

Rushden Primary Academy- PE Curriculum journey Map

Year Group	Concepts/ NC Aims	PE Pillars of progression	Autumn 1		Spring		Summer		National age-related expectations EYF ELGs/NC attainments Targets.
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
R	Personal, Social and Emotional Development Physically development Expressive Arts and Design	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em;">Motor competence (Fundamental Movement Skills)</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em;">Rules, strategies and tactics</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em;">Healthy participation</div> </div>	FMS: Multi-skills	Diwali Dance	FMS: Enjoy a ball.	Football	Athletics	Tennis	PSED ELG: Be confident to try new activities and show independence, resilience, and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing Work and play cooperatively and take turns with others. PD ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. EAD ELG: Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music
1	Develop competence to excel in a broad range of physical activities.		FMS: Agility, balance, catching and throwing (multi-skills)	Dance: Winter	Gymnastics	Yoga	Yoga FMS: Ball games	Team games: Kiwi Cricket	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.
2	Are physically active for sustained periods of time.		Team Games: Football FUNDamentals	FMS: Ball skills Lesson 1-6	FMS: Ball Skills Lessons 7-12	FMS Fitness	Athletics	Tennis	
3	Engage in competitive sports and activities.		FMS: Agility, balance, catching and throwing (multi-skills)	Gymnastics	Yoga	Dance	Pirate Fitness	Team games: Kiwi Cricket	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Swimming and water safety Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.
4	Lead healthy, active lives.		Team Games: Football FUNDamentals	Outdoor adventure activities	Ball games	Rugby	Athletics	Tennis	
5			Gymnastics	Dance	Handball	Yoga	Indoor athletics	Kwik Cricket	
6			Outdoor adventure activities	Football	Quicksticks	Multi-skills	Athletics	Tennis	
5			Dance	Swimming	Gymnastics	Yoga	Indoor athletics	Rounders	
6			Football	Tag-rugby	Basketball	Outdoor adventure activities	Athletics	Tennis	
5			Outdoor adventure activities	Dance	Yoga/ Top- up swimming	Gymnastics	Rounders	Fitness	
6			Football	Tag-rugby	Dodgeball	Basketball	Tennis	Kwik Cricket	
6			Dance	Yoga	Leadership	Gymnastics	Fitness	Tennis	
6			Football	Tag-rugby	Outdoor adventure activities	Basketball	Athletics	Rounders	
KS3	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident, and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity								

Key: Purple- Fundamental movement skills. Green- Athletics. Blue- Gymnastics and Yoga. Pink- Games. Yellow- Dance. White- OAA. Bottom row of each year group- Cover supervisor teaching. Block colour- Year teacher teaching.