

Physical Education Indoor Lesson Objective Map



Year Group	Autumn	Spring	Summer
EYFS	<p>In the Early Years, PE is taught through Physical Development which is broken down into two strands; Moving and Handling and Health and Self Care. Children develop fine and gross motor skills from a range of activities both indoors and out. Children have opportunities to climb, swing, run, hop, jump, use bicycles and push and pull toys. Children are also encouraged to join in with dancing, moving their bodies to music. Fine motor skills are developed through a range of activities such as filling and pouring sand/water, completing a puzzle or using tweezers. These skills develop children's muscles so that they can use a pencil to write. Adults promote independence and encourage children to be responsible for their own hygiene and personal needs. Starting from Pre-School, the children are taught how to put their coats and shoes on and how to play with equipment safely. Snack is available daily which promotes discussion around healthy and unhealthy choices and how food can affect our bodies.</p>		
Pre-school	<ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand 		
Nursery	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 		
Rec	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. 		

	<ul style="list-style-type: none"> Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Early Learning Goal Children: show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. 					
1	<p><u>Travelling</u></p> <ul style="list-style-type: none"> Show basic control and coordination when travelling. Travel by rolling forwards, backwards and sideways. Use space and apparatus safely. Use words such as rolling and travelling. Describe a sequence to help remember it. Enjoy repeating the same sequence exactly. 	<p><u>Winter festivals: Diwali</u></p> <ul style="list-style-type: none"> Copy and explore slow, controlled movement. Move confidently in their own and general space. Use level and directions. Choose movement to make their own phrase. Practice and report their movement phrase. 	<p><u>Taking weight on different parts.</u></p> <ul style="list-style-type: none"> Show basic control when keeping still. Make their body tense, relaxed, stretched and curled. To copy the basic actions of gymnasts. Hold a position whilst balancing on different parts of the body. To link at least two or more elements with start and finish shape. Choose and link 2 'like' actions. 	<p><u>Dance book – comic</u></p> <ul style="list-style-type: none"> To co-ordinate and isolate body parts and create shapes. To move to music with different rhythms, speeds and moods (comic). To perform and travel at different speeds and levels. To hold stillness. To use movement memory to recall or remember a dance. To create a question and answer (call and response) dance phrase with a partner. To use performance qualities such as body language and facial expressions to show a certain mood (comic manner). To describe the mood of a dance and movements used (comic). 	<p><u>Transferring weight from one body part to another</u></p> <ul style="list-style-type: none"> To know how their body feels when tense (i.e holding a clear shape) and when relaxed and recognise the difference To move weight from one body part to another with control To link and repeat basic gymnastic actions To link and repeat the gymnastic actions used in this unit To watch carefully a short sequence of basic gymnastic actions using key vocabulary To describe accurately a short sequence of basic gymnastic actions using key vocabulary 	<p><u>Telling a story through Dance yr 1 unit 4</u></p> <ul style="list-style-type: none"> Remember basic actions and can move with control. Choose my own movements for my dance. Combine movements using different parts of my body. Develop a dance with a clear beginning middle and ending. Show some sense of dynamic and rhythmic qualities in my dance. Say what I see using simple dance vocabulary, thinking about body actions and simple expressive and dynamic qualities of movement.

2

Balance

- To know how to develop a balance from a body shape.
- To develop ways of using the apparatus to display a challenging yet well-controlled balance.
- To be able to perform a clear stretch jump and land safely and move into a controlled balanced position.
- To investigate ways of linking movements to achieve smooth and controlled transitions.
- To perform with control and fluency, a sequence of 4 unlike actions: A body shape held in stillness, a balance, a travelling movement and a stretch jump.
- To compare similar performances and to suggest ways to improve the quality of the sequence.

Communicating different moods, feelings and ideas through

- To create a short movement phase, involving travelling, linking and contrasting shapes.
- To be able to improve control and coordination of movement when dancing with a partner.
- To be able to develop a 16 count movement motif.
- To be able to improve their own movement motif.
- To be able to develop a narrative to accompany their movements.
- To be able to improve their performance using agreed success criteria as an evaluation tool.

Parts high and Low

- Perform the basic gymnastic actions with control, coordination and variety (rolls, jumps, travelling movements and balances).
- To move smoothly between shapes and actions.
- Show contrast in shape.
- Create and perform a sequence of at least 4 elements, with a clear starting position.
- Describe what they and others have done.

Using dynamics to develop the dance - machines

- To be able to explore actions in response to stimuli.
- To experiment with dynamics (see key vocabulary) to perform movements in a variety of ways.
- To choose and link actions to make short dance phrases that show (express) an idea.
- To describe dance phrases and how dynamics have been used to show a certain character or object (a machine).
- To describe how a dance makes me feel.

Jumping and landing

- Recognise how they feel after exercise.
- Describe what their bodies feel like during gymnastic activity.
- Jump in a variety of ways and land with increasing control and balance.
- Climb safely on equipment.
- Be able to say why they think gymnastic actions are being performed well.
- Create a sequence with 4 elements and be able to repeat the sequence.

Performing a style of dance

- Learn a style of dance - the Salsa
- Use dance vocabulary to describe dance performances and suggest improvements.
- Explore ideas, moods and feelings by improvising and experimenting with actions dynamics, directions and levels.
- Perform a short dance, linking actions with fluency, control and expression.
- Create and perform a dance phrase that expresses an idea, mood or feeling.
- Describe how to work well with a partner.

3

Travelling with a change of direction.

- To improve the quality of jumping and landing.
- To improve the ability to select appropriate gymnastics skills that link well together.
- To make a sequence more interesting by using tools such as mirroring, different levels and directions.
- To perform more complex travelling movements with body tension and perform them in a variety of ways.
- To consolidate and improve the quality of travelling with a change of direction and the ability to link mini sequences.
- To select appropriate gymnastics movements with a partner and adapt their floor sequence onto the apparatus.
- To describe and evaluate the effectiveness and

Unit 1 Linking dance actions - Outer Space

- To show an imaginative response to the stimulus of 'space' through their use of language and choice of movement.
- To explore and develop new actions while working with a partner.
- To link actions to make dance phrases, working with a partner and in a small group.
- To incorporate different qualities and dynamics into their movement.
- To use a range of expressive language to describe dance.

Stretching and curling

- Identify some muscle groups used in gymnastic activities.
- Refine movements into sequences.
- Choose and plan sequences of contrasting actions.
- Compare and contrast gymnastic sequences, commenting on similarities and differences.
- With help, recognise how performances could be improved.
- To show an understanding of and demonstrate good posture, body tension and body alignment.

Unit 2 - Exploring cultural dance.

- To be able to recognise the fundamental dynamics of dance (African dance).
- To be able to respond and improvise freely and rhythmically, translating ideas from a stimulus into movement.
- To be able to give clear instructions for performing a routine.
- To be able to perform specific skills and movement patterns for the chosen cultural dance with accuracy.

Dance Myths and legends - Jason and the Argonauts.

- To be aware of a partner when moving in space.
- To improvise freely and with a partner.
- To explore actions with a change of speed and strength.
- To create a question and answer phrase (call and response) with partner.
- To link dance together.
- To practice and improve a dance phrase.
- To create clear starting and finishing positions (a group shape), and a routine with 3 phrases.
- To perform in a variety of ways in a group including unison and canon.
- To describe a dance phrase with a range of expressive language.

Athletics - (Sports Day Practise)

- To be able to demonstrate sprinting using the correct part of the foot.
- To explore different types of throwing actions for athletics.
- To be able to demonstrate 2 foot jumps for distance.
- To be able to pass the baton to a partner.
- To be able to jump over hurdles effectively.

	<p>quality of a performance using a criteria and appropriate language.</p>					
<p style="text-align: center;">4</p>	<p style="text-align: center;"><u>Balance</u></p> <ul style="list-style-type: none"> • Suggest warm up activities. • Plan, perform and repeat longer sequences that include changes of speed, level and quality of movement. • Adapt their own movements to include a partner in a sequence. • Recognise criteria that lead to improvement. E.g changing a level. • Suggest improvements to their own performance. 	<p style="text-align: center;"><u>'Dance - Characters History Focus'</u></p> <ul style="list-style-type: none"> • Know what to look for in a safe warm-up and make up their own warm up. • Know the difference between personal space and another's space. • Be able to use image as a starting point for dance. • Know the importance of counting the beats to support a sequence of movements. • Understand the tension needed to support a working action. • Know how to use actions and dynamics to develop a motif. • Know how to use the space to add dynamics to a dance 	<p style="text-align: center;"><u>'Receiving body weight'</u></p> <ul style="list-style-type: none"> • To devise and deliver warm up routines that prepare them for their gymnastic work. • To combine actions and maintain the quality of performance when performing at the same time as a partner. • To offer constructive ideas when working with a partner and determine the impact on their performance. • To combine actions to make sequences with changes of speed, level and direction, and clarity of shape 	<p style="text-align: center;"><u>Dance: Characters Literacy Focus</u></p> <ul style="list-style-type: none"> • To be able to perform and create a solo with appropriate expression. • To create and perform a duet with complementary movement. • To perform and create a duet with travel and link actions. • Perform a dance as a solo and duet with contrasting dynamics, travels, question and answer and complementary movement. 	<p style="text-align: center;"><u>Dance: Characters - R.E focus Indian Gods</u></p> <ul style="list-style-type: none"> • Understand the term characterization. • Know how to show characterization in dance. • Create and perform a sequence with appropriate expression and contrasting dynamics. • Understand the term unison and complimentary. • Understand flow • Know how to work effectively with a partner. • Understand the importance of the linking movement • Remember a dance over time. • Use hand gesture from the Asian style of dance • Perform a character and narrative. • Use their knowledge of 	<p style="text-align: center;"><u>Athletics - Sports Day</u></p> <p style="text-align: center;">As Yr 3 and:</p> <ul style="list-style-type: none"> • To be able to demonstrate basic understanding of running over a longer distance. • To show increased understanding of pacing. • To be able to demonstrate throwing an object for distance (as opposed to for a partner to catch).

		<ul style="list-style-type: none"> • Understand the concept of pathways. • Make appropriate dance choices to interpret an idea. 			<p>contrasting dynamics, travels, question and answer and complementary movement to create a dance</p> <ul style="list-style-type: none"> • Evaluate their own and others performance by using video. 	
<p style="text-align: center;">5</p>	<p><u>Gymnastics - Flight</u></p> <ul style="list-style-type: none"> • Lead small groups for warm ups. • Choose actions, body shapes and balances from a wider range of themes and ideas. • Create and perform a partner sequence with at least eight elements. • Practise and refine the sequences to include changes in level, speed and direction. • Adapt their performance to the demands of a task, using their knowledge of composition. 	<p><u>Dance - 'Formations in historical dance'</u></p> <ul style="list-style-type: none"> • Perform different styles of dance clearly, rhythmically and fluently. • Recognise and comment, using appropriate vocabulary. • Adapt and refine the way I use weight, space and rhythm in my dance to express myself. • Make imaginative suggestions in how to improve their own and other people's work. • Respond to the phrasing of music. To compose motifs and plan dances creatively in groups. 	<p><u>Bridges</u></p> <ul style="list-style-type: none"> • Lead a partner through short warm up activities. • Create and perform a sequence of at least six elements with control. • Watch, describe and suggest possible improvements to others' performances. • Understand that strength and suppleness can be improved. 	<p><u>Swimming</u></p>	<p><u>Swimming</u></p>	<p><u>Swimming</u></p>

6

Gymnastics Mirroring and Matching

- To develop a gymnastic sequence using matching and mirroring actions.
- To develop gymnastic sequences with a partner using more challenging matching and mirroring actions and be able to watch and describe performances, giving positive feedback.
- To evaluate own and other's work to meet the theme of matching and mirroring.
- To use apparatus effectively through matching and mirroring sequence work.
- To work with others to plan and lead a warm up and devise an inspiring work area using larger apparatus to create sequences that have planned variations, contrasts in actions and speed.

Dance - 'Strictly dance'

- Perform dances fluently with control.
- Use compositional devices of canon, unison, question and answer, contrast and complimentary movements to create a dance phrase.
- Work creatively and imaginatively individually, with a partner and as part of a group to compose motifs and structure simple dances with attention to dynamics.
- Use appropriate criteria to evaluate and refine my own and others work. Talk about dance with understanding, using appropriate language and terminology and as awareness of artistic intention.

Counter Balance and tension

- Create complex and well executed sequences that include a full range of movements.
- Vary speed, direction, level and body rotation during floor performances.
- Demonstrate a good kinaesthetic awareness.
- Practise and refine actions shapes and balances. Use own criteria to judge performances and suggest ideas to improve other people's work.

Putting on a performance.

- To be able to use stillness to add interest to a dance phrase.
- To be able to use text to create a 16 count dance motif.
- To be able to use the choreographic device of Canon and Unison in a group dance.
- To be able to work creatively in a group to create and perform a motif and a dance representing a character.
- Will be able to use appropriate criteria to evaluate and refine their own and others' work.
- To understand how to create a performance using a range of compositional ideas and to be able to perform with clear understanding and intention.
- To understand how to create a performance using a range of

Invasion Games: Attacking Defending Play

- To choose and apply a range of tactics and strategies for attack and defence.
- To use these tactics more consistently in games.
- To develop their ability to evaluate.
- To understand a range of strategies for defence and attack.
- Understand there are different ways of attacking.
- Understand the best formations tactics for attacking and defending.
- To understand the needs to prepare properly for games.
- To develop their ability to evaluate their own work and others work and to suggest ways to improve it.

Athletics - Sports Day

- As Yr 4 and: •
- To be able to demonstrate the correct sprinting start and technique.
 - To be able to demonstrate the long jump using the Mexican wave technique.
 - To be able to run continuously for a period of time.

	<ul style="list-style-type: none">• To practice and refine using appropriate choice of support to improve their performance in order to perform in front of a larger audience.			<p>compositional ideas and to be</p> <ul style="list-style-type: none">• able to perform with clear understanding and intention		
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