





Outline:

The following document is the provisional curriculum map for the 2022-2023 academic year. This map may change as the KS1 year groups complete their baseline assessments. This may also change depending on the needs of the individual class each year.

The plan has used the templates provided in the Lancashire Physical Education Scheme of Work Progression Document 2020 as a guide which has then been modified ad amended where appropriate.

Character values have been also been included in the plan that have been taken from the Lancashire Physical Education Scheme of Work 2020. These have been included to try use sport and physical education to support the personal and social development of the pupils as well as their physical development.

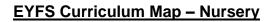
Design:

The curriculum map has been designed with number of reasons. Firstly, we have considered the time of year and typical weather conditions. This has effected the positioning of particular game types on the curriculum map for example, striking and fielding units have been left until later in the year where weather is generally warmer as these activities may require large numbers of the class to be stood still (fielding). Secondly, we have considered when inter-school events typically fall. This has been done so that we pupils are able to attend these events not only to take part, but to compete and achieve against other schools.

Covid-19:

The map may be subject to change due to continued restrictions and guidance from the government regarding the delivery of PE and sport. This will be done to ensure the safety of the pupils and staff involved in the delivery of lessons. Limited equipment may cause the map to be rearranged so that there are not multiple classes using the same resources.







Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson1	EYFS –	EYFS fundamental				
	Fundamental skills	skills – hungry	skills – mini beasts	skills – Rosie1s	skills - space	skills - Super worm
	castles	caterpillar		walk		·
Character Values	Self-Belief,	Self-Belief,	Self-Belief,	Self-Belief,	Self-Belief,	Self-Belief,
	Determination	Determination	Determination	Determination	Determination	Determination
Aims of Unit	Children will be	Children will be	Children will be	Children will be	Children will be	Children will be
	assessed and	assessed and	assessed and	assessed and	assessed and	assessed and
	develop basic FMS	develop basic FMS	develop basic FMS	develop basic FMS	develop basic FMS	develop basic FMS
	skills. The baseline	skills. The baseline	skills. The baseline	skills. The baseline	skills. The baseline	skills. The baseline
	unit will be the basis	unit will be the basis	unit will be the basis	unit will be the basis	unit will be the basis	unit will be the basis
	for wat is to be	for wat is to be	for wat is to be	for wat is to be	for wat is to be	for wat is to be
	delivered in the FMS	delivered in the FMS	delivered in the FMS	delivered in the FMS	delivered in the FMS	delivered in the FMS
	units.	units.	units.	units.	units.	units.

EYFS Curriculum Map - Reception

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson1	EYFS –					
	Fundamental skills					
	Jack and the	Elmer	Rumble in the	How to catch a star	transport	Fundamental skills
	beanstalk		jungle		-	unit
Character Values	Self-Belief,	Self-Belief,	Self-Belief,	Self-Belief,	Self-Belief,	Self-Belief,
	Determination	Determination	Determination	Determination	Determination	Determination
Aims of Unit	Children will be					
	assessed and					
	develop basic FMS					
	skills. The baseline					
	unit will be the basis					
	for wat is to be					
	delivered in the FMS					
	units.	units.	units.	units.	units.	units.





KS1 Curriculum Map - Year 1

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson1	Baseline Assessment	Gymnastics – Jack	FMS – Rolling	FMS – Throwing	FMS – Bouncing &	Ks1 – Year 1
	 lost and found 	and the Beanstalk		Underarm	Catching	athletics
Character	Self-Belief, Courage	Self-Belief,	Concentration,	Determination,	Determination,	Cooperation,
Values		Determination	Cooperation, Self-	Concentration	Cooperation, Self-	Encouragement,
			Belief		Belief	Honesty, Self-Belief
Aims of Unit	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for wat is to be delivered in the FMS units.	Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create short movement phrases of 'like' linked actions (e.g. 2 jumps or 2 roll).	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of traveling, throwing and jumping.
Lesson 2	Baseline Assessment (continued)	Gymnastics – Jack and the Beanstalk (continued)	Dance – Robots	Dance – Toy story	FMS – Throwing Overarm	Gymnastics Year 1 activities
Character Values	Self-Belief, Courage	Self-Belief, Determination	Imagination, Self- Belief	Imagination, Self- Belief	Determination, Concentration, Cooperation	Cooperation, Encouragement, Honesty, Self-Belief
Aims of Unit	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for wat is to be delivered in the FMS units.	Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create short movement phrases of 'like' linked actions (e.g. two jumps or two roll).	Children will explore basic body actions (e.g. jumping and turning) and use different parts of their body to create and repeat short dances.	Children will explore basic body actions (e.g. jumping and turning) and use different parts of their body to create and repeat short dances.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of traveling, throwing and jumping.





KS1 Curriculum Map - Year 2

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson1	KS1 FMS -	Year 2 gymnastics	Games – Net &	Dance – Moving	Games – Striking &	Invasion Games –
	Supertato		Wall	Along	Fielding	Bounce Ball
Character Values	Cooperation,	Courage,	Concentration, Self-	Self-Belief,	Communication,	Self-Belief, Courage
	Honesty, Self-Belief	Concentration, Self-	Belief	Empathy	Self-Belief	
		Belief				
Aims of Unit	Children will improve	Children will focus on	Children will improve	Children will focus on	Children will improve	Children will perform 10
	and apply their basic	increasing their range	and apply their basic	creating and	and apply their basic	FMS skills running, and take
	FMS is games. They	of basic gymnastic	FMS is games. They	performing short	FMS is games. They	part in simple challenges.
	play games that	skills. They create	play games that	dances that	play games that	
	demand simple	simple sequences of	demand simple	communicate different	demand simple	
	choices and	'unlike' actions on the	choices and	moods, feelings and	choices and	
	decisions. They will	floor (e.g., a roll, jump	decisions. They will	ideas. A range of	decisions. They will	
	continue to practice	and a shape). They	continue to practice	subjects, including	continue to practice and refine their FMS	
	and refine their FMS	then transfer what they learn on the floor	and refine their FMS and techniques, using	some based on different times and	and techniques, using	
	and techniques, using them to outwit others.	to apparatus.	them to outwit others.	cultures can be used.	them to outwit others.	
Lesson 2	Games – Piggy in	Year 2 gymnastics	Dance – Explorers	OAA – The Great	Year 2 - Athletics	End of Ks1 assessment
Lesson 2	the Middle	<u> </u>	Darice – Explorers		rear 2 - Atmetics	
	the Middle	(continued)		Outdoors		super tato (Fundamental skills)
Character Values	Cooperation,	Courage,	Curiosity, Courage	Responsibility,	Resilience, Self-	Self-Belief, Courage
	Honesty, Self-Belief	Concentration, Self-	,,	Trust, Cooperation	Belief	,
	, , , , , , , , , , , , , , , , , , , ,	Belief		,,		
Aims of Unit	Children will improve	Children will focus on	Children will focus on	Children will explore	Children will explore	Children will perform 10
	and apply their basic	increasing their range	creating and	the Great Outdoors	running, jumping and	FMS skills running, and take
	FMS is games. They	of basic gymnastic	performing short	and take part in trails	throwing activities,	part in simple challenges.
	play games that	skills. They create	dances that	and simple team	and take part in	
	demand simple	simple sequences of	communicate different	building exercises.	simple challenges	
	choices and	'unlike' actions on the	moods, feelings and		and competitions.	
	decisions. They will	floor (e.g., a roll, jump	ideas. A range of		They experiment with	
	continue to practice	and a shape). They	subjects, including		different ways of	
	and refine their FMS	then transfer what	some based on		traveling, throwing	
	and techniques, using	they learn on the floor	different times and		and jumping.	
	them to outwit others.	to apparatus.	cultures can be used.			





KS2 Curriculum Map - Year 3

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson1	Invasion Games –	Year 3 gymnastics	Net & Wall – Tennis	OAA – Trust and	Striking & Fielding	Striking & Fielding
	Handball	activities	(CT1)	Trails	Rounders	Cricket
Character Values	Honesty,	Trust, Courage,	Decision-Making,	Communication,	Communication,	Communication,
	Evaluation	Evaluation	Evaluation	Trust, Self-	Evaluation	Evaluation
				Discipline		
Aims of Unit	Children will learn to	Children will focus on	Children will learn to	Children will take part	Children will learn	Children will learn
	apply their	improving the quality	develop the skills they	in a range of trust and	how to hit or strike the	how to hit or strike the
	understanding and	of their movement.	need for net/wall	trail activities. The	ball into different	ball into different
	skills form Key Stage	They will learn how to	games and on how to	tasks they will tackle	spaces, so that they	spaces, so that they
	 Children will 	plan and perform	use these skills to	will require trust,	can score runs in	can score runs in
	improve their	actions and	make the game	cooperation and self-	different ways. When	different ways. When
	accuracy in throwing	sequences, and	difficult for their	discipline.	fielding, they learn	fielding, they learn
	and catching, and will	develop flow by	opponent.		how to work together	how to work together
	learn new invasion	linking actions			to keep the batters'	to keep the batters'
	game sport specific	smoothly.			scores down.	scores down.
	techniques.)/ 10 · ·		D D I I	1 . 0	A.I.I
Lesson 2	Invasion Games –	Year 4 Gymnastics	Dance –	Dance – Rock and	Invasion Games –	Athletics Activities
	Handball	activities 2	Superheroes	Roll	Tag Rugby	
	(continued)	(continued)			(League)	
Character Values	Honesty,	Trust, Courage,	Communication,	Cooperation,	Honesty,	Resilience,
	Evaluation	Evaluation	Empathy	Evaluation	Evaluation	Evaluation
Aims of Unit	Children will learn to	Children will focus on	Children perform	Children perform	Children will learn to	Children should
	apply their	improving the quality	dances, focusing on	dances, focusing on	apply their	concentrate on
	understanding and	of their movement.	creating, adapting	creating, adapting	understanding and	developing good
	skills form Key Stage	They will learn how to	and linking a range of	and linking a range of	skills form Key Stage	basic running,
	 Children will 	plan and perform	dance actions. These	dance actions. These	 Children will 	jumping and throwing
	improve their	actions and	are inspired by a	are inspired by a	improve their	techniques. Children
	accuracy in throwing	sequences, and	variety of subjects,	variety of subjects,	accuracy in throwing	will develop their
	and catching, and will	develop flow by	including some	including some	and catching, and will	technical
	learn new invasion	linking actions	traditional, social	traditional, social	learn new invasion	understanding across
	game sport specific	smoothly.	and/or historical	and/or historical	game sport specific	all areas of athletics.
	techniques.		dances.	dances.	techniques.	





KS2 Curriculum Map - Year 4

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson1	Invasion Games –	Dance - Myths and	Net & Wall – Tennis	OAA –Team work	Target Games –	Striking & Fielding
	Handball	Legends	(CT2)	and Problem	Dodgeball	Cricket
				Solving		
Character Values	Determination,	Encouragement,	Decision-Making,	Communication,	Self-Discipline,	Communication,
	Evaluation	Reflection	Evaluation	Problem-Solving	Respect	Evaluation
Aims of Unit	Children continue to	Children gain	Children will learn to	Children will take part	Children will continue	Children will learn
	learn simple attacking	inspiration from	develop the skills they	in a range of problem	to learn simple	how to hit or strike a
	tactics using a range	English work and	need for net/wall	solving activities. The	attacking tactics	ball into spaces, so
	of equipment and	work in pairs/small	games and on how	tasks they will tackle	through playing a	that they can score
	sport specific skills.	groups. Children	they use these skills	will require teamwork,	target game.	runs in different ways.
	Develop attacking skills in a 4V2	concentrate on combining and linking	more difficult for their	with clearly defines roles and		When fielding, they
	invasion game. "On	phrases of movement	opponent.	responsibilities.		learn how to keep the batters scores down.
	the attack"	fluently and with		responsibilities.		batters scores down.
	tile attack	control.				
Lesson 2	Invasion Games –	Year 4 gymnastics	Year 4 gymnastics	Swimming	Swimming	Athletics
	Handball	activities 1	activities 2			
Character Values	Determination,	Motivation,	Problem-Solving,	Determination,	Self-Belief,	Self-Belief,
	Evaluation	Evaluation	Evaluation	Evaluation,	Determination,	Determination,
				Encouragement	Responsibility	Responsibility
Aims of Unit	Children continue to	Children will learn to	Children will learn to	Children continue to	Children will learn to	Children will learn to
	learn simple attacking	develop their skills	develop their skills	learn simple attacking	swim competently	swim competently
	tactics using a range	with control and	with control and	tactics using a range	and confidently over a	and confidently over a
	of equipment and	precision, and	precision, and	of equipment and	minimum distance of	minimum distance of
	sport specific skills.	combine them to	combine them to	sport specific skills.	25 metres, using a	25 metres, using a
	Develop attacking	create a sequence.	create a sequence.	Develop attacking	range of strokes	range of strokes
	skills in a 4V2	They will extend their	They will extend their	skills in a 4V2	effectively. They will	effectively. They will
	invasion game. "On the attack"	range of actions,	range of actions,	invasion game. "On	learn how to perform safe self-rescue in	learn how to perform safe self-rescue in
	the attack	working on more difficult combinations.	working on more difficult combinations.	the attack"	different water-based	different water-based
		difficult combinations.	difficult combinations.		situations.	situations
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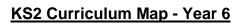






Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson1	Invasion Games – creative games	Year 5 gymnastics activities 1	Dance – Tudors/ Dance heroes and Villains objectives	Year 5/6 OAA	Net & Wall - Tennis	Striking & Fielding - Cricket
Character Values	Decision-Making, Evaluation	Communication, Evaluation	Empathy, Self- Discipline	Cooperation, Responsibility, Evaluation	Decision-Making, Evaluation	Encouragement, Motivation, Decision-Making, Evaluation
Aims of Unit	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They will play uneven-sided games leading to a 5V4 or a 4V3. Children will also learn a wider range of sport specific techniques.	Children will develop a wider range of actions and use their skills and abilities individually, and in a sequence with a partner. Children will create longer sequences with a partner to perform paired balances for an audience.	Children learn different styles of dance. They create, perform and watch dances in a range of styles, working with partners and groups. They will improvise and explore ideas, developing their knowledge of dance.	Children develop their orienteering and problem solving skills in familiar and unfamiliar situations and environments.	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games.	Children will develop the range and the quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter.
Lesson 2	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Character Values	Self-Belief, Determination, Responsibility	Self-Belief, Determination, Responsibility	Self-Belief, Determination, Responsibility	Self-Belief, Determination, Responsibility	Self-Belief, Determination, Responsibility	Self-Belief, Determination, Responsibility
Aims of Unit	Children will learn to swim competently and confidently over a minimum distance of 25 metres, using a range of strokes effectively. They will learn how to perform safe self-rescue in different water-based situations.	Children will learn to swim competently and confidently over a minimum distance of 25 metres, using a range of strokes effectively. They will learn how to perform safe self-rescue in different water-based situations.	Children will learn to swim competently and confidently over a minimum distance of 25 metres, using a range of strokes effectively. They will learn how to perform safe self-rescue in different water-based situations.	Children will learn to swim competently and confidently over a minimum distance of 25 metres, using a range of strokes effectively. They will learn how to perform safe self-rescue in different water-based situations.	Children will learn to swim competently and confidently over a minimum distance of 25 metres, using a range of strokes effectively. They will learn how to perform safe self-rescue in different water-based situations.	Children will learn to swim competently and confidently over a minimum distance of 25 metres, using a range of strokes effectively. They will learn how to perform safe self-rescue in different water-based situations.

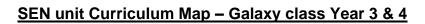






Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson1	Invasion Games –	Dance highway	Creative Games –	OAA – team	Net & Wall – Tennis	Striking & Fielding
	Netball	man	Calling the Shots	building		Rounders
Character Values	Decision-Making,	Resourcefulness,	Decision-Making,	Problem-Solving,	Decision-Making,	Encouragement,
	Evaluation	Responsibility,	Problem-Solving,	Communication,	Evaluation	Motivation,
		Evaluation	Cooperation,	Decision-Making		Decision-Making,
			Evaluation			Evaluation
Aims of Unit	Children will learn	Children will focus on	Children will apply	Children will take part	Children will learn to	Children will develop
	how to work well as a	using different staring	their knowledge and	in more complex	develop the range	the range and quality
	team and apply	points for composing,	understanding of	orienteering events	and quality of their	of their skills and
	attacking and	performing and	invasion games to	and teamwork	skills when playing	understanding. They
	defending skills	watching dance. They	create their own	challenges. They will	games using their	learn how to play the
	thorough modified	will extend the range	game which follows	learn to read maps	rackets. They also	different roles of
	versions of 4V4 and	of movements they	the principles of	more accurately and	learn specific tactics	bowler, backstop,
	5V5 invasion games.	use and develop new	invasion games.	to adapt their skills to	and skills for net/wall	fielder and batter.
	Children will also learn a wider range of	skills in working with a		meet challenges set in new environments.	type games.	
	sport specific	partner.		in new environments.		
	techniques					
Lesson 2	Swimming	Swimming	Swimming	Gymnastics	Dance - earthlings	Swimming
Character Values	Self-Belief,	Self-Belief,	Self-Belief,	Self-Belief,	Empathy, Self-	Motivation,
	Determination,	Determination,	Determination,	Determination,	Discipline	Determination
	Responsibility	Responsibility	Responsibility	Responsibility	,	
Aims of Unit	Children will learn to	Children will learn to	Children will learn to	Children use their	Children will learn to	Children will learn to
	swim competently	swim competently	swim competently	knowledge of	swim competently	swim competently
	and confidently over a	and confidently over a	and confidently over a	compositional	and confidently over a	and confidently over a
	minimum distance of	minimum distance of	minimum distance of	principles to develop	minimum distance of	minimum distance of
	25 metres, using a	25 metres, using a	25 metres, using a	sequences that show	25 metres, using a	25 metres, using a
	range of strokes	range of strokes	range of strokes	an awareness of their	range of strokes	range of strokes
	effectively. They will	effectively. They will	effectively. They will	audience. Children	effectively. They will	effectively. They will
	learn how to perform	learn how to perform	learn how to perform	will plan and perform	learn how to perform	learn how to perform
	safe self-rescue in	safe self-rescue in	safe self-rescue in	a sequence with a	safe self-rescue in	safe self-rescue in
	different water-based situations.	different water-based situations.	different water-based situations.	partner.	different water-based situations.	different water-based situations.
	Situations.	อแนสแบบอ.	อแนสแบบอ.		อแนสแบบอ.	3แนสแบบร.







Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson1	Baseline unit –	Year 1 gymnastics	Year 1 FMS –	Year 1 FMS –	KS1 FMS kicking	Year 2 games-
	Supertato	activities	throwing a ball under arm	catching and bouncing a ball	unit	striking and fielding
Character Values	Self-Belief, Courage	Self-Belief, Determination	Determination, Cooperation, Self- Belief	Concentration, Cooperation, Self- Belief	Determination, Cooperation, Self- Belief	Self-Belief, Courage
Aims of Unit	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for wat is to be delivered in the FMS units.	Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create short movement phrases of 'like' linked actions (e.g. two jumps or two roll).	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will improve and apply their basic FMS is games. They play games that demand simple choices and decisions. They will continue to practice and refine their FMS and techniques, using them to outwit others.
Lesson 2	Baseline unit – Supertato continued	Ks1 FMS – Zog	KS1 – Year 1 – dance – Toy story	Ks1 Year 1 – Gymnastics activities 2 -	Ks1 – Year 2 dance – Wind in the willows	Ks1 – Year 2 – FMS unit – Bounce a ball
Character Values	Self-Belief, Courage	Concentration, Cooperation, Self- Belief	Imagination, Self- Belief	Self-Belief, Determination	Imagination, Self- Belief	Determination, Cooperation, Self- Belief
Aims of Unit	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for wat is to be delivered in the FMS units.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children will explore basic body actions (e.g. jumping and turning) and use different parts of their body to create and repeat short dances.	Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create short movement phrases of 'like' linked actions (e.g. two jumps or two	Children will explore basic body actions (e.g. jumping and turning) and use different parts of their body to create and repeat short dances.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.