

PHYSICAL EDUCATION	Intent - At Southfields, we believe Physical Education is not limited to curriculum lessons. We firmly advocate that Physical Education, School Sport and Physical Activity (PESSPA) are the cornerstone to developing the physical, cognitive and emotional skills needed to lead a lifelong healthy lifestyle. Through PE lessons, extra-curricular clubs, sports competitions, active lessons and daily physical activity our aim is to foster the motivation, confidence and competence for each child to maintain lifelong participation, competition and leadership in physical activity. Our curriculum map outlines a variety of opportunities for children to develop their physical, cognitive and emotional skills through dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Through PE, we see our GARK values lived by our children. PESSPA at Southfields challenges and promotes self-esteem through physical confidence and problem-solving. Failure and success are accepted equally and valued for what they can teach us about ourselves. Our GARK values and the children’s social and emotional development are further supported when we focus on the School Games values in preparation for competitions and inclusive sports events. Our aim for children leaving Year 6, is that they will have experienced the joy of physical activity and sport and will understand how continuing a healthy lifestyle will impact positively on them and those around them. They will have been able to explore their own spiritual, personal and emotional identity, particularly through our dance and outdoor learning programmes. As early as Year 1, children will begin to take leadership roles in lessons which sets them on a path to becoming Sports Leaders, Playground Pals, Peer Mediators or Coventry Young Ambassadors as they move up the school.							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Curious	1. To be able to make independent choices and give reasons. 2. To be able to talk about my reasons for choosing equipment.	1. To be able to explore and describe different movements. 2. To be able to enjoy working on simple tasks with help.	1. To be able to perform a small range of skills and link two movements together. 2. To be able to perform a sequence of movements with some changes in level, direction or speed.	1. To be able to make up my own rules and versions of activities. 2. To be able to respond differently to a variety of tasks or music.	1. To be able to challenge myself. 2. To be able to make informed decisions on the best equipment to use for an activity.	1. To be able to explore a range of movement options to complete a task. 2. To be able to discuss solutions to a problem.	1. To be able to link actions and develop sequences of movements that express my own ideas. 2. To be able to respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.
	Reflective	1. To be able to give simple reasons for the way I feel. 2. To be able to talk about how to keep myself safe in different situations. 3. To be able to explain reasons for rules behave appropriately in a range of situations. 4. To be able to set and work towards simple goals.	1. To be able to name some things I am good at. 2. To be able to describe how my body feels during an activity.	1. To be able to recognise similarities and differences in performance, with help. 2. To be able to explain why someone is performing well. 3. To be able to begin to compare my movements and skills with those of others. 4. To be able to explain why exercise is important for good health.	1. To be able to say how my work is similar to and different from others. 2. To be able to describe how and why my body changes during and after exercise. 3. To be able to know and describe where I am with my learning.	1. To be able to explain what I am doing well. 2. To be able to identify areas for improvement. 3. To be able to recognise similarities and differences in movements and expression. 4. To be able to explain why we need to warm up and cool down. 5. To be able to explain why exercise is good for your health.	1. To be able to identify specific parts to continue to work upon. 2. To be able to understand ways (criteria) to judge performance.	1. To be able to clearly express how to develop my own and others’ work. 2. To be able to self-select and perform appropriate warm up and cool down activities.
	Resourceful	1. To be able to shift my attention from one focus to another. 2. To be able to choose my own resources and decide how to use them. 3. To be able to follow new rules and routines. 4. To be able to follow two-part instructions. 5. To be able to follow a series of three or more instructions.	1. To be able to understand and follow simple rules. 2. To be able to follow a more complex series of instructions. 3. To be able to follow instructions and practise safely. 4. To be able to move with control & care. 5. To be able to use equipment safely.	1. To be able to follow the rules of a game. 2. To be able to begin to order instructions, movements and skills. 3. To be able to select and link movements together to fit a purpose.	1. To be able to understand the simple tactics of attacking and defending. 2. To be able to show and tell others my ideas.	1. To be able to know and use the rules fairly. 2. To be able to select and apply a range of skills with good control and consistency.	1. To be able to record and monitor how hard I am working. 2. To be able to describe the basic fitness components. 3. To be able to explain how often and how long I should exercise to be healthy. 4. To be able to explain some safety principles when preparing for and during exercise.	1. To be able to perform a range of skills fluently and accurately in practice and game situations. 2. To be able to understand why exercise is good for health, fitness and wellbeing. 3. To be able to identify possible dangers when planning an activity.
	Resilient	1. To be able to wait for an adult to respond to my needs. 2. To be able to tackle new challenges to achieve a goal. 3. To be able to try more than once to complete a task.	1. To be able to copy and repeat actions and skills. T 2. o be able to try different ways of doing things to achieve my goal.	1. To be able to try several times, if at first I don’t succeed and I ask for help when appropriate.	1. To be able to perform and repeat longer sequences with clear shapes and controlled movement.	1. To be able to pause, reassess and return to a game, if needed. 2. To be able to choose a skill that will challenge me to make progress.	1. To be able to cope well and react positively when things become difficult. 2. To be able to persevere with a task and improve my performance through regular practice.	1. To be able to see all new challenges as opportunities to learn and develop.

Collaborative	1. To be able to work well with others and be kind. 2. To be able to take turns and share. 3. To be able to talk about the problems I encounter and find ways to solve them. 4. To be able to recognise other people's feelings and adapt to them. 5. To be able to show sensitivity to my own and others' needs.	1. To be able to play with others, take turns and share independently. 2. To be able to exercise safely by looking for space.	1. To be able to use one tactic in a game. 2. To be able to work sensibly with others, take turns and share, independently. 3. To be able to help, praise and encourage others in their learning. 4. To be able to work on my own and with a partner.	1. To be able to understand where I should be positioned in relation to my teammates or opponents. 2. To be able to work with different partners and groups chosen by others.	1. To be able to show patience and support others, listening carefully to them about our work. 2. To be able to work with a partner to create, repeat and improve a sequence or routine.	1. To be able to change tactics, rules or tasks to make activities more fun or challenging. 2. To be able to use my awareness of space and others to make good decisions. 3. To be able to cooperate well with others and give helpful feedback.	1. To be able to help organise roles and responsibilities. 2. To be able to guide a small group through a task. 3. To be able to give and receive sensitive feedback to improve myself and others.
Games	1.To be able to move around a space avoiding other children and objects. 2.To be able to change direction while balancing a beanbag on my head. 3.To be able to hop on one leg for at least 3 seconds. 4.To be able to catch a large ball with two hands. 5.To be able to use 2 hands alternately. 6.To be able to walk on a line. 7.To be able to skip. 8.To be able to control an object through pushing, patting or kicking. 9.To be able to hit a ball with my hand and equipment.	1.To be able to gallop. 2.To be able to side-step 3.To be able to skip. 4.To be able to consistently hit a ball with a bat. 5.To be able to move and stop safely. 6.To be able to throw & catch with both hands. 7.To be able to throw and kick in different ways. 8.To be able to move to catch or collect.	1. To be able to use throwing and catching in a game. 2. To be able to use hitting, kicking and/or rolling in a game. 3. To be able to follow rules. 4. To be able to decide the best space to be in during a game. 5. To be able to use the term 'opponent' and 'team-mate' when playing games.	1. To be able to throw and catch with control. 2. To be able to strike a ball with a variety of equipment with control. 3. To be able to field a ball with control. 4. To be able to keep possession of a ball. 5. To be able to shoot with increasing accuracy. 6. To be able to be aware of space and use it to support team-mates and to cause problems for the opposition.	1. To be able to catch with two hands and one when needed. 2. To be able to throw and catch accurately. 3. To be able to hit a ball accurately with control. 4. To be able to vary tactics and adapt skills depending on what is happening in a game. 5. To be able to keep possession of the ball.	1. To be able to use forehand & backhand with a racket. 2. To be able to field well. 3. To be able to choose a tactic for defending & attacking. 4. To be able to use a variety of techniques to pass, dribble and shoot. 5. To be able to gain possession by working as a team. 6. To be able to strike a bowled or pitched ball.	1. To be able to play to agreed rules. 2. To be able to make a team and communicate a plan. 3. To be able to transfer skills and movements across a range of activities and sports. 4. To be able to use a range of shots and strokes to strike a ball. 5. To be able to lead others in a game situation. 6. To be able to explain rules. 7. To be able to umpire.
Athletics	1. To be able to run with energy. 2. To be able to throw a large ball underarm with some accuracy. 3. To be able to throw underarm with one hand. 4. To be able to throw a large ball overarm at least 2m. 5. To be able to throw a large ball overarm with some accuracy. 6. To be able to jump off equipment landing safely. 7. To be able to change speed and direction.	1. To be able to use my arms and legs to help me sprint. 2. To be able to throw underarm at a target. 3. To be able to chest push a ball. 4. To be able to jump side to side on 2 feet. 5. To be able to jump for distance. 6. To be able to begin to take part in competitions.	1. To be able to sprint and turn quickly. 2. To be able to throw underarm and hit a target. 3. To be able to chest push a ball using all of my body. 4. To be able to jump side to side quickly over a line. 5. To be able to use my arms and legs to jump as far as possible. 6. To be able to complete all of the above during a competition.	1. To be able to sprint over a short distance – 60m 2. To be able to run over a longer distance, conserving energy - 400m. 3. To be able to use a range of throwing techniques (underarm, over arm, putting and hurling). 4. To be able to throw with accuracy to hit a target. 5. To be able to jump in a number of ways, sometimes using a short run-up. 6. To be able to take part in a relay, remembering when to run and what to do.	1. To be able to run over a long distance - 600m. 2. To be able to sprint over a short distance – 80m. 3. To be able to throw in different ways. 4. To be able to hit a target. 5. To be able to jump in different ways. 6. To be able to complete all of the above during a competition.	1. To be able to choose the best pace for running 2. To be able to run at a consistent speed for 800m. 3. To be able to sprint over a short distance – 100m. 4. To be able to show control when taking off and landing. 5. To be able to throw with accuracy. 6. To be able to throw for distance. 7. To be able to combine running and jumping.	1. To be able to demonstrate stamina. 2. To be able to link together actions so that they flow in running, jumping and throwing activities. 3. To be able to show accuracy, control, speed, strength and stamina in my athletics.
Dance	1. To be able to copy and repeat dance moves.	1. To be able to use my head, arms and legs to create a character.	1. To be able to use my feet, fingers, knees and hips to create a character.	1. To be able to understand use of space in dance.	1. To be able to explore use of space in my dance moves.	1. To be able to develop a range of spatial pathways in my motifs.	1. To be able to match my dance to the mood of the accompanying music.

	2. To be able to keep in time to a beat. 3. To be able to imitate movement in response to music. 4. To be able to talk about why I chose a particular movement. 5. To be able to use movement to express feelings. 6. To be able to create movement in response to music. 7. To be able to express my imagination and creativity.	2. To be able to dance at different levels. 3. To be able to change my size during a dance. 4. To be able to use walking, jumping, skipping and turning in my dance. 5. To be able to use heavy and light dynamics in my movements. 6. To be able to use solo, duet and connection while dancing. 7. To be able to rehearse and perform a dance motif.	2. To be able to explore different levels in my dance moves. 3. To be able to move forwards, backwards and sideways during a dance. 4. To be able to use stretching, bending and pointing actions in my dance. 5. To be able to use direct and indirect dynamics in my movements. 6. To be able to use canon, shadow and group relationships while dancing. 7. To be able to rehearse and perform a dance routine.	2. To be able to increase my awareness of actions to build motifs. 3. To be able to understand use of dynamics in dance. 4. To be able to understand different dance relationships. 5. To be able to develop understanding of performance practices. 6. To be able to develop understanding of performance practices.	2. To be able to vary my actions in response to a stimulus. 3. To be able to use a variety of dynamics. 4. To be able to use relationships to communicate an idea. 5. To be able to perform expressively. 6. To be able to recognise similarities and differences in movement and expression.	2. To be able to use body percussion actions and rhythm to enhance characterisation. 3. To be able to explore different dynamic qualities in movement. 4. To be able to work as a team to experiment with connections with other dancers. 5. To be able to structure a dance sequence. 6. To be able to rehearse and refine a dance sequence.	2. To be able to choose my own music and style. 3. To be able to develop a sequence in a specific style. 4. To be able to link actions and develop sequences of movements that express my own ideas. 5. To be able to refine my dances with artistic intention. 6. To be able to give and receive sensitive feedback to improve myself and others.
Gymnastics	1. To be able to use core muscle strength to achieve a good posture 2. To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment. 3. To be able to negotiate space and obstacles safely. 4. To be able to use stillness to balance. 5. To be able to perform a roll – log and egg roll. 6. To be able to jump – 2 to 2. 7. To be able to make shapes with my body – straight, tuck, star, pike and straddle – sitting, standing and laying. 8. To be able to use apparatus – bench. 9. To be able to hold my body weight in a in front support for 10 seconds. 10. To be able to negotiate space and obstacles safely.	1. To be able to travel – stepping. 2. To be able to balance – large body part, shoulder, dish arch. 3. To be able to perform a roll - side roll. 4. To be able to jump – 2 to 2, 1 to 2, 2 to 1 and landing. 5. To be able to make shapes with my body – straight, tuck, star, pike and straddle – jumping. 6. To be able to use hand apparatus. 7. To be able to use apparatus – bench.	1. To be able to travel – leaping. 2. To be able to balance – small body part, arabesque, stork. 3. To be able to perform a roll – teddy bear roll. 4. To be able to jump with a turn - ½ and full. 5. To be able to perform a floor sequence. 6. To be able to follow a routine on a bench.	1. To be able to spin. 2. To be able to balance – partner on floor. 3. To be able to perform a roll – rock and roll to forward. 4. To be able to perform a vault routine. 5. To be able to perform a multi-step floor sequence. 6. To be able to use apparatus – Small and medium platforms.	1. To be able to balance – partner off floor. 2. To be able to balance – headstand. 3. To be able to transition with quality. 4. To be able to perform a roll – forward. 5. To be able to jump – straddle/squat onto apparatus. 6. To be able to build a sequence with a partner. 7. To be able to use apparatus – different sized platforms.	1. To be able to travel – cartwheel. 2. To be able to balance – handstand. 3. To be able to work with a partner – counter-balance, weight bearing. 4. To be able to perform a roll – backward. 5. To be able to transition creatively from balance to balance. 6. To be able to perform a controlled vault over a platform. 7. To be able to build a sequence on a platform.	1. To be able to develop a sequence that shows my skill level. 2. To be able to show high quality balances on my own and with a partner. 3. To be able to perform a controlled vault over a platform. 4. To be able to create complex extended sequence with others. 5. To be able adapt and refine a sequence to include a variety of platforms.
Swimming	N/A	N/A	N/A	1. To be able to describe basic personal survival skills. 2. To be able to join in water activities in the pool. 3. To be able to move forwards in the water, with aid. 4. To be able to move backwards in the water, with aid.	1. To be able to keep myself safe around water. 2. To be able to use basic leg and arm action when swimming forwards. 3. To be able to use basic leg and arm action when swimming backwards. 4. To be able to swim in recognised front paddle.	1. To be able to perform a self-rescue in a water-based situation. 2. To be able to demonstrate basic front crawl arms and legs. 3. To be able to demonstrate basic back crawl arms and legs. 4. To be able to demonstrate front crawl. 5. To be able to demonstrate back stroke.	1. To be able to perform safe self-rescue in different water-based situations. 2. To be able to swim competently, confidently and proficiently over a distance of at least 25 metres. 3. To be able to use a range of strokes effectively.

				5. To be able to use basic leg action on front. 6. To be able to use basic leg action on back.	5. To be able to swim in recognised back paddle.	6. To be able to demonstrate 3 recognised strokes. 7. To be able to use 3 strokes over a distance of 25m.	
Outdoor and adventurous activities	N/A	N/A	N/A	1. To be able to follow a sketch map of places known to me. 2. To be able to use plans and diagrams to help me get from one place to another. 3. To be able to enjoy solving problems or challenges outdoors. 4. To be able to work and behave safely. 5. To be able to discuss with others’ how to solve problems.	1. To be able to use maps and diagrams to orientate myself. 2. To be able to adapt my actions to changing situations (e.g. weather). 3. To be able to plan careful responses to challenges or problems. 4. To be able to identify ways of improving completion time on an orienteering course. 5. To be able to construct a basic shelter in a safe environment.	1. To be able to be careful but confident in unfamiliar environments. 2. To be able to use my senses to assess risks and adapt my plans accordingly. 3. To be able to prepare well by considering safety first. 4. To be able to plan with others, seeking advice. 5. To be able to use navigation equipment effectively.	1. To be able to orientate myself around an unfamiliar environment, under pressure. 2. To be able to use a range of map styles and choose the most effective. 3. To be able to prepare an orienteering course for others to follow. 4. To be able to identify potential hazards and devise strategies to ensure safety. 5. To be able to construct a shelter in an unfamiliar environment.