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**Eaton Primary School**

National Curriculum Mapping

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National Curriculum Mapping

How this document works:

This is a whole school overview, demonstrating where the objectives, laid out in the National Curriculum, are covered.

EYFS

This table demonstrates how each unit of work links to the Early Learning Goals and the Development Matters 2021 statements.

KS1 & 2

These tables identify the National Curriculum objectives for each year group and how they are mapped to each unit taught.

**EYFS**

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| **Early Years Foundation Stage (Reception)**  **Unit of Work** | **Early years outcomes: Prime Areas**  Development Matters 2021 statements  ***Early Learning Goal:***  **Gross Motor Skills** Children at the expected level of development will: - 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.  **Listening, Attention and** **Understanding** Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments, and actions.  **Self-Regulation** Children at the expected level of development will: - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Managing Self** Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices | **Early years outcomes: Specific Areas**  Development Matters 2021 statements  ***Early Learning Goal:-***  **Being Imaginative and Expressive** Children at the expected level of development will: - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  **Numerical Patterns** Children at the expected level of development will: - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| Speed Agility Travel | **Physical Development**   * Develop overall body-strength, balance, coordination, and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. * Revise and refine the fundamental movement skills they have already acquired: e.g., rolling, running, crawling, hopping, walking, skipping, jumping, and climbing. * 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. |  |
| Manipulation & Coordination | **Physical Development**   * Revise and refine the fundamental movement skills they have already acquired: e.g. rolling, running, crawling, hopping, walking, skipping, jumping and climbing. * 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. * Combine different movements with ease and fluency. * 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 |  |
| Dance | **Physical Development**   * Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. .   **Personal, social and Emotional Development**   * Express their feelings and consider the feelings of others. * Combine different movements with ease and fluency. | **Expressive Arts and Design**   * Combine different movements with ease and fluency. Progress towards a more fluent style of moving, with developing control and grace. * Listen attentively, move to and talk about music, expressing their feelings and responses   **Mathematics**   * Continue, copy and create repeating patterns. |
| Gymnastics | **Physical Development**   * Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. * Combine different movements with ease and fluency. * Revise and refine the fundamental movement skills they have already acquired: e.g., rolling, running, crawling, hopping, walking, skipping, jumping, and climbing. Progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. | **Expressive Arts and Design**   * Combine different movements with ease and fluency. Progress towards a more fluent style of moving, with developing control and grace. * Listen attentively, move to and talk about music, expressing their feelings and responses |
| Cooperate & Solve Problems | **Physical Development**   * Revise and refine the fundamental movement skills they have already acquired: e.g., rolling, running, crawling, hopping, walking, skipping, jumping, and climbing.   **Personal, social and emotional development**   * Show resilience and perseverance in the face of challenge.   **Communication, language and literacy**   * Understand how to listen carefully and why listening is important. * Learn new vocabulary. | **Personal, Social and Emotional Development**   * Understand how to listen carefully and why listening is important.   **Mathematics**   * Count objects, actions, and sounds |
| Body Management | **Physical Development**   * Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. * Revise and refine the fundamental movement skills they have already acquired: e.g. rolling, running, crawling, hopping, walking, skipping, jumping and climbing.   **Personal, social, and emotional**   * Know and talk about the different factors that support their overall health and wellbeing |  |

**KS1**

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| --- | --- | --- | --- | --- | --- | --- |
| **National Curriculum Objectives** | Unit 1  Dance | Unit 2  Attack defend shoot | Unit 3  Gymnastics | Unit 4  Hit/catch/run | Unit 5  Ball skills/ manipulation and co-ordination | Unit 6  Athletics/multiskills  Co-operation and problem solving |
| 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 | ✓ |  | ✓ |  |  |  |
| Watch others and say what they liked about a performance | ✓ |  | ✓ |  |  |  |
| Develop and perform simple sequences | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Compete against self and others to score points |  | ✓ |  | ✓ | ✓ | ✓ |

**LKS2 (Year 3)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **National Curriculum Objectives** | Unit 1  Swimming | Unit 2  Swimming | Unit 3  Athletics | Unit 4  Football | Unit 5  Badminton | Unit 6  Basketball |
| Use running, jumping, throwing and catching in isolation and in combination |  |  | ✓ |  |  | ✓ |
| Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending |  |  |  | ✓ | ✓ | ✓ |
| Develop flexibility, strength, technique, control and balance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Perform dances using a range of movement patterns |  |  |  |  |  |  |
| Take part in outdoor and adventurous activity challenges both individually and within a team | Objective covered through outdoor learning throughout the curriculum and Residential trips in all KS2 year groups. | | | | | |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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 | ✓ | ✓ |  |  |  |  |
| 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**UKS2**

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| --- | --- | --- | --- | --- | --- | --- |
| **National Curriculum Objectives** | Unit 1  Tag rugby | Unit 2  Cricket | Unit 3  Dance/gym | Unit 4  Hockey | Unit 5  Football | Unit 6  Rounders |
| Use running, jumping, throwing and catching in isolation and in combination | ✓ | ✓ |  |  | ✓ | ✓ |
| Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending | ✓ | ✓ |  | ✓ | ✓ | ✓ |
| Develop flexibility, strength, technique, control and balance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Perform dances using a range of movement patterns |  |  | ✓ |  |  |  |
| Take part in outdoor and adventurous activity challenges both individually and within a team | Objective covered through outdoor learning throughout the curriculum and Residential trips in all KS2 year groups. | | | | | |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Swim competently, confidently and proficiently over a distance of at least 25 metres | All children will take part in a block of swimming lessons during their time in KS2 | | | | | |
| Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) |
| Perform safe self-rescue in different water-based situations |
| 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |