



Curriculum Map - Reception

PHYSICAL EDUCATION

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**Reception**

Term	Autumn 1 & Autumn 2		Spring 1 & Spring 2		Summer 1 & Summer 2	
Topic	Invasion Games: Hands or implement	Athletics:	Invasion Games: Feet	Gymnastics:	Net/Wall Games	Striking and Fielding Games
Focus	How my body works.	Why do we warm up?				
<b>HEAD (Knowledge &amp; Understanding)</b>	<p><b>Remember</b> PRE-S-S. <b>Recall</b> the 3 stages of a warm up.</p> <p><b>Show</b> understanding through my performance.</p> <p><b>List</b> what has changes happen to my body when I exercise?</p> <p><b>Observe</b> and <b>Describe</b> how my body feel before and after exercise?</p>	<p><b>Repeat</b> 10 components of fitness.</p>	<p>Pupils should <b>Repeat</b> the 'Bone Haka'</p> <p>Some pupils may be able to <b>Identify</b> where some named bones are e.g. cranium, ribs.</p>	<p>Pupils should <b>Repeat</b> the muscles songs.</p> <p>Some pupils may be able to <b>Identify</b> where some named muscles are e.g. point to their abdominals.</p>	<p>Pupils should <b>Remember</b> the heart, lungs and blood vessels make up the cardiorespiratory systems.</p> <p>Oxygen = Energy</p>	<p><b>Repeat</b> 7 components of a healthy diet.</p>
<b>HEAD (Understanding &amp; Application)</b>	Understanding Time and Space	Leadership and Management	Understanding Time and Space	Recognising Patterns	Recognising Patterns	Leadership and Management
<b>HANDS (Skill Acquisition)</b>	<p align="center">All pupils should be developing and mastering <b>BASIC</b> skills.</p> <p align="center">There should be a heavy focus on fundamental movements and basic skills.</p>					
<b>HANDS (Physical Attributes)</b>	Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination	Physically pupils should develop the following components: - Muscular Endurance - Cardiovascular End. - Muscular Strength - Power	Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination	Physically pupils should develop the following components: - Flexibility - Balance - Coordination	Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination	Physically pupils should develop the following components: - Reaction Time - Coordination - Power

		- Speed				
	Fitness testing is not required in Reception however tests may be introduced as tasks in lessons to develop an understanding of how the test work e.g. speed bounce, sit ups/press ups, 40m dash, overhead heaves, standing long jump. These can be taught as fundamental movements in preparation for future testing.					
<b>HEART (Values)</b>	There should be a heavy focus on the <b>Respect</b> value. (Respect your teacher by ..., respect your class mate by ..., respect the equipment by ...) Model good behaviour and expectations in PE. Other values may be selected to help pupils to achieve their lesson objective and to put practical context to a value. Pupils at this stage should recall the values they are been asked to show e.g. at value are we showing today? <b>Honesty, Resilience, Collaboration, Excellence, Empathy, Determination</b>					
<b>HEART (Mindset)</b>	Pupils should be encouraged to have a <b>Growth Mindset</b> and a can-do attitude. At this stage of learning pupils should give things a go without fear of failure. They should embrace challenges with excitement and enthusiasm. Teachers should encourage fun, play and engagements and build a character that says, 'I can' or 'I will try' rather than 'I cannot' or 'I won't'.					
<b>Outcome</b>	Pupils should be focused on ball mastery and will need lots of practise to developed basic techniques. They need the ball in their hands most of the time with appropriate level of challenge set. Playing fun games.	Pupils should develop fundamental movements and play games that encourage them to improve their Speed, Balance, Agility and Coordination.	Pupils should be focused on ball mastery and will need lots of practise to developed basic techniques. They need the ball at their feet most of the time with appropriate level of challenge set. Playing fun games.	Pupils should copy small movement phrases, linking one fundamental movement to another, trying to hold balances, and attempting some simple roles (this could relate to a topic or area of interest).	They should also develop fundamental movements for tennis and look at basic coordination skills. Pupils at this stage should explore throwing and catching different shape/sized balls.	Pupils should develop fundamental movements and play games that encourage them to improve their Power, Reaction Time, and Coordination. They should also practise sending things towards targets and hitting things with implements.