

The Bishop Harvey Goodwin School – CURRICULUM MAPPING PE 2025 - 2026							
NC	EYFS	KS1 National curriculum statements: ➤ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. ➤ Participate in team games, developing simple tactics for attacking and defending ➤ Perform dances using simple movement patterns.		KS2 National curriculum statements: ➤ Use running, jumping, throwing and catching in isolation and in combination ➤ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ➤ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ➤ Perform dances using a range of movement patterns ➤ Take part in outdoor and adventurous activity challenges both individually and within a team ➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills		-Zig zag through a series of markers spaced evenly, about 2m apart. -Hop on the spot using the same foot. -Jump for distance. -Jump for height. - Catch a bean bag. -Throw a small ball underarm, using the correct technique. -Hold a balance whilst walking along a straight line.	-Catch a small ball. -Throw a small ball overarm, using the correct technique. -Zig zag through a series of tightly spaced markers. - Hop along a straight line using the same foot. -Jump for distance controlling the landing. -Jump for height with a controlled landing.	-Run at speed over a distance. -Balance on one foot. -Climb a set of wall bars (or similar). -Perform a side stepping gallop.	-Kick a ball accurately. -Pass a ball from chest height to a partner. - Complete a forward roll and land on the feet. -Skip forwards in a fluid motion.	-Perform a sequence of one footed leaps. -Gallop with a fluid motion -Dribble a football between cones	-Strike a ball with a range of bats for accuracy and distance. -Perform a 'drop kick'. -Perform a 'basketball dribble'.
Applying skills and tactics		-Link skills and actions in different ways to suit different activities. -Establish sequences of actions and skills which have a clear beginning, middle and ending.	Structure sequences of actions and skills in different orders to improve performance ⚡speed / direction / level / etc)	-Vary skills, actions and ideas and link these in different ways to suit different activities - Vary his/her responses to tactics, strategies and sequences used	-Apply skills and tactics in combination with a partner or as part of a group / team.	-Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. -When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition. - Develop interest in participating in sports activities and events at a competitive level.	-When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.
Evaluating performance		-Describe and comment on performance.	Compare his/her performance with others.	Compare and contrast his/her performance with others.	-Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance	Identify different levels of performance and use subject specific vocabulary.	-Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.

Swimming				Jump into the pool and submerge briefly. Sink, push away from the wall and glide underwater for a short distance. Submerge fully to pick up an object from the bottom. Have a reasonable knowledge of the water safety code.	Perform a sequence of changing shapes whilst floating on the surface. Swim approx. 10m using a range of different strokes (back / breast / front crawl).	Swim over 10m using a range of strokes accurately. Perform a range of jumps into deep water and tread water when resurfacing. Perform a forward somersault tucked in the water.	Swim 10m wearing clothes. Exit the water without using steps. Swim 25m using any stroke. Perform a range of movements in deep water demonstrating confidence and competence.
2025-2026	EYFS/Year 1		Year 2/ 3		Year3/ 4	Year 5	Year 6
Tues PM Evie	AUTUMN		AUTUMN		AUTUMN	AUTUMN	AUTUMN
Term 1 Theme/ Skills	Movement (inc starting and stopping)		Movement		Basic skills (Football)- invasion	(Football)- invasion	Tag Rugby- invasion
	Balancing		Gymnastics		Gymnastics	Gymnastics	Gymnastics
Term 2 Theme/ Skills	Dance		Dance		Dance	Dance	Dance
	Action Ants		Gymnastics		Tag Rugby	Hockey- invasion	Cricket
	SPRING		SPRING		SPRING	SPRING	SPRING
Term 1 Theme/ Skills	Throwing and Catching		Throwing and Catching		Hockey invasion	(Football)- invasion	Tag Rugby- invasion
	Orienteering		Orienteering		Orienteering	Orienteering	Orienteering
Term 2 Theme/ Skills	OAA		OAA		OAA	OAA	OAA
	Bat and ball skills		Bat and ball skills- co-ordination		Gymnastics	Tennis	Basketball- invasion
	SUMMER		SUMMER		SUMMER	SUMMER	SUMMER
Term 1 Theme/ Skills	Action Ants		Throwing and catching		Netball- invasion	Cricket- striking and fielding	(Football)- invasion
	Throwing and Catching		Dodgeball- invasion		Tennis	Netball – Invasion	Rounders- striking and fielding
Term 2 Theme/ Skills	Multi Skills (sports day prep)		Multi Skills (sports day prep)		Multi Skills (sports day prep)	Multi Skills (sports day prep)	Multi Skills (sports day prep)
	Athletics		Athletics		Athletics	Athletics	Athletics

Swimming to add in

Tuesday -Evie After School Club -

_____ - Nathan After School Club - Football