

Queen Victoria Primary- Physical Education Mapping

Document 2016/2017 Key Stage 1

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	4 Dance	1	3 (invasion)	2 GYM	3 (s+f/net/wall)	2 ATH
Y1	2 GYM	4 Dance	3 (invasion)	1	3 (s+f/net/wall)	2 ATH
Y1	1	3 (invasion)	2 GYM	4 Dance	2 ATH	3 (s+f/net/wall)
Y2	4 Dance	1	3 (invasion)	2 GYM	3 (s+f/net/wall)	2 ATH
Y2	2 GYM	4 Dance	3 (invasion)	1	3 (s+f/net/wall)	2 ATH
Y2	1	3 (invasion)	2 GYM	4 Dance	2 ATH	3 (s+f/net/wall)

Leadership is included with each of the four strands and data from previous year is used to guide initial planning alongside ongoing flexible teacher assessments.

Activity area number	Description	Suggested activities
1	Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities	Relay activities Circuit activities Games linked to lesson skills
2	Develop balance, agility and co-ordination and begin to apply these in a range of activities (individually and with others)	Gymnastics (rhythmic and artistic) Athletics Dance (individual and group)
3	Participate in team games, developing simple tactics for attacking and defending. They should be able to engage in competitive and co-operative physical activities.	Basketball, football, handball, hockey, netball, tag rugby etc. (invasion games) Rounders, cricket, softball etc.(striking and fielding games) Volleyball (net/wall games)
4	Perform dances using simple movement patterns	A variety of differing dance styles
	Leadership	Methods of communicating, pupil leadership of warm-ups, small skill practices etc.

Queen Victoria Primary- Physical Education Mapping

Document 2016/2017 Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	2 (Gym)	1 (invasion)	4 (outdoor ed)	3 (dance)	1 (s+f/net/wall)	2 (athletics)
Y3	1 (invasion)	3 (dance)	4 (outdoor ed)	2 (Gym)	1 (s+f/net/wall)	2 (athletics)
Y3	1 (invasion)	4 (outdoor ed)	2 (Gym)	2 (athletics)	3 (dance)	1 (s+f/net/wall)
	A1	A2	SP1	SP2	SM1	SM2
Y4	2 (Gym)	1 (invasion)	4 (outdoor ed)	3 (dance)	1 (s+f/net/wall)	2 (athletics)
Y4	1 (invasion)	3 (dance)	4 (outdoor ed)	2 (Gym)	1 (s+f/net/wall)	2 (athletics)
Y4	1 (invasion)	4 (outdoor ed)	2 (Gym)	2 (athletics)	3 (dance)	1 (s+f/net/wall)
	A1	A2	SP1	SP2	SM1	SM2
Y5	2 (Gym)	1 (invasion)	4 (outdoor ed)	3 (dance)	1 (s+f/net/wall)	2 (athletics)
Y5	1 (invasion)	3 (dance)	4 (outdoor ed)	2 (Gym)	1 (s+f/net/wall)	2 (athletics)
Y5	1 (invasion)	4 (outdoor ed)	2 (Gym)	2 (athletics)	3 (dance)	1 (s+f/net/wall)
	A1	A2	SP1	SP2	SM1	SM2
Y6	2 (Gym)	1 (invasion)	4 (outdoor ed)	3 (dance)	1 (s+f/net/wall)	2 (athletics)
Y6	1 (invasion)	3 (dance)	4 (outdoor ed)	2 (Gym)	1 (s+f/net/wall)	2 (athletics)
Y6	1 (invasion)	4 (outdoor ed)	2 (Gym)	2 (athletics)	3 (dance)	1 (s+f/net/wall)

Pupil evaluation and leadership is included with each of the four strands and data from previous year should be used to guide initial planning alongside ongoing flexible teacher assessments.

Activity area number	Description	Suggested activities
1	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Badminton, basketball, cricket, football, hockey, netball, (invasion) Rounders, tennis etc.(S+f/net + wall)
2	Develop flexibility, strength, technique, control and balance, making sequences of movement individually and in collaboration	Gymnastics (rhythmic and artistic) Athletics Dance (individual and group)
3	Perform dances using a range of movement patterns to create sequences and communicate and collaborate with each other	A variety of differing dance styles
4	Take part in outdoor and adventurous activity challenges both individually and within a team, communicating and collaborating	Team building activities, problem solving physical challenges, orienteering, map challenges, Forest School, bush craft etc.
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best, evaluating and recognising success	Learning conversations Observing others Use of ICT Self and peer evaluation etc.
	Leadership	Methods of communicating, pupil leadership of warm-ups, small skill practices etc.

