

PE Subject Road Map

Ball Skills Feet into Football



PARK LANE
PRIMARY SCHOOL



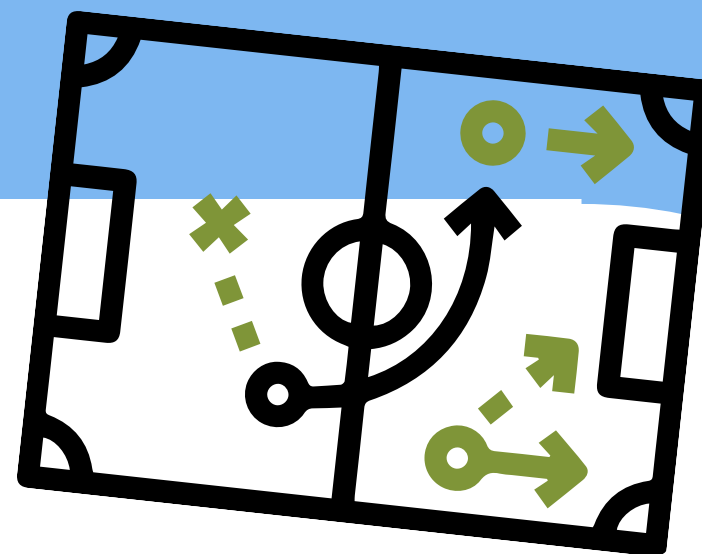
Continuing into Secondary School

- 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.

Year 6



Development of the whole child:

Pupils can officiate and apply the rules



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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



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- 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.

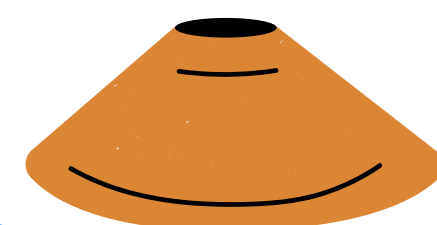
- Why we need to communicate when passing.
- Why we need to be ready to receive the ball when it is passed to us.

- 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

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



- 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



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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

- 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

Year 7

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

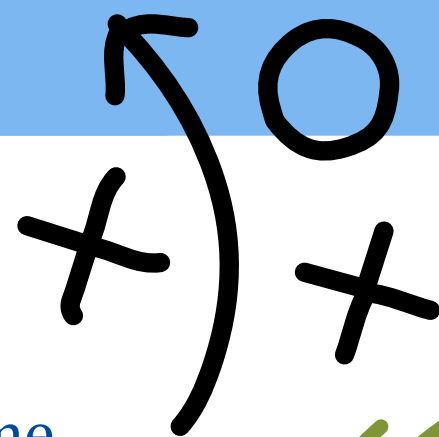


Attacking and Defensive Tactics

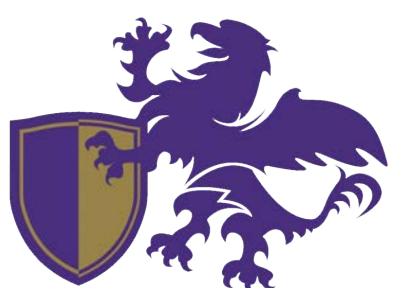
Transition

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

Blocking

- 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.

Eliminated

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

- 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

Jumping

- 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

Ducking

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

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

Possession

Attacking and Defending

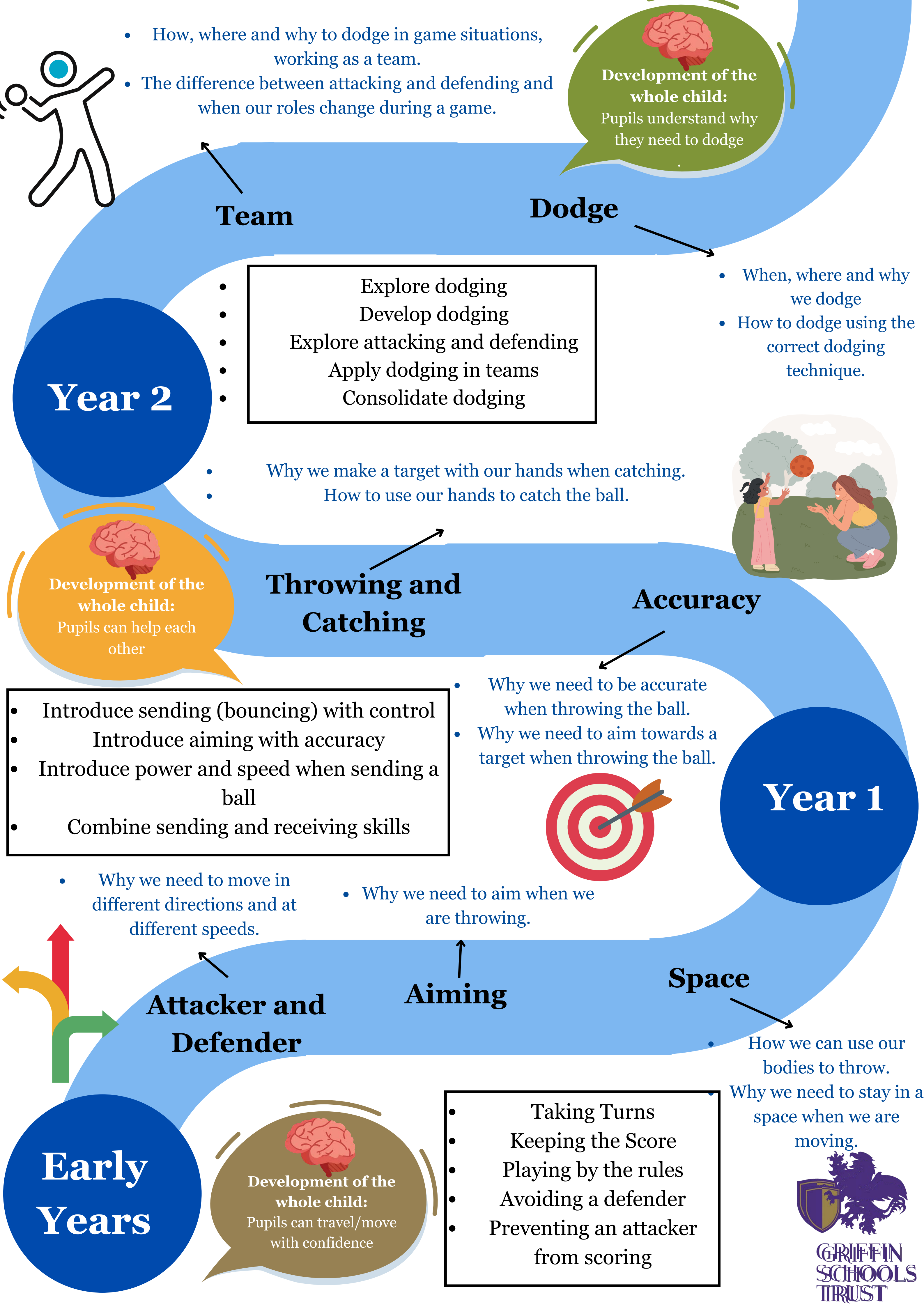
- What the consequences are of being hit by the ball
- Why it is important to catch the ball during a game of dodgeball.

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

Year 3



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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

- 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).

Year 7

High Press and Pressure

Transition

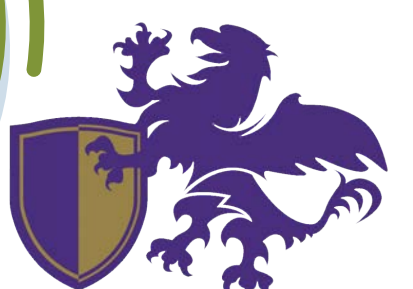


Year 6

- 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

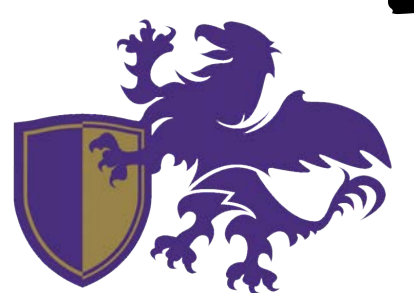
Possession

Attack v Defence

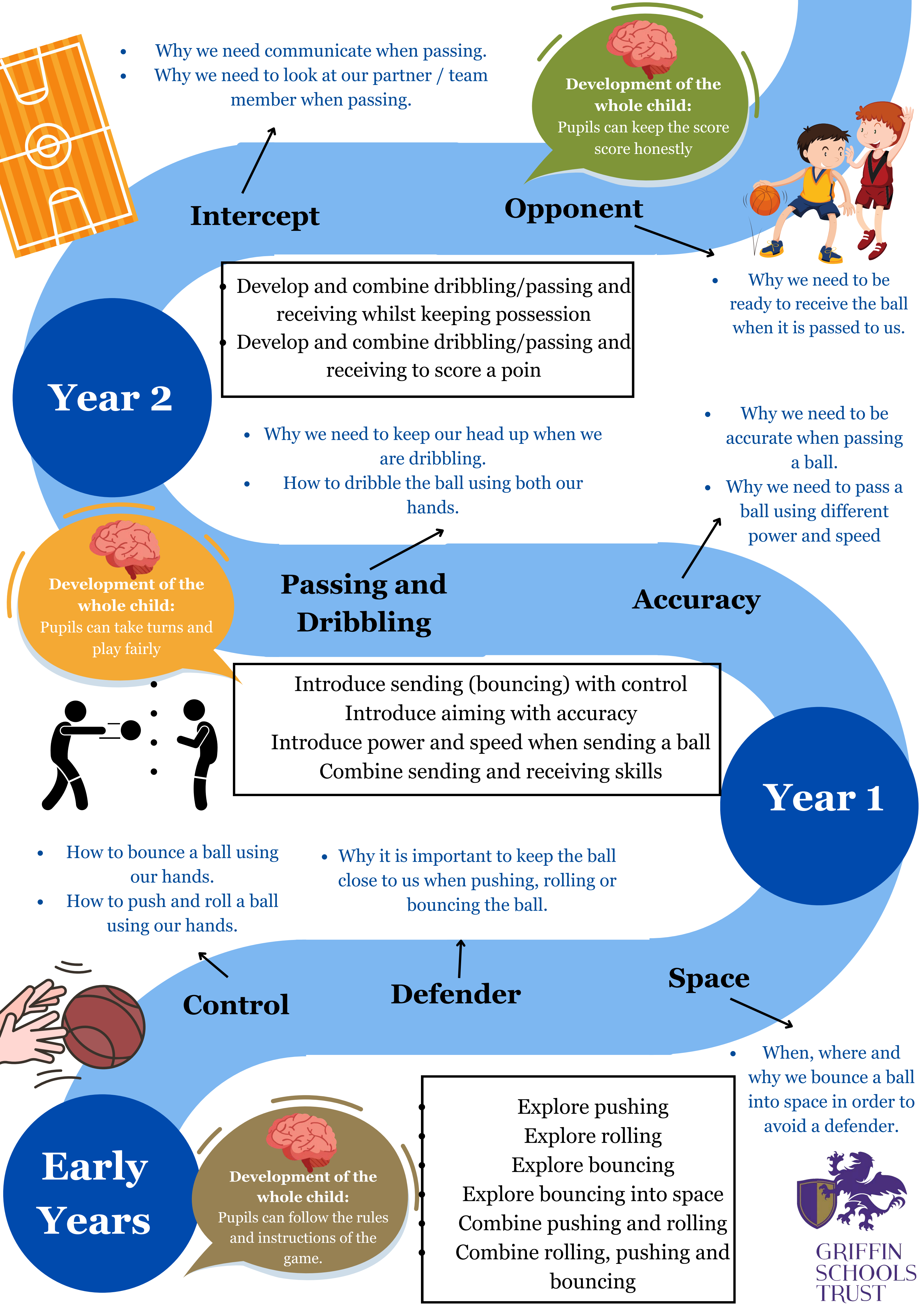
- Introduce dribbling, keeping control
- Introduce passing and receiving
- Combine dribbling and passing to create space
- Develop passing, receiving and dribbling
- Introduce shooting

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

Year 3



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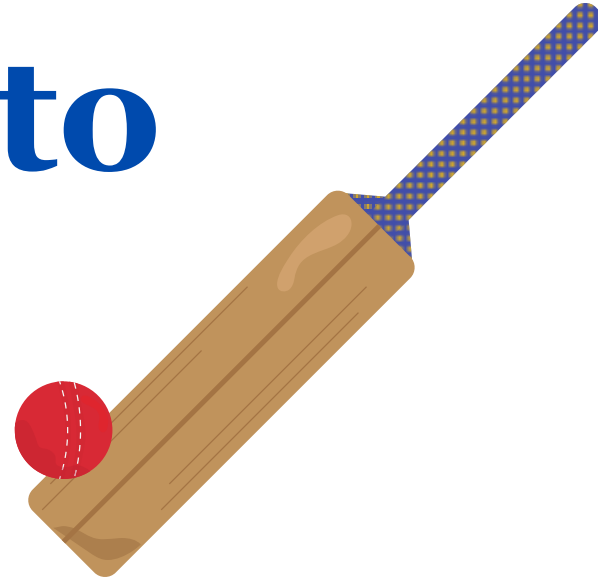


PE Subject Road Map

Ball Skills Hands into Cricket



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 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

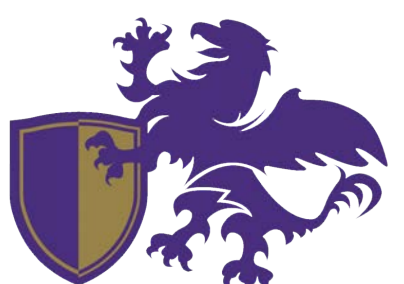
Umpire and Scorer

Year 6

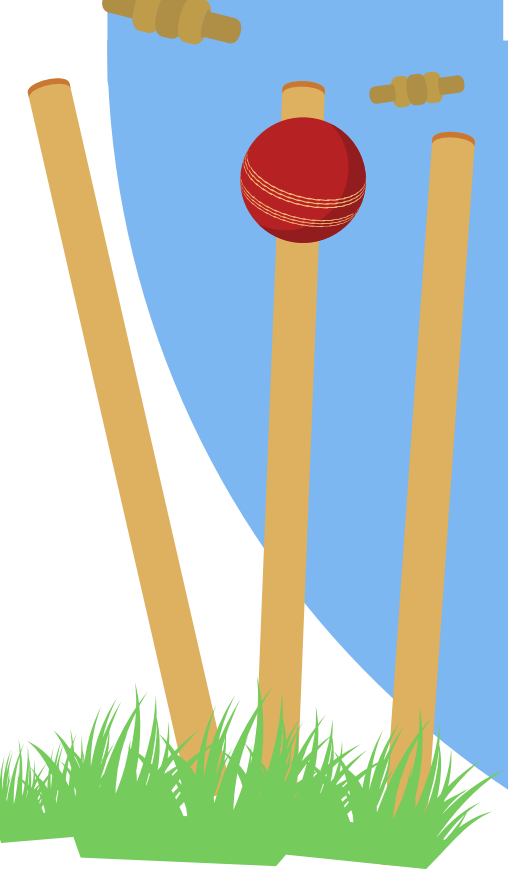
- How and when to apply a range of fielding skills into mini games.
- Why we need to attack the ball when we are fielding and why when need to apply pressure to the batters.

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

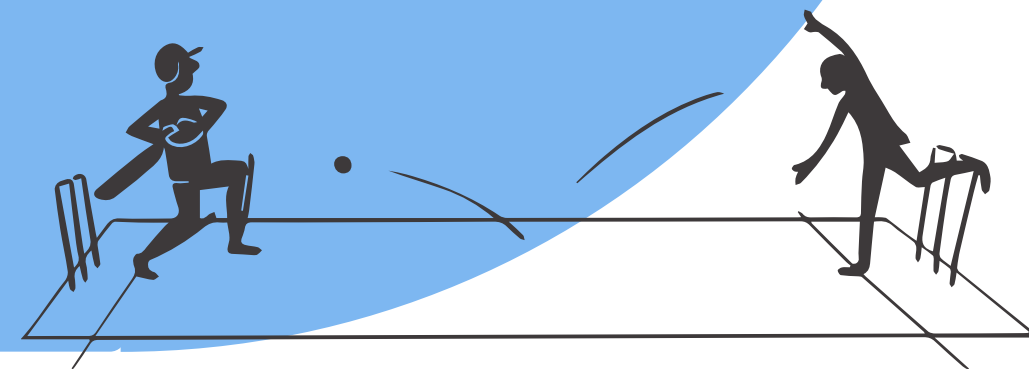
Development of the whole child:
Pupils enjoy batting and fielding

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

Development of the whole child:
Pupils can help each other

- 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.

Catching

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

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.

Throwing

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

Stopping

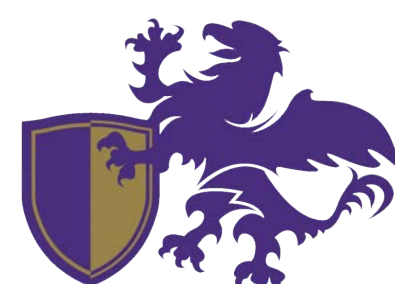
Aiming

- 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



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PE Subject Road Map

Ball Skills Hands into Netball



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 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

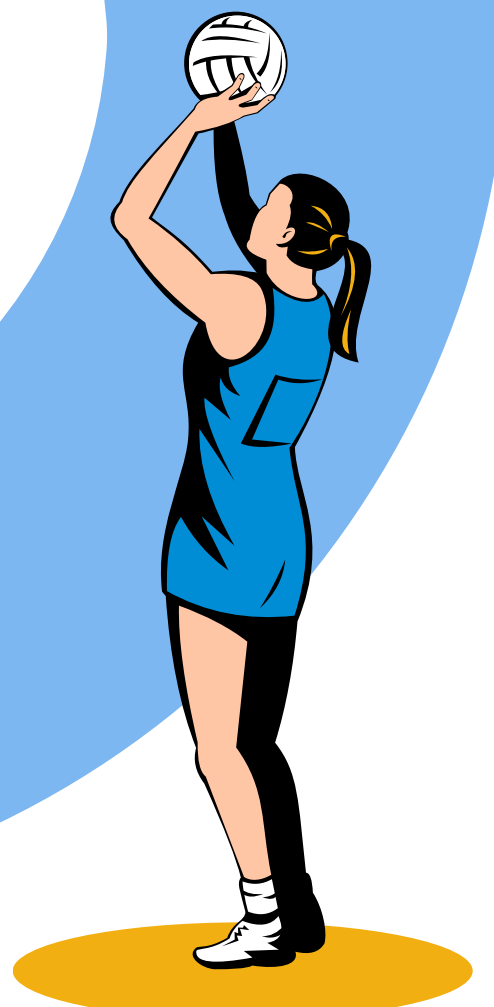
Year 6

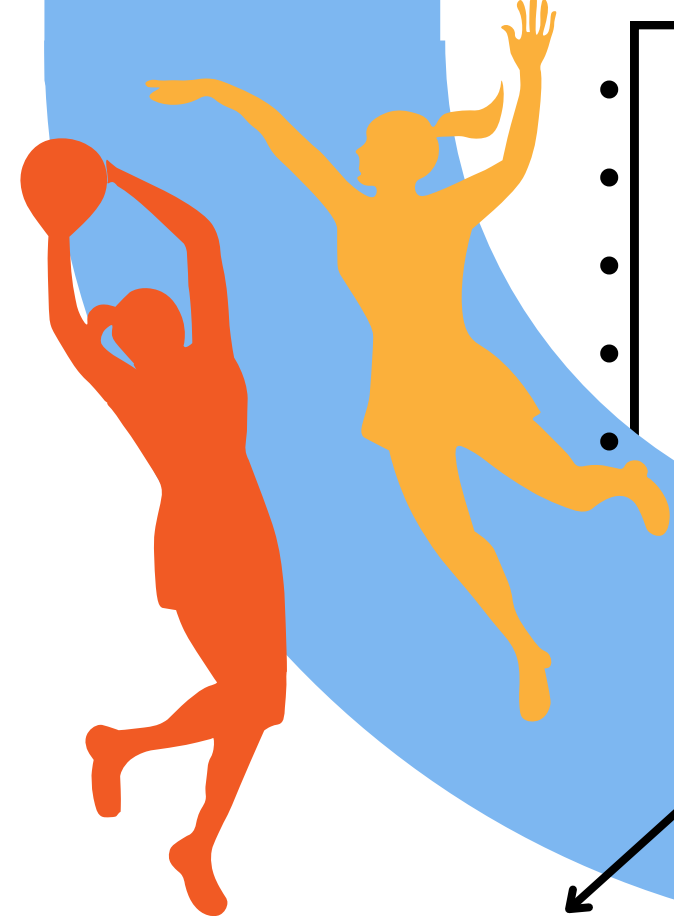
- How to create and apply attacking tactics during a game to create attacking opportunities.
- How to create and apply defensive tactics during a game to prevent attacking opportunities
- How to regain possession if we lose possession of the ball..

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.
- 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.
- How to combine passing and moving to score points against another team.

Attack v Defence

Possession

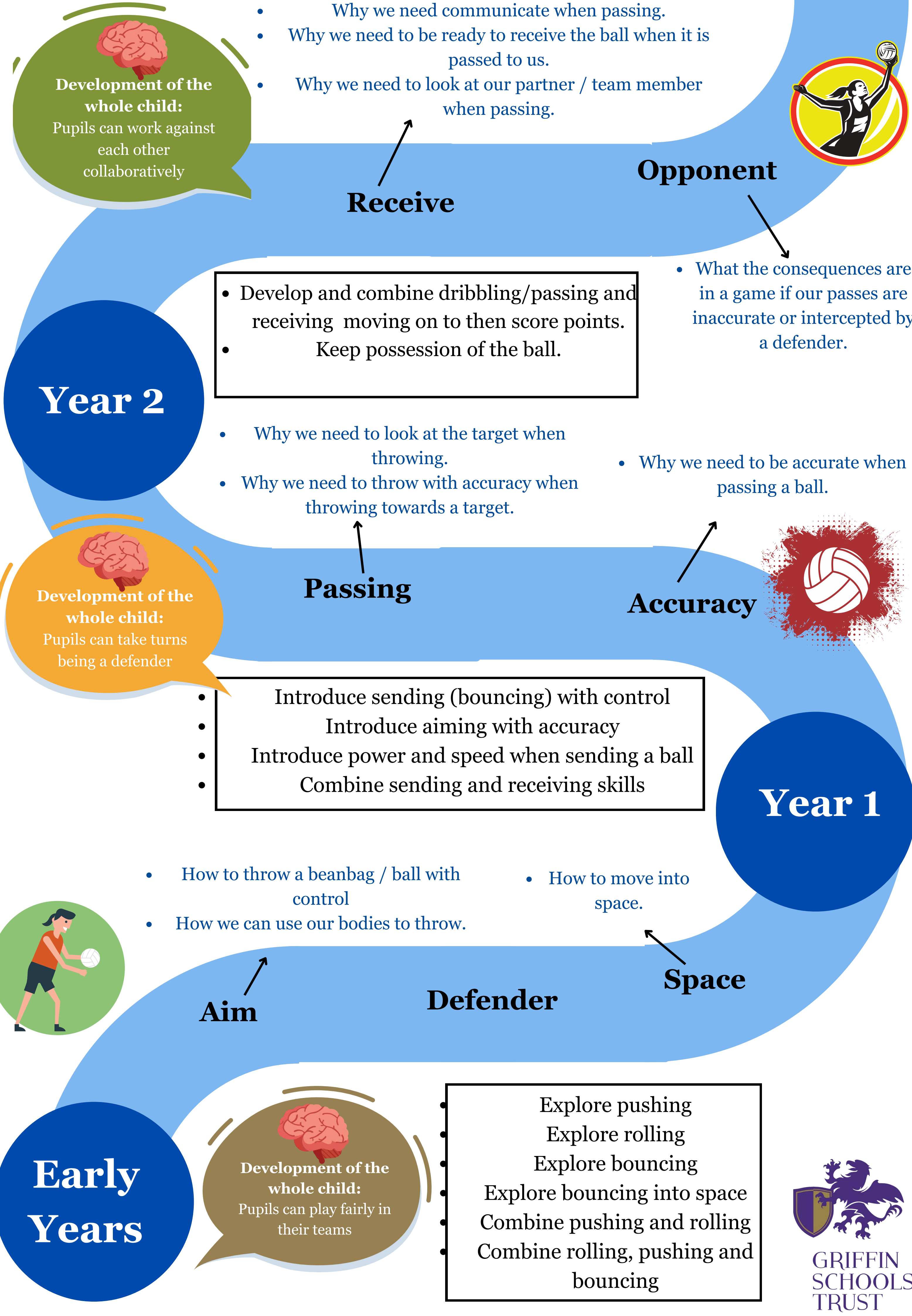
- Introduce passing, receiving and creating space
- Develop/combine passing and moving
- Combine/develop passing and shooting

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

Year 3



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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:

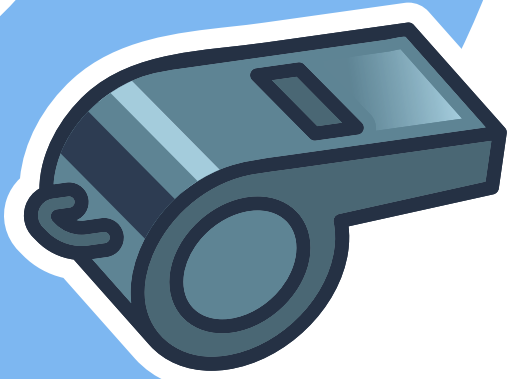
Pupils have developed their
character and personal life
skills

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

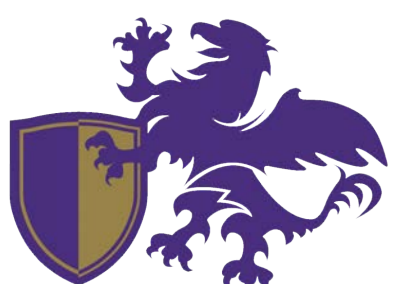


Adapt Tactics

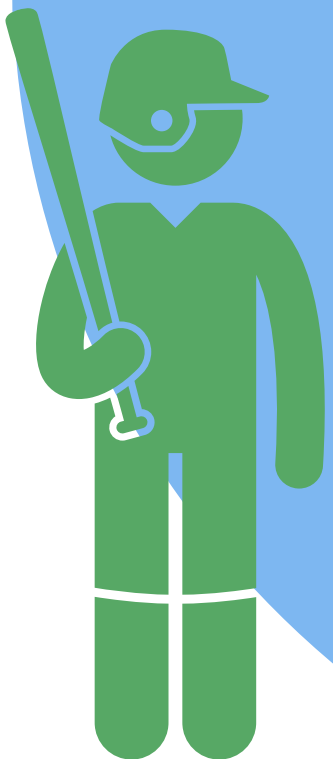
Year 6

- 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

- 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



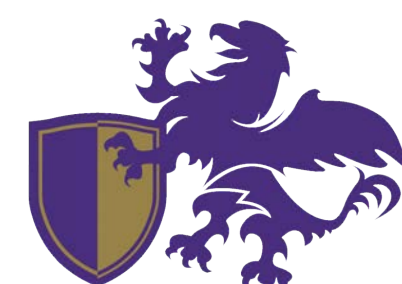
- Why we need to aim when we are throwing

Stopping

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



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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.



Matching

Mirroring

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

Year 6

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.

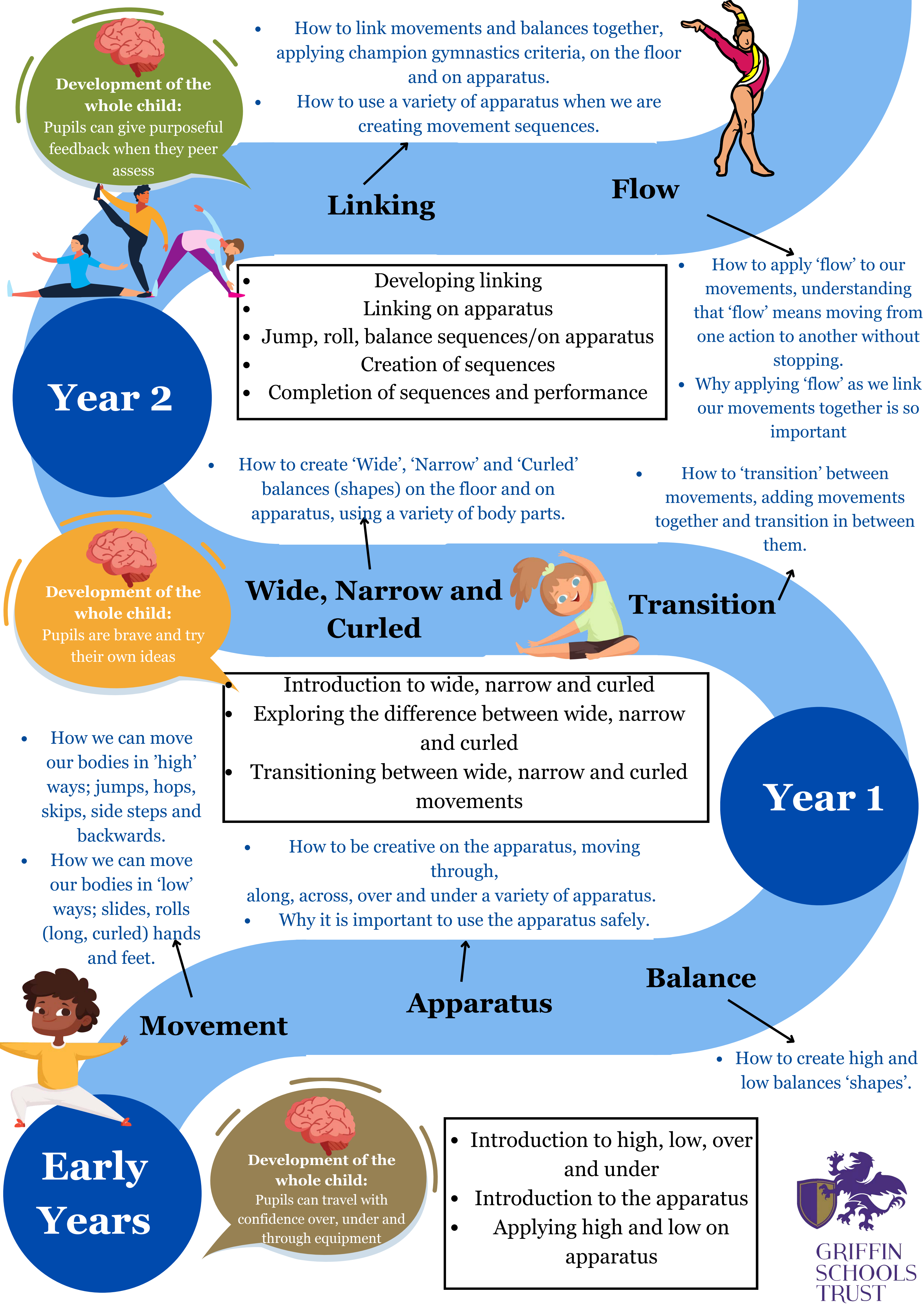
Peer and Self Assess

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

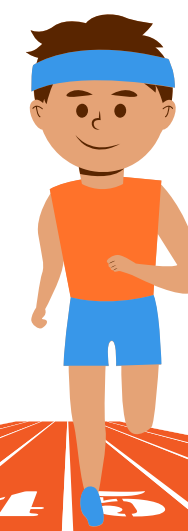


PE Subject Road Map

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

- 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

Year 7



Competition

Evaluation

- 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.

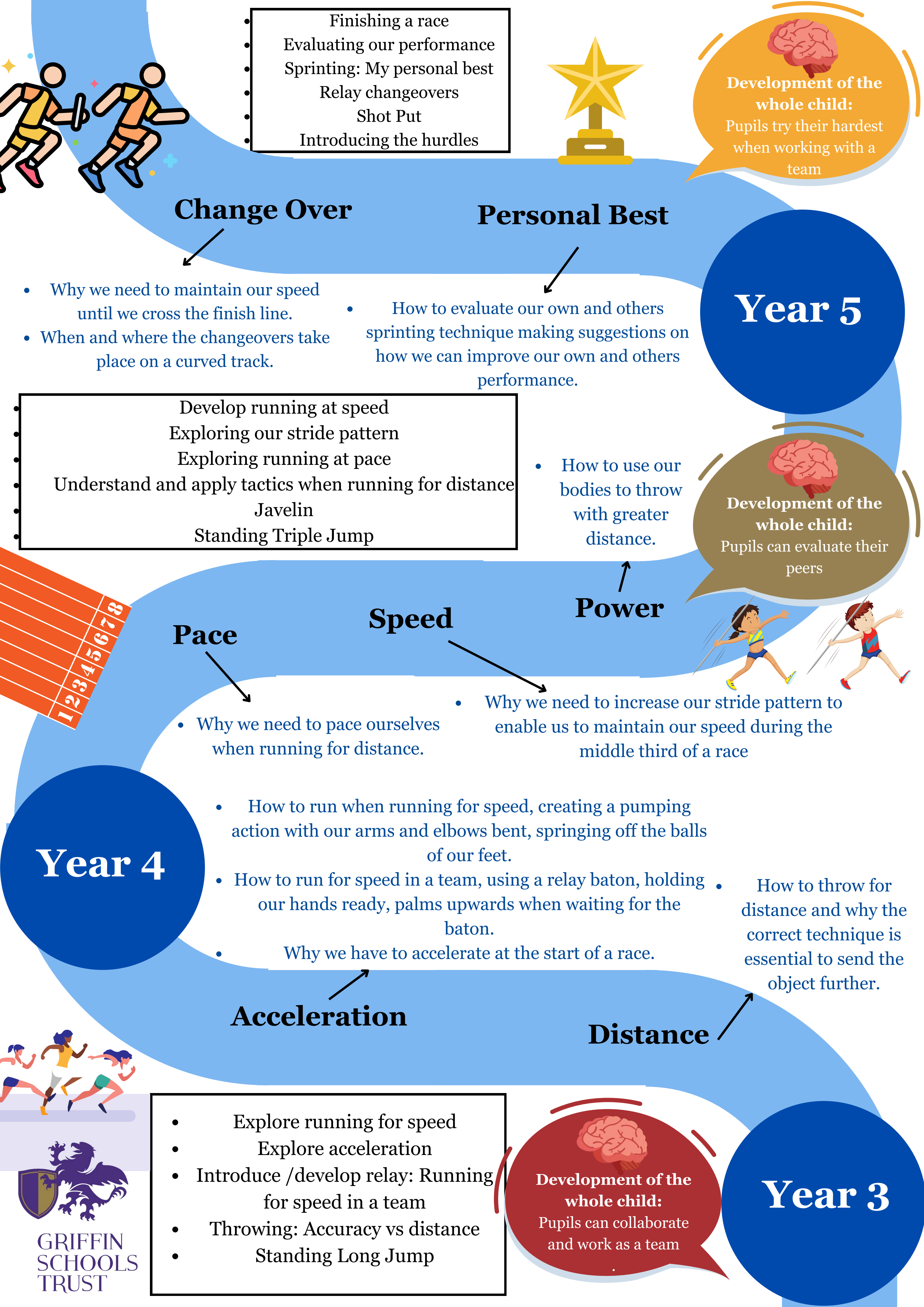
Year 6

Development of the whole child:

Pupils continue to try hard even when they are challenged



GRIFFIN
SCHOOLS
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Development of the whole child:

Pupils can support others when there is a competitive element

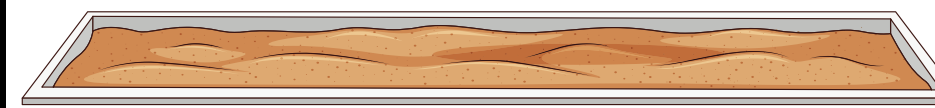
- When and where we dodge, applying this into games.
- When to use a jumping skill in a game and why.
- How to link jumps together and execute them in combination.

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

Development of the whole child:

Pupils can travel with confidence.

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

Changing Direction

Height and Distance

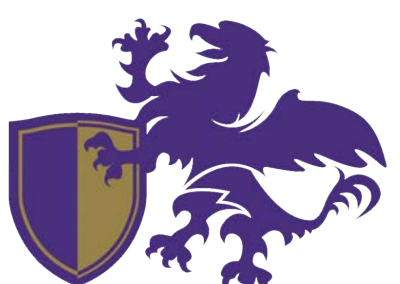


Space

- 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



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PE Subject Road Map

Games for Understanding and

Locomotion into Tag Rugby



PARK LANE
PRIMARY SCHOOL

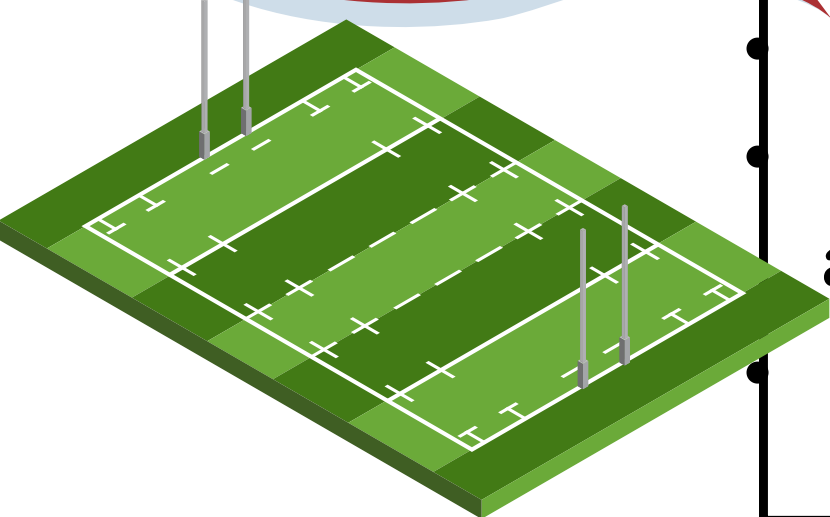


Continuing into Secondary School

- 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:

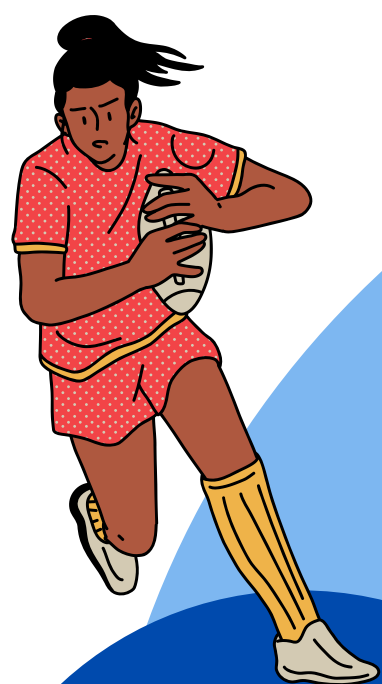
Pupils have developed their character and personal life skills



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

Year 7

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



Tactics

Formations

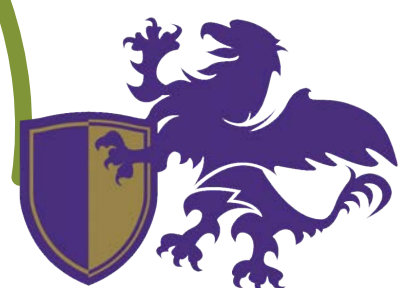


Year 6

- 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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- 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.

Passing and Receiving

Accuracy

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

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

- 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.

Attacker and Defender

Space

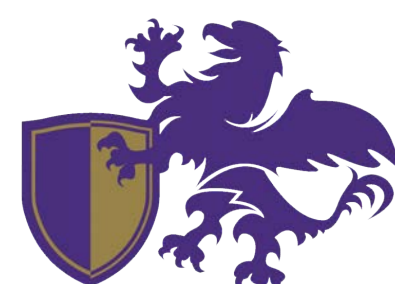
- Why we need to stay in a space when we are moving.

Speed

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



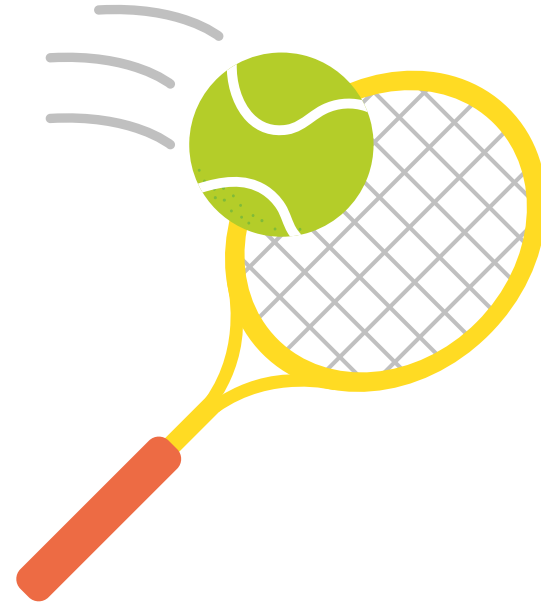
**GRIFFIN
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TRUST**

PE Subject Road Map

Rackets, Bats and Balls into Tennis



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 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 7

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

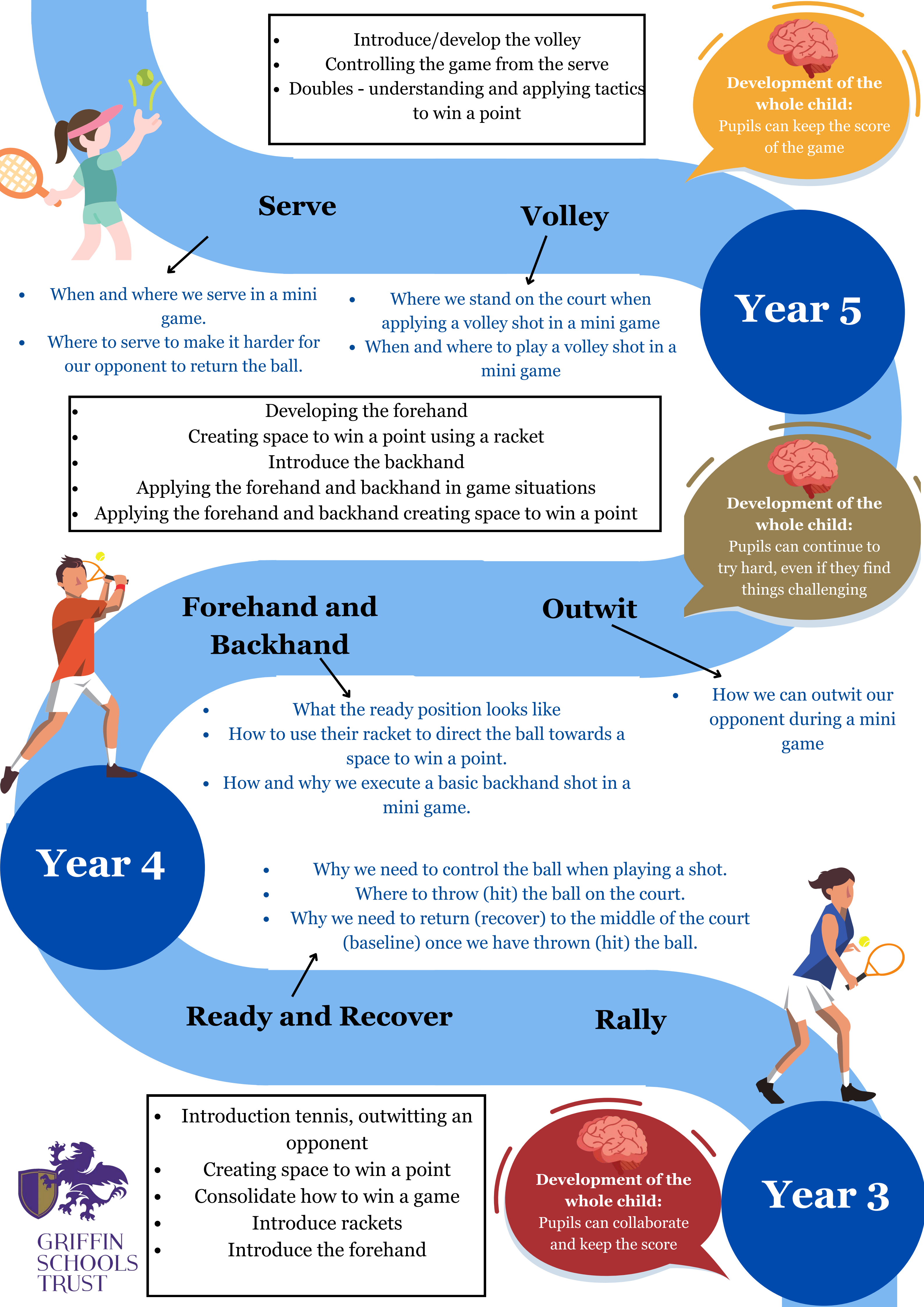
Year 6

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

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

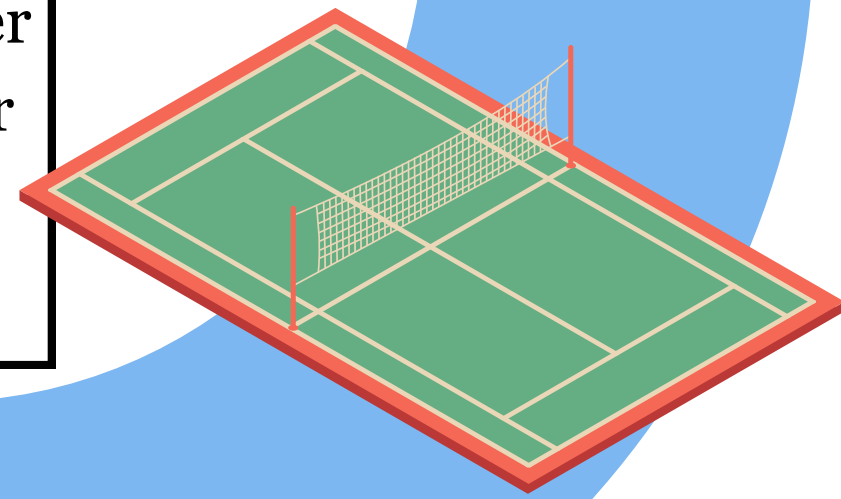


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Development of the whole child:
Pupils can collaborate and take turns

- 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

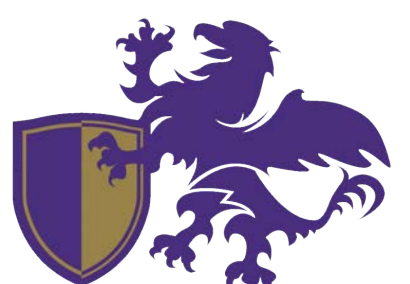
Accuracy

- 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



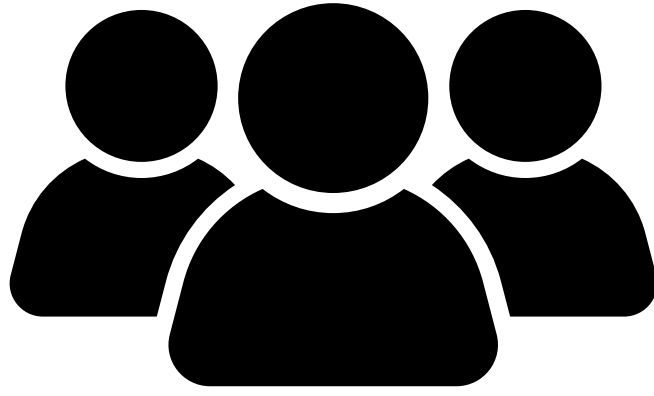
GRIFFIN
SCHOOLS
TRUST

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

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

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

Year 7



Leadership

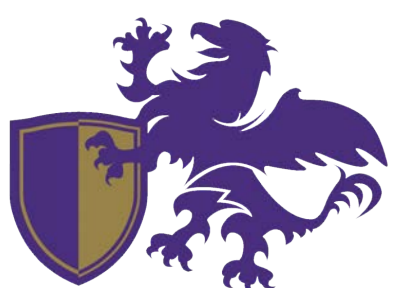
STEP
(Space, Task, Equipment, People)

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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- 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 orienteer 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



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.

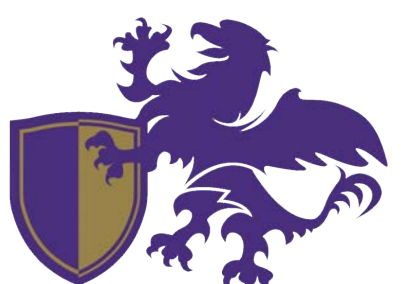
Counter Attack/ Transition

Attacking and Defending Tactics

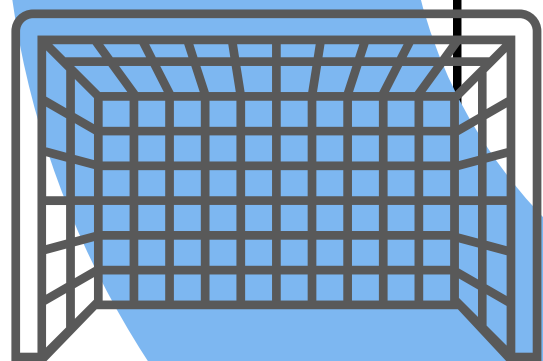
Year 6

- 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



GRIFFIN
SCHOOLS
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

Goal-Side

Marking

Year 5

- 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.
- 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

Year 4

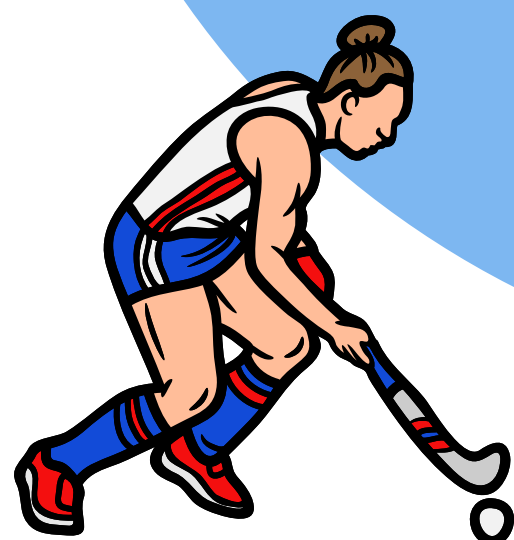
Passing and Dribbling

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



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.

Year 2

- 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.

Defending

Attacking

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

- 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.



Playing by the Rules

Sharing

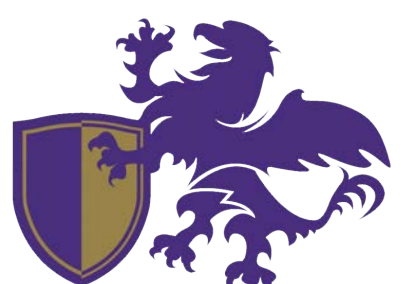
- Why it is important to take turns when playing a game.

Space

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



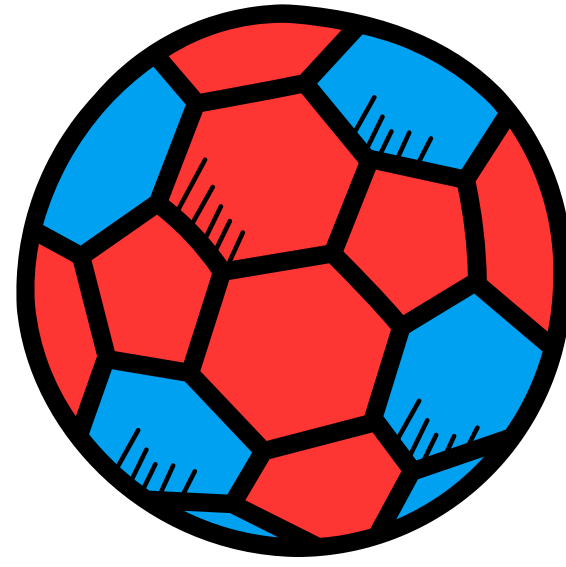
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PE Subject Road Map

Ball Skills Hands into Handball



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 "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.

- 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

Year 7

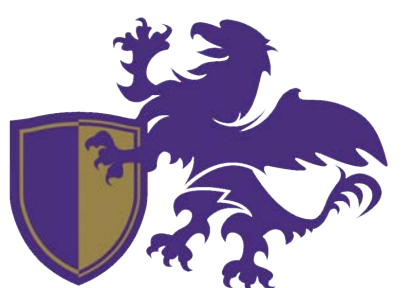
Zonal Marking

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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- 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

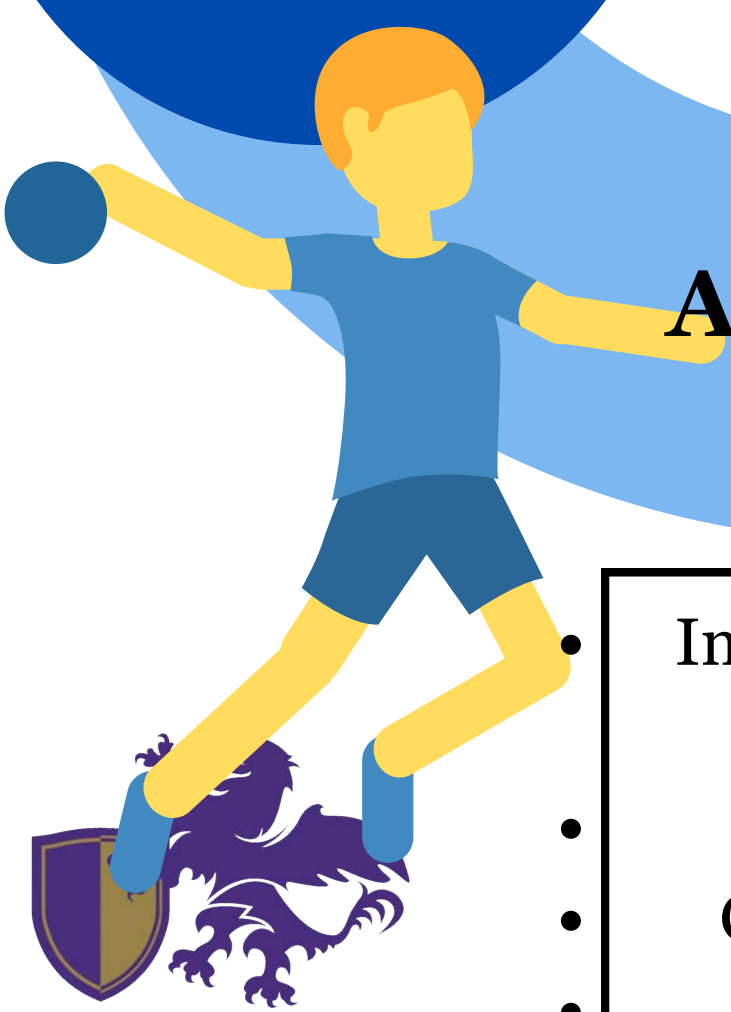
- Why we need to have our hands ready to receive a pass.
- Why we do not stand directly behind a defender when finding a position to receive the ball.
- How we can combine passing and dribbling to create space

- 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

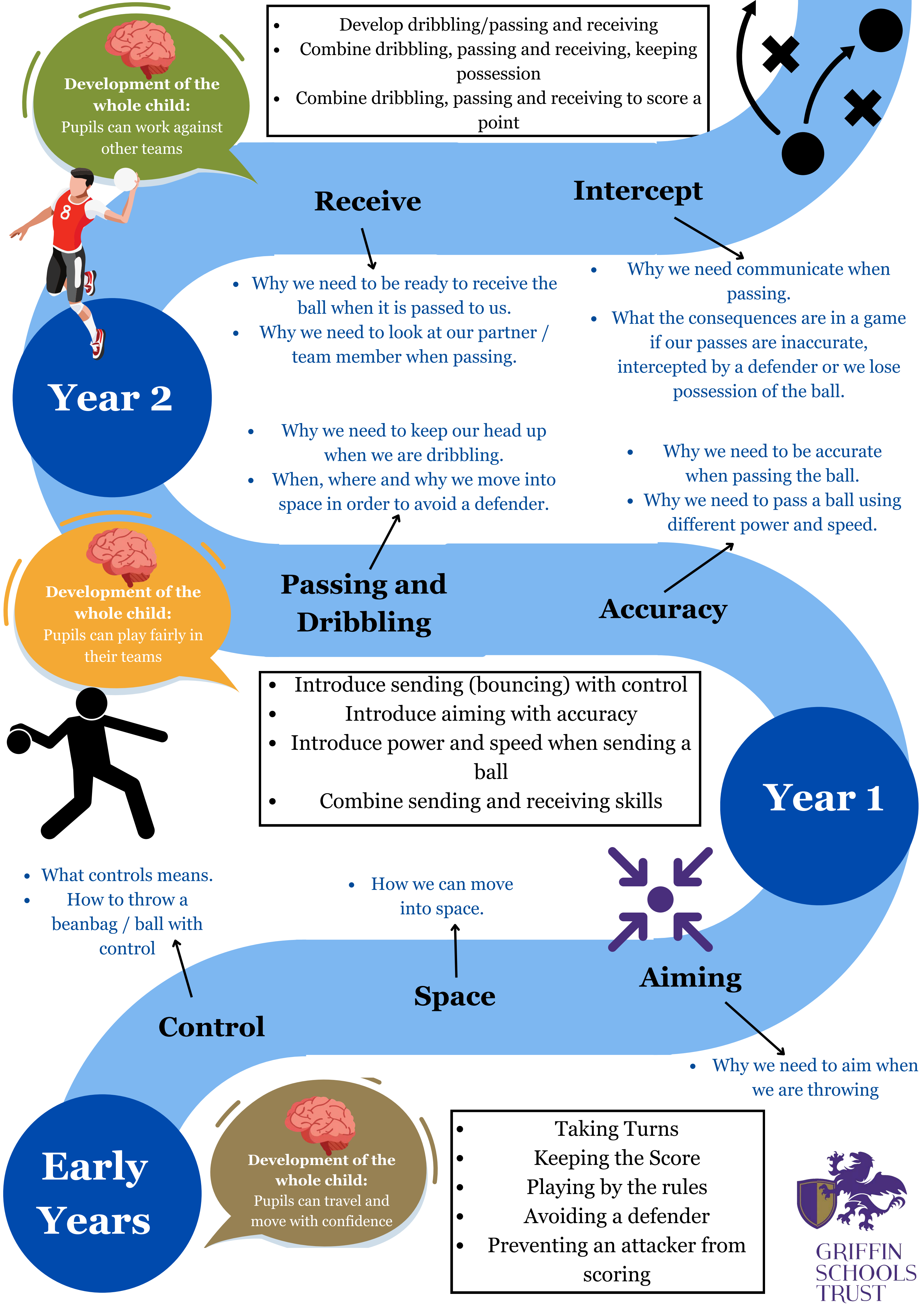


- Introduce passing, receiving and creating space
- Develop passing and moving
- Combine passing and moving
- Introduce shooting
- Develop passing and shooting



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

Year 3

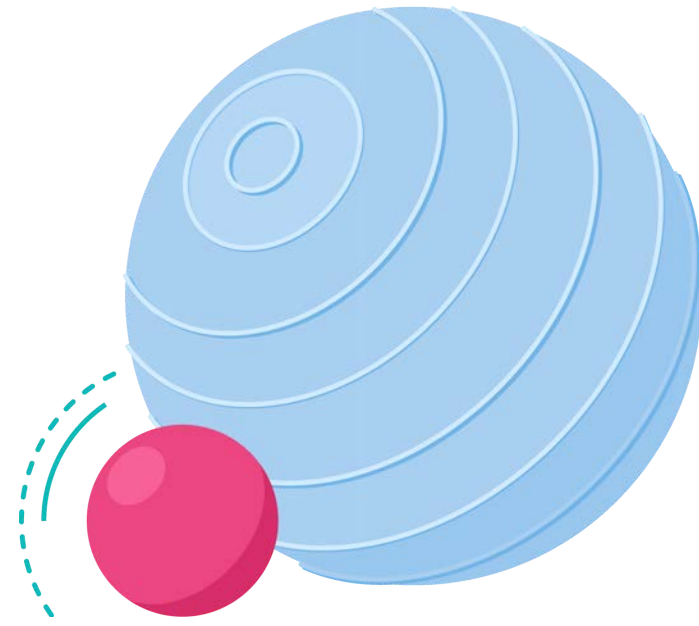


PE Subject Road Map

Boccia



PARK LANE
PRIMARY SCHOOL



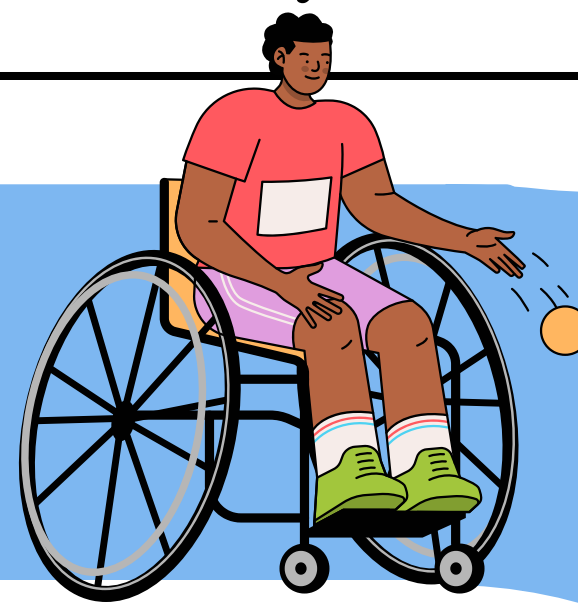
Continuing into Secondary School

- 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 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

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

Year 6



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SCHOOLS
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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 mange the games themselves

Tactics

Inclusive

Year 5

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

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

Power

Year 3

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

- 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

Jack

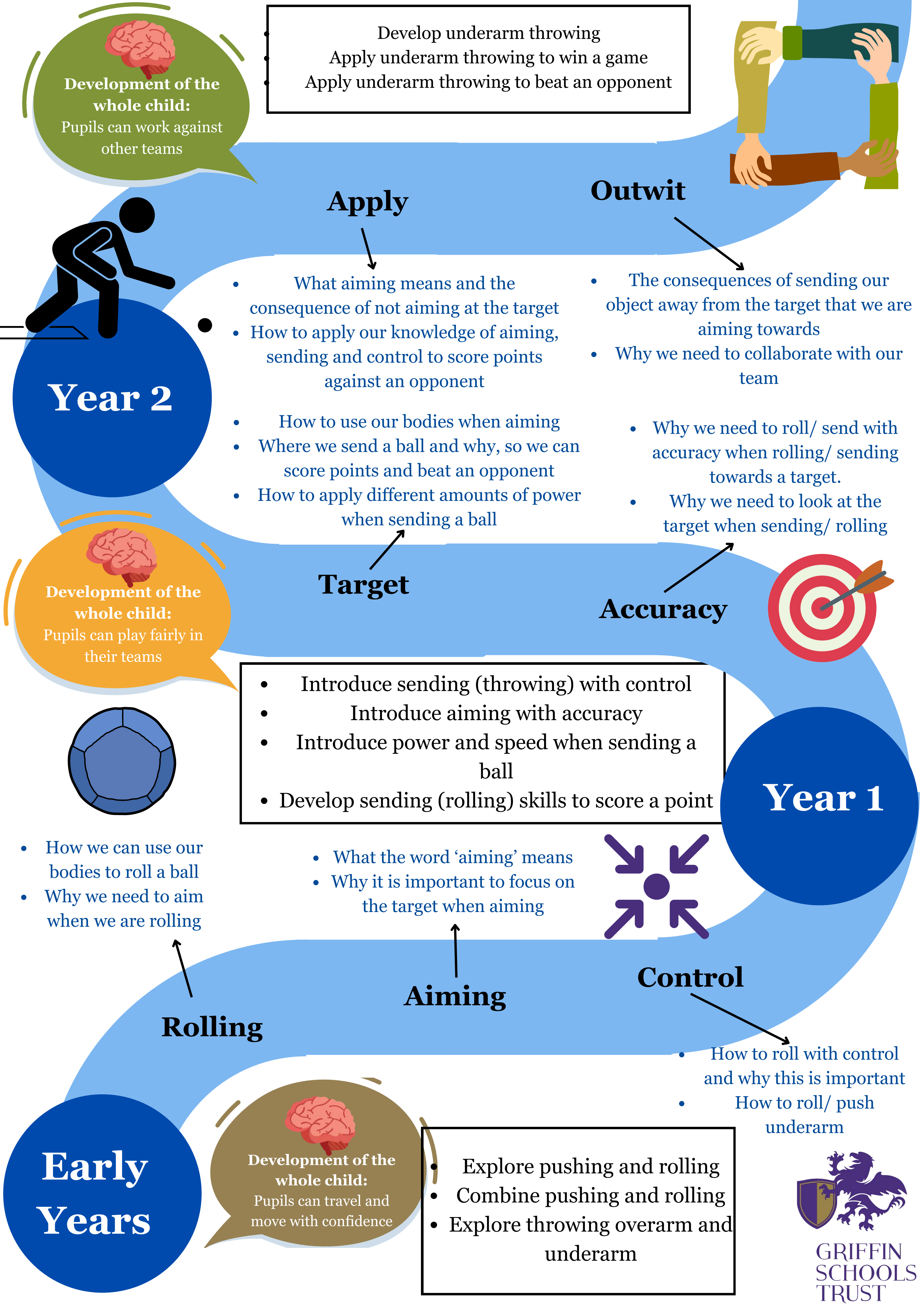
- What we mean by 'Jack'
- Why we have to vary the speed and power we apply to a shot based on the position of the target

Speed

Year 4

- 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

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



PE Subject Road Map



PARK LANE
PRIMARY SCHOOL

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

Titanic

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

Year 7



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 individuals or pairs' strengths and weaknesses.



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



- 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.

Year 5

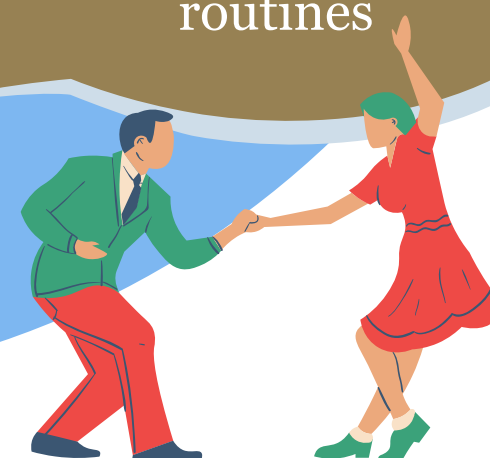
Space

- 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

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

Development of the whole child:
Pupils can give purposeful feedback



- 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.

Expression

Theme

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

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'.

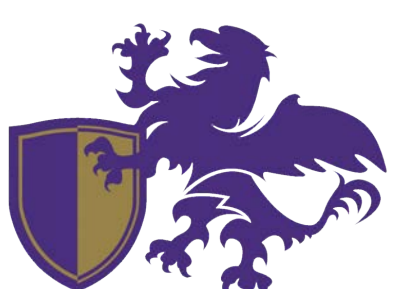
- How to create a variety of 'freeze' positions linked to the theme.

Early Years

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

Nursery Rhymes

- Moving in sequence
- Exploring character movements



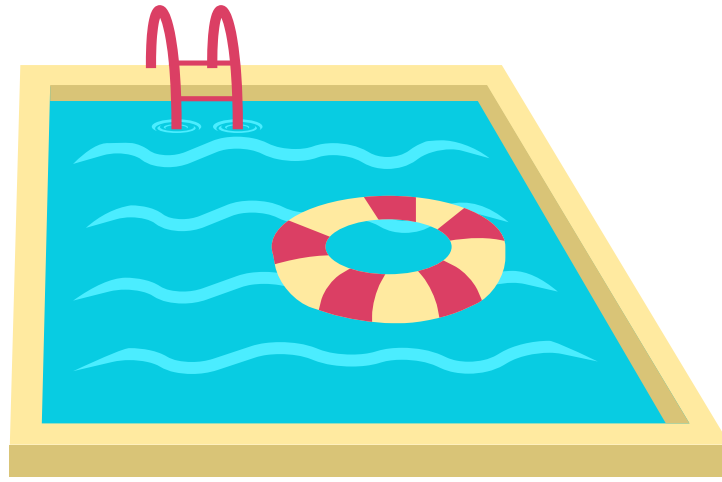
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PE Subject Road Map

Swimming



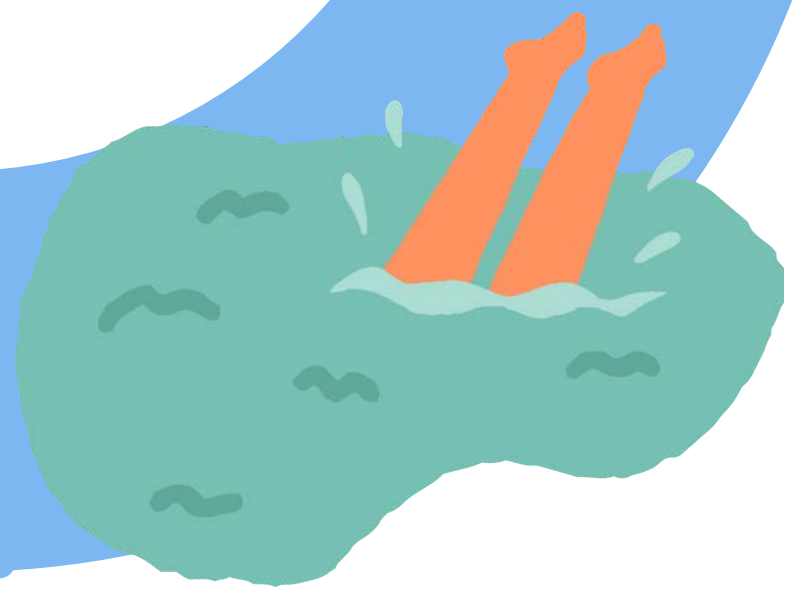
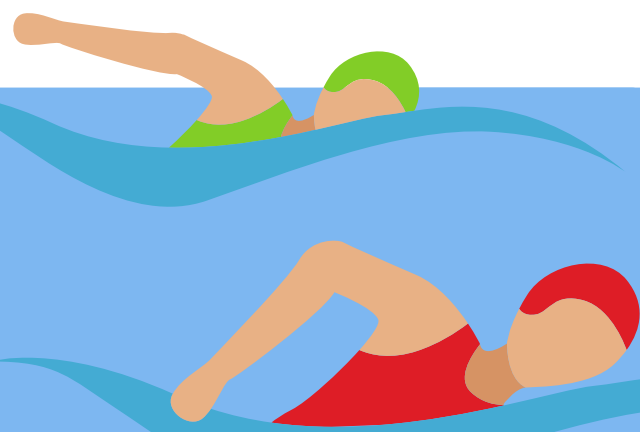
PARK LANE
PRIMARY SCHOOL



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.



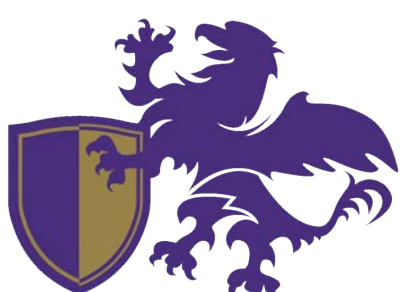
Stages
8 - 10



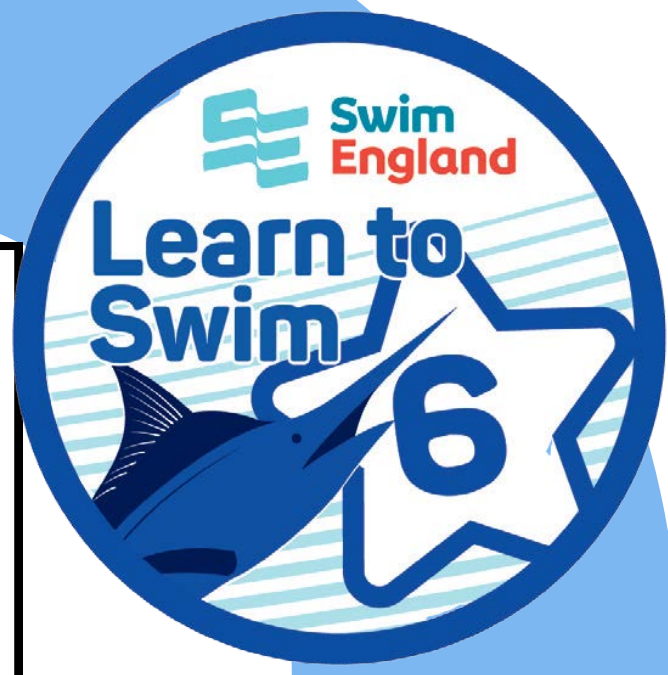
Stage 7

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*



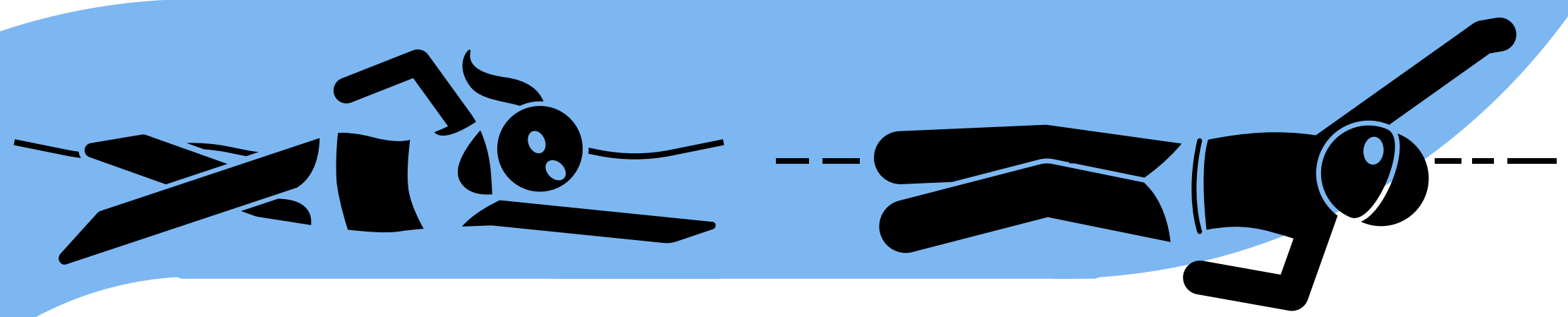
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Stage 6

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.

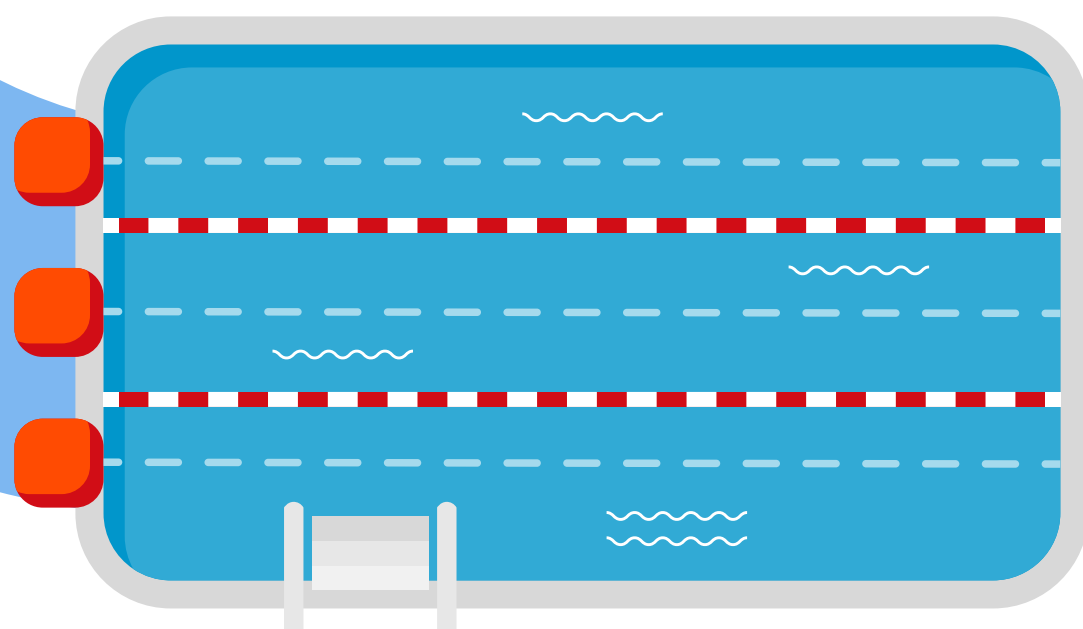
**performed to Swim England expected standards*



Stage 5

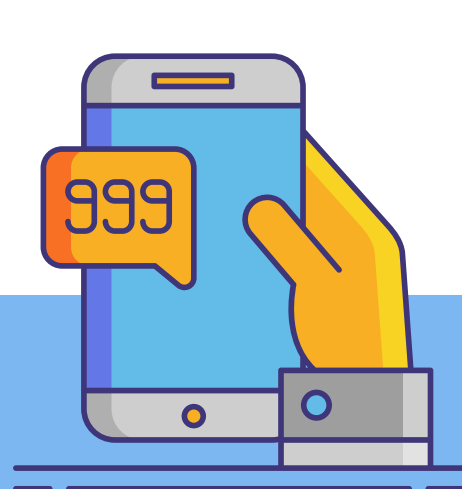
1. Perform a flat stationary scull on the back.
2. Perform a feet first sculling action for 5 metres in a flat position on the back.
3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.
4. Tread water for 30 seconds.
5. Perform three different shaped jumps into deep 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*



Stage 4

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.



**SAFETY
FIRST**

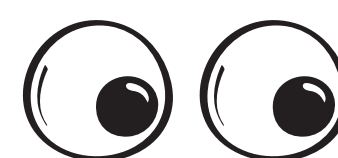
*The four key water safety messages include:

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.

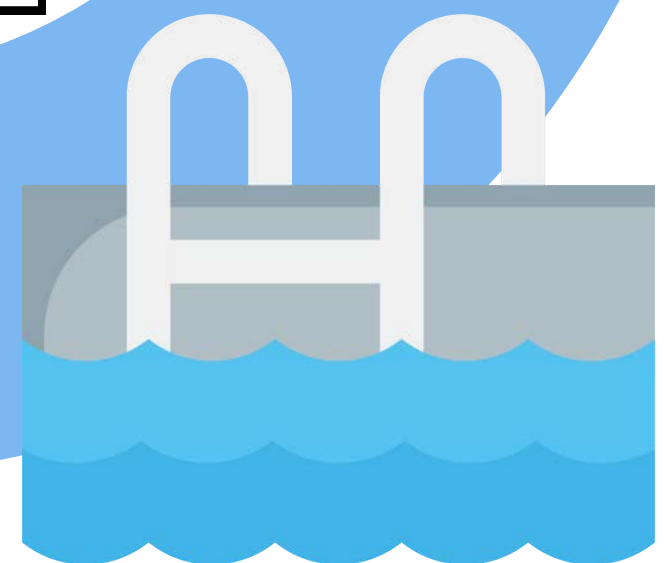


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Stage 2

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.