



P.E. Coverage Map

P.E. Programme of Study	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Foundation stage one</i></p> <ul style="list-style-type: none"> - I can walk confidently. - I can climb onto furniture. - I can walk upstairs with my hand held. - I can run but sometimes fall. - I can squat to pick up toys. - I can climb into a large chair and turn to sit. - I can carry large toys. - I can attempt to kick a ball. - I can stand on one foot with support. - I can use my feet to scoot along on a trike. - I can control my whole body and am able to negotiate space and objects. - I can run safely on my whole foot. 	FS1 Autumn 1/2	FS1 Autumn 1/2				
<ul style="list-style-type: none"> - I can move to music and express myself. - I can stop confidently when moving around the environment and can now run safely. - I can make connections between my movement and the marks I make. - I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands. - I can kick a large ball. - I can walk upstairs or downstairs holding onto a rail, two feet on a step. - I can respond and move to rhythm and music. - I can move spontaneously within available space. - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. 			FS1 Spring 1/2	FS1 Spring 1/2		



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<ul style="list-style-type: none"> - Start taking part in some group activities which they make up for themselves, or in teams. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 						
<ul style="list-style-type: none"> - I can stand momentarily on one foot when shown. - I can catch a large ball. - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. 					FS1 Summer 1/2	FS1 Summer 1/2
Foundation stage two						
<ul style="list-style-type: none"> - I can stand momentarily on one foot when shown. - I can catch a large ball. - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. 	FS2 Autumn 1/2	FS2 Autumn 1/2				



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<ul style="list-style-type: none">- I can show a preference for a dominant hand.- I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.- I can travel with confidence and skill around, under, over and through balancing and climbing equipment.- I can use a tripod grasp.- Revise and refine the fundamental movement skills they have already acquired:<ul style="list-style-type: none">- rolling- crawling- walking- jumping- running- hopping- skipping- climbing- Progress towards a more fluent style of moving, with developing control and grace.- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.- Combine different movements with ease and fluency.- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.- Develop overall body-strength, balance, co-ordination and agility.- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.- Develop the foundations of a handwriting style which is fast, accurate and efficient.			FS2 Spring 1/2	FS2 Spring 1/2		
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<ul style="list-style-type: none"> - 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. 					FS2 Summer 1/2	FS2 Summer 1/2
Key Stage One						
Pupils should be taught to 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.	Year 1/2 Cycle A Cycle B			Year 1/2 Cycle A Cycle B		
Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.					Year 1/2 Cycle A Cycle B	Year 1/2 Cycle A Cycle B
Pupils should be taught to perform dances using simple movement patterns.		Year 1/2 Cycle A Cycle B	Year 1/2 Cycle A Cycle B			
Key Stage Two						
Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination	Year 3/4 Cycle A Cycle B Year 5/6 Cycle A Cycle B (focus on throwing and catching in combination - basketball, handball, netball)					Year 3/4 Cycle A Cycle B Year 5/6 Cycle A Cycle B (focus on throwing and catching and more in isolation - athletics.)
Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Year 3/4 Cycle A Cycle B			Year 3/4 Cycle A Cycle B		



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	Year 5/6 Cycle A Cycle B			Year 5/6 Cycle A Cycle B		
Pupils should be taught to develop flexibility, strength, technique, control and balance		Year 5/6 Cycle A Cycle B	Year 3/4 Cycle A Cycle B			
Pupils should be taught to perform dances using a range of movement patterns		Year 3/4 Cycle A Cycle B	Year 5/6 Cycle A Cycle B			
Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team					Year 5/6 Cycle A Cycle B Year 3/4 Cycle A Cycle B	
Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.		Year 5/6 Cycle A Cycle B	Year 3/4 Cycle A Cycle B			
Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: - swim competently, confidently and proficiently over a distance of at least 25 meters use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations.			Year 1/2 Cycle A Cycle B Year 5/6 Cycle A Cycle B Year 3/4 Cycle A Cycle B			