

# PE Subject Road Map

## Ball Skills Feet into Football



PARK LANE  
PRIMARY SCHOOL



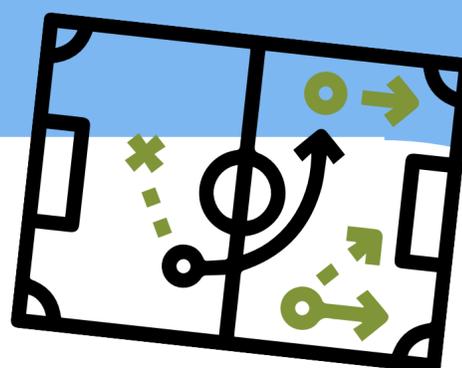
### Continuing into Secondary School

- Pupils are inspired, physically competent and confident;
- Pupils understand and succeed when implementing a broad range of skills;
- Pupils choose to seek healthy, active lifestyles.

#### Development of the whole child:

Pupils have developed their character and personal life skills

- Consolidate keeping possession, develop officiating;
- Consolidate defending;
- Organise formations decide tactics, manage teams and officiate games.



### Year 7

- How different attacking tactics can be applied during a game to create shooting opportunities.
- How different defending tactics can be applied during a game to prevent attacking opportunities.

### Attacking and Defending Tactics

### Counter Attack/ Transition

- What the consequences in a game of rushing into a tackle or miss-timing a tackle.
- How different attacking tactics can be applied during a game to create shooting opportunities.

Development of the whole child:  
Pupils can officiate and apply the rules

### Year 6



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- Recap and refine dribbling and passing to maintain possession;
- Introduce and develop defending;
- Develop shooting;
- Refine attacking skills, passing, dribbling and shooting, introduce officiating.

**Development of the whole child:**  
Pupils understand their role in their team.

### Defensive Tactics

### Attacking

**Year 5**

- When, where and why we apply different methods of defending in order to prevent the attackers from scoring.
- How 'man-to-man marking' is used during a game and when this is applied.

- How to move the ball up the pitch, creating an attack that results in a successful shooting opportunity.

- Refine dribbling
- Turning
- Refine passing and receiving
- Develop passing and dribbling creating space
- Introduce shooting

- When to turn during a game.
- The different types of turns that can be used in a game including a Drag Back and Cruyff turn.



### Shooting

### Turning

**Development of the whole child:**  
Pupils respect the rules of the game

- When to shoot and where to shoot from.



**Year 4**

- Introduce/develop dribbling keeping control;
- Introduce passing and receiving;
- Combine dribbling and passing to create space;
- Develop passing, receiving and dribbling.

- When, where and why we should pass.
- How to dribble the ball keeping possession to beat an opponent.



### Change of Direction

### Technique



- How we can combine passing and dribbling to create space.
- How to change direction keeping control of the ball.



**Development of the whole child:**  
Pupils can collaborate as a team

**Year 3**

- How to control a ball that is passed to us using our feet
- When to dribble or when to pass in order to keep possession of the ball.
- What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball.

**Development of the whole child:**  
Pupils can work together in pairs



## Intercept

## Possession

**Year 2**

- Develop dribbling/passing/ receiving, keeping possession;
- Combine dribbling, passing and receiving, keeping possession/to score a point;
- Apply dribbling, passing and receiving as a team to score a point.

- Why we need to communicate when passing.
- Why we need to be ready to receive the ball when it is passed to us.

**Development of the whole child:**  
Pupils can count their own score

- Why we need to keep our head up when we are dribbling.
- How to dribble the ball using the inside and outside of our feet.

## Passing and Dribbling

## Attacker and Defender



- Develop moving the ball using the feet
- Apply dribbling into games
- Consolidate dribbling
- Explore kicking (passing)
- Apply kicking (passing) to score a point

- Why we need to be accurate when kicking (passing) a ball
- What the consequences are if we do not dribble into space or pass the ball accurately towards our target.

**Year 1**



- How to control and dribble a ball using our feet.

- Why it is important to keep the ball close to us when moving with the ball.

## Control

## Opponent

## Space

- How to stop the ball using our feet.



**Early Years**

**Development of the whole child:**  
Pupils can follow the rules and instructions of the game

- Explore moving with a ball using our feet
- Develop moving with a ball using our feet
- Understand dribbling
- Develop dribbling against an opponent



# PE Subject Road Map

## Ball Skills Hands into Dodgeball



PARK LANE  
PRIMARY SCHOOL



### Continuing into Secondary School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

**Development of the whole child:**  
Pupils have developed their character and personal life skills

### Year 7

- Consolidate attacking and defending, understand and apply attacking/defending tactics
- Transition between attack and defence
- Applying the rules: officiating games
- Managing tactics and officiate games

- Why we need to quickly transition from attack to defence and defence to attack when playing dodgeball.



### Attacking and Defensive Tactics

### Transition

### Year 6

- How to create and apply attacking tactics during a game that results in our opposition being eliminated
- How to create and apply defensive tactics during a game to prevent our team being hit by the ball.



**Development of the whole child:**  
Pupils can officiate and apply the rules



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- Introduce blocking
- Consolidate catching
- Understand where we throw and why we need to throw with accuracy and power
- Explore basic attacking and defending tactics

**Development of the whole child:**  
Pupils can manage the games themselves

## Year 5

### Eliminated

### Blocking

- Why we retreat towards the back of the court once we have thrown our ball

- Where the best places are to stand on the court when throwing the to increase our chances of hitting our opponent.
- How to block a ball that is thrown towards us.

- Introduce jumping and ducking
- Develop throwing with accuracy and power
- Develop catching
- Consolidate dodging, jumping and ducking into games
- Combine dodging, catching and throwing

**Development of the whole child:**  
Pupils can collaborate and apply the rules of a game

### Ducking

### Jumping

- When, where and why we would jump or duck to avoid the ball during a game

- How and why we need to throw with power when throwing at a target that is further away.
- Why we need to keep our heads up and focused on the ball to help us

## Year 4

- Developing changing direction
- Introduce throwing with accuracy
- Introduce catching
- Develop moving, changing direction at speed
- Combine throwing and dodging

- Why we need to be on the balls of our feet ready to dodge

### Attacking and Defending

### Possession

- What the consequences are of being hit by the ball
- Why it is important to catch the ball during a game of dodgeball.

**Development of the whole child:**  
Pupils can collaborate as a team

## Year 3





- How, where and why to dodge in game situations, working as a team.
- The difference between attacking and defending and when our roles change during a game.



**Development of the whole child:**  
Pupils understand why they need to dodge

## Team

## Dodge

**Year 2**

- Explore dodging
- Develop dodging
- Explore attacking and defending
- Apply dodging in teams
- Consolidate dodging

- When, where and why we dodge
- How to dodge using the correct dodging technique.

- Why we make a target with our hands when catching.
- How to use our hands to catch the ball.



**Development of the whole child:**  
Pupils can help each other

## Throwing and Catching

## Accuracy

**Year 1**

- Introduce sending (bouncing) with control
- Introduce aiming with accuracy
- Introduce power and speed when sending a ball
- Combine sending and receiving skills

- Why we need to be accurate when throwing the ball.
- Why we need to aim towards a target when throwing the ball.



- Why we need to move in different directions and at different speeds.

- Why we need to aim when we are throwing.

## Attacker and Defender

## Aiming

## Space

- How we can use our bodies to throw.
- Why we need to stay in a space when we are moving.

**Early Years**

**Development of the whole child:**  
Pupils can travel/move with confidence

- Taking Turns
- Keeping the Score
- Playing by the rules
- Avoiding a defender
- Preventing an attacker from scoring



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# PE Subject Road Map

## Ball Skills Hands into Basketball



PARK LANE  
PRIMARY SCHOOL



**Continuing into Secondary School**

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

**Development of the whole child:**  
Pupils have developed their character and personal life skills

**Year 7**

- Consolidate defending
- Create, understand and apply attacking tactics in game situations
- Create, understand and apply defending tactics in game situations



- How we can regain possession if we miss a shot (rebound).

**High Press and Pressure**

**Transition**

**Year 6**

- How to regain possession if we lose possession of the ball.
- How and when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities.
- How different attacking tactics can be applied during a game to create shooting opportunities

**Development of the whole child:**  
Pupils can officiate and apply the rules



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- Develop marking
- Refine shooting
- Refine attacking skills, passing, dribbling and shooting
- Introduce officiating

**Development of the whole child:**  
Pupils can manage the games themselves

## Marking

## Double Dribble and Travelling

**Year 5**

- How 'marking,' is used during a game and when this is applied.
- Who we are marking during a game and why.

- What the terms, 'double dribble', and 'travelling' means and the consequences if this happens.
- How to move the ball up the court, creating an attack that results in a successful shooting opportunity.

- Refine dribbling
- Refine passing and receiving
- Refine passing and dribbling creating space and creating shooting opportunities
- Introduce marking

**Development of the whole child:**  
Pupils respect the rules of the game

## Triple Threat

## Shooting

**Year 4**

- How to effectively apply passing and moving skills to keep possession
- The triple threat involves asking ourselves; can I shoot, if not can I pass, if not can I dribble before making and applying a skill.
- How to dribble the ball keeping possession to beat an opponent.

- When to shoot, where to shoot from and why.
- How to apply the correct technique when shooting.
- How to change direction keeping control of the ball.
- How we can combine passing and dribbling to create space

## Possession

## Attack v Defence

- Introduce dribbling, keeping control
- Introduce passing and receiving
- Combine dribbling and passing to create space
- Develop passing, receiving and dribbling
- Introduce shooting

**Development of the whole child:**  
Pupils can collaborate as a team

**Year 3**



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- Why we need communicate when passing.
- Why we need to look at our partner / team member when passing.



**Development of the whole child:**  
Pupils can keep the score score honestly



## Intercept

## Opponent

- Develop and combine dribbling/passing and receiving whilst keeping possession
- Develop and combine dribbling/passing and receiving to score a poin

- Why we need to be ready to receive the ball when it is passed to us.

## Year 2

- Why we need to keep our head up when we are dribbling.
- How to dribble the ball using both our hands.

- Why we need to be accurate when passing a ball.
- Why we need to pass a ball using different power and speed



**Development of the whole child:**  
Pupils can take turns and play fairly

## Passing and Dribbling

## Accuracy

- Introduce sending (bouncing) with control
- Introduce aiming with accuracy
- Introduce power and speed when sending a ball
- Combine sending and receiving skills

## Year 1

- How to bounce a ball using our hands.
- How to push and roll a ball using our hands.

- Why it is important to keep the ball close to us when pushing, rolling or bouncing the ball.



## Control

## Defender

## Space

- When, where and why we bounce a ball into space in order to avoid a defender.

## Early Years



**Development of the whole child:**  
Pupils can follow the rules and instructions of the game.

- Explore pushing
- Explore rolling
- Explore bouncing
- Explore bouncing into space
- Combine pushing and rolling
- Combine rolling, pushing and bouncing



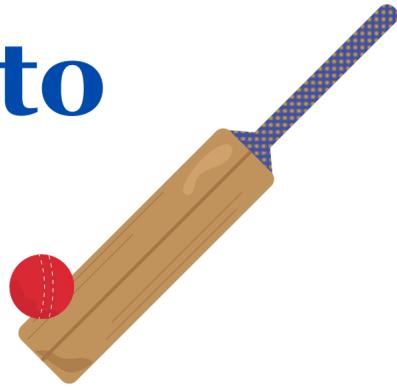
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# PE Subject Road Map

## Ball Skills Hands into Cricket



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PRIMARY SCHOOL



### Continuing into Secondary School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

**Development of the whole child:**  
Pupils have developed their character and personal life skills

- Consolidate batting/ fielding/ bowling
- Create, understand and apply attacking/defensive tactics in game

### Year 7



- How to umpire and score in a mini game of cricket, applying the correct signals when umpiring.



### Adapting Tactics

### Umpire and Scorer

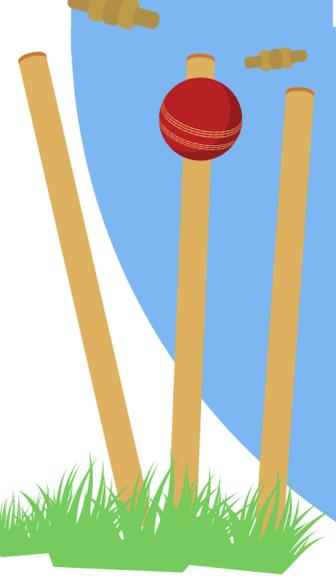
### Year 6

- How and when to apply a range of fielding skills into mini games.
- Why we need to attack the ball when we are fielding and why when need to apply pressure to the batters.

**Development of the whole child:**  
Pupils can umpire and score a game confidently



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- Refine batting - understand and develop batting, fielding and bowling tactics
- Refine and combine bowling, fielding, stooping, catching and throwing
- Introduce umpiring and scoring



**Development of the whole child:**  
Pupils can umpire the games fairly

## Batting Tactics

## Fielding Tactics

# Year 5

- Where to strike the ball when we are batting depending on where the fielders are standing in order to score runs.
- How and why the role as a batter may change depending on the situation of the game.

- Where and how to bowl in order to prevent the batters from scoring runs.

Develop an understanding of batting and fielding  
Introduce bowling underarm  
Develop stopping/ retrieving and returning the ball  
Striking the ball at different angels and speeds



**Development of the whole child:**  
Pupils can organise themselves fairly



## Bowling

## Retrieving

- How to bowl underarm, varying the speed at which we bowl depending on who is batting.
- How to outwit the fielding team when batting by varying the speed and direction we strike the ball.
- How to outwit the fielding team by varying the speed and direction we strike the ball.

- How and when to use different ways of retrieving and returning the ball to prevent the batters from scoring runs
- Why we need to return the ball to the bowler or wicketkeeper quickly and accurately
- How and why to throw a ball overarm with power and distance.
- Where to stand when we are fielding and have a clear understanding why we have chosen that particular position.

# Year 4

## Striking

## Batting and Fielding



Understand the concept of batting and fielding  
Introduce throwing overarm  
Introduce throwing underarm  
Introduce catching  
Striking with intent



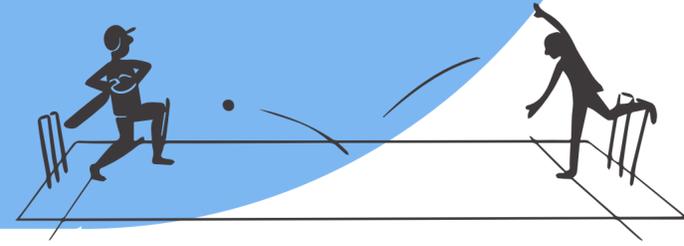
**Development of the whole child:**  
Pupils enjoy batting and fielding

# Year 3

**Development of the whole child:**  
Pupils take turns in different roles

- What the differences are between 'batting' and 'fielding'.
- How we can use our bodies to throw overarm for greater distance.

## Attack V Defence



- Develop pupils understanding of underarm throwing
- Applying the underarm throw to win a game/beat an opponent
- Introduce overarm throwing
- Applying overarm throwing to win a game

## Year 2

- When to use a long barrier to stop the ball.
- Where we send a ball and why, so we can score points and beat an opponent.

- Why we need to look at the target when throwing underarm.
- Why we need to throw with accuracy when throwing towards a target

**Development of the whole child:**  
Pupils can help each other

## Catching

## Accuracy

- Introduce and apply throwing with accuracy in a team
- Introduce stopping a ball
- Develop sending skills to score a point
- Consolidation of sending and stopping skills to win a game

## Year 1

- How we use our bodies to throw.
- How to throw underarm.

- How to use our hands to stop the ball.
- Understand why we need to use our hands to catch an object (ball or beanbag).

## Throwing

## Stopping

## Aiming

- Why we need to aim when we are throwing.

## Early Years

**Development of the whole child:**  
Pupils can keep the score

- Explore throwing (underarm)
- Explore throwing (overarm)
- Explore rolling
- Explore stopping a ball
- Explore catching



# PE Subject Road Map

## Ball Skills Hands into Netball



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PRIMARY SCHOOL



**Continuing into Secondary School**

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

**Development of the whole child:**  
Pupils have developed their character and personal life skills

**Year 7**

- Consolidate keeping possession
- Develop officiating
- Consolidate defending
- Create, understand and apply attacking/defending tactics in game situations

- How to organise our team, selecting who to play in each position and understanding why



**Officiate**

**Tactics**

**Year 6**

- How to create and apply attacking tactics during a game to create attacking opportunities.
- How to create and apply defensive tactics during a game to prevent attacking opportunities
- How to regain possession if we lose possession of the ball..

**Development of the whole child:**  
Pupils can officiate and apply the rules.



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- Refine passing and receiving
- Apply passing, footwork and shooting into mini games
- Introduce officiating
- Introduce defending
- Explore the function of other passing styles



**Development of the whole child:**  
Pupils can manage the games themselves

### Positions

### Marking

## Year 5

- How to move the ball up the court, creating an attack that results in a successful shooting opportunity.
- Who we are marking during a game and why

- How 'marking,' is used during a game and when this is applied.

- Refine passing and receiving
- Develop passing and dribbling whilst creating space
- Develop and refine passing, moving and shooting
- Develop footwork



**Development of the whole child:**  
Pupils respect the rules of the game



### Footwork

### Shooting

## Year 4

- What 'footwork' means and will be able to apply this understanding in a game.
- How to effectively apply passing and moving skills to keep possession.
- How to combine passing and moving to score points against another team.

- When to shoot, where to shoot from and why.
- How to apply the correct technique when shooting.
- How we can combine passing and moving to create space and keep possession.
- When, where and why we should pass.

### Attack v Defence

### Possession



- Introduce passing, receiving and creating space
- Develop/combine passing and moving
- Combine/develop passing and shooting



**Development of the whole child:**  
Pupils can collaborate as a team

## Year 3

- Why we need to communicate when passing.
- Why we need to be ready to receive the ball when it is passed to us.
- Why we need to look at our partner / team member when passing.



## Opponent

## Receive

**Development of the whole child:**  
Pupils can work against each other collaboratively

- Develop and combine dribbling/passing and receiving moving on to then score points.
- Keep possession of the ball.

- What the consequences are in a game if our passes are inaccurate or intercepted by a defender.

## Year 2

- Why we need to look at the target when throwing.
- Why we need to throw with accuracy when throwing towards a target.

- Why we need to be accurate when passing a ball.

## Passing

## Accuracy



**Development of the whole child:**  
Pupils can take turns being a defender

- Introduce sending (bouncing) with control
- Introduce aiming with accuracy
- Introduce power and speed when sending a ball
- Combine sending and receiving skills

## Year 1

- How to throw a beanbag / ball with control
- How we can use our bodies to throw.

- How to move into space.

## Aim

## Defender

## Space

## Early Years

**Development of the whole child:**  
Pupils can play fairly in their teams

- Explore pushing
- Explore rolling
- Explore bouncing
- Explore bouncing into space
- Combine pushing and rolling
- Combine rolling, pushing and bouncing

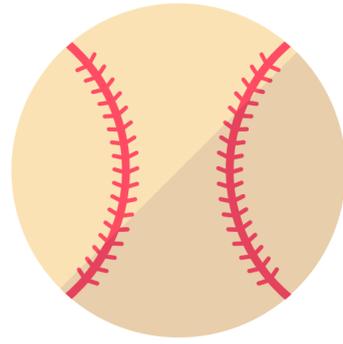


# PE Subject Road Map

## Ball Skills Hands into Rounders



PARK LANE  
PRIMARY SCHOOL



Continuing  
into  
Secondary  
School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

Development of the whole  
child:

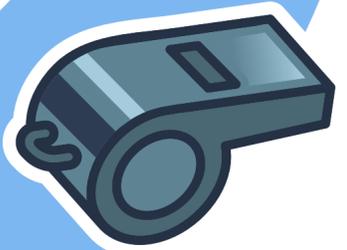
Pupils have developed their  
character and personal life  
skills

Year 7

- Introduction to full rounders
- Consolidate fielding tactics
- Refine our understanding of what happens if the batter misses or hits the ball backwards
- Batting considerations

- How to umpire and score in a game.

Umpire



Adapt Tactics

Year 6

- How to create and apply simple fielding and batting tactics in a full game of Rounders, in order for our team to be successful

Development of the  
whole child:  
Pupils can umpire and  
score a game confidently



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Develop fielding tactics maximising players  
 Understand what happens if the batter misses the ball  
 Refine fielding tactics, what players where?  
 Applying tactics in mini games

**Development of the whole child:**  
 Pupils can keep the score of the game

### Batting Tactics

### Fielding Tactics

**Year 5**

- Where to strike the ball when we are batting depending on where the fielders are standing in order to score rounders.

- How the fielding team can stop the batter scoring if they hit or miss the ball.
- Why we need to double up on fielding positions, to maximise our efficiency when we are fielding.

Develop fielding bowling with a backstop  
 Introduce batting; how  
 Develop batting; where and why  
 Introduce and apply basic fielding tactics

**Development of the whole child:**  
 Pupils keep trying even when learning new skills

### Batting



### Bowling

- Why we need to return the ball quickly and accurately to the player on base 1.
- How to bowl underarm, ensuring the bowl is a 'good' bowl.

- How to outwit the fielding team when batting by varying the direction we strike the ball

**Year 4**

- How, when and why to use overarm and underarm throws.
- How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball.

- The difference between batting and fielding and understand what our roles are when we are playing a small sided game.

### Overarm and Underarm

### Fielding



Introduce to rounders  
 Introduce overarm throwing  
 Apply overarm and underarm throwing  
 Introduce stopping the ball  
 Application of stopping the ball in a game

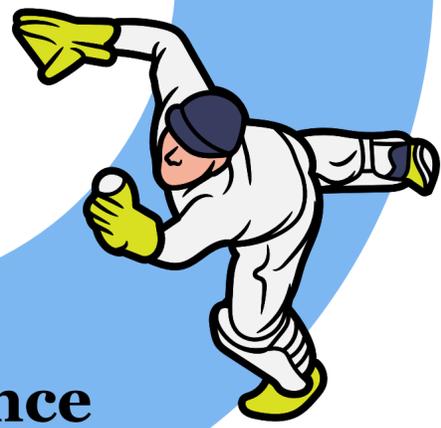
**Development of the whole child:**  
 Pupils can organise themselves as a team fairly.

**Year 3**



**Development of the whole child:**  
Pupils can collaborate and take turns.

- Why we make a target with our hands when catching
- What are the consequences of inaccuracy



## Outwit

## Attack v Defence

# Year 2

- Develop/consolidate pupils application and understanding of underarm throwing
- Applying the underarm throw to win a game/beat an opponent
- Introduce overarm throwing: Applying overarm throwing to win a game

- What the differences are between 'batting' and 'fielding'.
- How to use our bodies when aiming; using our non throwing hand, pointing towards a target.
- Why we need to throw with accuracy when throwing towards a target

- Where we send a ball and why, so we can score points and beat an opponent.

## Catching



## Accuracy

**Development of the whole child:**  
Pupils can keep their score honestly.

- Introduce throwing with accuracy
- Apply throwing with accuracy in a team
- Introduce stopping a ball
- Develop sending skills to score a point
- Consolidation of sending and stopping skills to win a game

# Year 1

- How to use our hands to stop the ball.
- Understand why we need to use our hands to catch an object (ball or beanbag).

- How to throw underarm.
- How we use our bodies to throw.

## Throwing

## Aiming



- Why we need to aim when we are throwing

# Early Years

**Development of the whole child:**  
Pupils can count their score

- Explore throwing (underarm and overarm)
- Explore rolling
- Explore stopping a ball
- Explore catching

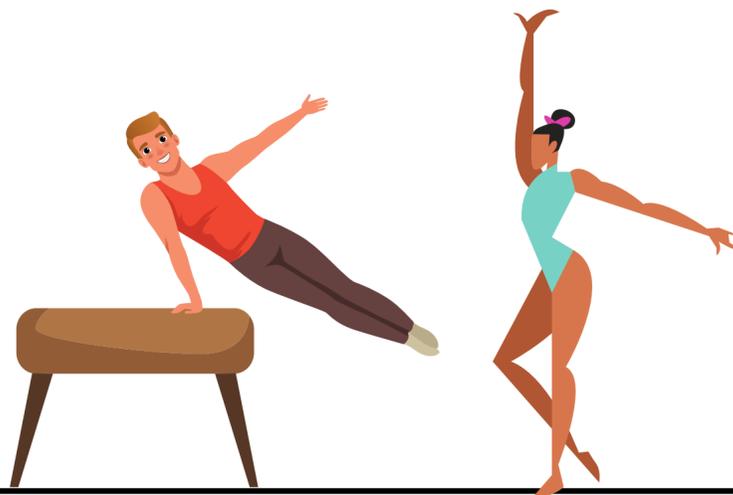


# PE Subject Road Map

## Gymnastics



PARK LANE  
PRIMARY SCHOOL



Continuing  
into  
Secondary  
School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

Development of the whole child:

Pupils have developed their character and personal life skills

• How to create a sequence of movements, bringing together a combination of both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.

- Introduction to matching/mirroring
- Application of matching/mirroring learning onto apparatus
- Sequence development

Year 7

- What 'Matching' movements mean; Matching is where pupils perform exactly the same movements at the same time.



Mirroring

Matching

Year 6

- What 'Mirroring' means; Mirroring is where pupils perform their movements creating a mirror image of each other.

Development of the whole child:  
Pupils can managed their emotions when performing their routine



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Introduction to counter balance  
 Application of counter balance learning onto apparatus  
 Sequence formation  
 Counter Tension  
 Sequence completion

**Development of the whole child:**  
 Pupils can collaborate effectively with their partner

## Counter Balance

## Counter Tension

# Year 5

- What 'Counter Balance' and 'Counter Tension' means, understanding the difference between them
- How to create and execute 'Counter Balances' and 'Counter Tension Balances' with a partner using a variety of levels and connection points.

Introduction to bridges  
 Application of bridge learning onto apparatus  
 Develop sequences with bridges  
 Sequence formation  
 Sequence completion

**Development of the whole child:**  
 Pupils enjoy performing their routines

## Bridges

## Sequences

- How to create a 'bridge balance' with a partner using different levels and different connection points
- Why it is important to explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.

- How to create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity

# Year 4

- How to peer and self assess, identifying strengths and weaknesses in our own and others' performances.

- What Symmetry and Asymmetry means.
- How to execute balances and movements in both symmetrical and asymmetrical ways.

## Peer and Self Assess

## Symmetry and Asymmetry

Introduction to symmetry  
 Introduction to asymmetry  
 Application of learning onto apparatus  
 Sequence formation  
 Sequence completion

**Development of the whole child:**  
 Pupils respect their peers as they perform

# Year 3

**Development of the whole child:**  
Pupils can give purposeful feedback when they peer assess

- How to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.
- How to use a variety of apparatus when we are creating movement sequences.



## Linking

## Flow

# Year 2

- Developing linking
- Linking on apparatus
- Jump, roll, balance sequences/on apparatus
- Creation of sequences
- Completion of sequences and performance

- How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping.
- Why applying 'flow' as we link our movements together is so important

**Development of the whole child:**  
Pupils are brave and try their own ideas

- How to create 'Wide', 'Narrow' and 'Curled' balances (shapes) on the floor and on apparatus, using a variety of body parts.

- How to 'transition' between movements, adding movements together and transition in between them.

## Wide, Narrow and Curled



## Transition

- Introduction to wide, narrow and curled
- Exploring the difference between wide, narrow and curled
- Transitioning between wide, narrow and curled movements

# Year 1

- How we can move our bodies in 'high' ways; jumps, hops, skips, side steps and backwards.
- How we can move our bodies in 'low' ways; slides, rolls (long, curled) hands and feet.

- How to be creative on the apparatus, moving through, along, across, over and under a variety of apparatus.
- Why it is important to use the apparatus safely.

## Apparatus

## Balance

## Movement

- How to create high and low balances 'shapes'.

# Early Years

**Development of the whole child:**  
Pupils can travel with confidence over, under and through equipment

- Introduction to high, low, over and under
- Introduction to the apparatus
- Applying high and low on apparatus

# PE Subject Road Map

## Locomotion into Athletics



PARK LANE  
PRIMARY SCHOOL



### Continuing into Secondary School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

#### Development of the whole child:

Pupils have developed their character and personal life skills

### Year 7

- Running for speed competition
- Running for distance competition
- Throwing competition
- Jumping competition

- Why we need to select certain pupils for certain events in order for our team to be successful



### Competition

### Evaluation

### Year 6

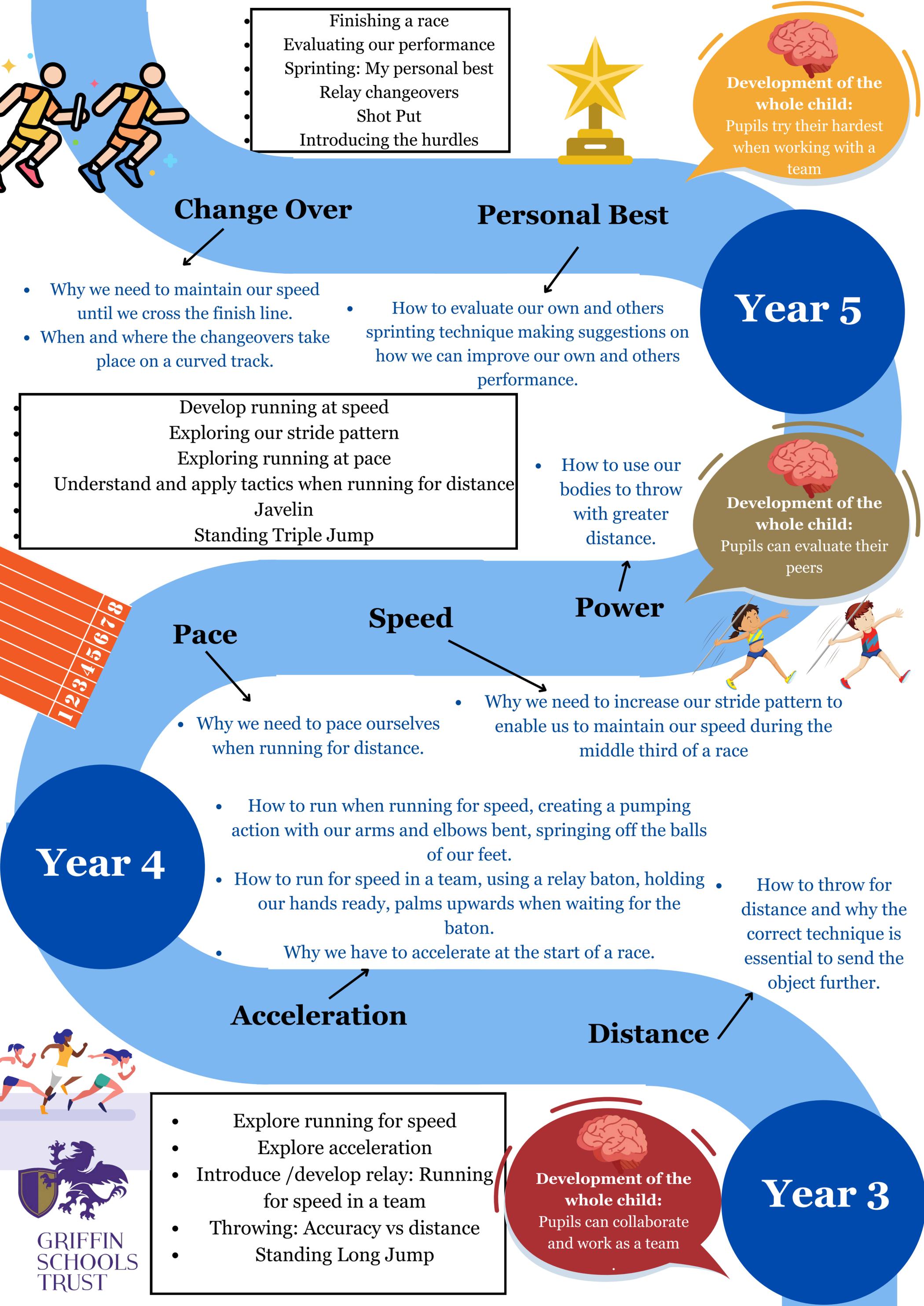
- Why we need to apply accurate head, arm and foot technique to make ourselves run quicker.
- How to transfer their body weight to push (put) the shot put and throw the javelin further.

#### Development of the whole child:

Pupils continue to try hard even when they are challenged



GRIFFIN  
SCHOOLS  
TRUST



- Finishing a race
- Evaluating our performance
- Sprinting: My personal best
- Relay changeovers
- Shot Put
- Introducing the hurdles



**Development of the whole child:**  
Pupils try their hardest when working with a team

### Change Over

### Personal Best

**Year 5**

- Why we need to maintain our speed until we cross the finish line.
- When and where the changeovers take place on a curved track.

- How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance.

- Develop running at speed
- Exploring our stride pattern
- Exploring running at pace
- Understand and apply tactics when running for distance
- Javelin
- Standing Triple Jump

- How to use our bodies to throw with greater distance.

**Development of the whole child:**  
Pupils can evaluate their peers

### Pace

### Speed

### Power



- Why we need to pace ourselves when running for distance.

- Why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race

**Year 4**

- How to run when running for speed, creating a pumping action with our arms and elbows bent, springing off the balls of our feet.
- How to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton.
- Why we have to accelerate at the start of a race.

How to throw for distance and why the correct technique is essential to send the object further.

### Acceleration

### Distance



- Explore running for speed
- Explore acceleration
- Introduce /develop relay: Running for speed in a team
- Throwing: Accuracy vs distance
- Standing Long Jump

**Development of the whole child:**  
Pupils can collaborate and work as a team

**Year 3**

**Development of the whole child:**

Pupils can support others when there is a competitive element

- When and where we dodge, applying this into games.
- When to use a jumping skill in a game and why.
- How to link jumps together and execute them in combination.

**Accuracy**

**Collaboration and Teamwork**



- Consolidate jumping
- Apply jumping into a game
- Linking jumping
- Explore and develop jumping combinations



How to run pumping our arms, using the balls of our feet and looking ahead.

- Where to run by staying in a space and why this is so important in a game scenario.
- When and why we need to change speed when we are running in a game situation.

- Why jumping and skipping with the correct technique is so important.
- How to jump skip with a step hop action, swinging our arms.

**Year 2**

**Development of the whole child:**

Pupils can play fairly in their teams

**Changing Speed**

**Landing**



- Explore running
- Apply running into a game
- Explore running at different speeds
- Running for speed: Acceleration
- Explore running in a team
- Consolidate running

**Year 1**

- How to jump swinging our arms and bending our knees.
- Why jumping with the correct technique is so important.

**Development of the whole child:**

Pupils can travel with confidence.

**Space**

**Changing Direction**

**Height and Distance**



- Where to walk by staying in a space and why this is so important in a game scenario.
- How to walk, swinging our arms with opposite arm and leg action.

- Explore/develop jumping
- Apply jumping into a game
- Jumping for distance
- Explore jumping high
- Explore hopping

**Early Years**



# PE Subject Road Map

## Games for Understanding and

## Locomotion into Tag Rugby



PARK LANE  
PRIMARY SCHOOL

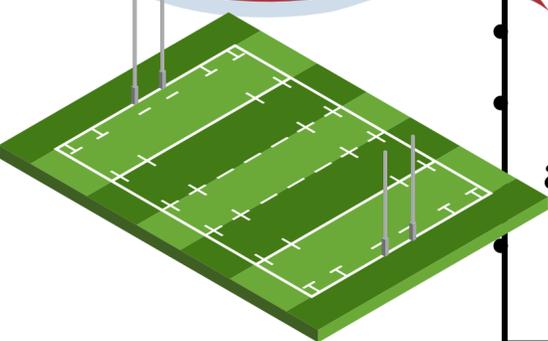


Continuing  
into  
Secondary  
School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

Development of the whole  
child:

Pupils have developed their  
character and personal life  
skills



Year 7

Consolidate passing and moving  
Consolidate defending  
Create, understand and apply  
attacking/defending tactics in game situations  
Consolidate attacking and defending in mini  
games

- When and why to apply different attacking tactics in game situations.



Tactics

Formations



Year 6

- How to position ourselves as a team defensively to prevent an attack
- Why we need to reduce the space when we are defending and to apply pressure to the attackers to prevent them from scoring.

Development of the  
whole child:  
Pupils can take on the  
role of team captain,  
leading and organising  
their team



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TRUST

- Refine passing and moving to create attacking opportunities
- Explore different passes that can be used to outwit defenders
- Refine defending as a team
- Create and apply defending tactics.
- Develop officiating

**Development of the whole child:**  
Referees can implement the rules fairly



## Miss Pass and Loop Pass

## Offside

- When, where and why we apply a loop pass in a game situation
- When, where and why we apply a miss pass in a game situation.

- What offside means and where they need to stand depending on whether they are attacking or defending.
- Why we should release the ball quickly once we have been tagged

**Year 5**

Develop passing, moving and creating space  
Apply learning to 3v3 mini games  
Develop defending in game situations  
Combine passing and moving to create an attack and score

**Development of the whole child:**  
Pupils can collaborate as a team

## Forward Pass

## Support

- Where to stand after the ball carrier has been tagged so that we are ready to receive a pass
- Where to stand when we are defending to prevent the attackers from scoring a try.

- How and why we need to support the ball carrier when we are attacking. The attackers without the ball need to remain behind the ball carrier.

**Year 4**

- How to score a try.
- How to tag correctly.



- How to carry the ball when moving. We hold it in two hands.
- How to pass the ball using a 'swing' pass technique.

## Try and Tag

## Possession

Introduce moving with the ball, passing and receiving  
Introduce tagging  
Create space when attacking  
Develop passing and moving  
Combine passing/moving to create attacking opportunities

**Development of the whole child:**  
Pupils enjoy competitive games.

**Year 3**



**Development of the whole child:**  
Pupils can work against each other collaboratively

- Explore and develop dodging
- Apply dodging in teams
- Explore attacking and defending
- Consolidate dodging



**Dodge**

**Opponent**

- When, where and why we dodge.
- How to dodge using the correct dodging technique.

- The difference between attacking and defending and when our roles change during a game.

**Year 2**

- Why we need to aim towards our partners hands when passing the ball

- Why we need to be accurate when passing the ball.
- What the consequences could be in a game if we do not run and avoid the defender.



**Development of the whole child:**  
Pupils understand why they stop when they are tagged

**Passing and Receiving**

**Accuracy**

- Understanding the principles of attack/defence
- Applying attacking / defending principles into a game
- Consolidate attacking / defending

**Year 1**

- Why we need to move in different directions and at different speeds.

- What the words 'defender' and 'attacker' mean and what this means when playing a game.



**Speed**

**Attacker and Defender**

**Space**

- Why we need to stay in a space when we are moving.

**Early Years**

**Development of the whole child:**  
Pupils can travel and move with confidence

- Taking Turns
- Keeping the Score
- Playing by the rules
- Avoiding a defender
- Preventing an attacker from scoring



**GRIFFIN SCHOOLS TRUST**

# PE Subject Road Map



PARK LANE  
PRIMARY SCHOOL

## Rackets, Bats and Balls into Tennis



### Continuing into Secondary School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

#### Development of the whole child:

Pupils have developed their character and personal life skills

### Year 7

- Game application
- Game application - mixed ability doubles, round robin games

- How to use the correct scoring system during a mini game.
- When, where and why we are selecting to play a shot (forehand, back or volley) to win a point.

### Tactics

### Doubles



### Year 6

- How to organise, umpire and manage round robin games.

Development of the whole child:  
Pupils can umpire and score a game confidently



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- Introduce/develop the volley
- Controlling the game from the serve
- Doubles - understanding and applying tactics to win a point

**Development of the whole child:**  
Pupils can keep the score of the game

### Serve

### Volley

- When and where we serve in a mini game.
- Where to serve to make it harder for our opponent to return the ball.

- Where we stand on the court when applying a volley shot in a mini game
- When and where to play a volley shot in a mini game

## Year 5

- Developing the forehand
- Creating space to win a point using a racket
- Introduce the backhand
- Applying the forehand and backhand in game situations
- Applying the forehand and backhand creating space to win a point



### Forehand and Backhand

### Outwit

**Development of the whole child:**  
Pupils can continue to try hard, even if they find things challenging

- What the ready position looks like
- How to use their racket to direct the ball towards a space to win a point.
- How and why we execute a basic backhand shot in a mini game.

- How we can outwit our opponent during a mini game

## Year 4

- Why we need to control the ball when playing a shot.
- Where to throw (hit) the ball on the court.
- Why we need to return (recover) to the middle of the court (baseline) once we have thrown (hit) the ball.

### Ready and Recover

### Rally



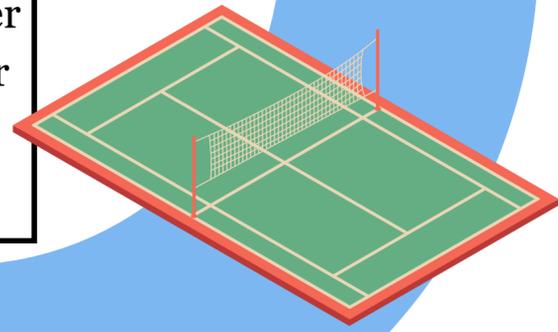
- Introduction tennis, outwitting an opponent
- Creating space to win a point
- Consolidate how to win a game
- Introduce rackets
- Introduce the forehand

**Development of the whole child:**  
Pupils can collaborate and keep the score

## Year 3

**Development of the whole child:**  
Pupils can collaborate and take turns

- Combine hitting a ball with accuracy and power
- Explore hitting a ball with accuracy and power to beat an opponent
- Introduce hitting a ball into a space



## Power

## Space

- Why we need to vary our power when hitting a ball.

- The consequences if we do not aim towards a target when sending (hitting) a ball.
- Where to send (hit) the ball during a game in order to score a point against our opponents.

## Year 2

- How to use a racket safely.
- Why we need to aim at a target when sending (hitting or pushing) the ball.
- Where and why we need to push the ball into space.

- Why we need to be accurate when sending (hitting or pushing) a ball using a racket towards a target.
- Why we need to keep the ball close to us and under control.

**Development of the whole child:**  
Pupils can keep their score honestly

## Hitting

## Control

- Explore pushing (dribbling) a ball with a racket
- Explore hitting a ball (with a racket) towards a target
- Explore hitting a ball (with a racket) with power and accuracy

- How we can use our bodies to throw.
- How to throw underarm.

## Year 1



• Why we need to aim when we are throwing.

## Aiming

## Throwing

## Accuracy

- Why we need to be accurate when we are throwing.

## Early Years

**Development of the whole child:**  
Pupils can count their score

- Explore throwing (underarm)
- Explore throwing (overarm)
- Explore rolling
- Explore stopping a ball
- Explore catching

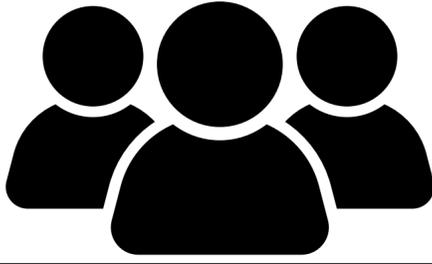


# PE Subject Road Map



PARK LANE  
PRIMARY SCHOOL

## Team Building into OAA



### Continuing into Secondary School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

#### Development of the whole child:

Pupils have developed their character and personal life skills

### Year 7

- Understanding what makes an effective leader
- Communicating as a leader
- Introduce and explore the STEP principle: Space, Equipment, Task and People

- What makes an effective leader and why this is so important for the success of a team.



### Leadership

**STEP**  
(Space, Task, Equipment, People)

### Year 6

- What the 'STEP' principle is: Space, Task, Equipment, People.
- How to use the 'STEP' principle when leading an activity.

#### Development of the whole child:

Pupils can listen and communicate throughout the challenges



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SCHOOLS  
TRUST

- Introduce the concept and meaning of orienteering
- Introduce the concept of reading a map or a plan, being able to use a key correctly to help us navigate
- Orienteer a map and locate points on the map in a set order

**Development of the whole child:**  
Pupils can explain how they feel when working as part of a team

## Orienteer

## Responsibility

# Year 5

How to plan a route

- effectively in order to locate as many points as possible.
- Why we have to orientate a map in order to locate points on the map.

- How to take responsibility for others and lead others in an effective way.
- How to manage time and avoid being late back and understand why this is important.

- How and why we need to be able to communicate
- How we feel when working as part of a team.
- What verbal and non verbal communication means.

- Focus on cooperation and responsibility
- Develop communication and collaboration
- Understand why motivating each other is important when working in a team

**Development of the whole child:**  
Pupils include everyone and take responsibility for each other

## Verbal/ Non-Verbal

## Create and Apply

- Why it is so important to be positive and approach the challenge positively. What the attributes of an effective team are. For example integrity, communication, co-operation, and collaboration.

# Year 4

- How to communicate effectively, listening when others are speaking and using a clear voice when communicating our own ideas.
- How to collaborate with our own team members and the opposing team, applying the rules of the game.

- How to create and apply simple tactics for completing challenges quickly.
- What makes an effective leader.

## Collaborate

## Tactics

- Creating and applying Simple tactics
- Developing communication as a team
- Create defending and attacking tactics as a team

**Development of the whole child:**  
Pupils can collaborate with a partner

# Year 3

**Development of the whole child:**  
Pupils keep trying even when they find things challenging



- Cooperation and communication
- Explore simple strategies
- Problem solving: Consolidate teamwork



**Year 2**

**Communication**

**Inclusion**

- Why we have to work together, listening to our team mates (communication) in order to win and complete the challenge
- What our role is within our team.
- How to work in pairs and small teams to complete different challenges
- What the consequences could be in a game if we do not include all of our team.

- Why it is so important to respect our team and any other teams involved in the challenge.
- How to develop and adapt simple strategies in order to improve as a team.
- How to explore simple strategies to complete challenges.
- What makes an effective team; include everyone, encourage, try our best etc.

**Development of the whole child:**  
Pupils can help each other



**Teamwork**

**Simple Strategies**



- Introducing teamwork: Inclusion
- Develop teamwork
- Building trust and developing communication

**Year 1**

- Why we need to play fairly.
- Why we need to try our hardest every time.
- Why it is important to include everyone in our team.

- How to use our imagination and try lots of different ways until we find the right solution



**Imagination**

**Encouragement**

- Why we need to encourage others in our team.



**Fairness**

**Early Years**

**Development of the whole child:**  
Pupils can play fairly



- Taking Turns
- Keeping the Score
- Playing by the rules
- Avoiding a defender
- Preventing an attacker from scoring



# PE Subject Road Map

## Games for Understanding into Hockey



PARK LANE  
PRIMARY SCHOOL



### Continuing into Secondary School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

### Development of the whole child:

Pupils have developed their character and personal life skills

- Consolidate keeping possession, develop officiating
- Consolidate defending
- Create, understand and apply attacking/defending tactics in game situations

### Year 7

- That once we regain possession of the ball we become attackers.

### Counter Attack/ Transition

### Attacking and Defending Tactics

### Year 6

- How different attacking and defending tactics can be applied during a game to create shooting opportunities.

Development of the whole child:  
Pupils can officiate and apply the rules



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TRUST



- Develop defending; block and tackling
- Refine dribbling and passing to create attacking opportunities
- Refine attacking skills, passing dribbling and shooting
- Refine defending skills developing transition from defence to attack



**Development of the whole child:**  
Pupils can manage the games themselves

# Year 5

## Goal-Side

## Marking



- What the term "goal-side" means
- How to combine passing and dribbling to create an attack that results in a successful shooting opportunity.

- How "man-to-man marking," is used during a game and when this is applied.
- When and why to apply different methods of defending; tackling, marking, blocking or intercepting in order to prevent the attackers from scoring.

- Refine dribbling and passing
- Develop shooting
- Develop passing and dribbling creating space for attacking opportunities
- Introduce defending; blocking and tackling



**Development of the whole child:**  
Pupils can collaborate and apply the rules of a game

## Shooting

## Blocking and Tackling



- Where is a good place to shoot from and why.
- When, where and why we shoot from in order to increase their chances of scoring.

- Why (and how) we need to tackle safely
- What the differences are between, intercepting, blocking and tackling and when, where and why these are used in a game.

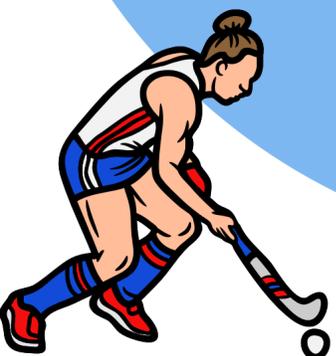
# Year 4

- How to dribble the ball
- Why we need to keep the ball under control when we are dribbling
- How to pass the ball adopting the correct technique.

- How to receive (control) the ball adopting the correct technique.
- How to hold a hockey stick safely

## Passing and Dribbling

## Possession



- Introduce dribbling; keeping control
- Introduce passing and receiving
- Combine dribbling and passing to create space
- Develop passing, receiving and dribbling
- Introduce shooting



**Development of the whole child:**  
Pupils can collaborate as a team

# Year 3

**Development of the whole child:**  
Pupils can work against other teams

- Attacking/defending as a team
- Understanding the transition between defence and attack
- Create and apply attacking/ defensive tactics



**Year 2**

**Team**

**Strategy**

- Our role when we are attacking
- We defend as a team to make it harder for the attackers.

- How to create and apply simple attacking and defending principles, applying them as a team into a game.

- Where to stand when we are defending to make it harder for the attackers
- What 'defending' means and why we defend during a game and why we need to prevent the attackers from scoring.

- What 'attacking' means and why we attack during a game.
- Where we need to move when we are attacking to avoid being caught by a defender.

**Development of the whole child:**  
Pupils can play fairly in their teams

**Defending**

**Attacking**

- Understanding the principles of attack/defence
- Applying attacking / defending principles into a game
- Consolidate attacking / defending



**Year 1**

- Why we need to change direction when we are running.
- Why we need to move into space to avoid being tagged and what the consequences are if we are tagged in a game.

- Why we need to follow the rules during a game.
- Why we need to keep the score during a game.



**Space**

**Playing by the Rules**

**Sharing**

- Why it is important to take turns when playing a game.

**Early Years**

**Development of the whole child:**  
Pupils can travel and move with confidence

- Taking Turns
- Keeping the Score
- Playing by the rules
- Avoiding a defender
- Preventing an attacker from scoring



**GRIFFIN SCHOOLS TRUST**

# PE Subject Road Map



PARK LANE  
PRIMARY SCHOOL



## Ball Skills Hands into Handball

### Continuing into Secondary School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

#### Development of the whole child:

Pupils have developed their character and personal life skills

- How "Zonal Marking," is used during a game and when this is applied.
- How different attacking and defensive tactics can be applied during a game to create shooting opportunities.

### Year 7

- Consolidate keeping possession, develop officiating
- Consolidate defending understand and apply defending tactics in game situations
- Consolidate defensive tactics, understand and apply defensive tactics in game scenarios

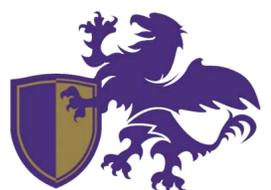
### Zonal Marking

### Officiating

Development of the whole child:  
Pupils can officiate and apply the rules

- How to apply the basic rules of handball and will be able to take responsibility for officiating and managing our own games.

### Year 6



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SCHOOLS  
TRUST



- Consolidate passing and receiving
- Explore the function of other passes
- Develop defending
- Develop passing and creating space
- Introduce officiating
- Refine shooting



**Development of the whole child:**  
Pupils can manage the games themselves

## Defensive and Attacking Tactics

## Man-to-Man Marking

# Year 5

- When and where to shoot from to increase our chances of scoring.
- How to move the ball up the court quickly to create an attack that results in a successful shooting opportunity.

- How "man-to-man marking," is used during a game and when this is applied.

- How to apply the correct technique when shooting.
- When to shoot, where to shoot from and why.

- Refine passing and receiving
- Develop passing and creating space
- Develop passing, moving and shooting
- Combine passing and shooting
- Introduce defending



**Development of the whole child:**  
Pupils can collaborate and apply the rules of a game

## Shooting

## Marking



# Year 4

- Why we need to have our hands ready to receive a pass.
- Why we do not stand directly behind a defender when finding a position to receive the ball.
- How we can combine passing and dribbling to create space

- Who we are marking during a game and why.
- How 'marking,' is used during a game and when this is applied.
- Why we must win the ball back when we lose possession.
- How to pass the ball keeping possession to beat an opponent.

## Attack v Defence

## Possession



- Introduce passing, receiving and creating space
- Develop passing and moving
- Combine passing and moving
- Introduce shooting
- Develop passing and shooting



**Development of the whole child:**  
Pupils can collaborate as a team.

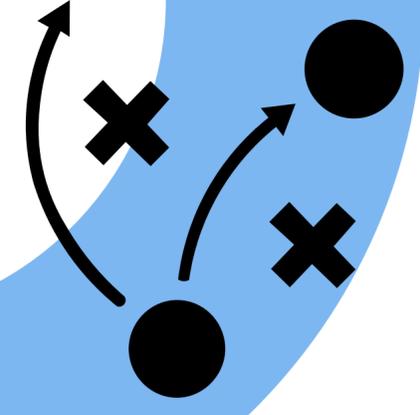
# Year 3



**Year 2**

**Development of the whole child:**  
Pupils can work against other teams

- Develop dribbling/passing and receiving
- Combine dribbling, passing and receiving, keeping possession
- Combine dribbling, passing and receiving to score a point



**Receive**

**Intercept**

- Why we need to be ready to receive the ball when it is passed to us.
- Why we need to look at our partner / team member when passing.
- Why we need to keep our head up when we are dribbling.
- When, where and why we move into space in order to avoid a defender.

- Why we need communicate when passing.
- What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball.
- Why we need to be accurate when passing the ball.
- Why we need to pass a ball using different power and speed.

**Development of the whole child:**  
Pupils can play fairly in their teams



**Passing and Dribbling**

**Accuracy**

- Introduce sending (bouncing) with control
- Introduce aiming with accuracy
- Introduce power and speed when sending a ball
- Combine sending and receiving skills

**Year 1**

- What controls means.
- How to throw a beanbag / ball with control

- How we can move into space.



**Control**

**Space**

**Aiming**

- Why we need to aim when we are throwing

**Early Years**

**Development of the whole child:**  
Pupils can travel and move with confidence

- Taking Turns
- Keeping the Score
- Playing by the rules
- Avoiding a defender
- Preventing an attacker from scoring

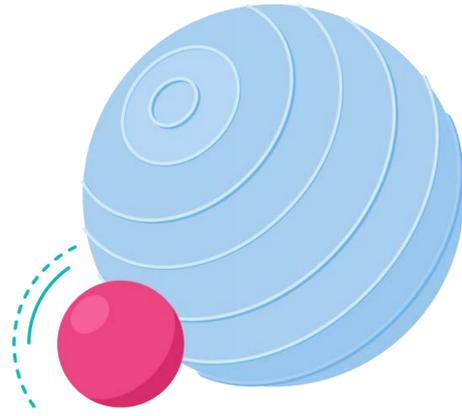


# PE Subject Road Map



PARK LANE  
PRIMARY SCHOOL

## Boccia



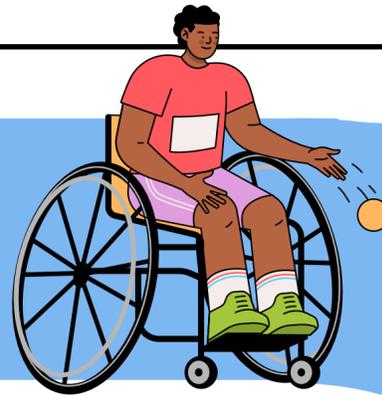
### Continuing into Secondary School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

#### Development of the whole child:

Pupils have developed their character and personal life skills

- How to organise our team, selecting who is going to roll the ball when and understanding why
- How to umpire and score in a game of Boccia applying the rules fairly and correct scoring system.



### Year 7

Creating and applying basic tactics:  
Coaching and officiating Boccia games  
Level 1 Competition: Pairs Boccia  
Level 1 Competition: Team Boccia



### Umpire and Scorer

### Adapting Tactics

### Year 6

Development of the whole child:  
Pupils can officiate and apply the rules

- Why we might need to adapt our tactics depending on where the 'Jack' is or our opponents balls are placed



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- Sending the ball: Develop our understanding why we need to be accurate
- Sending the ball: Refine our sending technique and understanding of accuracy
- Sending the ball: Applying accuracy in teams

**Development of the whole child:**  
Pupils can manage the games themselves

**Tactics**

**Inclusive**

**Year 5**

- How to create and apply simple tactics in order for our team to be successful.
- How to create and apply defensive and attacking tactics

- Why we need to work with our partner and/or team when we are making decisions or create tactics.

- Consolidating sending with accuracy in Boccia: Sending with pace and speed
- Tactical Play: Applying accuracy into our Boccia games
- Tactical Play: Defending in Boccia

**Development of the whole child:**  
Pupils can collaborate and apply the rules of a game

- Why we aim for the 'Jack' and when we aim at the opponents ball.
- Why we need to include everyone during a game of Boccia

**Speed**

**End**

- How to keep score in a game of Boccia
- What we mean by 'End'



- How to send the ball with accuracy to hit the target
- How to vary the speed and power applied to a shot in order to hit the target

**Year 4**

- What we mean by 'Jack'
- Why we have to vary the speed and power we apply to a shot based on the position of the target

**Jack**

**Power**



- Exploring sending
- Sending the ball: Understanding why we need to be accurate
- Sending the ball: Developing our sending technique and understanding of accuracy
- Introduce scoring in Boccia

**Development of the whole child:**  
Pupils can collaborate as a team.

**Year 3**

Develop underarm throwing  
 Apply underarm throwing to win a game  
 Apply underarm throwing to beat an opponent



**Development of the whole child:**  
 Pupils can work against other teams



**Year 2**

**Apply**

- What aiming means and the consequence of not aiming at the target
- How to apply our knowledge of aiming, sending and control to score points against an opponent
- How to use our bodies when aiming
- Where we send a ball and why, so we can score points and beat an opponent
- How to apply different amounts of power when sending a ball

**Outwit**

- The consequences of sending our object away from the target that we are aiming towards
- Why we need to collaborate with our team
- Why we need to roll/ send with accuracy when rolling/ sending towards a target.
- Why we need to look at the target when sending/ rolling

**Target**

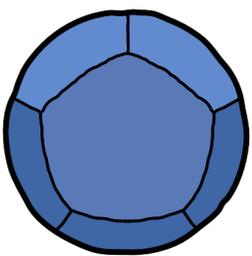
**Accuracy**



• Introduce sending (throwing) with control  
 • Introduce aiming with accuracy  
 • Introduce power and speed when sending a ball  
 • Develop sending (rolling) skills to score a point

**Year 1**

**Development of the whole child:**  
 Pupils can play fairly in their teams



- How we can use our bodies to roll a ball
- Why we need to aim when we are rolling

- What the word 'aiming' means
- Why it is important to focus on the target when aiming



**Aiming**

**Control**

- How to roll with control and why this is important
- How to roll/ push underarm

**Rolling**

**Development of the whole child:**  
 Pupils can travel and move with confidence

• Explore pushing and rolling  
 • Combine pushing and rolling  
 • Explore throwing overarm and underarm

**Early Years**



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# PE Subject Road Map



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## Dance



### Continuing into Secondary School

- Pupils are inspired, physically competent and confident.
- Pupils understand and succeed when implementing a broad range of skills.
- Pupils choose to seek healthy, active lifestyles

#### Development of the whole child:

Pupils have developed their character and personal life skills

- Why performing at an 'excellent' standard, with accurate timings and fluidity is so important.
- How to include a change of speed and dynamic in our movements.

### Year 7

#### Titanic

- Creating rhythmic patterns
- Extending our choreography through controlled movements, character emotion and expression
- Explore the relationships between characters applying character emotion and expression



#### Fluidity

#### Choreography

### Year 6

#### Development of the whole child:

Pupils can perform a routine showing clear emotion

- What 'Choreography' means.
- How to make effective evaluations of an individual's or pair's strengths and weaknesses.



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### The Circus

- Developing character movements linked to 19th Century prejudices, characters and performers in the circus
- Extending our Performance incorporating props and apparatus linked to the variety of performers

**Development of the whole child:**  
Pupils can collaborate effectively with a partner

## Canon

## Unison



# Year 5

- What canon and unison are and be able to include these choreographically elements in our performances.
- How to perform accurately and convincingly in character with big bold actions.
- How to include a change of speed in our movements.
- How to create a sequence, by accurately combining movements with flow and accurate timings.

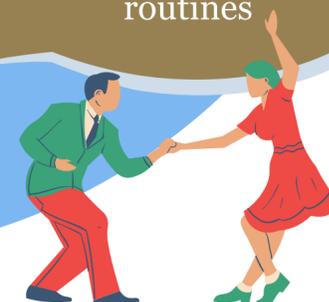
### Space

- Extending sequences with Year a partner in character 4
- Developing sequences with a partner in character that show relationships and interlinking dance moves
- Sequences, relationships, choreography and performance

**Development of the whole child:**  
Pupils enjoy performing routines

## Emotion

## Relationships



- How to reflect and evaluate to make accurate improvements to our own and others performances.
- What we mean by emotion and include this choreographically element in our performances.

- How to develop sequences with our partner in character that show relationships and interlinking dance moves. Also, applying flow and challenging their creativity.

# Year 4

- How to peer and self assess, identifying strengths and weaknesses in our own and others' performances.
- How to create and develop a character in order to tell a story through movements.
- Why it is so important to perform like an 'excellent dancer'

## Peer and Self Assess

## Excellent Dancers



# Year 3

**Development of the whole child:**  
Pupils can give purposeful feedback

### Chance to Dance Project

- Responding to stimuli
- Exploring body, space, action and dynamics
- Developing thematic dance into a motif
- Extending dance to create sequences with a partner
- Developing sequences with a partner



- How to respond to a variety of stimuli or themes with appropriate movements.
- How to use movements to tell a story.
- What a 'Motif' is and how to successfully create a mini sequence and repeat it.

- How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping.



## Motif

## Flow

**Development of the whole child:**  
Pupils reflect their peers as they perform

### Exploring

- Responding to stimuli
- Developing our motif with expression and emotion
- Applying choreography in our motifs and extending them
- Sequences, relationships and performance

## Year 2

- What we mean by 'expression' and begin to show this in our movements.
- How to move in relation to the music and respond with appropriate movements and actions.
- How to add movements together to create simple movement sequences.

- How to create a variety of 'small' and 'big' body movements linked to the theme.



**Development of the whole child:**  
Pupils can try their own ideas

## Expression

## Theme



### The Zoo

- Exploring expression
- Developing our movements and adding movements together
- Responding to a rhythm: Introducing partner work
- Creating an animal sequence motifs

## Year 1

- How to move our bodies in different ways linked to the theme.
- How to move our bodies with big clear actions.
- How to listen to the music and move the body in relation to the music.



## Movement

## Control

## Freeze

- Why it is important to move with control.
- Why it is so important to move like a 'Champion Dancer'.

- How to create a variety of 'freeze' positions linked to the theme.



**Development of the whole child:**  
Pupils can travel and move with confidence

## Early Years

### Nursery Rhymes

- Moving in sequence
- Exploring character movements

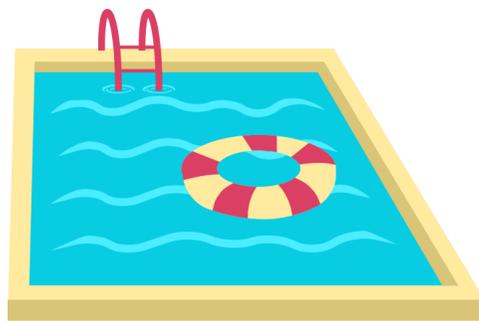


# PE Subject Road Map

## Swimming



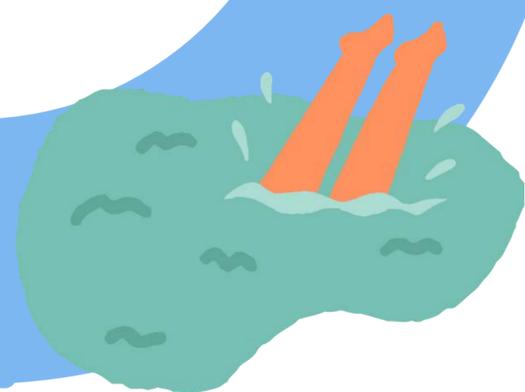
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Once the swimmer has developed the core range of skills required to be confident, competent and safe in the water, the swimmer may then have the choice to take part in Fundamental Sport Skills, Stages 8-10 in competitive swimming or lifesaving. We also offer Rookie Lifeguard Courses, Fit-n-Fun, Aquatic Helper Courses or Distance Badges.



Stages  
8 - 10



Swim  
England  
Learn to  
Swim

1. Push and glide and swim 25 metres backstroke\*
2. Push and glide and swim 25 metres front crawl\*
3. Push and glide and swim 25 metres breaststroke\*
4. Push and glide and swim 25 metres butterfly\*
5. Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: Sculling: head first, feet first
6. Rotation: forward or backward somersault, log roll
7. Floating: star on the front or on the back, tuck float, create own
8. Eggbeater: Moving, lifting one or both arms out of the water
9. Perform a sitting dive or dive.
10. Push and glide and swim 50 metres continuously using one stroke\*
11. Push and glide and swim 100 metres, using a minimum of three different strokes\*
12. Tread water using eggbeater action for 30 seconds.
13. Complete an obstacle course (using a minimum of four objects) with feet off the pool floor throughout.

*\*performed to Swim England expected standards*

Stage 7

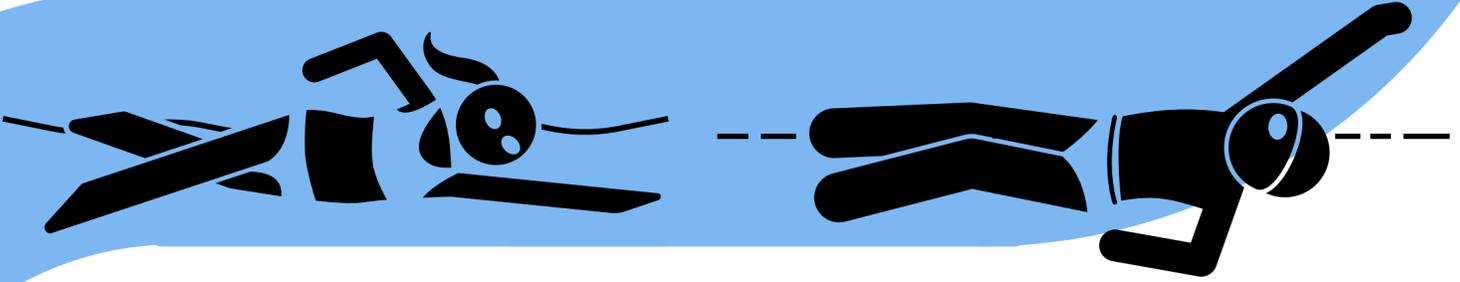


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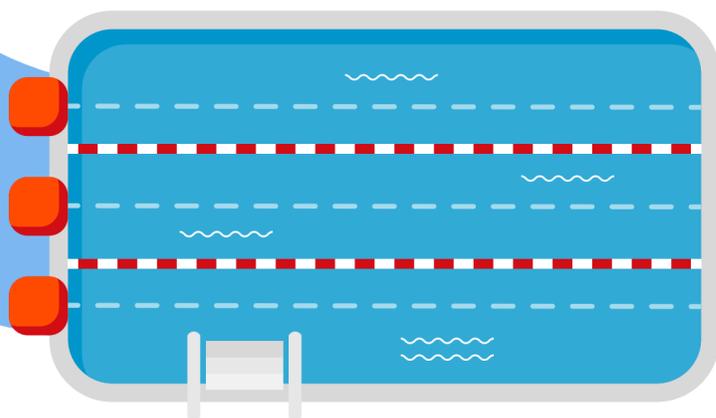
# Stage 6

1. Give two examples of how to prepare for exercise and understand why it is important.
  2. Sink, push off on side from the wall, glide, kick and rotate into backstroke.
  3. Sink, push off on side from the wall, glide, kick and rotate into front crawl.
  4. Swim 10 metres wearing clothes.
  5. Push and glide and swim front crawl to include at least six rhythmical breaths.
  6. Push and glide and swim breaststroke to include at least six rhythmical breaths.
  7. Push and glide and swim butterfly to include at least three rhythmical breaths.
  8. Push and glide and swim backstroke to include at least six regular breaths.
  9. Push and glide and swim 25 metres, choice of stroke is optional\*
  10. Perform a 'shout and signal' rescue.
  11. Perform a surface dive.
- \*performed to Swim England expected standards*



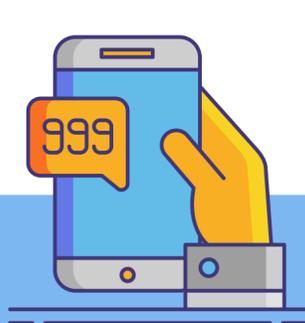
# Stage 5

1. Perform a flat stationary scull on the back.
  2. Perform a feet first sculling action for 5 metres in a flat position on the back.
  3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.
  4. Tread water for 30 seconds.
  5. Perform three different shaped jumps into deep water.
  6. Push and glide and swim 10 metres backstroke\*
  7. Push and glide and swim 10 metres front crawl\*
  8. Push and glide and swim 10 metres breaststroke\*
  9. Push and glide and swim 10 metres butterfly\*
  10. Perform a handstand and hold for a minimum of three seconds.
  11. Perform a forward somersault.
  12. Demonstrate an action for getting help.
- \*performed to Swim England expected standards*



1. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.
2. Push and glide from the wall towards the pool floor.
3. Kick 10 metres backstroke (one item of equipment optional).
4. Kick 10 metres front crawl (one item of equipment optional).
5. Kick 10 metres butterfly on the front or on the back.
6. Kick 10 metres breaststroke on the front (one item of equipment optional).
7. Perform a head-first sculling action for 5 metres in a flat position on the back.
8. Travel on back and log roll in one continuous movement onto front.
9. Travel on front and log roll in one continuous movement onto back.
10. Push and glide and swim 10 metres, choice of stroke is optional.

## Stage 4



\*The four key water safety messages include:

1. Always swim in a safe place.
2. Always swim with an adult.
3. If you fall in, float, breathe, relax.
4. If someone else in trouble, call 999/112.



## Stage 3

1. Jump in from poolside and submerge to a minimum depth of 1.0 metre.
2. Sink, push away from the wall and maintain a streamlined position.
3. Push and glide on the front with arms extended and log roll onto the back.
4. Push and glide on the back with arms extended and log roll onto the front.
5. Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.
6. Fully submerge to pick up an object.
7. Correctly identify three of the four key water safety messages.\*
8. Push and glide and travel 10 metres on the back.
9. Push and glide and travel 10 metres on the front.
10. Perform a tuck float and hold for three seconds.
11. Exit the water without using steps.

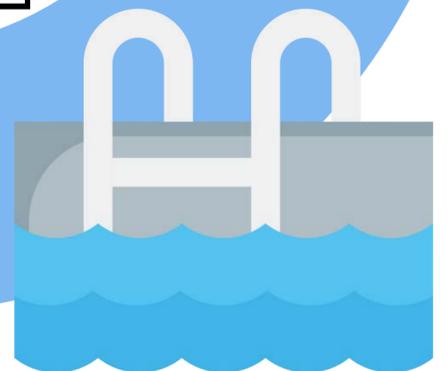


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## Stage 2

1. Jump in from poolside safely to a minimum depth of 1.0 metre.
2. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.
3. Move from a flat floating position on the back and return to standing without support.
4. Move from a flat floating position on the front and return to standing without support.
5. Push from a wall and glide on the back – arms can be by the side or above the head.
6. Push from a wall and glide on the front with arms extended.
7. Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.
8. Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.
9. Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.
10. Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.
11. Perform a log roll from the back to the front.
12. Perform a log roll from the front to the back.
13. Exit the water without support



## Stage 1

1. Enter the water safely.
2. Move forward for a distance of 5 metres, feet may be on or off the floor.
3. Move backwards for a distance of 5 metres, feet may be on or off the floor
4. Move sideways for a distance of 5 metres, feet may be on or off the floor
5. Scoop the water and wash the face
6. Be comfortable with water showered from overhead
7. Move from a flat floating position on the back and return to standing.
8. Move from a flat floating position on the front and return to standing
9. Push and glide in a flat position on the front from a wall.
10. Push and glide in a flat position on the back from a wall.
11. Give examples of two pool rules.
12. Exit the water safely.

