



Whole School Personal Development Curriculum Map



EYFS - P = Physical C = Cognitive S = Social W = Well being

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Locomotion Walking & Jumping	Ball Skills Hands 1	Gymnastics High Low, Over, under	Ball Skills Hands 2	Ball Skills Feet	Games For Understanding
<p>(P) Can pupils move in different ways</p> <p>(C) Do pupils understand how to walk at different pace or jump at different distances</p> <p>(S) Can pupils follow instructions to walk or jump in different ways</p> <p>(W) Can pupils travel with confidence</p>	<p>(P) Can pupils roll and bounce the ball with control?</p> <p>(C) Do pupils understand the meaning of the word control?</p> <p>(S) Can pupils follow instructions and rules of the game</p> <p>(W) Do pupils stop and pass if they enter a marked area?</p>	<p>(P) Can pupils make their movement champion?</p> <p>(C) Are pupils creative on the apparatus, moving over, under, through, along, across etc?</p> <p>(S) Can pupils collaborate with other pupils by working around each other and taking turns, 'sharing'?</p> <p>(W) Can pupils travel with confidence over, under and through equipment?</p>	<p>(P) Can pupils throw a beanbag with control?</p> <p>(C) Do pupils understand the meaning of, 'control'?</p> <p>(S) Can pupil follow the rules of the game?</p> <p>(W) Can pupils keep the score?</p>	<p>(P) Can pupils move the ball with control?</p> <p>(C) Do pupils understand the meaning of 'control'?</p> <p>(S) Do pupils understand and follow the rules of a game?</p> <p>(W) Can pupils keep the score?</p>	<p>(P) Can pupils move out of the space avoiding being tagged by the sharks?</p> <p>(C) Do pupils understand the consequence of breaking the rules of a game?</p> <p>(S) Can pupils play fairly in their teams?</p> <p>(W) Can pupils travel with confidence?</p>



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ball Skills Hands 1	Dance Growing	Gymnastics Body Parts	Balls Skills Feet	Balls Skills Sticks	Games for Understanding
<p>(P) Can pupils pass a ball towards a target using their hands?</p> <p>(C) Do pupils concentrate on the ball?</p> <p>(S) Can pupils take turns to be the defender when playing games?</p> <p>(W) Do pupils always stop and pass if they are tagged?</p>	<p>(P) Can pupils move like champion dancers?</p> <p>(C) Do pupils understand what a champion dancer is?</p> <p>(S) Do the bee and the flower move in relation to each other?</p> <p>(W) Can pupils make accurate descriptions about others performances?</p>	<p>(P) Can pupils make their movements and shapes 'champion'?</p> <p>(C) Do pupils understand what being a champion is?</p> <p>(S) Are pupils safe on the apparatus collaborating and sharing?</p> <p>(W) Can pupils be brave and try their own ideas for combining two</p>	<p>(P) Can pupils move the ball using the insides and outsides of their feet?</p> <p>(C) Do pupils understand why we do not use our hands to stop the ball?</p> <p>(S) Can pupils count their own score or team score honestly?</p> <p>(W) Can pupils count their own score?</p>	<p>(P) Can pupils hold a stick and connect with a ball begin to return the ball to a target?</p> <p>(C) Can pupils begin to return to a target</p> <p>(S) Can pupils organise themselves as a team fairly</p> <p>(W) Do pupils enjoy stick skills</p>	<p>(P) Are pupils able to change direction (dodge) and catch an attacker?</p> <p>(C) Do pupils understand the consequence in a game of not tagging an attacker or being tagged by a defender?</p> <p>(S) Can pupils collaborate and take turns?</p> <p>(W) Are pupils stopping when they are tagged?</p>



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Year 2 - P = Physical C = Cognitive S = Social W = Well being

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Locomotion Dodging	Dance Explorers	Gymnastics Linking	Ball Skills Hands	Balls Skills Sticks	Games for Understanding
<p>(P) Can pupils dodge with effective technique?</p> <p>(C) Do pupils understand the consequence in a game of not moving away from the balls being rolled?</p> <p>(S) Can pupils work against other teams collaboratively?</p> <p>(W) Can pupils score points by dodging the balls?</p>	<p>(P) Can pupils use all of their bodies as they move?</p> <p>(C) Do pupils understand what a champion dancer is?</p> <p>(S) Can pupils perform the movement sequence in a pair?</p> <p>(W) Can pupils add movements together?</p>	<p>(P) When pupils make a shape or movement is it a, 'champion'?</p> <p>(C) Do pupils understand what linking is and how we link?</p> <p>(S) Can pupils suggest ways to improve another pupils' work?</p> <p>(W) Can pupils be brave and think of their own ideas for moving?</p>	<p>(P) Can pupils pass a ball towards a target using their handst?</p> <p>(C) Do pupils understand the consequence in a game of moving the ball close to the defenders?</p> <p>(S) Can pupils work together in pairs?</p> <p>(W) Do pupils swap roles if the defender gains possession of the ball?</p>	<p>(P) Can pupils hold a stick and return the ball to a target?</p> <p>(C) Can pupils begin to outwit their opponent when using the racket</p> <p>(S) Can pupils organise themselves as a team fairly in a game setting</p> <p>(W) Do pupils enjoy stick skills</p>	<p>(P) Do pupils (defenders) understand the consequence in a game of not tagging an attacker?</p> <p>(C) Do pupils understand the difference between attack and defence?</p> <p>(S) Can pupils work against other teams collaboratively?</p> <p>(W) Can pupils collaborate and apply the rules of the game?</p>



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Year 3 - P = Physical C = Cognitive S = Social W = Well being

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Invasion Tag Rugby	Dance Weather	Gymnastics Symmetry & Asymmetry	Invasion Game Sense	Striking & Fielding Cricket	Athletics
<p>(P) Are pupils able to pass the ball (backwards only) whilst moving forwards to score a try?</p> <p>(C) Do pupils understand when, where and why they need to tag?</p> <p>(S) Can pupils collaborate as a team?</p> <p>(W) Do pupils enjoy playing competitive games?</p>	<p>(P) Can pupils move with expression?</p> <p>(C) Is there evidence of creativity?</p> <p>(S) Can pupils choreograph the entire piece including the end moves as part of a group?</p> <p>(W) Are pupils respectful when giving and receiving feedback?</p>	<p>(P) Can pupils make balances excellent</p> <p>(C) Do pupils understand why certain movements and balances are excellent?</p> <p>(S) Do pupils respect all pairs as they perform?</p> <p>(W) Can pupils adopt the role of a judge to ensure that the competition is run fairly?</p>	<p>(P) can pupils apply an understanding of passing, moving and dribbling to score points against another team.</p> <p>(C) Do pupils understand the difference between attack & defence.</p> <p>(S) Can pupils collaborate and apply the rules of the game.</p> <p>(W) Do pupils respect the rules?</p>	<p>(P) Can pupils return the ball to a target?</p> <p>(C) Can pupils outwit their opponents when batting?</p> <p>(S) Can pupils organise themselves as a team fairly when batting or fielding?</p> <p>(W) Do pupils enjoy batting and/or fielding?</p>	<p>(P) Can pupils use the correct technique to throw?</p> <p>(C) Do pupils understand why they need to release a object at the right time?</p> <p>(S) Are pupils able to evaluate their peers?</p> <p>(W) Do pupils continue to try and improve their own performance?</p> <p>P) Can pupils make their bodies run as fast as possible?</p> <p>(C) Do pupils understand how to run faster?</p> <p>(S) Can pupils collaborate and run in a team?</p> <p>(W) Can pupils organise their team?</p>



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Year 4 - P = Physical C = Cognitive S = Social W = Well being

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Invasion Tag Rugby	Dance Space	Gymnastics Bridges	Invasion Hockey	Striking & Fielding Cricket	Athletics
<p>(P) Are pupils able to pass the ball (backwards only) whilst moving forwards to score a try?</p> <p>(C) Do pupils understand when, where and why they need to tag?</p> <p>(S) Can pupils collaborate as a team?</p> <p>(W) Do pupils enjoy playing competitive games?</p>	<p>P) Can pupils add three movements together?</p> <p>(C) Do pupils understand what an excellent dancer is?</p> <p>(S) Can pupils choreograph the entire piece including the end moves as part of a group?</p> <p>(W) Do pupils keep practising their sequence?</p>	<p>(P) Is there evidence of interesting gymnastics?</p> <p>(C) Do pupils understand why certain movements and balances are excellent?</p> <p>(S) Are pupils collaborating effectively with their partners?</p> <p>(W) Do pupils enjoy performing their routines?</p>	<p>(P) Can pupils try and outwit their opponents whilst keeping possession of the ball and applying effective decision-making?</p> <p>(C) Do pupils understand their role and apply this role effectively within the game</p> <p>(S) Can pupils collaborate and work together in their teams</p> <p>(W) Can pupils encourage others when they make a mistake</p>	<p>(P) Can pupils return the ball to a target?</p> <p>(C) Can pupils outwit their opponents when batting?</p> <p>(S) Can pupils organise themselves as a team fairly when batting or fielding?</p> <p>(W) Do pupils enjoy batting and/or fielding?</p>	<p>(P) Can pupils use the correct technique to throw?</p> <p>(C) Do pupils understand why they need to release a object at the right time?</p> <p>(S) Are pupils able to evaluate their peers?</p> <p>(W) Do pupils continue to try and improve their own performance?</p>



Whole School Personal Development Curriculum Map



Year 5 - P = Physical C = Cognitive S = Social W = Well being

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Invasion Tag Rugby	Dance Circus	Gymnastics Counterbalance and Counter Tension	Invasion Hockey	Striking & Fielding Cricket & Rounders	Athletics
<p>(P) Do pupils reduce the space applying pressure to the attackers when they are defending?</p> <p>(C) Can pupils follow more complex rules?</p> <p>(S) Can the defenders work as a team to prevent the attackers from scoring a try?</p>	<p>(P) Are pupils able to add on clear, bold, start and finish positions?</p> <p>(C) Can pupils move convincingly as an Olympian and stay in character?</p> <p>(S) Can pupils perform as part of a big group?</p> <p>(W) Can pupils keep trying even when they make a mistake?</p>	<p>(P) Is there evidence of fluidity in pupils' performances?</p> <p>(C) Can pupils consider using cannon or unison?</p> <p>(S) Are pupils able to complete the assessment sheets accurately?</p> <p>(W) Can pupils manage their emotions when performing their routine?</p>	<p>(P) Can pupils outwit their opponents and keep possession of the ball applying effective decision-making?</p> <p>(C) Do pupils understand their role and apply this role effectively within the game?</p> <p>(S) Can pupils collaborate and work together in their teams?</p> <p>(W) Can pupils encourage others even when they make a mistake?</p>	<p>Cricket</p> <p>(P) Can pupils bowl accurately and consistently?</p> <p>(C) Can pupils vary the way they bowl depending on who is batting?</p> <p>(S) Can pupils umpire the games fairly?</p> <p>(W) Can pupils keep a score of the game</p> <p>Rounders</p> <p>(P) Can pupils bowl accurately and consistently?</p> <p>(C) Can pupils vary the way they bowl depending on who is batting?</p> <p>(S) Can pupils umpire the games fairly?</p> <p>(W) Can pupils keep a score of the game</p>	<p>(P) Do pupils successfully changeover</p> <p>(C) Can pupils collaborate as a team and organise their race tactics</p> <p>(S) Can pupils collaborate and run/throw and evaluate in a team and peers</p> <p>(W) Can pupils organise</p>



Whole School Personal Development Curriculum Map



Year 6 - P = Physical C = Cognitive S = Social W = Well being

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Invasion Handball	Dance Prejudice & Discrimination	Gymnastics Matching & Mirroring Creating Sequences	Invasion Hockey	Striking & Fielding Cricket & Rounders	Athletics
<p>(P) Can pupils execute their attacking tactics effectively?</p> <p>(C) Can pupils create a range of attacking tactics, applying these to their games?</p> <p>(C) Can pupils evaluate and improve their tactics?</p> <p>(S) Can pupils explain the tactics they have created, demonstrating a clear understanding of the role each member of the team will perform?</p> <p>(W) Do pupils try their best even when their team is losing?</p>	<p>(P) Can pupils perform with high energy?</p> <p>(C) Do pupils know what makes an excellent dancer?</p> <p>(S) Can pupils make improvements to other pupils' work?</p> <p>(W) Can pupils work hard to keep improving their performance?</p> <p>(P) Do pupils' sequences show clarity, fluency, accuracy and consistency?</p> <p>(P) Can pupils perform with expression and creativity?</p> <p>(P&S) Can pupils perform as part of a big group?</p> <p>(C&S) Can pupils make improvements to other pupils' work?</p> <p>(W) Can pupils keep trying even when they make a mistake</p>	<p>P) Can pupils create a pair matching and mirroring sequence on apparatus?</p> <p>(C) Do pupils understand the difference between matching and mirroring?</p> <p>(S) Are pupils collaborating effectively with their partners?</p> <p>(W) Can pupils manage their emotions when performing their routines?</p>	<p>(P) Can pupils outwit their opponents and keep possession of the ball applying effective decision-making?</p> <p>(C) Do pupils understand their role and apply this role effectively within the game?</p> <p>(S) Can pupils collaborate and work together in their teams?</p> <p>(W) Can pupils encourage others even when they make a mistake?</p>	<p>Cricket</p> <p>(P) Can pupils hit the ball on both sides of their bodies into space away from fielders?</p> <p>(C) Do pupils change the way they are batting, depending on the game situation?</p> <p>(S) Can pupils umpire the games fairly?</p> <p>(W) Can pupils confidently score and umpire a game of pairs/mini-cricket game?</p> <p>Rounders</p> <p>P) Can pupils bowl accurately and consistently?</p> <p>(C) Can pupils vary the way they bowl depending on who is batting?</p> <p>(S) Can pupils umpire the games fairly?</p> <p>(W) Can pupils keep a score of the game</p>	<p>P) Can pupils locate events as a pair/team or individually return quickly?</p> <p>(C) Can pupils identify aspects on the event to help them use them succeed</p> <p>(S) Can pupils explain how they feel when working as part of a team?</p> <p>(W) Do pupils keep trying there hardest even if they are not successful?</p> <p>(P) Do pupils run jump and/or throw correctly?</p> <p>(C) Are pupils able to identify who should compete in an event and explain why?</p> <p>(S) Are pupils able to evaluate their peers?</p> <p>(W) Do pupils continue to try hard even when they are challenged?</p>



Whole School Personal Development Curriculum Map



Swimming - P = Physical C = Cognitive S = Social W = Well being

Year groups below are assessed at Farnham Leisure Centre by qualified Swim Teachers

All pupils are assessed against the National Swim Curriculum for England

Year 5	Year 6
(P) Can pupils Swim competently, confidently, and proficiently on their front or back over a distance of 25m?	(P) Pupils should now be swimming competently, confidently, and proficiently on their front or back over a distance of 25m
(C) Pupils moving towards treading water confidently for ½ a minute	(C) Pupils should now be able to tread water for at least ½ a minute.
(S) Can pupils begin to jump into the water from pool side showing an understanding of pool safety. Pupils discuss and come up with ideas about how we can attract attention?	(S) Pupils should now be able to jump into the water demonstrating pool safety. Fully understand how to attract attention when require help.
(W) Do pupils continue to try their best?	(W) Pupils identify strengths and weaknesses in other strokes

Gifted & Talented pupils or more able pupils are invited to try out for Swim Quad. Swim Quad is a competitive team who compete against other schools throughout the year in competitions.

(P) Can pupils swim competitively in a race?

(C) Can pupils select their strongest stroke to use?

(S) As a team can pupils select the best strokes to use and best positions for everyone to race in?

(W) Pupils continuously try to improve their strokes and swim technique.