

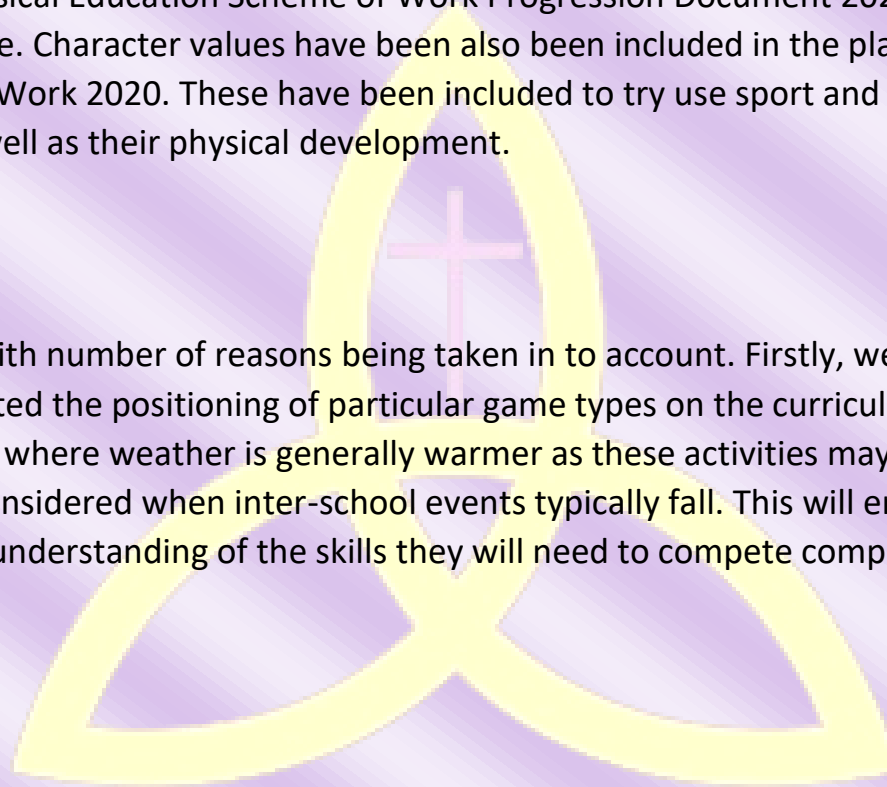


Outline:

The following document is the provisional curriculum map for the 2024-2025 academic year. This map may change as the KS1 year groups complete their baseline assessments. This may also change depending on the needs of the individual class each year. The plan has used the templates provided in the Lancashire Physical Education Scheme of Work Progression Document 2020 as a guide, which has then been modified and amended where appropriate. Character values have been also been included in the plan that have been taken from the Lancashire Physical Education Scheme of Work 2020. These have been included to try use sport and physical education to support the personal and social development of the pupils as well as their physical development.

Design:

The curriculum map has been designed with number of reasons being taken in to account. Firstly, we have considered the time of year and typical weather conditions. This has effected the positioning of particular game types on the curriculum map for example, striking and fielding units have been left until later in the year where weather is generally warmer as these activities may require large numbers of the class to be stood still (fielding). Secondly, we have considered when inter-school events typically fall. This will enable our pupils to attend these events not only to take part, but also with a greater understanding of the skills they will need to compete competitively against other schools.



KS1 Curriculum Map – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Baseline Assessment lost and found	FMS Rolling a Ball	FMS Catching and Bouncing a ball	FMS Underarm Throw	FMS Kicking Unit	FMS Overarm Throw
Character Values	<i>Self-Belief Courage</i>	<i>Concentration Co-operation Self-Belief</i>	<i>Determination Co-operation Self-Belief</i>	<i>Determination Concentration</i>	<i>Self-Belief Courage</i>	<i>Determination Concentration Co-operation</i>
Aims of Unit	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for what is to be delivered in the FMS units.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.
Lesson 2	Cross Curricular Orienteering	Dance Fire Fire	Gymnastics	Gymnastics	Athletics	Dance Robots
Character Values	<i>Co-operation Determination</i>	<i>Gratitude</i>	<i>Self-Belief Concentration</i>	<i>Courage, Concentration Self-Belief</i>	<i>Co-operation Encouragement Honesty Self-Belief</i>	<i>Imagination</i>
Aims of Unit	Children will learn to understand symbols; Interpret simple maps; transfer understanding to real-world concrete materials.	Children will explore basic body actions (e.g. jumping and turning) and use different parts of their body to create and repeat short dances.	Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create short movement phrases of 'like' linked actions (e.g. two jumps or two roll).	Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create short movement phrases of 'like' linked actions (e.g. two jumps or two roll).	Children will explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of traveling, throwing and jumping.	Children will explore basic body actions (e.g. jumping and turning) and use different parts of their body to create and repeat short dances.

KS1 Curriculum Map – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	FMS Supertato	FMS Bounce Ball	Games Piggy in the Middle	Games Net and Wall	Games Striking & Fielding	FMS End of KS1 Assessment
Character Values	<i>Determination Courage Concentration</i>	<i>Resilience</i>	<i>Co-operation Honesty Self-Belief</i>	<i>Concentration Self-Belief</i>	<i>Concentration Resilience Determination</i>	<i>Self-belief Courage</i>
Aims of Unit	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.
Lesson 2	Cross Curricular Orienteering	Gymnastics 1	Dance Explorers	Gymnastics 2	Dance Seaside	Athletics
Character Values	<i>Co-operation, Determination</i>	<i>Courage Concentration Self-Belief</i>	<i>Curiosity</i>	<i>Courage Concentration Self-Belief</i>	<i>Resilience</i>	<i>Co-operation Encouragement Honesty</i>
Aims of Unit	To know the 4 cardinal directions and use these to complete outdoor challenges; To know more orienteering symbols; To use known features on the orienteering map to navigate from the start to controls.	Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, eg a roll, jump and a shape. They then transfer what they learn on the floor to apparatus. In gymnastics, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used. Children will learn how to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner.	Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, eg a roll, jump and a shape. They then transfer what they learn on the floor to apparatus. In gymnastics, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used. Children will learn how to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner.	Children explore the FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.

KS2 Curriculum Map – Year3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	FMS – Catch up	Creative Games Tag and Target	Invasion Games Netball	Invasion Games Handball	Invasion Games Rugby	Striking and Fielding Cricket
Character Values	<i>Determination Co-operation Self-Belief</i>	<i>Co-operation</i>	<i>Honesty</i>	<i>Honesty</i>	<i>Honesty</i>	<i>Communication Evaluation</i>
Aims of Unit	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.	This unit lays the foundation for children understanding how games work through designing their own tag and target games. Children will improve their FMS and start to understand how to design their own game.	This unit lays the foundations for future invasion games. Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.	This unit lays the foundations for future invasion games. Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.	This unit lays the foundations for future invasion games. Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.	Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs.
Lesson 2	Cross Curricular Orienteering	Gymnastics 1	Dance Rock and Roll	Dance Ironman	Gymnastics 2	Athletics
Character Values	<i>Trust Communication Self-Discipline</i>	<i>Trust Evaluation</i>	<i>Co-operation</i>	<i>Resilience</i>	<i>Courage Evaluation</i>	<i>Resilience Evaluation</i>
Aims of Unit	Children take part in simple trust and orientation activities using maps and diagrams. Working on their own and in small groups. children will learn to use simple maps and follow simple trails.	Children will focus on improving the quality of their movement, eg by stretching fingers and pointing toes, to help them produce extension. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups, developing their ability to create, perform and appreciate dance.	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups, developing their ability to create, perform and appreciate dance.	Children will focus on improving the quality of their movement, eg by stretching fingers and pointing toes, to help them produce extension. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.	Children should concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.

KS2 Curriculum Map – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Invasion Games Handball	Target Games Dodgeball	Invasion Games Basketball	Net and Wall	Invasion Games Rugby	Striking and Fielding Rounders
Character Values	<i>Honesty</i>	<i>Self-Discipline Respect</i>	<i>Determination Evaluation</i>	<i>Resilience Determination</i>	<i>Encouragement Evaluation</i>	<i>Communication Evaluation</i>
Aims of Unit	Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. They playing small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	In this unit the children will learn how to apply simple tactics in a range of target games using a range of equipment . The children will learn how to play the Paralympic sport of Boccia.	Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. They playing small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. They playing small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs. When fielding, they try to prevent runs or points being scored.
Lesson 2	Cross Curricular Orienteering	Dance The Great Plague	Gymnastics 1	Dance Sparks Might Fly	Gymnastics 2	Athletics
Character Values		<i>Responsibility</i>	<i>Self-Motivation</i>	<i>Encouragement</i>	<i>Problem Solving Evaluation</i>	<i>Self-Motivation Determination</i>
Aims of Unit	Children will be set physical challenges and problems to solve They will take part in a range of communication activities to develop problem solving skills in some adventure games. The problem-solving tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.	Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control	Children will learn develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.	Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control	Children will learn develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.	Children should concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.

KS2 Curriculum Map – Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Invasion Games Rugby	Net and Wall Tennis	Invasion Games Hockey	Invasion Games Football	Striking and Fielding Cricket	Invasion Games Rugby
Character Values	<i>Decision Making Evaluation</i>	<i>Determination Resilience</i>	<i>Responsibility Decision Making</i>	<i>Fairness</i>	<i>Co-operation Resilience</i>	<i>Encouragement Determination</i>
Aims of Unit	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. The play uneven-sided games leading to 5V4 or 4V3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. The play uneven-sided games leading to 5V4 or 4V3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. The play uneven-sided games leading to 5V4 or 4V3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.	Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter. 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.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. The play uneven-sided games leading to 5V4 or 4V3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.
Lesson 2	Cross Curricular Orienteering	Dance Highway Man	Gymnastics 1	Dance Earthlings	Gymnastics 2	Athletics
Character Values	<i>Co-operation Responsibility</i>	<i>Self-Discipline</i>	<i>Communication Trust</i>	<i>Respect</i>	<i>Evaluation</i>	<i>Self-Motivation Determination</i>
Aims of Unit	Children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team.	Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.	Children will develop a wider range of actions and use their skills and abilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.	Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.	Children will develop a wider range of actions and use their skills and abilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.	Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. 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.

Curriculum Swimming – Year 5

<p>Aim of Swimming</p>	<p>In this unit children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first, they use swimming aids and support – in time, some children will manage without these. The focus will progress on to swimming more fluently, improving their swimming strokes, and learning personal survival techniques.</p>		
<p>Expectations</p>	<ul style="list-style-type: none"> Children will learn how to swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves. They will use one basic method to swim the distance, making sure that they breathe. They will start by using floats, swim over longer distances and periods of time with a more controlled leg kick. They will explore freely how to move in and under water; recognise how the water affects their temperature and identify and describe the differences between different leg and arm actions 		<ul style="list-style-type: none"> In this unit children will learn to swim between 50 and 100 metres and keep swimming for 45 to 90 seconds; use three different strokes, swimming on their front and back. They will control their breathing and swim confidently and fluently on the surface and under water. Children should know the dangers of water locally and nationally. Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble.
<p>What should pupils know and be able to do?</p>	<p>A continuous swim of more than 25 metres, without touching the side of the pool or pool floor. Part of the swim should be completed in deep water</p> <ul style="list-style-type: none"> Strokes are as strong at the end of the swim as at the start Strokes are recognisable to an informed onlooker 	<p>Children should be able to use a range of strokes, alternating on their front and back, and adapt them for a range of purposes. Swimming strokes do not have to be technically correct, but they need to be effective for the intended outcomes to be successfully achieved.</p>	<p>Children should know the dangers of water locally and nationally. Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident or get into difficulty and knowing what to do if others get into trouble.</p>

KS2 Curriculum Map – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Invasion Games Rugby	Invasion Games Netball	Net and Wall Tennis	Creative Games	Striking and Fielding Cricket	Striking and Fielding Rounders
Character Values	<i>Decision Making Evaluation</i>	<i>Decision Making Evaluation</i>	<i>Resilience Respect</i>	<i>Decision Making Co-operation</i>	<i>Encouragement Decision Making</i>	<i>Self-Discipline Decision Making</i>
Aims of Unit	Children will improve their defending and attacking play. They start to play even- sided mini-versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	Children will improve their defending and attacking play. They start to play even- sided mini-versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children will improve their defending and attacking play. They start to play even- sided mini-versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket- keeper, fielder and batter. 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.	Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket- keeper, fielder and batter. 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.
Lesson 2	Cross Curricular Orienteering	Gymnastics 1	Dance Robin Hood	Gymnastics 2	Dance Heros & Villains	Athletics
Character Values	<i>Co-operation Responsibility</i>	<i>Resourcefulness Responsibility</i>	<i>Co-operation Self-control</i>	<i>Problem Solving Resourcefulness</i>	<i>Empathy</i>	<i>Self-motivation Determination</i>
Aims of Unit	Children will take part in more complex orienteering events. They will learn to read maps more accurately, and to adapt their skills to meet challenges set in new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. They will take on more demanding leadership roles and will learn to take the initiative more often.	Children use their knowledge of compositional principles, eg how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience. Children will plan and perform a sequence with a partner. They will choose their own apparatus and design a simple layout.	Children will focus on using different visual images as the starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.	Children use their knowledge of compositional principles, eg how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience. Children will plan and perform a sequence with a partner. They will choose their own apparatus and design a simple layout.	Children will focus on using different visual images as the starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.	Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. 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.

