey)	Team Building	Athletics / Sports Day prep	Striking and Fielding (tee ball / cricket)
Year 3	Team Building (3 weeks) Health & Fitness (3 weeks)	Invasion Games (Ball Skills)	Invasion Games (Tag Rugby / Flag Football)	Invasion Games (Hockey/Football)	Athletics	Striking & Fielding - (Cricket)
Year 4	Team Building (3 weeks) Health & Fitness (3 weeks)	Invasion Games (Basketball)	Invasion Games (Football/Hockey)	Striking & Fielding - (Rounders)	Athletics	Net/Wall - Tennis
Year 5	Team Building (3 weeks) Health related fitness (3 weeks)	Invasion Games (Flag Football / Tag Rugby)	Invasion Games (handball/Basketball)	Invasion Games (Quidditch / Dodgeball)	Athletics	Striking & Fielding - (Cricket)
Year 6	Team Building (3 weeks) Health related fitness (3 weeks)	Invasion Games (Netball/ Handball)	Invasion Games (football/hockey with tactical focus)	Net/wall - tennis	Athletics	Striking & Fielding - rounders/softball games

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Considerations / rationale for outdoor programme.

Key Stage 1:

The primary aim of the first term in KS1 is to develop/progress children's basic fundamental movements. This includes developing spatial awareness as well as speed, agility and balance. The challenges and complexity of the tasks build as children progress from EYFS to year 1 and through to year 2. Basic movements include, running, jumping, hopping, skipping, galloping, dodging etc, using a variety of open spaced tasks as well as equipment. Once children have developed basic movements, they are then in a better position to develop a wide variety of different fundamental multi skills, such as gathering, rolling, throwing, catching, bouncing, receiving, kicking, striking etc. It is essential that these skills are mastered if the child is to experience success in PE and sport during their time at primary school. Furthermore all activities are carefully planned to ensure enjoyment for all pupils, we want to create links between being physically active and enjoyment to nurture healthy habits that will last a lifetime.

After mastering these skills, we begin to develop the children's ability to throw and catch and effectively. Throwing and catching is an essential skill which forms the basis for many different games/activities across the curriculum, including invasion games, striking and fielding, and athletics. Children are given the opportunity to develop their skills individually, in pairs, and in small groups, preparing them for more challenging team games.

The second term we begin to explore simple concepts of attacking and defending principles in team games. The children begin to understand the role of attackers and defenders and learn basic tactics for overcoming an opponent. They begin to play adapted versions of more challenging sports to develop their ability to share and cooperate as a team.

Following on from this we start to introduce skills and activities from the areas of striking and fielding and net games. These games will involve striking a ball with some form of object i.e. bat or racket, as well as different aspects of fielding.

In the summer term the focus of the first unit is athletics, and preparing the children for sports day. This will include revisiting some of the fundamental movements from the first term, which will enable the teacher to check progression and assess where they are at. Skills in this unit include running, throwing, jumping (height and distance) and relays. Children will experience using a wide variety of equipment.

In their final unit of Outdoor and Adventurous Activities children are encouraged to work together with others in order to solve simple problems. They will also learn how to follow simple trails and explore an area of the school site safely.

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Lower Key Stage 2:

In lower KS2 pupils begin to explore how they can use the fundamental movement skills they have developed over the past 2 years in more challenging situations. They start to think about links between what they do in PE and health and fitness, exploring how they can improve elements of their health and fitness, and understand why leading an active lifestyle is beneficial. They are given opportunities to set themselves targets and achieve personal bests, developing their own methods to succeed and increasing self-confidence. They become resilient learners and familiarise themselves with their own strengths and areas for improvement.

The games lay the foundation for future invasion games units, in which children will develop and adapt games themselves, making up their own rules and choosing what equipment to use. They will play a wider range of games, with even sides that go end-to-end on larger pitches. Aspects of attacking and defensive play will be explored. They will improve their accuracy and consistency, and will learn new invasion game techniques. They will also learn to apply their understanding and skills from net games, striking/fielding games and athletics to new invasion game problems. They will start to warm up independently and say why warm-up and cool-down activities are important. They will watch and comment on simple tactical problems, suggesting changes that increase the number of scoring opportunities. In other physical education units the children will be using similar skills, especially in net games and striking and fielding games. Many of the skills practices they use will be based on athletic activities and ideas. Pupils are encouraged to work together as a team and to be inclusive of each other. Pupils are rewarded for good sportsmanship, following the rules and having respect for everybody. Additionally, pupils begin to assess their own performance and that of others in order to set personal goals and targets.

The athletics unit lays the foundations for athletic activities in years 5 and 6, in which children will develop their technical understanding across all areas of athletics. They will be introduced to the idea of training for a specific purpose, *eg carrying out sprinting activities to increase leg speed and muscle reaction time*. In jumping events, they will extend their run-up and will be encouraged to think about technique at take-off. In throwing events, they will extend the length of their run-up and be encouraged to think about the last stride in the run-up. They will also be encouraged to take more responsibility for designing, organising and judging athletic events. Other physical education units will help children to develop good running, jumping and throwing techniques through games-based activities. Safety procedures and the importance of stamina and strength will be reinforced throughout the physical education curriculum. Jumping activities and a range of travelling skills will be used in gymnastic activities and dance.

Upper Key Stage 2:

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Pupils in years 5 and 6 begin to build on their knowledge of healthy and active lifestyles from the lower key stage by exploring different aspects of fitness and where this fits in to PE and sport. They start to take ownership of warming up & cooling down and can explain what they are doing and why. They can participate in fitness activities both individually and in groups, making suggestions for their own fitness development. This will prepare them for making links between health and fitness and all subsequent units over the course of the year.

The games unit lays the foundations for future invasion games units, in which children will play games with larger sides. They will be introduced to the rules and conventions of a wider range of games and will apply the basic principles they have already learned to these new games. They will look at team organisation in different situations, and how tactics and strategies can be applied to outwit the opposition. They will learn more about working as a team and how to play different positions or take on different roles within the game. They will learn how to design their own warm ups and will start to carry out some officiating. They will make up and carry out their own practices to improve the way they play.

In striking and fielding children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team. They will develop warm-up routines and skills practices that will improve their play, showing a greater awareness of the type of fitness they need and how to prepare for striking and fielding games. In other physical education units children will use throwing and catching skills and striking skills for different games. They will focus on ways of warming up and how to work in teams to plan tactics.

By participating in tennis, this unit lays the foundations for future net/wall games units, in which children will transfer their skills and tactics to games that involve using a range of equipment to strike a ball after it has bounced or on the volley. They will play games on bigger courts with higher nets, using balls that bounce higher and move faster, and where possible will learn other net/wall games, eg *badminton, squash and volleyball*. They will also spend time developing effective serving techniques and tactics.

The athletics unit will lay the foundations for future athletic activity units, in which children will develop their understanding of the links between being fit and performing well, and will find out more about how athletics activity can help to keep them healthy. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping for height and length. In other physical education units, games and

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gymnastic activities will reinforce the need for good running, throwing and jumping techniques. The need to learn and take a range of roles, *eg coach, umpire, recorder, judge*, will apply across the whole physical education curriculum.

Finally, pupils will experience a range of different team games with a significant tactical focus. This unit is delivered at the end of the year when motivation levels following exams could be an issue, as the activities are exciting and new. The more complex nature of the games also prepare pupils for their transition to high school.

Indoor PE Map

	EYFS	Year 1	year 2	Year 3	Year 4	Year 5	year 6
Autumn 1	Big moves	Fundamentals	Dance	Gymnastics	Gymnastics	Gymnastics	Dance
Autumn 2	Dance/Nativity	Gymnastics	Yoga	Dance	Dance	Dodgeball	Gymnastics
Spring 1	Dance	Fitness	Gymnastics	Dodgeball	Swimming	Dance	Gymnastics/Quidditch
Spring 2	Gymnastics	Dance	Curling	Fitness	Fitness	Fitness	Quidditch
Summer 1	Athletics	Ball skills	Quidditch	Quidditch	Quidditch	Quidditch	Athletics
Summer 2	Athletics	Athletics	Circuits	Athletics	Athletics	Rounders	Orienteering