



Subject Concept Map – PE 2021 - 2022



Year group	Key PE Composites				
	Creativity	Leadership	Fitness	Fair Play	Decision Making
Year 1- Oak	Games Dance Gym	Games	Games Dance Gym Games Athletics	Games	Games
Year 2- Beech	Games Dance Gym	Games	Games Dance Gym Games Athletics	Games	Games
Year 3 - Sycamore	Games Dance Gym	Games	Swimming Dance Gym Games	Games Tag Rugby	Games Tag Rugby
Year 4- Hazel	Games Dance Gym	Games Rounders	Games Dance Gym Games Athletics	Games Tennis Rounders	Games Tennis Rounders Athletics
Year 5 - Maple	Games Dance Gym	Games Cricket	Games Dance Gym Games Athletics	Games Cricket Athletics	Games Cricket Athletics
Year 6 – Chestnut	Games Dance Gym	Games Rounders Cricket	Games Dance Gym Games Athletics	Games Cricket Rounders Athletics	Games Cricket Rounders Athletics

Key PE Composites

Creativity	Leadership	Fitness	Fair Play	Decision Making
<p>Creativity is the ability of a performer to be unusual, innovative and unique. When a creative performer is facing a problem they can come up with an answer to that problem that is unexpected by the opponent. Creativity can be shown through a skill, movement or a tactic.</p>	<p>Leadership is the ability to intentionally provide positive influence on the lives and behaviours of others. ... A leader must initiate an activity, under the groups needs, and carry the activity to completion.</p>	<p>Fitness can be defined as 'the ability to meet the demands of the environment' and relates to how physically demanding life is.</p>	<p>Fair play means students are taught to compete with honour, integrity, and good sportsmanship.</p>	<p>Decision making can be observed as the intellectual process resulting in the selection of a belief or a course of action among several different options.</p>

Year group	Key PE Vocabulary
Year 1- Oak	Warm up, Practice, Observe, Feedback, Competition, Change (Area of size) Cool down, Speed, throwing, travelling, Receive, height, distance, partner work, team work, independent work.
Year 2- Beech	Warm up, Practice, Observe, Feedback, Competition, Change (Area of size) Cool down, Speed, throwing, travelling, Receive, height, distance, partner work, team work, independent work, direction, communicate, positive, Sprint, jog,
Year 3 - Sycamore	Warm up, Practice, Observe, Feedback, Competition, Change (Area of size) Cool down, Speed, throwing, travelling, Receive, height, distance, partner work, team work, independent work, direction, communicate, positive, Sprint, jog, breaths, monitor heart rate, Balance, Improvement
Year 4- Hazel	Warm up, Practice, Observe, Feedback, Competition, Change (Area of size) Cool down, Speed, throwing, travelling, Receive, height, distance, partner work, team work, independent work, direction, communicate, positive, Sprint, jog, breaths, monitor heart rate, Balance, Improvement, technique, accuracy, Reflect.
Year 5 - Maple	Warm up, Practice, Observe, Feedback, Competition, Change (Area of size) Cool down, Speed, throwing, travelling, Receive, height, distance, partner work, team work, independent work, direction, communicate, positive, Sprint, jog, breaths, monitor heart rate, Balance, Improvement, technique, accuracy, Reflect, circuit, elements, predictions, Sustain.
Year 6 – Chestnut	Warm up, Practice, Observe, Feedback, Competition, Change (Area of size) Cool down, Speed, throwing, travelling, Receive, height, distance, partner work, team work, independent work, direction, communicate, positive, Sprint, jog, breaths, monitor heart rate, Balance, Improvement, technique, accuracy, Reflect, circuit, elements, predictions, Sustain, Acceleration, Pursuit, technique.

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Year group		PE Passport – Knowledge and Skills Progression					
Year 1- Oak Components	Knowledge –	Gym Skills	Dance	Games	Gym Skills	Athletics	Games
		<p>Investigate movement, stillness and how to find and use space safely.</p> <p>Explore basic gymnastic actions on the floor and using apparatus</p> <p>Copy or create, remember and repeat short movements.</p>	<p>Focus on special awareness and being able to move confidently and safely in their own space whilst exploring basic agility, balance and coordination skills.</p> <p>Create and repeat a variety of short dances inspired by a range of stimuli.</p> <p>Work individually, in pairs, small groups and a whole class.</p> <p>Develop an awareness of different dances</p>	<p>Develop basic game playing skills, in particular throwing and catching.</p> <p>Play games based on net games (tennis / badminton)</p> <p>Games based on striking and fielding games (rounders and cricket)</p> <p>Have the opportunity to play one against one, two against two.</p>	<p>Investigate movement, stillness and how to find and use space safely.</p> <p>Explore basic gymnastic actions on the floor and using apparatus</p> <p>Copy or create, remember and repeat short movements.</p>	<p>Children to explore running, jumping and throwing activities and take part in simple challenges and competitions.</p> <p>They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p>	<p>Develop basic game playing skills, in particular throwing and catching.</p> <p>Play games based on net games (tennis / badminton)</p> <p>Games based on striking and fielding games (rounders and cricket)</p> <p>Have the opportunity to play one against one, two against two.</p>

		<p>through a choice of themes.</p>				
<p>Skills -</p>	<p>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</p> <p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To perform dances using simple movement patterns.</p>					

<p>Year 2- Beech Components</p> <p>Knowledge</p>	<p>Gym Skills</p> <p>Focus on increasing their range of basic gymnastic skills.</p> <p>Create simple sequences of 'unlike' actions on the floor (roll, jump and shape)</p> <p>Incorporate basic skills into rhythmic gymnastics</p>	<p>Dance</p> <p>Explore, remember, repeat and link a range of actions with co ordination and control</p> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings.</p> <p>Work individually, in pairs, small groups and as a whole class.</p>	<p>Games</p> <p>Improve and apply their basic skills in games.</p> <p>Play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.</p>	<p>Gym Skills</p> <p>Focus on increasing their range of basic gymnastic skills.</p> <p>Create simple sequences of 'unlike' actions on the floor (roll, jump and shape)</p> <p>Incorporate basic skills into rhythmic gymnastics</p>	<p>Athletics</p> <p>Explore running , jumping and throwing activities, and take part in simple challenges and competitions.</p> <p>Experiment with different ways of travelling, throwing, jumping, increasing their awareness of speed and distance.</p>	<p>Athletics</p> <p>Explore running , jumping and throwing activities, and take part in simple challenges and competitions.</p> <p>Experiment with different ways of travelling, throwing, jumping, increasing their awareness of speed and distance.</p>
<p>Skills</p>	<p>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</p> <p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To perform dances using simple movement patterns.</p>					

<p>Year 3 - Sycamore Components</p> <p>Knowledge</p>	<p>Swimming</p> <p>Use a range of strokes effectively – front crawl, backstroke, breaststroke.</p>	<p>Dance</p> <p>Perform dances, focusing on creating , adapting and linking a range of dance actions.</p> <p>Begin to demonstrate an awareness of expressive qualities of dance.</p> <p>Inspired by a range of stimuli.</p> <p>Work individually, in pair, small groups and as a whole class.</p> <p>Develop awareness of historical and cultural origins of different dances through choice of themes.</p>	<p>Invasion games Tag Rugby</p> <p>Learn how to successfully and consistently demonstrate the four skills of tag (Running, catching, passing and tackling) with a match scenario.</p>	<p>Swimming</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 meters.</p> <p>Use a range of strokes effectively – front crawl, backstroke, breaststroke.</p>	<p>Swimming</p> <p>Perform basic self rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 meters.</p> <p>Use a range of strokes effectively – front crawl, backstroke, breaststroke.</p>	<p>Swimming</p> <p>Perform basic self rescue in different water based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 meters.</p> <p>Use a range of strokes effectively – front crawl, backstroke, breaststroke.</p>
<p>Skills</p>	<p>To play competitive games, modified where appropriate [for example tag rugby, and apply basic principles suitable for attacking and defending</p> <p>To perform dances using a range of movement patterns</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					

To swim competently, confidently and proficiently over a distance of at least 25 metres

To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

To perform safe self-rescue in different water-based situations.

<p>Year 4- Hazel Components</p> <p>Knowledge</p>	<p>Gym</p> <p>Create sequences that include changes of level and speed, focus on using different body shapes clearly. Work with a partner or in a small group, additionally incorporating hand apparatus.</p>	<p>Dance</p> <p>Focus on creating characters and narrative through movement and gesture.</p> <p>Gain inspiration from a range of stimuli.</p> <p>Use movement to explore and communicate ideas and issues, and their own feeling and thoughts.</p> <p>Work individually, in pairs, small groups and as a whole class.</p> <p>Develop awareness of historical and cultural origins of different dances through choice of themes.</p>	<p>Invasion games Basketball</p> <p>Learn how to outwit their opponents and score when playing invasion games.</p> <p>Develop skills finding space and using the space to keep the ball.</p> <p>Play with some basic court set up and rules but use a range of equipment and skills, including throwing, catching, kicking and striking skills.</p>	<p>Invasion games Football</p> <p>Learn how to outwit their opponents and score when playing invasion games.</p> <p>Develop skills finding space and using the space to keep the ball.</p> <p>Play with some basic court set up and rules but use a range of equipment and skills, including throwing, catching, kicking and striking skills.</p>	<p>Tennis</p> <p>Develop skills they need for net games and on how to use these skills to make the game difficult for their opponent.</p> <p>Learn how to direct the ball towards the target area and away from their opponent.</p>	<p>Rounders</p> <p>Learn how to send or strike the ball into spaces, so that they can score runs in different ways.</p> <p>When fielding the children learn how to work together to keep batters' scores down.</p>
<p>Skills</p>	<p>To use running, jumping, throwing and catching in isolation and in combination</p>					

To play competitive games, modified where appropriate [for example, , basketball, football, rounders and tennis], and apply basic principles suitable for attacking and defending

To develop flexibility, strength, technique, control and balance [for example, through gymnastics]

To perform dances using a range of movement patterns

To take part in outdoor and adventurous activity challenges both individually and within a team

To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<p>Year 5 - Maple Components</p> <p>Knowledge</p>	<p>Gym</p> <p>Create longer sequences to perform for an audience.</p> <p>Learn wider range of actions and explore more difficult ways to perform.</p>	<p>Dance</p> <p>Learn different styles of dance and focus on dancing with other people.</p> <p>Create, perform and watch dances in a range of styles.</p> <p>Use movement to explore and communicate ideas and their own feelings and thoughts.</p> <p>Work individually, in pair, in small groups and as a whole class.</p> <p>Develop awareness of historical and cultural origins of different dances through choice of themes.</p>	<p>Invasion games Tag Rugby</p> <p>Learn how to successfully and consistently demonstrate the four skills of tag (Running, catching, passing and tackling) with a match scenario.</p>	<p>Invasion games Basketball</p> <p>Develop skilful attacking and team play.</p> <p>Learn how to work well as a team when attacking, and explore a range of ways to defend.</p>	<p>Cricket</p> <p>Develop the range and quality of their skills and understanding.</p> <p>Learn how to play the different roles of bowler, wicket – keeper, back stop, fielder and batter.</p>	<p>Athletics</p> <p>Focus on technical understanding of athletic activity.</p> <p>Learn how to set targets and improve performance in a range of running, jumping and throwing activities.</p>
<p>Skills</p>	<p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>To play competitive games, modified where appropriate [for example, basketball, cricket, tag rugby], and apply basic principles suitable for attacking and defending</p>					

To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

To perform dances using a range of movement patterns

To take part in outdoor and adventurous activity challenges both individually and within a team

To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year 6 – Chestnut Components	Dance	Invasion games Hockey	Gym	Cricket	Rounders	Athletics
Knowledge	<p>Focus on different visual images and stimuli to compose, perform and evaluate a range of dances.</p> <p>Use movement to communicate and demonstrate ideas and issue, and sue their own feelings and thoughts.</p> <p>Work individually, in pair, in small groups and as a whole class.</p> <p>Develop awareness of historical and cultural origins of different dances through choice of themes.</p>	<p>Improve their defending and attacking play.</p> <p>Start to play even sided mini version of invasion hockey game.</p>	<p>Use knowledge of compositional principles - how to use speed, level, direction, how to combine and link actions, - how to relate to partners and apparatus, to show sequences that show an awareness of their audience.</p>	<p>Develop the range and quality of their skills and understanding.</p> <p>Learn how to play the different roles of bowler, wicket – keeper, back stop, fielder and batter.</p>	<p>Develop the range of their skills and understanding.</p> <p>Learn how to play the different roles of bowler, backstop, fielder and batter.</p>	<p>Focus on technical understanding of athletic activity.</p> <p>Learn how to set targets and improve performance in a range of running, jumping and throwing activities.</p>
Skills	<p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>To play competitive games, modified where appropriate [for example, , cricket, hockey, netball, rounders], and apply basic principles suitable for attacking and defending</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>					

To perform dances using a range of movement patterns

To take part in outdoor and adventurous activity challenges both individually and within a team

To compare their performances with previous ones and demonstrate improvement to achieve their personal best.