THE MINSTER
NURSERY AND INFANT SCHOOL
School of Inspiration
DETERMINATION HONOUR BELIEVE
PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

PE Curriculum Map

Throughout the school we aim to improve the children's physical fitness, athletic skill and awareness of their bodies. Children start to understand how their bodies work and how to stay healthy, through a varied PE curriculum. Our PE curriculum has been devised through our experienced and dedicated Sports Coach. PE lessons are fun and inclusive, teaching both competitive and non-competitive games, promoting the joy of movement and physical fitness for all children.

<table>
<tr><th></th><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td>Nursery</td><td colspan="3"><u>Nursery Games</u>
Nursery PE games play a crucial role in fostering physical development and keeping young children engaged. Throughout the year children will participate in a wide variety of games/activities that enhance their large muscle movements. These include running, jumping, throwing and catching. They develop balance, agility and coordination through play and movement. Children participate in team games, learning basic tactics for attacking and defending. These games encourage cooperation, teamwork, and strategic thinking. All the sessions are focused on fostering a positive attitude toward physical activity, promoting healthy lifestyles, and laying the foundation for lifelong well-being.
• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
• Go up steps and stairs, or climb up apparatus, using alternate feet.
• Skip, hop, stand on one leg and hold a pose for a game like musical statues.
• Use large-muscle movements to wave flags and streamers, paint and make marks.
• Start taking part in some group activities which they make up for themselves, or in teams.
• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
• Choose the right resources to carry out their own plan.
• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</td></tr>
<tr><td>Key Vocabulary</td><td colspan="3">Fun, Safety, Respect, Learn, Listen, Jump,Run, Walk, Balance, Hop, Skip, Leap, Follow, Catch, Throw, Roll, Challenge, Teamwork, Games, Movement, Teams,</td></tr>
<tr><td>Reception</td><td><u>Dance Autumn 1</u>
Unit Focus
Recognise actions can be performed to music. Copy, create, repeat and perform some basic actions to music. Use their body to recreate and symbolise people and actions. Themes of 'transport' and 'people who help us'.

We are Learning...
1. to use our imagination to move like a car
2. how to move our bodies like a ship moves in the wind
3. to use our bodies in different ways to be trains and tunnels
4. how to communicate using Makaton sign language
5. how to tell a story about building a house using our bodies
6. to dance like fire and put a fire out

Key Questions
1. How can we all travel as cars safely?
2. What is Makaton?
3. How can we perform as animals?

Equipment
• Music player/Music
• Mats
• Cones
• Hoops
• Throw down spots
• Scarves
• Lesson printables
Vocabulary</td><td><u>Gymnastics (Spring 1)</u>
Unit Focus
Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.

We are Learning...
1. to move safely.
2. to take off and land on two feet.
3. to balance and move balls and beanbags.
4. to travel on mats and benches.
5. to copy and repeat actions.
6. to perform simple shapes and balances.

Key Questions
1. How can you help yourself to balance?
2. Describe some ways you can travel.
3. How can you tell if someone is balancing?
4. What does a good, safe landing look like?

Equipment
• Mats, hoops, cones, beanbags, balls, throw-down spots, balloons
• Music
• Wall bars, low apparatus, ropes
• Action cards (e.g. examples of shapes, jumps, etc).

Vocabulary
Balance, control, fast, high, jump, link, low, stretch, pattern.</td><td><u>Speed Agility Travel (Summer 1)</u>
Unit Focus
Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare****.

We are learning...
1. to move in different directions.
2. to keep our bodies safe in running games.
3. to jump in different directions.
4. to stop safely.
5. to move at slow and fast speeds.
6. to stop safely in different ways.

Key Questions
1. How can we show the same movements, fast and slow?
2. What different ways have you started and stopped?
3. How did you try to prevent the player in the middle from getting the ball?

Equipment
Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

Vocabulary
Pause, prepare, freeze, high, low, switch, agility, music, beat.</td></tr>
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Dance, twist, turn, travel, step, music, respond, stretch, feet, curl, high, low, fast, slow, car, train, sailing ship, firefighter, builder, farmer, Makaton.

Concepts

- Introduce the idea of a stimulus such as a picture, book or object to direct activity.
- Performing with a partner to create a simple dance phrase.

Cooperate and Solve Problems (Autumn 2)

Unit Focus

Organise and match items, images, colours and symbols. Work with a partner to listen and share ideas & questions. Collect, distinguish and differentiate colours and create a shape as a team.

We are learning...

1. to match colours and symbols.
2. to work as a team to complete a task.
3. to use our bodies to make number shapes.
4. to follow a trail.
5. to work with others to make patterns.
6. to work with a partner to complete challenges.

Key Questions

1. Can you name the four suits of playing cards?
2. Why do we need to listen when working with others?
3. Did you have any disagreements when creating shapes? How did you work them out?

Equipment

Beanbags, mats, cones, quoits, hoops, balls, bibs, cones, benches, newspaper, a deck of cards, mats.

Vocabulary

Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail, body shape, number.

Concepts

“Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.” – The International Physical Literacy Association, May 2014

Concepts

Travel in gymnastics is moving from one area to another in ways such as jumping, rolling, crawling, leaping, turning, etc.

Body Management (Spring 2)

Unit Focus

Explore balance and manage your own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.

We are learning...

1. to balance beanbags.
2. to move through hoops in different ways.
3. to reach and stretch to get equipment.
4. to make bridges and tunnels with our bodies.
5. to travel over and under apparatus.
6. to make shapes with our bodies.

Key Questions

1. Describe a difference between a small and tall shape.
2. Were there any ways it was harder to climb over/on to, e.g. feet first?
3. Which body parts did you balance on to make your bridges?

Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches.

Vocabulary

Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.

Concepts

Bridges – We can make bridges with our bodies in a variety of ways, 4-point bridges with our feet and hands, tummy facing up or down, 3-point bridges with 2 hands and one foot etc.

Concepts

In chasing games, children should be aware of the other children around them. When being chased, they should not run with their head turned, watching their chaser. They should still check where they are running. If they are getting closer to another child, they should slow down.

Manipulation & Coordination (Summer 2)

Unit Focus

Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.

We are learning...

1. to handle a balloon.
2. to handle a ball.
3. to kick a ball.
4. to hop, jump and step.
5. to send a ball or beanbag.
6. to send and stop in a game.

Key Questions

1. Which objects could you send with the most accuracy?
2. What did you find challenging about hopscotch?
3. What do we need to do to roll accurately?

Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

Vocabulary

Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes.

Concepts

Bilateral coordination refers to the ability to coordinate both sides of the body at the same time or with alternating movements in a controlled and organised manner; for example, passing a ball from one hand to another or balancing a bean bag on one hand while rolling a ball along the floor with the other.

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Year 1

Send and Return (Autumn 1)

Unit Focus
Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.

We are learning...
1. to slide a beanbag to a target.
2. to hit a ball in different ways with our hands.
3. to move towards a ball to return it.
4. to work with a partner to stop and return a beanbag.
5. what a rally is and rallying with a partner.
6. to send a ball into space to make it harder for our opponent.

Key Questions
1. How do you get accuracy in your hits/throws?
2. Where do you need to be to return a ball? (behind the ball)
3. What do you need to do to get behind the ball?

Equipment
A variety of balls, a variety of bats/rackets, cones, hoops, targets, button cones, quoits, balloons.

Vocabulary
Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.

Rules
- Stop the ball from bouncing twice on your side of the net.
- You win a point if the ball bounces twice on your opposition's side of the court.
- The ball must land within the boundary of the court.

Assessment Overview
Head – Can describe how they worked with their partner to send and receive.
Hand – Chase, stop and control balls and other objects.
Heart – Work with a partner to send and return.

Gymnastics (Spring 1)

Unit Focus
Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them.

We are learning...
1. to perform 'like' actions in a sequence.
2. to carry and set up apparatus safely.
3. to perform shapes on large and small body parts.
4. to take off and land and use shape in our jumps.
5. to travel on our feet, showing good body tension.
6. how we can create different levels in our performance.

Key Questions
1. What are 'like' actions?
2. Why is it important to have good body tension when rolling?
3. What is the difference between large and small body parts when performing a shape?

Equipment
Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

Vocabulary
Balance, body tension, tensed, relaxed, shape, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety.

Concepts
Any shape is either performed on a large or small body part. Most shapes can be adapted to be performed in a different way, taking it from a small to a large body part, e.g. a stretch shape from standing (feet, small body part) to laying on the tummy (large body part).

Assessment Overview
Head – Use words such as rolling, travelling, shape, jump, and take-off.
Hand – Recognise like actions and link them together.
Heart – Value other's efforts when they perform; watch and listen.

Run Jump Throw (Summer 1)

Unit Focus
Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.

We are learning...
1. to start and stop moving at speed.
2. to use our arms when running at different speeds.
3. to take off on two feet to jump at distance.
4. to use the correct technique to throw different objects for distance.
5. to show improvement in our throwing.
6. to take part in a competition using running, jumping and throwing skills.

Key Questions
1. How do you know when you have completed a good run, throw or jump?
2. How could you have improved your run, throw or jump?
3. How did you help your partner improve?

Equipment
A variety of balls, hoops, beanbags, quoits, throw down markers, foam javelins, balloons, stop watch, measuring tape, skipping ropes.

Vocabulary
Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest.

Rules
- Move equipment one at a time.
- Start behind a line for jumps.
- All throw and collect the equipment at the same time.

Assessment Overview
Head – Recognise and implement concepts such as waiting your turn.
Hand – Start and stop at speed and run in straight lines at different speeds.
Heart – Put in the effort and stay motivated when challenged.

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Attack Defend Shoot (Autumn 2)

Unit Focus

Practice basic movements, including running, jumping, etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.

We are learning...

1. to hit a target.
2. to defend a target.
3. to roll and slide balls and beanbags.
4. to shoot in a game to get points.
5. to work with a partner to score points.
6. to use our attacking and defending skills in a game.

Key Questions

1. What can we do to make it easier for our teammates to pass the ball to us?
2. How can we score a goal?
3. What skills can you use to attack and defend?
4. How have you worked well with your team?

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles.

Vocabulary

Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm.

Rules

- No contact.
- No running with the ball.
- Restart from the sideline if the ball goes out.

Assessment Overview

Head – Make decisions about how to defend a target.
Hand – Use change of direction and speed in open play.
Heart – Show motivation to improve.

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Outdoor Adventurous Activities (Spring 2)

Unit Focus

Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence.

We are learning...

1. to follow simple instructions to complete a trail.
2. to find matching symbols.
3. to copy and create a hoop dance.
4. to work with a partner to complete a hoop challenge.
5. to recognise a drawn symbol as a real object, e.g. square = ball.
6. to use decision-making skills to hide equipment

Key Questions

1. What shapes/numbers did you find around the playground?
2. What are some important steps to do whilst following a trail?

Equipment

Hoops, speed stacks (6 sets), beanbag, tennis balls, cone, netballs, quoits, flat spots.

Vocabulary

Sequence, problems, instructions, perform, symbol, pyramid, core strength, coordination, combination, stacking, up stack, down stack, shape, map, repeat, pattern, individual, group.

Concept

Recognise that symbols can be used to represent something else. Use supporting documents such as maps and keys to help you remember what each symbol means.

Assessment Overview

Head – Identify and select equipment based on symbol.
Hand – Handle, order and organise equipment.
Heart – Complete simple instructions as a group.

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Hit Catch Run (Summer 2)

Unit Focus

Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.

We are learning...

1. to select a space to throw or roll a ball into.
2. to track and collect a rolling ball.
3. to catch a ball to stop an opponent from scoring.
4. to use our hands to hit a ball.
5. to run between bases to score points.
6. to work as a team to score points

Key Questions

1. Now there are fielders in the striking zone; where should you aim to hit?
2. How can you improve your scores working in teams?
3. How are you working together to stop strikers from scoring points?

Equipment

A variety of balls, a variety of bats/racquets, cones, hoops, targets, batting tee, button cones, quoits.

Vocabulary

Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.

Rules

- Fielders must now stand in the zone.
- ALL fielders must touch the ball before it can be returned to the hoop.
- Players run between bases to score.

Assessment Overview

Head – Able to identify when a point has been scored and keep count of the score.
Hand – Run between bases to score points.
Heart – Work collaboratively to score runs, showing encouragement and support.

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<td>Year 2</td>
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Send and Return (Autumn 1)

Unit Focus

Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.

We are learning...

1. to stay on our toes to move quickly to the ball.

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Gymnastics (Spring 1)

Unit Focus

Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.

We are learning...

1. to combine 4 elements into a floor sequence.

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Run Jump Throw (Summer 1)

Unit Focus

Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.

We are learning...

1. to move quickly whilst being aware of others

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2. to identify which hand is dominant in a game.
3. the basic rules of serving to our partner.
4. to develop agility and use it in a game.
5. to use the correct grip to hit a self-fed ball.
6. to use the ready position in a rally.

Key Questions
1. How do you hold the racquet differently for the different types of hits?
2. What is a self-feed?
3. What is a boundary?
4. Why do you think we have boundaries?

Equipment
A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, balloons, bench.

Vocabulary
Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.

Concept
- Children can either hit with a racquet or their hands.
- Children must not run onto others' courts to collect balls while they are in the middle of a point.

Assessment Overview
Head – Decide on and play with their dominant hand.
Hand – Take part in a rally.
Heart – Play in modified games with others to send and return a ball over a net/line.

Attack Defend Shoot (Autumn 2)

2. to create power in a variety of different jumps.
3. to take weight on our hands and move in different ways.
4. to use our flexibility in a bridge and japana gymnastic shape.
5. to perform the point balance arabesque.
6. to perform a teddy roll.

Key Questions
1. Why do we hold shapes for 3 seconds and try to move smoothly into and out of elements?
2. Why do you think taking weight on your hands rather than your feet is harder?
3. Why did we practice on the wall before attempting a bridge on the floor?

Equipment
Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

Vocabulary
Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque.

Skill
Bunny Hop
- Feet and legs should be together, bent at the knee.
- Push up and away with your feet off your toes to transfer all body weight to your hands.
- Practice in place first, kicking up and returning feet to the same position.
- See if you can hold your weight on your hands for longer periods.
- Once confident, begin to travel forward, transferring weight from feet to hands.

Assessment Overview
Head – Explain the differences between types of balances, such as point and patch.
Hand – Demonstrate flexibility in movements.
Heart – Reflect on their own performances and identify their strongest skill/action.

Outdoor Adventurous Activities (Spring 2)

around.
2. to create power with our legs to turn at speed.
3. to move through an obstacle course with speed and control.
4. to choose the best throw for different situations.
5. to use quick feet whilst sprinting.
6. to perform static and dynamic balances.

Key Questions
1. What is a static and dynamic balance?
2. What games might you need to have quick feet in?
3. How do different starts affect sprinting?

Equipment
A variety of balls, hoops, bean bags, quoits, ladders, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes.

Vocabulary
Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.

Rules
- Wait for a command before you start.
- Be aware of others around you.

Assessment Overview
Head – Make choices about appropriate throws for different activities.
Hand – Show increased control of body and limbs.
Heart – Work cooperatively to complete running, jumping and throwing tasks.

Hit Catch Run (Spring 2)

Unit Focus
Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.

We are learning...
1. to kick the ball over long and short distances
2. to stop a ball with control using the foot.
3. to work as a team to keep the ball.
4. to bounce a ball with my partner.
5. to bounce the ball while we are moving (dribbling).
6. to pass the ball forward in a game.

Key Questions
1. How did you work well as a team?
2. How did you progress forward up the pitch?
3. How did you attack, and how did you defend?

Equipment
Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles and goals.

Vocabulary
Aim, attack, compete, control, cooperate, receive, restart, sideline.

Rules
- No contact.
- Restart play if the ball goes off the sideline (the team that did not hit the ball out gets a sideline ball and must pass into one of their players).
- Pass to each player before shooting.

Assessment Overview
Head – Recognise you sometimes need to stay in defined areas.
Hand – Can send a ball using feet.
Heart – Show awareness of teammates and opponents in games

Unit Focus
Use searching skills to find given things from clues and pictures. As a pair, navigate space. Use and explore unusual equipment to develop motor skills, coordination and problem-solving.

We are learning...
1. to work as a team to complete a task.
2. to use problem-solving skills to complete a simple treasure hunt.
3. to copy and then create a simple movement pattern.
4. to give clues to guide a blindfolded person safely.
5. to improve performance through repetition.
6. to use a key on a map to re-create a map with accuracy.

Key Questions
1. Did your speed stacking improve throughout the lesson? Or from the last lesson?
2. Why do you think you improved/didn't improve? What could you do to improve?
3. Why does repeating a task help to improve success?

Equipment
Hoops, speed stacks (6 sets), beanbag, blindfolds, large pieces of material, skipping ropes, hockey sticks, balls, hoops, stop watches, tennis balls, beanbags, paper and coloured pencils, music player.

Vocabulary
Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety.

Concepts
Use verbal and tactile cues to lead someone who is blindfolded and be led by someone when you are blindfolded.

Assessment Overview
Head – Confidently follow a basic map.
Hand – Attempt beginner's competition speed stack.
Heart – Show sensitivity when working with a blindfolded partner.

Unit Focus
To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.

We are learning...
1. to hit a ball and score points running to cones.
2. to defend a target by kicking.
3. to bowl underarm with control.
4. to hit a ball using different bats and techniques.
5. to throw accurately to a base.
6. to hit a ball into space, away from fielders.

Key Questions
1. What can we do as batters to help each other when trying to get runs?
2. What helped you decide where to hit the ball?
3. Why would you aim to the middle of a person in underarm bowling?

Equipment
Small balls, large balls, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

Vocabulary
Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.

Rules
- Attempt to run to the furthest target possible.
- One point for every cone reached.
- Fielders collect the ball and return to a target to stop the batter running.

Assessment Overview
Head – Make choices about where to hit the ball.
Hand – Has developed hitting skills with a variety of bats.
Heart – Display sportsmanship when competing against others.