

PE Curriculum Map and Long Term Planning Guidance

Statutory Framework for EYFS and National Curriculum Programmes of Study							
	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sports and Games	<p><u>ELG 6 Gross Motor Skills:</u> <u>ELG 6a:</u> Negotiate space and obstacles safely, with consideration for themselves and others</p> <p><u>ELG 6b:</u> Demonstrate strength, balance and coordination when playing</p> <p><u>ELG 6c:</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>1a: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>1b: Participate in team games, developing simple tactics for attacking and defending.</p> <p>1c: Perform dances using simple movement patterns.</p>	<p>2a: Use running, jumping, throwing and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2c: Develop flexibility, strength, technique, control and balance.</p> <p>2d: Perform dances using a range of movement patterns.</p> <p>2e: Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>				
	Swimming and Water Safety		<p><i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i> In particular, pupils should be taught to:</p> <p>1d: Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>1e: Use a range of strokes effectively.</p> <p>1f: Perform safe self-rescue in different water-based situations</p>				

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Acquiring, Developing, Selecting and Applying Skills							
Gymnastics	<p>Move and stop upon command; move confidently and safely, negotiating space and obstacles effectively, moving over, under and on apparatus</p> <p>Show contrast with their bodies including tall/short, wide/thin, straight/curved</p> <p>Copy and explore simple movements and link balances, jump and travel actions, on & off apparatus.</p> <p>Learn and refine a variety of shapes, jumps, balances and rolls.</p>	<p>Move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Explore, perform and link gymnastics actions (e.g. pencil/straight, tuck, star, pike, dish and arch), body shapes, balances and rolls with increasing control.</p> <p>Explore making their body tense, relaxed, stretched and curled.</p> <p>Copy, explore, create, sequence and perform movement ideas, on their own and with a partner.</p> <p>Perform movement phrases using a range of body actions and body parts.</p> <p>Explore and develop different ways of stretching, rolling, balancing and travelling.</p>	<p>Develop the range and quality of actions, body shapes, balances and rolls they include in performances. Link these with increasing control and precision.</p> <p>Create gymnastic sequences that follow a set criteria, following a specific theme or piece of music, including changes in height, speed and direction.</p> <p>Use change in speed, level and direction to adapt sequences on different apparatus.</p> <p>Work with a partner to create, repeat and improve a sequence with two or more phrases, including the development of matching and mirroring partners.</p>	<p>Combine and perform gymnastic actions, shapes, balances (including pair balances) and rolls more fluently and effectively, ensuring actions are clear, accurate and consistent, on their own, with partners or small groups.</p> <p>Develop longer and more complex gymnastic sequences by understanding, choosing and applying a range of compositional principles, including changes in height, speed and direction.</p> <p>Set sequences to specific timings and strictly adhere to them - individually, with a partner or in a small group.</p> <p>Work with a small group to create, repeat and improve a sequence with multiple phrases, including matching and mirroring.</p>			
Dance	<p>Explore and copy basic body actions and rhythms.</p> <p>Negotiate space confidently, using appropriate strategies.</p> <p>Use their bodies to respond to stories, topics and music.</p>	<p>Explore, remember, repeat and link actions with co-ordination, control and expression.</p> <p>Move confidently in their own space, exploring changes of rhythm, speed, level and direction.</p> <p>Compose and perform short dances with beginning, middle and end movements, expressing and communicate moods, ideas and feelings.</p>	<p>Respond and improvise imaginatively to a range of stimuli related to character, narrative and music - on their own, with a partner and in a small group.</p> <p>Begin to manipulate space in a controlled manner to respond appropriately to character, narrative and music.</p> <p>Use simple choreographic principles to create motifs and narrative. Able to take the lead when working with a partner or in a group. Perform dances that communicate character, narrative and music, with good control - on their own, with a partner and in a small group.</p>	<p>Explore, improvise and combine movement ideas in different styles, fluently, effectively and creatively - on their own, with a partner and in a small group.</p> <p>Show controlled movements which express emotion and feeling.</p> <p>Compose motifs, sections and whole dances by adapting and developing a variety of movements. Perform with expression, accuracy and fluency. Select their own music, style and dance based on interests.</p>			

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	Acquiring, Developing, Selecting and Applying Skills						
Athletics	<p>Develop skills of running, jumping & throwing with a small range of equipment.</p> <p>Use comparative language i.e. faster, longer, and be able to physically demonstrate this.</p> <p>Vary speed of running based on commands given.</p>	<p>Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.</p> <p>Explore and throw a variety of objects with one hand, including towards a target.</p> <p>Jump from a stationary position with control, landing safely</p> <p>Safely change speed and direction whilst running.</p>	<p>Consolidate and improve the quality, range and consistency of the techniques they use.</p> <p>Throw a variety of objects with one hand and know how to aim these to improve performance, including the under-arm, over-arm and push throws.</p> <p>Take a running jump with appropriate feet patterns/movements.</p> <p>Show accurate pace - run at a speed that is appropriate for the distance being run.</p> <p>Begin to develop the discipline of hurdling, combining running and jumping</p> <p>Take part in relay activities, understanding the concept.</p>	<p>Increase the number of techniques they use and develop the consistency and precision of their actions in a wide range events.</p> <p>Be accurate when throwing at a target, showing precision in throwing techniques, and develop techniques for throwing at a distance.</p> <p>Take a running jump with a controlled take-off and landing, showing precision in jumping techniques; develop the technique of the standard vertical jump.</p> <p>Improve and sustain running techniques at different speeds, including both the development of a sprint start and the ability to self-set an appropriate pace and end with a sprint finish.</p> <p>Develop the discipline of hurdling, combining running and jumping with increasing fluency, sometimes using the preferred leg to lead.</p> <p>Develop relay techniques, including knowing how to pass and receive a baton using the downsweep.</p> <p>Confidently explain rules of track and field events.</p>			
Striking and Fielding <i>cricket, rounders</i>	<p>Roll and throw a ball under-arm, including at a target.</p> <p>Begin to develop the skill of catching a sponge ball.</p>	<p>Throw a small ball with increasing control.</p> <p>Catch a small ball with increasing control.</p> <p>Perform the basic fielding technique of tracking and stopping a small ball with increasing control and coordination.</p> <p>Strike a small ball with a bat, with development of correct body position.</p>	<p>Develop a range of throwing techniques for small balls and use them in a game situation.</p> <p>Use ABC (agility, balance, coordination) to move into good catching positions and catch a small ball.</p> <p>Use ABC (agility, balance, coordination) to accurately track and stop a small ball when fielding, and apply this in a game situation.</p> <p>Develop correct batting and body positioning techniques for both moving and still small balls.</p> <p>To play in a competitive situation, and to demonstrate sporting behaviour.</p>	<p>Utilise a range of throwing techniques appropriately and under pressure in a game situation, including a safe and effective over-arm throw.</p> <p>Use ABC (agility, balance, coordination) to move into good catching positions and catch a small ball under pressure in game situations.</p> <p>Use ABC (agility, balance, coordination) to accurately and quickly track and stop a small ball when fielding, and apply this in a game situation.</p> <p>Exercise control over batting technique and appropriate choice of shot in a game situation.</p> <p>Play in a tournament and work as team using tactics.</p> <p>Learn and play the roles of backstop and wicketkeeper.</p> <p>Develop an understanding of the running rules for both cricket and rounders.</p>			

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	Acquiring, Developing, Selecting and Applying Skills						
Invasion Games <i>Football</i> <i>Rugby</i> <i>Netball</i> <i>Basketball</i> <i>Hockey</i> <i>Dodgeball</i>	<p>Throw and catch a large ball.</p> <p>Begin to show control over a balls, including with bats and sticks.</p> <p>Experiment with different ways of moving.</p>	<p>Receive and send the ball to others, with the feet and hands as appropriate.</p> <p>Begin to use a range of ball skills in games, including shooting and ball control.</p> <p>Travel in a variety of ways including running and jumping</p> <p>Developing simple tactics for attacking and defending in variety of invasion games.</p> <p>Participate in simple games, develop simple tactics and use them appropriately.</p>	<p>Receive and pass the ball with increasing accuracy., with the feet and hands as appropriate.</p> <p>Begin to show confidence in using ball skills in various ways, and link these together effectively (e.g. dribbling in different directions, bouncing, shooting and turning).</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Perform basic hockey skills such as dribbling and push pass.</p> <p>Develop basic netball skills such as the chest pass, catching and shooting.</p> <p>Apply basic skills suitable for attacking and defending in variety of invasion games.</p> <p>Work well in a group and begin to communicate tactically</p> <p>Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball).</p>	<p>Receive and pass the ball with increasing accuracy., with the feet and hands as appropriate.</p> <p>Begin to show confidence in using ball skills in various ways, and link these together effectively (e.g. dribbling in different directions, bouncing, shooting and turning).</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Perform basic hockey skills such as dribbling and push pass.</p> <p>Develop basic netball skills such as the chest pass, catching and shooting.</p> <p>Apply basic skills suitable for attacking and defending in variety of invasion games.</p> <p>Work well in a group and begin to communicate tactically</p> <p>Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball).</p>	<p>Receive and accurately pass the ball at distance and with increased power, with the feet and hands as appropriate.</p> <p>Show confidence in using ball skills in various ways, and link these together effectively at speed, selecting according to the game situation (e.g. dribbling in different directions using varied feet positions, bouncing, shooting, turning and controlling the ball effectively).</p> <p>Uses running, jumping, throwing and catching in isolation and in combination in appropriate ways according to the game situation.</p> <p>Perform and combine basic hockey skills such as dribbling and push pass at increased speed and over longer distances.</p> <p>Develop a range of netball skills such as accurate shooting, marking, pivoting, dodging, blocking and bounce pass.</p> <p>Keep possession of balls during games situations at appropriate times and passes in others.</p> <p>Defend and attack tactically by anticipating the direction of play.</p> <p>Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball).</p> <p>Play effectively in a variety of positions.</p> <p>Work cooperatively and tactically with others in a team.</p>		

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<u>Net and Wall Games</u> Tennis Badminton				Be familiar with tennis balls and short tennis rackets. Explore different shots (forehand, backhand). Understand and use an accurate under-arm serve in short tennis. Engage in a rally with a partner. Develop the use of a variety of short tennis shots with increasingly accurate shots. Play a competitive short tennis game.			Demonstrate and develop the use of the correct grip of the racket and understand how to get into the ready position for striking a tennis ball or shuttlecock. Use good hand-eye coordination to contact a tennis ball or shuttlecock with the middle of the racket in forehand and backhand shots Understand and use the correct under-arm serve in badminton and over-arm serve in tennis. Develop backhand and forehand ground shot techniques in tennis. Develop an understanding of the impact of an overhead shot, and use it to win points during play. Understand and use the drop shot as an attacking shot, successfully aiming for space near the net. Understand and use the lob as an attacking shot, successfully aiming for space near the back of the court. Understand the rules of tennis and badminton and score games accurately. Develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.
<u>Outdoor Adventure and Activity</u>				Work with others collaboratively in defined roles to solve problems. Both lead others and be led. Use maps, symbols and compasses to develop orientation of the school site. Create a short trail for others.		Work with others collaboratively in defined roles to solve more complex problems. Take responsibility for a role in a group. Use maps, symbols and compasses to develop confident orientation of the school site and beyond. Design a challenging orienteering course that is easy to follow.	

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	Fitness, Health and P.E Life Skills						
<u>Health, Fitness and Wellbeing</u>	Begin to understand the importance of healthy eating and exercise.	Understand the importance of a healthy eating and regular, varied exercise.	Understand the importance of a healthy eating and regular, varied exercise, and have a positive attitude towards it.	Understand and discuss why a range of P.E activities are good for health, fitness and wellbeing, and demonstrate an understanding of how they themselves can be healthier.			
<u>Body Awareness</u>	Recognise and describe how the body changes during exercise.	Recognise and describe how different rhythms, paces and movements make them feel.	Recognise and describe how different rhythms, paces, movements, activities and games can effect specific parts of the body, and how these affect the way they perform. Measure heart rate with support.	Recognise and describe how different rhythms, paces, movements, activities and games can effect specific parts of the body, and how these affect the way they perform. Measure heart rate independently.			
<u>Warm-up and Cool-down</u>		Understand the importance of warm up and cool down.	Understand the importance of warm up and cool down, and begin to understand the importance of suppleness, strength, speed and stamina.	Take safe, necessary steps to independently prepare for a range of P.E activities, using accurate and appropriate warm up and cool down strategies. Understand the importance of suppleness, strength, speed and stamina.			
<u>Apparatus Safety</u>	Know that equipment and apparatus can be harmful.	Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.					
<u>Evaluation</u>	Watch and copy some basic movements in P.E.	Watch and describe some basic techniques and movements across a range of P.E disciplines and use what they learn to improve their own performance.	Describe, interpret, evaluate and compare their own performance and that of others, using appropriate language.	Describe, critically analyse, interpret, evaluate and compare their own performance, and that of others, using appropriate language.			
<u>Feedback</u>	Express their enjoyment of an activity using simple feedback techniques (e.g. thumbs up/down).	Use peer feedback to improve their own performance and recognise good quality in others.	Use peer feedback to improve their own performance and offer specific ways that others can improve.	Engage in constructive feedback, evaluating, refining and developing their own work and others' work using appropriate peer- and self-review criteria.			
<u>Peer-coaching</u>			Positively comment on others whilst working	Engage in peer-coaching, providing advice and support to others whilst working.			
<u>Measuring and Improving</u>		Where appropriate, begin to measure performance and set simple targets to improve.	Where appropriate, independently measure performance and set targets to improve.	Where appropriate, independently measure performance with increasing accuracy and set targets to improve.			
<u>Leadership</u>		Demonstrate to a class or group with support from the teacher.	Lead instructions or demonstrations of techniques, skills and movements to a class or group.	Confidently lead instructions or demonstrations of substantial techniques, skills and movements to a class or group.			
<u>Reciprocal Teaching</u>				Engage in reciprocal teaching, taking turns to teach each other a new skill or tactic.			

Overview and Guidance

This document supports the planning of P.E, ensuring that the National Curriculum (NC) P.E. programmes of study for Key Stages 1 and 2 and the relevant aspects of the Statutory Framework for the Early Years Foundation Stage (EYFS) are fully covered. The various aspects of P.E – gymnastics, dance, invasion games, striking and fielding games, net and wall games, athletics and outdoor adventure activities (OAA) – are all fully provided for, with the required P.E skills for each of these P.E. disciplines being represented by series of strand statements that show sequence and progression from Reception Year to Year 6. These statements are challenging, ambitious and ensure that specific skills are focussed on during lessons. Medium term plans (MTPs) are then drawn from these sequenced curriculum statements, ensuring appropriate progression in each P.E. discipline as they revisit them through the primary age range.

The final page of progression statements are 'Fitness, Health and P.E Life Skills'. These contain statements relating to knowledge, skills and understand that are holistic and transferable across P.E disciplines – 'Health, Fitness and Wellbeing', 'Body Awareness', 'Warm-up and Cool-down', 'Apparatus Safety', 'Evaluation', 'Feedback', 'Peer-coaching', 'Measuring and Improving', 'Leadership' and 'Reciprocal Teaching'. Medium Term Plans will also draw from these progression statements, ensuring an even, sufficient coverage of 'Fitness, Health and P.E Life Skills' across the primary age range.

Long Term Planning (LTPs)

Due to timetabling restrictions, some of our schools have a core P.E curriculum allocation of two lessons per week (i.e. 12 units per year, per year group), whilst others have an allocation of one lesson per week (i.e. 6 units per year). The Star P.E curriculum has provision for schools to be able to deliver a P.E allocation of two lessons per week.

Trust LTP guidance must be as flexible as possible, allowing schools to place units into the half terms and phases of primary school (Reception Year, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) that best suit the needs of pupils and relevant school-level cross-curricular considerations. Thus, some MTPs pertain to one of these four phases of primary school, rather than specific year groups

Considering the need for schools to cater appropriately for all the above P.E disciplines in their planning, the following minimum curriculum requirements apply to all schools. These requirements state the minimum core P.E offer that needs to be delivered through the primary age-range, in terms of minimum number of units required per year. Beyond this minimum requirement, schools can then draw from the bank of phase-specific MTPs to produce an LTP that caters for the needs and strengths of schools and their pupils. Schools that deliver a P.E allocation of two hours per week will therefore find that there is more scope here to go above and beyond this minimum requirement:

All year groups 1-6 must allocate at least one unit per year for dance, gymnastics and athletics. Both lower key stage 2 and upper key stage 2 must allocate one unit of Outdoor Adventure Activities: thus, two such units are taught across key stage 2. Key stage 1, lower key stage 2 and upper key stage 2 must also allocate at least three units of games (one of each aspect – 1. striking and fielding; 2. net and wall; and 3. invasion games) across their phases, as a minimum requirement.