

St Antony's Catholic Primary School
Physical Education Curriculum Map

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
PRE - SCH OOL	<p>Start to be increasingly independent yet with adult support as they get dressed and undressed, for example, putting coats on and doing up zips for outdoor play.</p> <ul style="list-style-type: none"> ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Walk, run, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to capture bibs from others in games like foxes and rabbits. 	<p>Makes connections between their movement and the stance they make. Use large and small motor skills to do things independently.</p> <p>Holds cups with both hands and drinks without much spilling. Turn pages in a book, sometimes several at once.</p> <p>Starts to:</p> <ul style="list-style-type: none"> ● kick, throw and catch balls. ● shows a desire to help with tidying up sports equipment: eg. cones, hoops, bean bags in bucket 	<p>Beginning to recognise danger and seeks support of significant adults for help.</p> <ul style="list-style-type: none"> ● Runs safely on whole foot ● Squats with steadiness to rest or play with objects on the ground and rises to feet without using hands <p>Feeds self competently with a spoon . Drinks well without spilling. Imitates drawing shapes such as circles and lines.</p>	<p>Shows control in holding or using jugs to pour, hammers, books and mark making tools.</p> <p>Helps with clothing and dressing</p> <p>Beginning to develop a preference for a dominant hand</p> <p>Beginning to be independent in self care, but still often needs adult support.</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools.</p>	<p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment</p> <ul style="list-style-type: none"> ● Can stand momentarily on one foot when shown. ● Can tell adults when hungry or tired or when they want to rest or play. ● Observes the effects of activity on their bodies. 	<p>Start eating independently and learning how to use a knife and fork</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Hold the pencil near the point between the first two fingers and thumb and use it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p>

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NUMERACY	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> ▪ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ▪ Take part in some group activities which they make up for themselves, or in teams 	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>Sharing and working pairs in sport games.</p> <ul style="list-style-type: none"> • Catching and throwing 	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Using gross motor movements to jump or jump. Uses hands and eyes together to catch a ball. <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> • Can catch a large ball. • Go up steps and stairs, or climb up apparatus, using alternate feet. 	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p> <ul style="list-style-type: none"> • Observes the effects of activity on their bodies. • Make healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> • Moves freely and with pleasure in a range of movements. • Uses some clearly identifiable phrases to communicate

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R E C E P T I O N	Gymnastics 1 Stretch Holding	Gymnastics 2 Jumping and Balancing	Dance Sequence movement Stop & Clap	Invasion Games Foxes and rabbits	Mini Olympics Free Running	Creative play Fun Games with Peers
	Games Target Bean Bags	Games Obstacles course Races	Games Musical statutes Animals-Mini beasts	Games Cones and dishes/ Rob the nest	Games Throwing at target Working as part of a team Cone Switch	Games Outdoor Adventure

Acquiring and Developing Skill	Evaluating and Improving	Health and Fitness	Games	Gymnastics	Dance
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Physical Education Curriculum Map

<ul style="list-style-type: none"> ● Play cooperatively in a group ● Take turns with others 	<ul style="list-style-type: none"> ● Offer cues for peers to join ● Explains own knowledge ● Can describe self in positive terms and talk about abilities 	<ul style="list-style-type: none"> ● Moves freely and with pleasure and confidence in a range of ways ● Identify healthy foods 	<ul style="list-style-type: none"> ● Understand how games are played ● Runs and negotiates space effectively ● Can play chasing and racing with other children, adjusting speed or changing direction to avoid obstacles ● Shows control over an object in pushing, patting, throwing, catching or kicking it. 	<ul style="list-style-type: none"> ● Can stand momentarily on one foot ● Can experiment with different ways of moving ● Jumps off an object and lands appropriately ● Moves freely around a space in ways such as slithering, shuffling, rolling, crawling, skipping, sliding and hopping 	<ul style="list-style-type: none"> ● Can adjust speed or change direction
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