

PE Long Term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group	Invasion	Dance/ Gymnastics	Swimming	Net and wall	Athletics	Striking and Fielding
1	I can move with	Link two short	Return to standing	I can hit a ball with a	Jump over rope 10cm	Understand the idea if
	control and care in a	movements phrases in	position from star	bat or racket	high	hitting into space.
K P	space.	dance and gymnastics	float on back.			
P				Understand the idea	Take part in a relay	I can throw, bounce,
1 7	I can throw and kick	Repeat sequence and	Push glide on front.	of aiming.	race.	and catch with both
<u>"</u>	an object in different	copy a partner.				hands
	ways.		Know the rules and	I can take part in a	I can take part in a	
		Selects appropriate	routines that keep	team game.	team game	I can take part in a
	I can intercept and	movements for	them safe in the water			team game.
	retrieve and object.	different dance ideas.				
						Throw an object
	I can find my way	I can roll, curl, travel,				overarm.
	around a simple	balance in different				
	course	ways				Understand the idea if
	t as a data as adding	Describes associates				hitting into space.
	I can take part in a	Practice moving				
	team game.	expressively.				



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



I can use equipment	I can describe basic rules.				
safely.					
	I can use equipment				
I can repeat actions,	safely.	safely.	safely.	safely.	safely.
sequences, and skills.					
	I can repeat actions,				
I can copy actions	sequences, and skills.	sequences, and skills.	sequences, and skills.	sequences, and skills.	sequences, and skills
Describe and say	I can copy actions				
what they did and like					
about their	Describe and say what	Describe and say wh			
performance.	they did and like				
	about their				
Recognise they have	performance.	performance.	performance.	performance.	performance.
been energetic.					
	Recognise they have				
Know where the	been energetic.				
heart is and to be					
aware of own	Know where the heart	Know where the hea			
breathing and the	is and to be aware of	is and to be aware o			
changes during	own breathing and the	own breathing and t			
exercise.	changes during				
	exercise.	exercise.	exercise.	exercise.	exercise.
Name the external					
parts of the body.	Name the external				
	parts of the body.				



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



direction the team is				Throw a range of	
playing.	I can make a sequence			objects into a target	
	by linking sections			area.	
Show spatial	together.				
awareness.					
Recognises spaces					
and uses it.	or feeling.				
	a controlled manner.				
	NA avec averageivalv and				
	-				
	ualice.				
	Describe how their				
	10011				
	Watch others				
	Show spatial awareness.	by linking sections together. awareness. I can use dance to show a mood, theme	by linking sections together. I can use dance to show a mood, theme or feeling. Perform a short dance showing expression, speed, and direction in a controlled manner. Move expressively and clearly, remember, and repeat a simple dance. Describe how their dance makes them feel. Watch others	by linking sections together. I can use dance to show a mood, theme or feeling. Perform a short dance showing expression, speed, and direction in a controlled manner. Move expressively and clearly, remember, and repeat a simple dance. Describe how their dance makes them feel. Watch others	by linking sections together. I can use dance to show a mood, theme or feeling. Perform a short dance showing expression, speed, and direction in a controlled manner. Move expressively and clearly, remember, and repeat a simple dance. Describe how their dance makes them feel. Watch others



I can copy and remember actions.	
I can talk about what is different from what I did and what someone else did.	
Copy what they see and say why it is good.	
Choose one aspect of a sequence to improve.	
I can plan and perform a sequence of movements	
I can improve my sequence based on feedback.	
I can think of more than one way to create a sequence which follows 'rules'.	



Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Know why the heart beats faster.					
Know they need to warm up and cool down.	Know they need to warm up and cool down.	Know they need to warm up and cool down.	Know they need to warm up and cool down.	Know they need to warm up and cool down.	Know they need to warm up and cool down.
Know why it is important to be active.	Know why it is important to be active.	Know why it is important to be active.	Know why it is important to be active.	Know why it is important to be active.	Know why it is important to be active.
Recognise the physical demands of the task.					
State if their body is cool, warm or hot.	State if their body is cool, warm or hot.	State if their body is cool, warm or hot.	State if their body is cool, warm or hot.	State if their body is cool, warm or hot.	State if their body is cool, warm or hot.
Identify different ways in which the body works.	Identify different ways in which the body works.	Identify different ways in which the body works.	Identify different ways in which the body works.	Identify different ways in which the body works.	Identify different ways in which the body works.
Explain some rules to another person.					



		1	1	1	1	1
	Identify risks when moving. The need for food to be active.	Identify risks when moving. The need for food to be active.	Identify risks when moving. The need for food to be active.	Identify risks when moving. The need for food to be active.	Identify risks when moving. The need for food to be active.	Identify risks when moving. The need for food to be active.
	Uses skills in different ways for different games. Adapt skills in	Uses skills in different ways for different games.	Uses skills in different ways for different games.	Uses skills in different ways for different games.	Uses skills in different ways for different games.	Uses skills in different ways for different games.
	response to opponent.	Adapt skills in response to opponent.	Adapt skills in response to opponent.	Adapt skills in response to opponent.	Adapt skills in response to opponent.	Adapt skills in response to opponent.
	Describe what they did to solve a problem	Describe what they did to solve a problem	Describe what they did to solve a problem	Describe what they did to solve a problem	Describe what they did to solve a problem	Describe what they did to solve a problem
	Describe their own role in activities.	Describe their own role in activities.	Describe their own role in activities.	Describe their own role in activities.	Describe their own role in activities.	Describe their own role in activities.
	Follow a simple marked trail.	Follow a simple marked trail.	Follow a simple marked trail.	Follow a simple marked trail.	Follow a simple marked trail.	Follow a simple marked trail.
	Know what clothing is appropriate for task and weather.	Know what clothing is appropriate for task and weather.	Know what clothing is appropriate for task and weather.	Know what clothing is appropriate for task and weather.	Know what clothing is appropriate for task and weather.	Know what clothing is appropriate for task and weather.
3 <mark>K</mark>	Use possession and control skills and	I can improvise freely and translate ideas	I can Swim on my back.	Explore different ways if sending ball.	I can run fast, medium and slow speeds,	I can throw and catch with control.



P	make progress	from a stimulus into	I can Swim 15 metres.	changing speed and	Bowl underarm and
	towards goal.	movement.		direction.	throw accurately
•			Swim on front with co-		when playing games.
	React and make it	I can share and create	ordination and	Sustain running for 2	
	difficult for opponent.	phrases with a partner	smooth action.	minutes.	Strike a ball with
	React in a way to	and small group.		I can take part in a	intent.
	assist partner.		Know and explain	relay, remembering	
		I can repeat,	rules and routines that	when to run and what	
	I am aware of space	remember and	keep you safe in	to do.	
	and use it to support	perform phrases.	water.		
	team-mates and to			Understand the	
	cause problems for	Explore ideas based in		difference between	
	the opposition.	theme.		running and jogging.	
	Select tactics apt for	Change level direction		Select the appropriate	
	the situation.	and pace during		style of throwing,	
		dance.		running and jumping	
	Pass and dribble ball			for the task.	
	keeping control.	Move to a variety of			
		stimuli, ie beat,			
	Demonstrate the	rhythm and words.			
	difference between				
	helping a partner and	Use dance to illustrate			
	playing against	another subject, ie art.			
	someone.				



Constantly intercept					
and stop an object.					
Use ball skills to keep possession and control. Dribble a ball round skittles. Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Ongoing	Ongoing	OH BOING	OHBOHIB	Ongoing	Ongoing
Use descriptive language.	Use descriptive language.	Use descriptive language.	Use descriptive language.	Use descriptive language.	Use descriptive language.
Work co-operatively.	Work co-operatively.	Work co-operatively.	Work co-operatively.	Work co-operatively.	Work co-operatively.
I know and use rules fairly.	I know and use rules fairly.	I know and use rules fairly.	I know and use rules fairly.	I know and use rules fairly.	I know and use rules fairly.
Carry out warm up activities and identify when the body is warm and stretched.	Carry out warm up activities and identify when the body is warm and stretched.	Carry out warm up activities and identify when the body is warm and stretched.	Carry out warm up activities and identify when the body is warm and stretched.	Carry out warm up activities and identify when the body is warm and stretched.	Carry out warm up activities and identify when the body is warm and stretched.
Link breathing, heartbeat, and temperature.	Link breathing, heartbeat, and temperature.	Link breathing, heartbeat, and temperature.	Link breathing, heartbeat, and temperature.	Link breathing, heartbeat, and temperature.	Link breathing, heartbeat, and temperature.



| Discuss the difference |
|--|--|--|--|--|--|
| between tension and |
relaxation.	relaxation.	relaxation.	relaxation.	relaxation.	relaxation.
Observe their heart rate slowing and when at rest.	Observe their heart rate slowing and when at rest.	Observe their heart rate slowing and when at rest.	Observe their heart rate slowing and when at rest.	Observe their heart rate slowing and when at rest.	Observe their heart rate slowing and when at rest.
Know what protection to use in the sun.	Know what protection to use in the sun.	Know what protection to use in the sun.	Know what protection to use in the sun.	Know what protection to use in the sun.	Know what protection to use in the sun.
Record if their body id cold, warm or hot.	Record if their body id cold, warm or hot.	Record if their body id cold, warm or hot.	Record if their body id cold, warm or hot.	Record if their body id cold, warm or hot.	Record if their body id cold, warm or hot.
Understand the purpose of the activity.					
Describe in simple terms how they warm up and cool down.	Describe in simple terms how they warm up and cool down.	Describe in simple terms how they warm up and cool down.	Describe in simple terms how they warm up and cool down.	Describe in simple terms how they warm up and cool down.	Describe in simple terms how they warm up and cool down.
identify what they need to practice. Use information to	identify what they need to practice. Use information to	identify what they need to practice. Use information to	identify what they need to practice. Use information to	identify what they need to practice. Use information to	identify what they need to practice. Use information to
improve own performance.					



	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 can keep possession of the ball.	Combine actions in sequences that involve changes in speed and	Describe why swimming helps keep them fit and healthy.	I can hit a ball accurately with control.	Aim for a realistic target to improve height or distance.	I can catch one handed.
Ī	I can vary tactics and adapt skills depending on what is	direction. Create longer	Swim 50 metres.	Keep a rally going.	Describe the difference in running,	I can throw and catch accurately.
	happening in a a game.	sequences.	Use 3 different strokes	Select which skill to use to make it difficult	jumping, and throwing styles.	Use different bowling methods and with
	Lean recognice chase	Improve appearances	Control breathing	for an opponent.	Taka waight with	variation.
	I can recognise space in their games and	of sequences by varying direction,	when swimming.		Take weight with different parts of the	I can throw in
	use it to their	levels and pathways.	Be aware of survival		body.	different ways.
	advantage.	Sequence movements	techniques.		,	,
		in logical order.			I can include change of	I can hit a target.
	Receive ball in control				speed and direction.	
	and keep possession.	Identify when 2				Vary the speed and
		performances have			I can jump in different	direction of the ball.
	Pass and dribble a	the same elements			ways and over a bar.	
	ball keeping control	and compare.				
	and possession.				I can run over a long	Gauge when to run
		Vary dance phrases.			distance.	after hitting the ball.



Hit a ball with				
purpose and in	Identify and		I can sprint over a	
intended direction.	understand the		short distance.	
	processes involved in			
Identify good players	improving		Transfer weight from	
and why they are	performance.		one foot to the other.	
good.				
	I can include a range			
Co-operate and make	of shapes.			
constructive				
contribution to refine	I can work with a			
work in small	partner to create,			
groups.	repeat and improve a			
	sequence with at least			
Identify what they do	three phases.			
to beat competition				
	Maintain fluency and			
Work with the team	control when			
	performing difficult			
Select position to	combinations.			
receive ball.				
Make difficulties for	I can take the lead			
opponents by using	when working with a			
variation of speed,	partner or group.			
direction and height.	I can use dance to			
	communicate an idea.			
Use space				
constructively.				



		Vary direction and speed in dance. Use a range of ideas from different cultures. Identify characteristics of person, animal, object to be portrayed.				
		Communicate the				
		feeling of a character.				
	Ongoing	Ongoing Ongoin	Ongoing Ongoin	Ongoing Ongoin	Ongoing Ongoin	Ongoing Ongoin
	Show an	Show an	Show an	Show an	Show an	Show an
	understanding of	understanding of	understanding of	understanding of	understanding of	understanding of
	warming up and	warming up and	warming up and	warming up and	warming up and	warming up and
	cooling down by	cooling down by	cooling down by	cooling down by	cooling down by	cooling down by
	selecting appropriate	selecting appropriate	selecting appropriate	selecting appropriate	selecting appropriate	selecting appropriate
	activities.	activities.	activities.	activities.	activities.	activities.
	Identify strategies to	Identify strategies to	Identify strategies to	Identify strategies to	Identify strategies to	Identify strategies to
	improve stamina.	improve stamina.	improve stamina.	improve stamina.	improve stamina.	improve stamina.
	Know strenth and	Know strenth and	Know strenth and	Know strenth and	Know strenth and	Know strenth and
	suppleness are	suppleness are	suppleness are	suppleness are	suppleness are	suppleness are
	important parts if	important parts if	important parts if	important parts if	important parts if	important parts if
1	important parts ii	important parts ii	important parts ii	important parts ii	important parts ii	important parts ii



Know how to improve own health and	Know how to imp own health and				
fitness.	fitness.	fitness.	fitness.	fitness.	fitness.
Know a varied diet is required to remain healthy.	Know a varied diet is required to remain healthy.	Know a varied diet is required to remain healthy.	Know a varied diet is required to remain healthy.	Know a varied diet is required to remain healthy.	Know a varied diet required to remain healthy.
Ask for help with a specific element.	Ask for help with a specific element.				
Know the body is supported by a skeleton and muscles.	Know the body is supported by a skeleton and muscles.	Know the body is supported by a skeleton and muscles.	Know the body is supported by a skeleton and muscles.	Know the body is supported by a skeleton and muscles.	Know the body is supported by a skeleton and musc
Understand the purpose of the heart.	Understand the purpose of the he				
Evaluate options.	Evaluate options.				
Use own assessment to modify work.	Use own assessmento modify work.				
Know the need for hygiene.	Know the need for hygiene.				



	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	Direct a ball away from opposition. Use tactics. Suggest improvements in speed and direction. Identify the reason they won or lost. Play ball to make it difficult for the opponent. Show consistency and control in games. I can choose a tactic for defence and	I can compose my own dances in a creative way. I can perform to an accompaniment. My dance shows clarity, fluency, accuracy, and consistency. Show an awareness of the music's rhythm when improvising. Perform movement patterns effectively with a partner. Develop a dance using different styles and	Breath so swimming pattern is uninterrupted. Swim 100 metres. Perform survival techniques.	I can use forehand and backhand with a racket. Make shots on either side of the body.	I am controlled when taking off and landing. I can combine running and jumping. Run in an appropriate speed for the distance. Develop appropriate throwing styles for object to be thrown.	I can field. Use different types of shots/ stroke.
	attacking.	cultures.				



	I can use a few techniques to pass, dribble and shoot.	I can make complex extended sequences.		
		I can combine action,		
	Change direction and	balance ad shape.		
	speed when dribbling	balance au snape.		
	a ball.	I can perform		
		consistently to		
	I can gain possession	different audiences.		
	by working as a team.			
		Perform actions with		
		agility, fluency, clarity		
	I can pass in different	and consistency.		
	ways.			
		Make contrasting		
	Accept defeat	shapes when working		
	appropriately.	with a partner.		
		Combine actions and		
		-		
		_		
		partiteri		
		Offer constructive		
		_		
		Combine actions and maintain performance when working with a partner. Offer constructive ideas when working with a partner.		



Show an understanding of social, historical and cultural contexts of dance.
Have a clear idea about what they have achieved.
Recognise the importance of planning. Recognise the importance of thinking as the work through a task.
Identify aspects of a performance they have performed consistently and accurately.
Observe shape and balance on apparatus.



	1		
Increase the length of			
a sequence.			
With a partner create			
sequence using floor,			
mat and apparatus.			
mat and apparatus.			
Combine actions in			
sequence that involve			
changes in speed level			
and direction and			
clarity of shape.			
Choose and develop			
material to create			
dance.			
durioc.			
Understand patterns			
and forms in specific			
dance styles.			
Know strength and			
suppleness and key			
parts in gymnastic			
performance.			
p 55			
Devise routines that			
prepare their body for			



	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.	Suggest how the rules could be changed to improve a game.	Suggest how the rules could be changed to improve a game.	Suggest how the rules could be changed to improve a game.	Suggest how the rules could be changed to improve a game.	Suggest how the rules could be changed to improve a game.
Select the appropriate skill. Understand the excitement at completing a challenge.	Select the appropriate skill. Understand the excitement at completing a challenge.	Select the appropriate skill. Understand the excitement at completing a challenge.	Select the appropriate skill. Understand the excitement at completing a challenge.	Select the appropriate skill. Understand the excitement at completing a challenge.	Select the appropriate skill. Understand the excitement at completing a challenge.
Know how to prepare physically.					



| Take more |
|--|--|--|--|--|--|
| responsibility for own |
| warm up. |
| Give a good explanation of how warming up affects the body. | Give a good explanation of how warming up affects the body. | Give a good explanation of how warming up affects the body. | Give a good explanation of how warming up affects the body. | Give a good explanation of how warming up affects the body. | Give a good explanation of how warming up affects the body. |
| Know how warming up helps improve their game. | Know how warming up helps improve their game. | Know how warming up helps improve their game. | Know how warming up helps improve their game. | Know how warming up helps improve their game. | Know how warming up helps improve their game. |
| Know why sport is good for health. |
| Evaluate risks |
| Explain the need for a balanced diet. |
| Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. | Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. | Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. | Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. | Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. | Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. |



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



	Outlines what is good	I can develop my		performance to	• Demonstrates a
	and bad about a	stamina to swim		others.	skill/movement when
	performance.	further or faster		• Can warm up with	assisted or through
	C			others in a small group	instruction.
	Communicates what is			Sets out and uses	Performs simple skills in isolation with
	good about a performance to			equipment safelyCan follow simple	some
	others.			rules in an activity.	control and accuracy.
	others.			rules in an activity.	control and accuracy.
	Organises equipment				
	and communicates				
	instructions to others.				
	Takes risks and learns				
	from mistakes.				
	Follows simple				
	Follows simple rules/instructions in				
	physical				
	activity.				
Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Completes short	Completes short	Completes short	Completes short	Completes short	Completes short
periods of exercise	periods of exercise	periods of exercise	periods of exercise	periods of exercise	periods of exercise
and can sustain effort	and can sustain effort	and can sustain effort	and can sustain effort	and can sustain effort	and can sustain effort
in an activity without	in an activity without	in an activity without	in an activity without	in an activity without	in an activity without
getting tired.	getting tired.	getting tired.	getting tired.	getting tired.	getting tired.



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