



PE Long Term Curriculum Map

Year Group	Autumn 1 Invasion	Autumn 2 Dance/ Gymnastics	Spring 1 Swimming	Spring 2 Net and wall	Summer 1 Athletics	Summer 2 Striking and Fielding
1 K P I	<p>I can move with control and care in a space.</p> <p>I can throw and kick an object in different ways.</p> <p>I can intercept and retrieve and object.</p> <p>I can find my way around a simple course</p> <p>I can take part in a team game.</p>	<p>Link two short movements phrases in dance and gymnastics</p> <p>Repeat sequence and copy a partner.</p> <p>Selects appropriate movements for different dance ideas.</p> <p>I can roll, curl, travel, balance in different ways</p> <p>Practice moving expressively.</p>	<p>Return to standing position from star float on back.</p> <p>Push glide on front.</p> <p>Know the rules and routines that keep them safe in the water</p>	<p>I can hit a ball with a bat or racket</p> <p>Understand the idea of aiming.</p> <p>I can take part in a team game.</p>	<p>Jump over rope 10cm high</p> <p>Take part in a relay race.</p> <p>I can take part in a team game</p>	<p>Understand the idea if hitting into space.</p> <p>I can throw, bounce, and catch with both hands</p> <p>I can take part in a team game.</p> <p>Throw an object overarm.</p> <p>Understand the idea if hitting into space.</p>

		<p>I can jump and land safely and with good technique.</p> <p>I can show control and co-ordination when traveling and remaining still.</p> <p>I can make up a short dance moving to music</p> <p>I can copy and perform my own dance moves.</p> <p>I can move to music in different directions. ie sideways and backwards.</p> <p>I can use different parts of my body in combinations in dance</p>				
	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
	I can describe basic rules.	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

	<p>I can use equipment safely.</p> <p>I can repeat actions, sequences, and skills.</p> <p>I can copy actions</p> <p>Describe and say what they did and like about their performance.</p> <p>Recognise they have been energetic.</p> <p>Know where the heart is and to be aware of own breathing and the changes during exercise.</p> <p>Name the external parts of the body.</p>	<p>I can describe basic rules.</p> <p>I can use equipment safely.</p> <p>I can repeat actions, sequences, and skills.</p> <p>I can copy actions</p> <p>Describe and say what they did and like about their performance.</p> <p>Recognise they have been energetic.</p> <p>Know where the heart is and to be aware of own breathing and the changes during exercise.</p> <p>Name the external parts of the body.</p>	<p>I can describe basic rules.</p> <p>I can use equipment safely.</p> <p>I can repeat actions, sequences, and skills.</p> <p>I can copy actions</p> <p>Describe and say what they did and like about their performance.</p> <p>Recognise they have been energetic.</p> <p>Know where the heart is and to be aware of own breathing and the changes during exercise.</p> <p>Name the external parts of the body.</p>	<p>I can describe basic rules.</p> <p>I can use equipment safely.</p> <p>I can repeat actions, sequences, and skills.</p> <p>I can copy actions</p> <p>Describe and say what they did and like about their performance.</p> <p>Recognise they have been energetic.</p> <p>Know where the heart is and to be aware of own breathing and the changes during exercise.</p> <p>Name the external parts of the body.</p>	<p>I can describe basic rules.</p> <p>I can use equipment safely.</p> <p>I can repeat actions, sequences, and skills.</p> <p>I can copy actions</p> <p>Describe and say what they did and like about their performance.</p> <p>Recognise they have been energetic.</p> <p>Know where the heart is and to be aware of own breathing and the changes during exercise.</p> <p>Name the external parts of the body.</p>	<p>I can describe basic rules.</p> <p>I can use equipment safely.</p> <p>I can repeat actions, sequences, and skills.</p> <p>I can copy actions</p> <p>Describe and say what they did and like about their performance.</p> <p>Recognise they have been energetic.</p> <p>Know where the heart is and to be aware of own breathing and the changes during exercise.</p> <p>Name the external parts of the body.</p>
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	Aware of the need for safety when using PE equipment.  Understands that some foods are bad for them.	Aware of the need for safety when using PE equipment.  Understands that some foods are bad for them.	Aware of the need for safety when using PE equipment.  Understands that some foods are bad for them.	Aware of the need for safety when using PE equipment.  Understands that some foods are bad for them.	Aware of the need for safety when using PE equipment.  Understands that some foods are bad for them.	Aware of the need for safety when using PE equipment.  Understands that some foods are bad for them.
2 K P I	<p>Move fluently within space and avoid collisions.</p> <p>I can decide the best space to be in and hit during a game</p> <p>I can use one tactic in a game.</p> <p>Know the difference between defence and attack and demonstrate both.</p> <p>Know how to score in games and which</p>	<p>Have an appropriate starting position and controlled finishing position.</p> <p>Choose movements to make their own patterns.</p> <p>Practise and repeat movements.</p> <p>I can change rhythm, speed, level, and direction in my dance.</p> <p>I can dance with control and co-ordination.</p>	Swim 5 metres.	<p>Adjust own movement and patterns after watching others.</p> <p>I can use throwing, hitting, kicking and /or rolling in a game.</p>	<p>Take off and land controlled on both/ either feet remaining balanced throughout.</p> <p>Recognise there are different styles of running and jumping.</p> <p>Demonstrate 5 different jumps with controlled landing and take offs.</p> <p>Run and jump over rope 10cm high.</p>	<p>Recognise there are different styles of throwing.</p> <p>Tracks ball to retrieve, hit, kick.</p> <p>Consistently track, intercept, and catch an object.</p> <p>Show accuracy when throwing, hitting and catching an object to a partner or into a container.</p>

	<p>direction the team is playing.</p> <p>Show spatial awareness.</p> <p>Recognises spaces and uses it.</p>	<p>I can make a sequence by linking sections together.</p> <p>I can use dance to show a mood, theme or feeling.</p> <p>Perform a short dance showing expression, speed, and direction in a controlled manner.</p> <p>Move expressively and clearly, remember, and repeat a simple dance.</p> <p>Describe how their dance makes them feel.</p> <p>Watch others movement carefully.</p>			<p>Throw a range of objects into a target area.</p>	
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		<p>I can copy and remember actions.</p> <p>I can talk about what is different from what I did and what someone else did.</p> <p>Copy what they see and say why it is good.</p> <p>Choose one aspect of a sequence to improve.</p> <p>I can plan and perform a sequence of movements</p> <p>I can improve my sequence based on feedback.</p> <p>I can think of more than one way to create a sequence which follows 'rules'.</p>				
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	<p>Identify risks when moving. The need for food to be active.</p> <p>Uses skills in different ways for different games. Adapt skills in response to opponent.</p> <p>Describe what they did to solve a problem</p> <p>Describe their own role in activities.</p> <p>Follow a simple marked trail.</p> <p>Know what clothing is appropriate for task and weather.</p>	<p>Identify risks when moving. The need for food to be active.</p> <p>Uses skills in different ways for different games. Adapt skills in response to opponent.</p> <p>Describe what they did to solve a problem</p> <p>Describe their own role in activities.</p> <p>Follow a simple marked trail.</p> <p>Know what clothing is appropriate for task and weather.</p>	<p>Identify risks when moving. The need for food to be active.</p> <p>Uses skills in different ways for different games. Adapt skills in response to opponent.</p> <p>Describe what they did to solve a problem</p> <p>Describe their own role in activities.</p> <p>Follow a simple marked trail.</p> <p>Know what clothing is appropriate for task and weather.</p>	<p>Identify risks when moving. The need for food to be active.</p> <p>Uses skills in different ways for different games. Adapt skills in response to opponent.</p> <p>Describe what they did to solve a problem</p> <p>Describe their own role in activities.</p> <p>Follow a simple marked trail.</p> <p>Know what clothing is appropriate for task and weather.</p>	<p>Identify risks when moving. The need for food to be active.</p> <p>Uses skills in different ways for different games. Adapt skills in response to opponent.</p> <p>Describe what they did to solve a problem</p> <p>Describe their own role in activities.</p> <p>Follow a simple marked trail.</p> <p>Know what clothing is appropriate for task and weather.</p>	<p>Identify risks when moving. The need for food to be active.</p> <p>Uses skills in different ways for different games. Adapt skills in response to opponent.</p> <p>Describe what they did to solve a problem</p> <p>Describe their own role in activities.</p> <p>Follow a simple marked trail.</p> <p>Know what clothing is appropriate for task and weather.</p>
<p>3</p> <p><b>K</b></p>	<p>Use possession and control skills and</p>	<p>I can improvise freely and translate ideas</p>	<p>I can Swim on my back.</p>	<p>Explore different ways if sending ball.</p>	<p>I can run fast, medium and slow speeds,</p>	<p>I can throw and catch with control.</p>

<p><b>P</b> <b>I</b></p>	<p>make progress towards goal.</p> <p>React and make it difficult for opponent. React in a way to assist partner.</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>Select tactics apt for the situation.</p> <p>Pass and dribble ball keeping control.</p> <p>Demonstrate the difference between helping a partner and playing against someone.</p>	<p>from a stimulus into movement.</p> <p>I can share and create phrases with a partner and small group.</p> <p>I can repeat, remember and perform phrases.</p> <p>Explore ideas based in theme.</p> <p>Change level direction and pace during dance.</p> <p>Move to a variety of stimuli, ie beat, rhythm and words.</p> <p>Use dance to illustrate another subject, ie art.</p>	<p>I can Swim 15 metres.</p> <p>Swim on front with co-ordination and smooth action.</p> <p>Know and explain rules and routines that keep you safe in water.</p>		<p>changing speed and direction.</p> <p>Sustain running for 2 minutes. I can take part in a relay, remembering when to run and what to do.</p> <p>Understand the difference between running and jogging.</p> <p>Select the appropriate style of throwing, running and jumping for the task.</p>	<p>Bowl underarm and throw accurately when playing games.</p> <p>Strike a ball with intent.</p>
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	Identify what things they found difficult and how they made it difficult for an opponent.	Identify what things they found difficult and how they made it difficult for an opponent.	Identify what things they found difficult and how they made it difficult for an opponent.	Identify what things they found difficult and how they made it difficult for an opponent.	Identify what things they found difficult and how they made it difficult for an opponent.	Identify what things they found difficult and how they made it difficult for an opponent.
4 K P I	<p>I can keep possession of the ball.</p> <p>I can vary tactics and adapt skills depending on what is happening in a game.</p> <p>I can recognise space in their games and use it to their advantage.</p> <p>Receive ball in control and keep possession.</p> <p>Pass and dribble a ball keeping control and possession.</p>	<p>Combine actions in sequences that involve changes in speed and direction.</p> <p>Create longer sequences.</p> <p>Improve appearances of sequences by varying direction, levels and pathways. Sequence movements in logical order.</p> <p>Identify when 2 performances have the same elements and compare.</p> <p>Vary dance phrases.</p>	<p>Describe why swimming helps keep them fit and healthy.</p> <p>Swim 50 metres.</p> <p>Use 3 different strokes</p> <p>Control breathing when swimming.</p> <p>Be aware of survival techniques.</p>	<p>I can hit a ball accurately with control.</p> <p>Keep a rally going.</p> <p>Select which skill to use to make it difficult for an opponent.</p>	<p>Aim for a realistic target to improve height or distance.</p> <p>Describe the difference in running, jumping, and throwing styles.</p> <p>Take weight with different parts of the body.</p> <p>I can include change of speed and direction.</p> <p>I can jump in different ways and over a bar.</p> <p>I can run over a long distance.</p>	<p>I can catch one handed.</p> <p>I can throw and catch accurately.</p> <p>Use different bowling methods and with variation.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>Vary the speed and direction of the ball.</p> <p>Gauge when to run after hitting the ball.</p>

	<p>Hit a ball with purpose and in intended direction.</p> <p>Identify good players and why they are good.</p> <p>Co-operate and make constructive contribution to refine work in small groups.</p> <p>Identify what they do to beat competition</p> <p>Work with the team</p> <p>Select position to receive ball.</p> <p>Make difficulties for opponents by using variation of speed, direction and height.</p> <p>Use space constructively.</p>	<p>Identify and understand the processes involved in improving performance.</p> <p>I can include a range of shapes.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p>Maintain fluency and control when performing difficult combinations.</p> <p>I can take the lead when working with a partner or group.</p> <p>I can use dance to communicate an idea.</p>			<p>I can sprint over a short distance.</p> <p>Transfer weight from one foot to the other.</p>	
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	Use rules and keep playing without dispute.	Use rules and keep playing without dispute.	Use rules and keep playing without dispute.	Use rules and keep playing without dispute.	Use rules and keep playing without dispute.	Use rules and keep playing without dispute.
5 K P I	<p>Direct a ball away from opposition.</p> <p>Use tactics.</p> <p>Suggest improvements in speed and direction.</p> <p>Identify the reason they won or lost.</p> <p>Play ball to make it difficult for the opponent.</p> <p>Show consistency and control in games.</p> <p>I can choose a tactic for defence and attacking.</p>	<p>I can compose my own dances in a creative way.</p> <p>I can perform to an accompaniment.</p> <p>My dance shows clarity, fluency, accuracy, and consistency.</p> <p>Show an awareness of the music's rhythm when improvising.</p> <p>Perform movement patterns effectively with a partner.</p> <p>Develop a dance using different styles and cultures.</p>	<p>Breath so swimming pattern is uninterrupted.</p> <p>Swim 100 metres.</p> <p>Perform survival techniques.</p>	<p>I can use forehand and backhand with a racket.</p> <p>Make shots on either side of the body.</p>	<p>I am controlled when taking off and landing.</p> <p>I can combine running and jumping.</p> <p>Run in an appropriate speed for the distance.</p> <p>Develop appropriate throwing styles for object to be thrown.</p>	<p>I can field.</p> <p>Use different types of shots/ stroke.</p>

	<p>I can use a few techniques to pass, dribble and shoot.</p> <p>Change direction and speed when dribbling a ball.</p> <p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>Accept defeat appropriately.</p>	<p>I can make complex extended sequences.</p> <p>I can combine action, balance and shape.</p> <p>I can perform consistently to different audiences.</p> <p>Perform actions with agility, fluency, clarity and consistency.</p> <p>Make contrasting shapes when working with a partner.</p> <p>Combine actions and maintain performance when working with a partner.</p> <p>Offer constructive ideas when working with a partner.</p>				
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		<p>Show an understanding of social, historical and cultural contexts of dance.</p> <p>Have a clear idea about what they have achieved.</p> <p>Recognise the importance of planning. Recognise the importance of thinking as the work through a task.</p> <p>Identify aspects of a performance they have performed consistently and accurately.</p> <p>Observe shape and balance on apparatus.</p>				
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		<p>Increase the length of a sequence.</p> <p>With a partner create sequence using floor, mat and apparatus.</p> <p>Combine actions in sequence that involve changes in speed level and direction and clarity of shape.</p> <p>Choose and develop material to create dance.</p> <p>Understand patterns and forms in specific dance styles.</p> <p>Know strength and suppleness and key parts in gymnastic performance.</p> <p>Devise routines that prepare their body for</p>				
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		gymnastic lesson.  Know different dance styles place different demands on the body.				
	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
	Show an appropriate response to weather conditions.  Keep to the rules of the game.  Suggest how the rules could be changed to improve a game.  Select the appropriate skill. Understand the excitement at completing a challenge.  Know how to prepare physically.	Show an appropriate response to weather conditions.  Keep to the rules of the game.  Suggest how the rules could be changed to improve a game.  Select the appropriate skill. Understand the excitement at completing a challenge.	Show an appropriate response to weather conditions.  Keep to the rules of the game.  Suggest how the rules could be changed to improve a game.  Select the appropriate skill. Understand the excitement at completing a challenge.	Show an appropriate response to weather conditions.  Keep to the rules of the game.  Suggest how the rules could be changed to improve a game.  Select the appropriate skill. Understand the excitement at completing a challenge.	Show an appropriate response to weather conditions.  Keep to the rules of the game.  Suggest how the rules could be changed to improve a game.  Select the appropriate skill. Understand the excitement at completing a challenge.	Show an appropriate response to weather conditions.  Keep to the rules of the game.  Suggest how the rules could be changed to improve a game.  Select the appropriate skill. Understand the excitement at completing a challenge.  Know how to prepare physically.



6 K P I	<p>I can make a team and communicate a plan.</p> <p>I can lead others in a game situation.</p>	<p>I can combine my own work with that of others.</p> <p>I can link sequences to specific timings.</p> <p>I can develop sequences in a specific style.</p> <p>I can choose my own music and style.</p>	I can plan with others taking account of safety and danger.	I can umpire.	I can demonstrate stamina.	I can play to agreed rules.
	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
	I can explain rules.	I can explain rules.	I can explain rules.	I can explain rules.	I can explain rules.	I can explain rules.
Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invasion	Dance/ Gymnastics	Swimming	Net and wall	Athletics	Striking and Fielding
	I can use tactics and skill to perform well	Applies simple fundamental movement skills in an activity.	I can develop the different strokes to improve my performance	I can take different roles effectively Leading small activities with peers	Works cooperatively with others during lessons. • Communicates what is good about a	• Uses fundamental simple skills such as throwing, catching, running with some control and success.





	<p>Describes the effects of exercise/warm up on the body.</p> <p>Identifies some of the major muscles of the body.</p> <p>Performs a warm up independently</p> <p>Dresses appropriately for the activity and environment</p> <p>Demonstrates a positive approach to learning</p> <p>Has confidence to participate in physical activity</p> <p>Takes responsibility for their own learning</p> <p>Listens to and follows instructions from others</p>	<p>Describes the effects of exercise/warm up on the body.</p> <p>Identifies some of the major muscles of the body.</p> <p>Performs a warm up independently</p> <p>Dresses appropriately for the activity and environment</p> <p>Demonstrates a positive approach to learning</p> <p>Has confidence to participate in physical activity</p> <p>Takes responsibility for their own learning</p> <p>Listens to and follows instructions from others</p>	<p>Describes the effects of exercise/warm up on the body.</p> <p>Identifies some of the major muscles of the body.</p> <p>Performs a warm up independently</p> <p>Dresses appropriately for the activity and environment</p> <p>Demonstrates a positive approach to learning</p> <p>Has confidence to participate in physical activity</p> <p>Takes responsibility for their own learning</p> <p>Listens to and follows instructions from others</p>	<p>Describes the effects of exercise/warm up on the body.</p> <p>Identifies some of the major muscles of the body.</p> <p>Performs a warm up independently</p> <p>Dresses appropriately for the activity and environment</p> <p>Demonstrates a positive approach to learning</p> <p>Has confidence to participate in physical activity</p> <p>Takes responsibility for their own learning</p> <p>Listens to and follows instructions from others</p>	<p>Describes the effects of exercise/warm up on the body.</p> <p>Identifies some of the major muscles of the body.</p> <p>Performs a warm up independently</p> <p>Dresses appropriately for the activity and environment</p> <p>Demonstrates a positive approach to learning</p> <p>Has confidence to participate in physical activity</p> <p>Takes responsibility for their own learning</p> <p>Listens to and follows instructions from others</p>	<p>Describes the effects of exercise/warm up on the body.</p> <p>Identifies some of the major muscles of the body.</p> <p>Performs a warm up independently</p> <p>Dresses appropriately for the activity and environment</p> <p>Demonstrates a positive approach to learning</p> <p>Has confidence to participate in physical activity</p> <p>Takes responsibility for their own learning</p> <p>Listens to and follows instructions from others</p>